



**C A T A L O G U E 2 0 0 9 • 2 0 1 0**

June, 2009

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

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Secretary-Treasurer  
President  
Howard Community College

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# 2009-2010 ACADEMIC CALENDAR

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## CREDIT PROGRAMS

### Summer 3 (5 weeks) 2009

July 6 ..... Classes Begin  
August 7 ..... Classes End

### Fall 2009

August 22 ..... Classes Begin  
September 5-7 ..... Labor Day – COLLEGE CLOSED  
November 25-29 ..... Thanksgiving Recess for Students – NO CLASSES  
November 26-29 ..... Thanksgiving Recess for Faculty and Staff – COLLEGE CLOSED  
December 6 ..... Classes End  
December 7-14 ..... Exams  
December 24 - January 3 ..... Winter Break

### Winter 2010

January 4 ..... Classes Begin  
January 18 ..... Martin Luther King, Jr., Day Observed – COLLEGE CLOSED  
January 29 ..... Classes End

### Spring 2010

January 30 ..... Classes Begin  
April 3-9 ..... Spring Recess – COLLEGE CLOSED  
May 14 ..... Classes End  
May 15-21 ..... Exams  
May 27 ..... Commencement  
May 31 ..... Memorial Day Observed – COLLEGE CLOSED

### Summer 1 (5 weeks) 2010

June 1 ..... Classes Begin  
July 2 ..... Classes End

### Summer 1 Extended (8 weeks) 2010

June 1 ..... Classes Begin  
July 5 ..... Independence Day Observed – COLLEGE CLOSED  
July 27 ..... Classes End

### Summer 2 (8 weeks) 2010

June 14 ..... Classes Begin  
July 5 ..... Independence Day Observed – COLLEGE CLOSED  
August 9 ..... Classes End

### Summer 3 (5 weeks) 2010

July 6 ..... Classes Begin  
August 9 ..... Classes End

## NONCREDIT PROGRAMS

Classes begin weekly ..... Registration is ongoing year-round up to 3 days before each class starts  
Early February ..... Kids on Campus summer registration begins. Visit [www.howardcc.edu/Kidsoncampus](http://www.howardcc.edu/Kidsoncampus).

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.*

# TABLE OF CONTENTS

<b>Academic Calendar</b> .....	iii	<b>Student Services</b> ( <i>cont'd</i> ) .....	
<b>Directory for Assistance</b> .....	vii	Financial Aid Services .....	43
<b>General Information</b> .....	1	Welcome and Information Center .....	43
College Profile .....	1	Child Care Services .....	43
Nondiscrimination, Equal Opportunity, and Affirmative Action .....	1	Academic Support, Counseling and Career Services .....	43
Vision and Mission .....	1	Test Center .....	44
Accreditation and Membership .....	1	Student Life .....	45
Board of Trustees .....	2	Athletics .....	46
Educational Foundation .....	2	<b>Transfer Policies</b> .....	47
HCC Alumni Association .....	2	<b>Continuing Education &amp; Workforce Development</b> .....	53
Student Residency .....	2	<b>Statewide Instructional Programs</b> .....	55
Student Injuries .....	3	<b>Curricula</b> .....	57
Student Health and Insurance .....	3	Program Selection .....	57
Late Opening/Early Closing .....	3	General Education Requirements .....	57
Student ID Cards .....	3	Diversity in the Curriculum .....	57
Traffic Rules and Regulations .....	3	Core Requirements .....	57
Smoking on Campus .....	4	Student Responsibilities .....	60
Welcome and Information Center .....	4	Electives .....	60
Library .....	4	Course Codes .....	61
Laurel College Center .....	4	<b>Curriculum Profile</b> .....	62
Mediation & Conflict Resolution Center .....	4	<b>Programs of Study by Academic Division/Master List</b> .....	65
Educational Technology Services .....	5	<b>Arts and Humanities</b> .....	68
Computer Services .....	5	Architecture .....	69
The Arts .....	5	Art .....	69
HCC-TV .....	5	Art History .....	70
Code of Conduct .....	5	Arts Administration .....	71
Student Judicial Process .....	8	Communications Studies .....	75
<b>Admissions Policies and Procedures</b> .....	13	Dance Performance .....	76
<b>Pay for College</b> .....	19	Film Studies .....	77
What to Pay–Tuition, Fees and Other Costs .....	19	Gaming and Simulation Design .....	77
When to Pay–Payments, Refunds and Deadlines .....	20	Graphic Design .....	78
Ways to Pay–Payment Methods and Payment Assistance .....	21	Interdisciplinary Studies .....	78
<b>Financial Aid Policies and Procedures</b> .....	25	Interior Design .....	80
<b>Academic Information</b> .....	31	Liberal Arts .....	80
Associate of Arts Degree .....	31	Mass Media Design and Production .....	81
Associate of Applied Science Degree .....	31	Multimedia Design .....	82
Associate of Arts in Teaching Degree .....	31	Music .....	82
Certificate of Proficiency .....	31	Music Performance-Jazz .....	83
Letter of Recognition .....	31	Music Performance-Voice .....	83
Graduation Petitions .....	31	Music Therapy .....	84
Placement Testing .....	31	Philosophy and Religious Studies .....	84
Distance Learning .....	32	Photography .....	85
Credit for Prior Learning .....	33	Television Production .....	85
Honors and Academic Recognition .....	35	Theatre .....	86
Academic Procedures .....	35	Theatre/Performance .....	87
Registration and Enrollment .....	38	Theatre/Technical .....	87
Academic Standards .....	38	Transfer Studies .....	88
Grading System .....	39	Web Design .....	88
Academic Amnesty .....	39	<b>Business and Computer Systems</b> .....	89
Academic Honesty .....	40	Accounting .....	90
<b>Student Services</b> .....	41	Business Administration .....	91
Admissions .....	41	Business Management .....	91
New Student Orientation .....	41	Business in the Virtual Environment .....	92
Advising Services .....	41	Computer Science .....	92
Excelsior College Consortium .....	42	Culinary Management .....	93
Records and Registration .....	42	E-Commerce Designer .....	94
Veterans Affairs .....	42	E-Commerce/E-Business .....	94

# TABLE OF CONTENTS

<b>Business and Computer Systems</b> <i>(cont'd)</i>	
Entrepreneurship.....	95
Financial Planning.....	97
Hospitality Management.....	98
Information Systems Management-Office Systems.....	98
Information Systems Management-Programming/ Technical Systems.....	99
Information Technology.....	99
International Business.....	100
Internet and Core Computing (IC3).....	101
Internet Professional.....	101
Legal Office Assistant.....	102
Medical Transcriptionist.....	103
Microsoft Certified Systems Engineer (MCSE) Windows Server 2003.....	103
Microsoft Certified Application Specialist.....	104
Network Engineer.....	104
Network Security.....	105
Network Security Administration.....	105
Office Assistant.....	106
Office Automation Specialist.....	107
Office Technology.....	107
Professional Coaching.....	108
Professional Organizational Coaching.....	109
Retailing.....	110
Web Developer.....	110
Webmaster.....	111
<b>English/World Languages</b> .....	112
Arabic.....	112
English.....	113
Journalism.....	113
Spanish.....	114
<b>Health Sciences</b> .....	115
Accelerated Cardiovascular Program for Hospital Trainees.....	115
Advanced Cardiovascular Imaging and Interventional Therapies.....	116
Aging Services.....	116
Athletic Training.....	117
Cardiac Monitoring and Analysis.....	117
Cardiovascular Technology for Allied Health Professionals.....	118
Cardiovascular Technology–Invasive Technologist.....	118
Emergency Medical Technician/Paramedic.....	119
Exercise Science.....	120
Health Care for the Professional.....	122
Health Care Management and Administration.....	124
Health Education.....	124
Human Services.....	125
Licensed Practical Nursing.....	127
LPN Pathway Sequence.....	128
Nursing.....	128
Nursing–Accelerated.....	129
Nutrition.....	130
Physical Therapist Assistant.....	131
Public Health.....	132
Radiologic Technology.....	132
Respiratory Care.....	133
Surgical Technology.....	134
<b>Mathematics</b> .....	135
Mathematics.....	135
<b>Science and Technology</b> .....	136
Architectural and Construction Management.....	136
Bioinformatics.....	137
Biomedical Engineer Field Technician.....	138
Biomedical Engineer Specialist.....	138
Biomedical Engineering.....	139
Biotechnology.....	139
Cisco Certified Networking.....	140
Computer-Aided Design Technology.....	141
Computer Support Technology.....	141
Electronics Technology.....	143
Engineering.....	143
Environmental Science.....	144
Horticulture.....	144
Life Science.....	145
PC Maintenance (A+ Certification) with Network Emphasis.....	145
Photonics Technology.....	146
Physical Science.....	147
Pre-Allied Health.....	147
Pre-Dentistry.....	148
Pre-Medical Technology.....	148
Pre-Medicine.....	149
Pre-Nuclear Medicine Technology.....	149
Pre-Optometry.....	150
Pre-Pharmacy.....	150
Pre-Veterinary Medicine.....	151
Telecommunications Technology.....	151
Wireless Communications Technology.....	152
<b>Social Sciences/Teacher Education</b> .....	153
American Studies.....	153
Anthropology.....	154
Conflict Resolution.....	154
Criminal Justice.....	155
Early Childhood Development.....	156
Early Childhood Education.....	157
Elementary Education.....	158
Elementary Education/Generic Special Education PreK-12.....	159
General Studies.....	159
General Studies-Business/Technology Emphasis.....	160
General Studies for Certificate Students.....	160
General Studies-Science Emphasis.....	161
Global Economics.....	161
History.....	162
International Studies.....	162
Police Science.....	163
Psychology.....	163
Secondary Education.....	164
Secondary Education–Chemistry.....	165
Secondary Education–English.....	165
Secondary Education–Mathematics.....	166
Secondary Education–Physics.....	166
Secondary Education–Spanish.....	167
Social Sciences.....	167
Sociology.....	168
Teacher Education.....	168

# TABLE OF CONTENTS

<b>Course Descriptions</b> .....	171	<b>Course Descriptions</b> ( <i>cont'd</i> ) .....	
Accounting (ACCT).....	171	History (HIST).....	220
Aging Services (AGNG).....	171	Horticulture (HORT).....	221
American Sign Language (AMSL).....	172	Hospitality Management (HMGT) .....	222
Anthropology (ANTH).....	172	Human Development (HMDV).....	223
Arabic (ARAB).....	172	Human Services (HUMS) .....	225
Architectural and Construction Management (ARCM) .....	173	Humanities (HUMN).....	225
Art (ARTT) .....	174	Interior Design (INDS) .....	225
Astronomy (ASTR).....	179	Italian (ITAL) .....	226
Bioinformatics (BFMT).....	179	Korean (KORE).....	226
Biology (BIOL) .....	179	Life Fitness (LFIT).....	227
Biomedical Engineering (BMET).....	181	Mass Media (MASS) .....	228
Business (BMGT).....	181	Mathematics (MATH) .....	230
Cardiovascular Technology (CARD) .....	184	Meteorology (METO).....	232
Chemistry (CHEM) .....	185	Microsoft (MSFT).....	233
Chinese (CHNS) .....	185	Music (MUSC).....	234
Cisco (CSCO).....	186	Nursing (NURS) .....	238
Computer-Aided Design (CADD).....	187	Nutrition (NUTR) .....	240
Computer Forensics (CFOR) .....	187	Office Technology (OFFT).....	240
Computer Systems (CMSY).....	188	Philosophy (PHIL).....	241
Conflict Resolution (CRES).....	194	Photonics (PHOT).....	242
Cooperative Education (COOP) .....	194	Physics (PHYS).....	243
Criminal Justice (CRIM) .....	194	Political Science (POLI) .....	244
Culinary Management (CMGT) .....	195	Portuguese (PORT).....	244
Dance (DANC).....	196	Psychology (PSYC) .....	244
Economics (ECON).....	198	Public Health (PUBH) .....	245
Education (EDUC).....	199	Radiologic Technology (RADT) .....	245
Electronics (ELEC) .....	202	Retailing (RETL).....	246
Emergency Medical Technician/Paramedic (EMSP).....	203	Russian (RUSS).....	246
Engineering (ENES).....	203	Sociology (SOCL) .....	247
English (ENGL) .....	204	Spanish (SPAN) .....	248
Entrepreneurship (ENTR) .....	208	Speech (SPCH).....	248
Environmental Science (ENST).....	210	Telecommunications (TELE) .....	249
Exercise Science (EXSC) .....	210	Theatre (THET) .....	249
Farsi (FARS) .....	211	Wireless Communications (WCOM).....	251
Film (FILM) .....	211	Women's Studies (WMST).....	251
Financial Planning (FNPL) .....	213	<b>College Staff</b> .....	253
Fine Arts (FINE).....	213	Administrative Staff .....	253
First-Year Experience (FYEX).....	214	Professional/Technical Staff .....	255
French (FREN).....	214	Faculty .....	261
Geography (GEOG).....	215	Adjunct Faculty.....	266
Geology (GEOL) .....	215	Emeriti .....	268
German (GERM).....	215	<b>Curriculum Advisory Committees</b> .....	269
Greek (GREK) .....	216	<b>Index</b> .....	271
Health Care (HEAL) .....	216	<b>Maps</b> .....	275
Health Education (HEED).....	216	<b>Notes</b> .....	277
Hebrew (HBRW).....	219		

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# DIRECTORY FOR ASSISTANCE

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Area Code: 410    Main Number: 772-4800    TDD: 772-4023    [www.howardcc.edu](http://www.howardcc.edu)

Information may be obtained by writing or phoning the office listed. Correspondence should be directed to the person listed and addressed to:

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 Galleries**

Director, Rouse and Art Department Galleries  
772-4189

## **Athletics**

Director of Athletics  
772-4671

## **Belmont Conference Center**

Manager  
772-4300

## **Business Training Center**

772-4808

## **Calendar of Activities**

[www.howardcc.edu/calendar](http://www.howardcc.edu/calendar)

## **Career Links (Single Parents and Displaced Homemakers)**

Coordinator, Career Links  
772-4840

## **Computer Lab**

ELB: 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

## **Horowitz Center**

Managing Director  
772-4587

## **Industry Certification Programs (Microsoft, Cisco, Check Point, A+, CompTIA)**

772-4465

## **Library**

772-4922

## **Music Institute**

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  
Managing Director  
772-4451

## **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.

Each Year, 25,000 Students – 25,000 Educational Sagas

GetThere

### **Wes Myers**

**Destination:** Carnegie Melon's electrical and computer engineering program

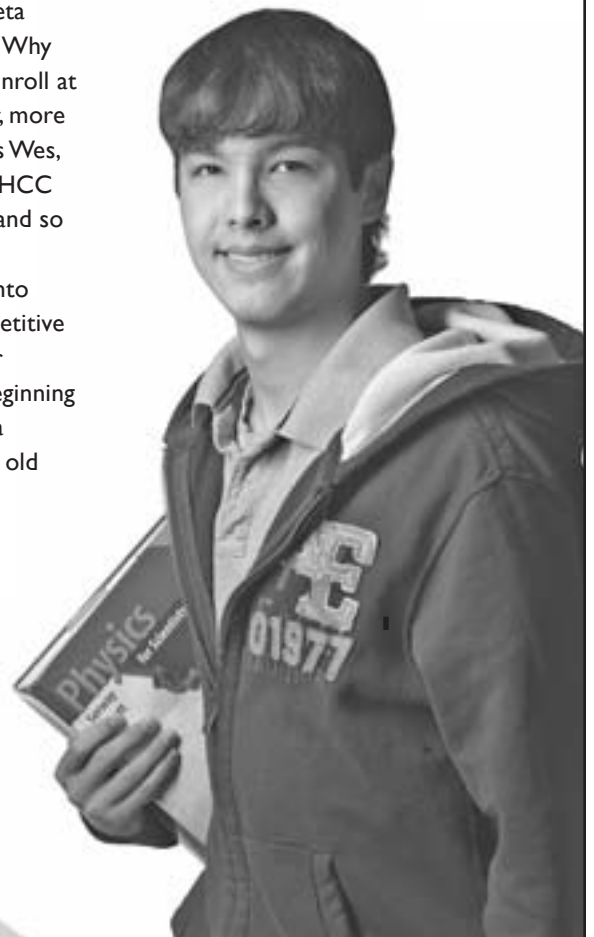
**Path:** **HCC's dual-enrollment program for high school students**

Wes Myers was leading a double life.

At first glance, he looked like your typical 17 year old high school student. But Wes was both a high school student and college student for three years, dual enrolling at Cedarbrook Academy and HCC.

At HCC, Wes was a member of the Schoenbrodt Honors program, the Engineering Club, and vice president of the Phi Theta Kappa Honors Society. Why did he choose to dual enroll at HCC? "I wanted harder, more challenging classes" says Wes, an engineering major. "HCC provided me with that and so much more."

Wes was accepted into Carnegie Melon's competitive electrical and computer engineering program beginning fall 2008. Not bad for a student who's not even old enough to vote.





# General Information

## COLLEGE PROFILE

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

More than 7,900 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 17,000 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 Mary Ellen Duncan Hall for English, Languages and Business 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 Peter & Elizabeth Horowitz Visual and Performing Arts Center, Alfred J. Smith, Jr. Theatre, and the Dreier Stage. The Horowitz Center 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.

The Rouse Company Foundation Student Services Hall is a central source for admissions, registration, advising, testing, financial aid services, and other student services. The RCF Hall also houses the bookstore and Cafe on the Quad.

Other facilities include the Library with more than 40,000 volumes of reference materials and online databases, the Nursing Building, and McCuan Hall 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.

## 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.

## VISION AND MISSION

### Vision

A place to discover greatness in yourself and others.

### Mission

Providing pathways to success.

## ACCREDITATION 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 arts in applied sciences 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 National Association of Community College Trustees, the National Accrediting Commission, National League for Nursing, and Alliance of Cardiovascular Professionals.

Howard Community College's programs of learning are fully approved by the Veterans Administration for veterans' benefits.

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## GENERAL INFORMATION

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### BOARD OF TRUSTEES

The Howard Community College Board of Trustees is composed of seven volunteer members who are appointed by the Governor with the advice and consent of the Maryland Senate. Each trustee term is six years and trustees can be appointed for two terms. The board of trustees serves as the college's governance board, guaranteeing the accountability of the college and supporting its mission of providing pathways to success. It operates the college as a public trust for the benefit of the citizens of Howard County.

### 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 HCCEF 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](http://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 Office. For information, call 410-772-4450 or visit [www.howardcc.edu/alumni](http://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 (MHEC) 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 back 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, including:

- Statewide Instructional Programs and Health Personnel Shortage Incentive Grant Programs (page 15)
- Active duty military and their dependents, Maryland National Guard, and honorably discharged veterans of the armed forces (page 17)
- State-approved consortium agreements and partnerships such as tuition entitlements for students participating in the Mid-Maryland Allied Healthcare Education Consortium (page 16) and for Prince George's County residents taking HCC classes at the Laurel College Center (page 4)
- State law allows the three month residency requirement to be waived for individuals and their dependents relocating to Maryland due to the Base Realignment and Closure (BRAC) initiative. Those residing in Howard County will be entitled to in-county tuition rates; those residing in another Maryland county are entitled to in-state tuition rates.

*An international citizen* lawfully admitted for permanent residence in the United States may be considered a resident for tuition purposes if the student otherwise 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 17 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, veterans, 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 college disciplinary measures. In addition, a person may be charged with perjury in a criminal action.**

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## GENERAL INFORMATION

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### Student Address and Contact Information Change

Students must provide accurate residency information to the college and update it when a change has occurred. International students should contact the Office of Admissions and Advising regarding any change related to their immigration status. 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 upon request. The Change of Information Form is available on the college website at [www.howardcc.edu/admissions](http://www.howardcc.edu/admissions). Students whose immigration status has changed should come in person to the Office of Admissions & Advising.

### 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.

### 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.

### STUDENT ID CARDS

Photo ID cards are necessary for admittance to computer labs, college functions, and to the Athletic and Fitness Center. They are also required to check out materials from the HCC Library. ID cards are issued to students at the Security Office after registering for classes. If you are a returning student, your ID must be validated at the Security Office after registration. Students should note that there is a \$3 late charge for ID cards if they are issued after the first ten days of classes. There is a \$5 fee to replace ID cards if lost or stolen. In order to obtain an ID you will need:

- Proof of enrollment at the college (tuition receipt or class schedule)
- A valid photo ID
- Vehicle Parking Permit Number and Vehicle Tag Number

A photo ID is also required for college transactions including in-person registration; a student ID is preferred.

### TRAFFIC RULES AND REGULATIONS

The following regulations apply to all persons who operate a motor vehicle or bicycle on any part 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 are obtained from the Security Office in the Rouse Company Foundation Building. 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.

In order to obtain a parking permit you will need:

- Proof of enrollment at the college
- A valid photo ID
- Vehicle information, including tag number and vehicle description

#### Parking Permits

All vehicles parked on campus must display a valid parking permit. Students must register their vehicle and obtain a parking permit from



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## GENERAL INFORMATION

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the Security Office in the Rouse Company Foundation Building. 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 violators 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 \$350 per violation in a handicapped space, \$150 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 staffs counter service locations throughout the campus, including in the Rouse Company Foundation Student Services Hall (main location), the Hickory Ridge Building and the Burrill Galleria. The center provides students with general information regarding college programs, courses, and services. The center also provides information regarding office hours, locations, and directions to and from the campus. Notary services, voter registration information, and various college publications, such as the catalogue and credit and noncredit class schedules, student handbook, and campus maps, are also provided through the Welcome and Information Center. The Welcome Center oversees the Student Ambassadors Program. Students interested in participating in this program should contact the Welcome and Information Center at 410-772-4800 or visit the

main Welcome and Information Center location (RCF first floor).

### 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 the College of Notre Dame of Maryland. The University of Maryland University College offers courses at the LCC. For more information about the Laurel College Center, visit [www.laurelcollegecenter.org](http://www.laurelcollegecenter.org) or call 410-772-4162.

### MEDIATION AND CONFLICT RESOLUTION CENTER

The Mediation and Conflict Resolution Center offers free and confidential mediation services to all students, faculty, and staff of Howard Community College who need assistance in resolving interpersonal conflicts that occur

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## GENERAL INFORMATION

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both on and off-campus. MCRC does not mediate conflicts that are handled by the college's grievance and disciplinary procedures.

Mediation is the primary process used to help resolve conflicts. This process involves trained mediators, who are neutral and objective, helping those in conflict to tell their stories to each other, explore underlying issues, brainstorm potential resolutions of the conflict, and reach an agreement that meets the needs of both as much as possible. Mediation sessions are held on days and at times and locations convenient to the parties. The Center also provides facilitation services to groups experiencing conflict.

### EDUCATIONAL TECHNOLOGY SERVICES (AV)

Educational Technology Services provides a wide variety of media resource support for instruction and administration in the audiovisual/instructional technology areas. Services include Materials Design and Production, A/V Equipment Services, and Multimedia/Web Design and Development.

**Materials Design and Production** involves the design and production of instructional and informational materials for HCC faculty and staff.

**AV Equipment Services** is responsible for the wide range of projection, audio, and video equipment that is distributed or permanently installed into classrooms, conference rooms and lecture halls throughout the campus. Digital audio and video recording and dubbing services are also available for support of instruction. These services empower the HCC community to use AV technology in teaching, learning, and community service.

**Multimedia/Web Design and Development** assists faculty with production of web-based media for on-line classes and the use of the web as a resource for learning. Onsite courses, distance learning courses and other instructional initiatives are supported. Products include digital and web streaming video, interactive tutorials, learning objects, animations, presentations, graphics/interface design and audio components.

### 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 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

The arts at HCC come alive in the new Peter and Elizabeth Horowitz Visual and Performing Arts Center. Opened in fall 2006, the Horowitz Center is home to the Arts and Humanities Division, performance and instructional classroom/studios.

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 Rouse Company Foundation Art Gallery, hosting exhibitions of professional artists and the Art Department Gallery hosting student, alumni, and community exhibitions. Additionally, HCC supports the Student Arts Collective, offering theatre and dance performance and techni-

cal theatre opportunities to students, alumni, and local artists, via full-length productions, showcases and special events. HCC's Student Arts Collective 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 Art Department Gallery, dance recitals, music concerts and more. Arts faculty and staff perform and/or exhibit artistic work regularly on campus as well. As part of its community outreach program, the college has also established noncredit arts programs for both youth and adults through its Music Institute and Actors Studio.

Students explore the arts in an academic setting, and create their own works, in the Horowitz Center's instructional classroom/studios. State-of-the-art sculpture, ceramics, photography, painting, drawing, design and digital arts studios are available, as well as a music rehearsal hall, sound-proof practice rooms, piano lab, digital music lab, and dance studios.

For more information visit the Arts and Humanities website at [www.howardcc.edu/arts](http://www.howardcc.edu/arts).

### 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, 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
3. Edward N. Stoner, II & John Wesley Lowey, A Twenty-First Century Model Student Code of Conduct, Journal of College and University Law, Vol. 31, No. 1.

### 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

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## GENERAL INFORMATION

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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 legal representation are not permitted in college disciplinary proceedings, whether informal or formal. However, legal representation is permitted when the student faces concurrent criminal charges.
- The term "college" means Howard Community College and all of its departments and programs.
- 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 prem-

ises 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 recommending suspension or expulsion.
- 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

Student groups and organizations may be charged with violations of this code. A student group or organization and its officers may be held collectively and individually responsible when violations of this code, by those associated with the group or organization, have received the consent or encouragement of the group or organization or of the group's or organization's leaders or officers.

### 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).
- Forgery 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.)



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## GENERAL INFORMATION

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- Sexual assault and sex offenses as defined by Maryland state law (see section on sexual harassment).
  - Physical abuse, threat, harassment, or stalking 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. This includes, but is not limited to the use of another individual's identity, password, and/or access information and the identity theft of any member of the college community or visitor to the college.
  - 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 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 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 unauthorized audio or video recording of any person on college premises or at college sponsored activities at other sites, without his/her prior knowledge or without his/her consent when such a recording has the potential to cause injury or distress. Students with disabilities who have been vetted through the office of Disability Support Services to record lectures must notify their instructor via their accommodation memo of their intent to record and are restricted to using these recordings for educational purposes only. All other students who wish to record lectures must obtain prior permission from their instructors authorizing audio and/or video recording and are restricted to using these recordings for educational purposes only.
  - 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*

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## GENERAL INFORMATION

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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 vice president of student services 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.

### Disciplinary Conference

Students accused of offenses that may result in penalties less than suspension or expulsion, are subject to a disciplinary conference with the vice president of student services or designee. The following procedural protections are provided to respondents in disciplinary conferences:

- 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 consid-

ered "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 vice president of student services 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 vice president of student services 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 coursework 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 vice president of student services or designee in order to discuss the following issues:

- The reliability of the information concerning the student's conduct, including the matter of his or her identity.
- Whether the conduct and surrounding circumstances reasonably indicate that the continued presence of the student on college premises poses a substantial and

immediate threat to himself or herself, to others, or the stability and continuance of normal college functions.

### Discipline Committee

In the event that a discipline hearing is necessary, the vice president of student services 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 vice president of student services 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 vice president of student services 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 vice president of student services 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,



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## GENERAL INFORMATION

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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. Oath administered by notary public.
2. Chairperson's opening remarks.
3. Opening statements of complainant and respondent, if desired by each.
4. Presentation of evidence by complainant, then respondent.
5. Questions by members of the hearing panel.
6. Closing statement by each side.
7. Private deliberation by the committee.
8. 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. In addition to discretionary sanctions, 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.

Discretionary sanctions include, but are not limited to work assignments, essays, service to the college, mandated counseling, workshop attendance and/or behavioral contracts and monitoring or related 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

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## GENERAL INFORMATION

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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 vice president of student services who will notify the division chair. 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 annual 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/students/security](http://www.howardcc.edu/students/security).

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.dpscs.state.md.us/sorSearch](http://www.dpscs.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 vice president of student services 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 charges 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 vice president of student services. Complaints of discrimination made against a student will be processed under the student judicial process.

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## GENERAL INFORMATION

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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 vice president of student services. The vice president of student services or designee 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). The decision of the vice president of student services is final.

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.





Each Year, 25,000 Students – 25,000 Educational Sagas

GetThere

### **Patricia Koumides**

**Destination:** A master's degree in education

**Path:** **HCC's Children's Learning Center**

Patricia Koumides always dreamed of working with young children. Thanks to the Silas Craft Collegians Program, and the college's Children's Learning Center (CLC), she's well on her way to obtaining her degree in early childhood education. Patricia was introduced to the early childhood education program after spending a semester working at the CLC, which serves the children of HCC students, employees and community families. The CLC is also the county's only lab school for early childhood education students. In the Silas Craft Collegians program, Patricia improved her study habits through the various study hall sessions incorporated in the program. "Silas Craft has been incredible," she says. "The teachers have always been nice and willing to help — they're some of the best I've ever had." After HCC, Patricia plans to transfer to finish her four-year degree and then pursue her master's in education.



# 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 space available basis 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.

**Standard 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 standard 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 Rouse Scholars Program's application fee is also waived for Maryland Distinguished Scholars, National Merit Scholars and Early Entrance students. Applicants to the *clinical portion* of the college's various nursing programs, the Radiologic Technology program, and the Cardiovascular Technology program must submit an additional \$25 application 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 application procedures are required for those seeking admission to the Frederick K.**

**Schoenbrodt Honors Program. Additional procedures are also required for students seeking admission to the clinical component of some health career programs such as nursing, cardiovascular technology, radiologic technology, and emergency medical technician/paramedic. 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 41 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 31-32 for more information).

Placement exam results are generally available within 1-2 days, but may take a few days to score during peak periods. Testing is ongoing. *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 placements (pages 31-32).

All students will be offered assistance in planning a program of learning in accordance with their academic background, skills, and goals. Students *must* meet with an advisor to review placement test results. Results are **not** generally available by phone or e-mail. 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.

The college recognizes that some students may need more intensive skill development in reading and/or writing than its English credit

developmental course sequence can provide. HCC's REACH Program is designed to serve these students and prepare them to successfully move on to the developmental English credit sequence. For more information, please visit or contact the Office of Admissions and Advising (RCF-242; adm-adv@howardcc.edu; 410-772-4856, select #3).

## 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 involve the college in any way.* Requirements for admission include submission of the college's **Early Entrance Program** application, high school transcripts, and proof of legal residency. Appropriate placement testing is also required. Parents/legal guardians of students in 8th-10th grades must sign an Application Addendum. Public and private high schools and home schooling programs also have their own policies and procedures that students must follow (see page 41 for additional information). The college also receives grant funding for special programs for high school students. More information is available from the Office of Admissions and Advising.

**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 during their senior year, including at least one college-level English composition course. Students must apply for the Early Admission 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

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## ADMISSIONS POLICIES AND PROCEDURES

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letter of consent from their high school principal and any other required public, private or home school officials. The college also requires an admission 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 Admission 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 and addendum, 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 unless: a) the student places above college-level but wishes to review; b) the student places into and wants to take MATH-070.

### 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 (see above). **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 [hsinfo@howardcc.edu](mailto:hsinfo@howardcc.edu). Information is also available on the college's website at [www.howardcc.edu/admissions](http://www.howardcc.edu/admissions).

### Adult Learners

Howard Community College recognizes the varied interests and needs of adult learners. The college is committed to programming, scheduling and services that facilitate the ability of adult learners to achieve their academic, career and personal goals in a convenient and timely way.

**FLEXIBLE SCHEDULING**—Distance learning, such as campus web courses (combining online and traditional class sessions), online courses, and telecourses are offered to minimize the time traveling to and from class. Flexible scheduling and programs are available, such as weekend classes, fast track (short, compact terms), open entry office technology classes, once per week class scheduling, consecutively scheduled classes within the same term, and noncredit classes that lead to immediate employment eligibility, which enable students to accelerate their academic and career progress. Continuing education offers a number of compact class offerings. HCC also offers classes that enhance opportunities for self-employment and launching new ideas such as entrepreneurial courses and programs, and classes that prepare students to assist others in the workplace, such as coaching and conflict resolution.

Courses and services are available on HCC's main campus and at the conveniently located Laurel College Center, a regional higher education center. In addition to the courses offered through a partnership with Prince George's Community College, programs and courses are also offered by four-year colleges and universities to facilitate completion of baccalaureate programs in several different fields. Noncredit programming is also available at the Laurel College Center (and other locations throughout the county). HCC has other unique partnerships with four-year institutions whose primary focus is on higher education for adult learners such as the Excelsior College Consortium (see page 42).

**STUDENT SERVICES**—HCC offers a broad range of services with the adult learner in mind. Career and personal counseling, job placement assistance, programs for displaced homemakers, career and employment-oriented workshops such as resume writing and interview prepara-

tion are all available. Adult learners benefit from HCC's virtual library services that facilitate off-campus research and learning as well as the main campus's weekly and weekend library hours. Technology services are available throughout the campus for convenience and for use by students who may not otherwise have easy access or adequate off campus access. Wireless service is available throughout the campus. The college's Help Desk has extensive hours to provide student assistance. HCC Express provides online registration, *unofficial* transcripts, and viewing of grades and financial aid awards. Payment via HCC Express is also possible.

The college provides services for members of the military and their dependents, including the veterans affairs office to assist with benefits, a veterans deferred payment plan, application fee waiver for active duty military personnel and their families, and credit for prior military learning experience as it applies to a student's major. HCC seeks to assist with those relocating to the region as a result of the Base Realignment and Closure program (BRAC). Effective beginning with the Summer 3 2009 term, adults and their dependents relocating to Maryland due to BRAC are eligible for a waiver of the three month residency requirement for in-county or in-state tuition depending on where they reside. See page 2 for more information.

Information regarding the college's credit for prior learning policies is available on page 33. HCC's Test Center offers a broad range of tests for credit for prior learning, such as CLEP and DSST, and also offers industry certification exams through Microsoft, Pearson Vue and others (see page 44).

**STUDENT LIFE**—HCC recognizes that adult learners want to engage in campus life. Flexible honors programming, events, and lectures, cultural arts, the Café on the Quad, the Children's Learning Center, comfortable study spots, fitness classes and access to the Athletic and Fitness Center, wellness programs and a Wellness Center, courses, seminars and credit and noncredit classes and workshops on important topics of the day such as financial literacy and financial planning are all available to the adult learner.

For further information, please contact the Office of Admissions and Advising (RCF-400; [adm-adv@howardcc.edu](mailto:adm-adv@howardcc.edu); 410-772-4856; select #3) or the Office of Continuing Education and Workforce Development (410-772-4823).

### Health Career Clinical Programs

Admissions requirements and procedures for health career clinical programs vary by



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## ADMISSIONS POLICIES AND PROCEDURES

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program. Articulation agreements between Howard Community College and other community colleges may also be factors in admission for specific programs.

**CRIMINAL BACKGROUND CHECK AND DRUG SCREENING**—Students admitted to the clinical portion of HCC's allied health programs are required to provide various health certifications and to obtain a **criminal background check and drug screening**. Both must be obtained through the HCC authorized vendor. The criminal background check will only need to be completed one time *as long as* the student maintains continuous enrollment in the clinical program. Students who incur any break in the sequence of study will be required to obtain a new criminal background check through the authorized vendor prior to re-admission or re-enrollment. Students who have not fulfilled health requirements, the criminal background checks and the drug screening requirement will not be eligible to participate in clinical courses.

Clinical agencies grant approval or disapproval for students to attend clinical programs based on the criminal background check and drug screening. Clinical agencies have the right to deny access to any student whose results do not meet their acceptable minimum standards. Students who have been deemed ineligible by the agencies affiliated with HCC's clinical courses may not be able to progress in the selected program of study. In addition health career licensing and/or certification boards may require criminal background checks and/or drug screening. Howard Community College administration, faculty and staff do not receive any information about the students' results. Information is forwarded directly from the vendor to the clinical agency.

Students will also be required to obtain **drug screening** as required for clinical placement. Additional information regarding health certifications, criminal background checks and drug screening will be provided at the time of admission to clinical programs and/or at the program orientation as directed.

**HEALTH PERSONNEL SHORTAGE INCENTIVE GRANT PROGRAMS**—To address critical shortages, the State of Maryland has designated certain learning programs as **Health Personnel Shortage Incentive Grant Programs**. Legal residents of Maryland can enroll in these programs as degree-seeking students 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* to clinical programs. **HCC's Nurs-**

**ing, Emergency Medical Services, and Radiologic Technology programs are designated as Health Personnel Shortage Incentive Grant Programs.**

**STATEWIDE INSTRUCTIONAL 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 as degree-seeking students at the in-county tuition rate. However, 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 55 for more information on Statewide Instructional Programs.)

**RENEW**—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](mailto:alliedhealth@howardcc.edu). (Please note: The continuation of this program is dependent upon grant funding.)

Because seating in clinical coursework cannot be guaranteed, international (F1) students may *not* enroll in the college's Nursing, Cardiovascular Technology, or Radiologic Technology programs. They also may not select the Mid-Maryland Allied Healthcare Education Consortium (MMAHEC) programs. International (F1) students interested in preparing for allied health careers, including nursing, should choose the college's Pre-Allied Health or General Studies-Science Emphasis programs or consult with an international student admissions counselor regarding options for other health-related majors such as Emergency Medical Services. *All other international citizens legally entitled for admission to the college may select Nursing, Cardiovascular Technology, Radiologic Technology, or MMAHEC programs 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 Registered 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.

HCC uses *selective* or *competitive* admissions processes for seating applicants, depending on the program. In both cases, students must meet baseline criteria for inclusion in the pool of qualified candidates. In the *selective* admissions process, students are evaluated against baseline criteria. In the *competitive* admissions process, applicants are compared and offered admission on the basis of their qualifications.

Admission to the Traditional Program is *selective* based upon the fulfillment of specific prerequisites, GPA requirements, and other specific factors within specific application periods. 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. Limited priority is given to Howard County residents during the regular admissions 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. Day students may have some

## ADMISSIONS POLICIES AND PROCEDURES

clinical sessions on weekends or evenings and evening/weekend students may have some clinical sessions on weekdays depending on clinical site schedules. All clinical assignments are based on clinical agency availability as determined by the agency. Students must be prepared to attend clinical assignments in a variety of geographic locations.

**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 meeting 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 prerequisite courses, GPA requirements, time limitations for science prerequisites, results on the required nursing entrance exam, 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 entitling legal residents of Maryland in-county tuition rates (see pages 2 and 19). Out-of-state residents should speak with an admissions advisor to determine their possible eligibility for in-county tuition rates.

**NURSING ENTRANCE EXAM**—Admission to the clinical portion of all nursing programs at HCC requires the successful completion of the nursing entrance exam. *Students must receive a specified composite score to fulfill this component of the clinical program's application requirements. Students may take the exam up to three times within a 12-month period. The fee for this exam is to be determined.*

Students applying for the clinical portion of the **Accelerated RN, Traditional RN, and LPN** programs for 2010 and beyond are required to take a nursing entrance exam to qualify for admission.

**LPN Pathway** applicants are required to take the National League for Nursing's Acceleration Challenge Exam. Students may take each section of the exam up to two times, to achieve the required score on each section. There is a fee of \$130 for this exam.

All testing fees must be paid to the Cashier's Office (RCF-213) prior to sitting for the exam. Students must pay the appropriate fee each time they take the exam. Students must also submit the required paperwork to the Office of Admissions and Advising. More detailed information about each test is provided in nursing information sessions, in HCC's nursing program publications, on the web ([www.howardcc.edu/admissions/apply/alliedhealth](http://www.howardcc.edu/admissions/apply/alliedhealth)) or by contacting the Office of Admissions and Advising (RCF-242; [alliedhealth@howardcc.edu](mailto:alliedhealth@howardcc.edu); 410-772-4859, select option #3). *Testing requirements and fees are subject to change.*

**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 Spring and is available as a *day option only*. All applicants to clinical coursework must have a high school diploma or General Education Development (GED) diploma 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 (410-772-4832).

**RADIOLOGIC TECHNOLOGY**—The college offers an **Associate of Applied Science (A.A.S.) Degree in Radiologic Technology**. The two-year clinical program starts in the Summer and is available as a *day option only*. Admission to the clinical portion of the program is selective with a specific number of clinical seats available. Students interested in Radiologic Technology should contact the Office of Admissions and Advising or the program director (410-772-4832) for more information. Information sessions are available throughout the year.

**EMERGENCY MEDICAL SERVICES-PARAMEDIC**—The college offers **Associate of Applied Science (A.A.S.) Degree, Certificate of Proficiency, and Letter of Recognition** options in **Emergency Medical Services-Paramedic (EMS-P)**. Students must complete

specific prerequisites and have current EMS-Basic certification to enroll in all Emergency Medical Technician-Paramedic clinical coursework beyond EMSP-105. The EMS-P program is a Health Personnel Shortage Grant Program entitling legal residents of Maryland to in-county tuition rates (page 19). International (F1) students may apply for admission to the EMS-P degree option. Prospective students should contact the Office of Admissions and Advising or the EMS-P program director (410-772-4832) for more information.

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, 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 Care 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, its partners, 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.**

For further information regarding the college's Health Career Programs, please contact 410-772-4230 or [alliedhealth@howardcc.edu](mailto:alliedhealth@howardcc.edu). Information is also available on the college's web site at [www.howardcc.edu/admissions](http://www.howardcc.edu/admissions). Prospective students are strongly advised to attend appropriate information sessions and are required to do so for the Nursing and Radiologic Technology programs.



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# ADMISSIONS POLICIES AND PROCEDURES

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## 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. A listing of several national accredited services is available in the Office of Admissions and Advising.

Information regarding such services is available in the Office of Admissions and Advising. Details regarding credit for prior learning policies are provided on pages 33-34. The Transcript Evaluation Request Form is available in the Office of Admissions and Advising and online at [www.howardcc.edu/admissions](http://www.howardcc.edu/admissions).

## Students Visiting from Other Institutions

The college welcomes the opportunity to serve students visiting from other institutions. *Students interested in taking courses at Howard Community College for transfer back to their home institutions are responsible for necessary procedures at both institutions. This includes meeting with their home institution advisor in advance to determine which HCC courses will fulfill their program requirements and obtaining written verification of this for their personal records.* Visiting students are also responsible for fulfilling any prerequisites HCC requires for enrolling in specific classes regardless of their home institution's approval.

## 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.

**ACTIVE DUTY AND DEPENDENTS**—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.

**MARYLAND NATIONAL GUARD MEMBERS**—Active members of the Maryland National Guard are entitled to a fifty 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, the Office of Records and Registration or the Office of Admissions and Advising for additional information.

**VETERANS**—An honorably discharged veteran of the United States Armed Forces is exempt from paying out-of-state tuition, regardless of legal residency, if the veteran presents the college with documentation that he or she attended a public or private secondary school in Maryland for at least three years *and* either graduated from a public or private secondary school in Maryland, or received the equivalent of a high school diploma in Maryland. The college has a Veterans Deferred Payment Plan. More information about veterans' benefits is located on page 22.

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 34) and Pay for College (pages 19-23). Further information regarding National Guard tuition documents and veterans affairs is available through the Office of Records and Registration at [www.howardcc.edu/registration](http://www.howardcc.edu/registration). Military personnel should also refer to the Veterans Affairs section on pages 22-23. Further information is also available at [www.howardcc.edu/admissions](http://www.howardcc.edu/admissions) and [www.howardcc.edu/admissions/pay](http://www.howardcc.edu/admissions/pay).

## 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 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). Students may be assessed additional fees for special shipping.
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 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, **\$26,000** is the cost for a year of study. Costs are subject to change.
4. Official secondary school transcripts verifying graduation and grades.
5. College/university transcripts (if applicable) translated into English.

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## ADMISSIONS POLICIES AND PROCEDURES

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6. Proof of health insurance that covers medical care in the United States is required upon enrollment.
7. Students may be assessed for overseas postage and shipping expenses.

**F1 ADMISSION REQUIREMENTS FOR THE ENGLISH LANGUAGE INSTITUTE (ELI)**—Students residing overseas and students seeking to change to F1 status should fulfill all application requirements for the desired term of study. Students must have completed high school and be at least 18 years of age in order to apply. The ELI has a rolling admission policy, but students are strongly advised to apply 6-8 weeks before the start of each term: Fall (Late August), Spring (Late January), or Summer (mid-May). Admissions requirements for the English Language Institute include submission of:

1. The English Language Institute Application and a \$50 non-refundable application fee. Students may be assessed additional fees for special shipping.
2. Proof of high school graduation/college attendance, or the ELI placement exam (for those already in the U.S.). There is no minimum score requirement on any of the tests. Students planning to pursue degree studies at HCC are strongly advised to provide high school transcripts.
3. Online English language placement test. Students will be sent information on testing via email upon ELI receipt of application and application fee.
4. 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, these costs are **\$22,500** for a year of study. Students who start in the summer are subject to additional tuition and fees. Costs are subject to change.
5. Proof of health insurance for care in the United States. Required before registration.

**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 17) and have a new I-20 issued by the Office of Admissions and Advising. *A \$50.00 application fee is 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 FULL-TIME 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](mailto:intlstudent@howardcc.edu). Those interested in the English Language Institute should contact 410-772-4740 or [eli@howardcc.edu](mailto:eli@howardcc.edu). (For those calling from outside the US, the US country telephone code is 1). Otherwise, please contact the Office of Admissions and Advising (RCF-242; 410-772-4856, select #3; [adm-adv@howardcc.edu](mailto:adm-adv@howardcc.edu)). The college's website is [www.howardcc.edu](http://www.howardcc.edu).

### 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. *The application fee will be waived.*

Students who are suspended 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 the committee. Students who were suspended and have been out for one or more semesters must also make an appointment to meet with the Retention Coordinator. (All students who are in suspension status *must* contact Retention Services in the Learning Assistance Center, 410-772-4822 in either case.) Information about standing (including academic warning, probation and suspension) policies is available on page 38. Students who have not been enrolled for five or more academic years may be eligible for academic amnesty (page 39).

**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. The Accelerated RN Program does not have a readmit option. Former Accelerated RN students may seek readmission through the Traditional RN Program. 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.

# Pay for College

Howard Community College is committed to helping students prepare for the cost of their education. *Thorough information and proper planning ensure that students understand college costs. It also enables them to take advantage of the many resources available to help them manage these costs.*

This section of the catalogue explains the following about paying for **credit** courses and programs:

- **what** to pay
- **when** to pay
- **ways** to pay
- **where** to pay
- **payment and refund policies**
- **other policies and procedures** related to costs and payment

Detailed information about **federal financial aid** immediately follows this section. *Payment information related to noncredit courses is available in the noncredit schedule of classes, at [www.howardcc.edu](http://www.howardcc.edu) or by contacting the Office of Continuing Education (410-772-4823; HR-100).*

Payment is that all-important step that finalizes each student's enrollment. **Students are responsible for paying their bills.** They are also responsible for fulfilling their financial obligations according to official dates and deadlines and/or related college policies and procedures. *If for any reason, a parent, guardian, employer, sponsor or other source fails to honor their financial commitment on behalf of the student, the student will be held responsible for the financial obligations to the college and any related charges incurred.*

## WHAT TO PAY—TUITION, FEES AND OTHER COSTS

Costs assessed by the college include *tuition, a consolidated fee, course-related fees, and other fees.* These costs are explained below. The amount each student pays per semester depends on how many and which classes they take, the tuition rate they are charged *based upon legal residence* (see page 2), the use of certain services, and other factors as described below. *Enrollment costs and other costs are subject to change.*

### Tuition\*

The cost per credit hour varies based on **legal** residency (see page 2 for information about legal residency). Students do not pay for more than 15 credit hours of tuition per term even if they are enrolled for more credits. Tuition rates are:

	Per Credit Hour	Maximum Per Semester
<b>Howard County Resident</b>	<b>\$114</b>	<b>\$1710</b>
<b>Maryland Resident-Other County</b>	<b>\$197</b>	<b>\$2955</b>
<b>Out of State Resident</b>	<b>\$242</b>	<b>\$3630</b>

*\*All fees and tuition are subject to change. For current charges, visit [www.howardcc.edu](http://www.howardcc.edu).*

The rates that international citizens pay are based upon their immigration status (see pages 17-18). **Tuition** is waived for senior citizens 60 years of age or over. A tuition waiver is also available to retirees and people with disabilities under very specific conditions. In accordance with Maryland state law, all active duty military personnel and their dependents are eligible to pay in-state tuition regardless of legal residence as long as they reside in Maryland while enrolled. Active duty personnel and their dependents residing in Howard County are eligible to pay in-county tuition. Certain tuition discounts apply for members of the Maryland National Guard. Legal residents of Maryland enrolled in the college's Health Personnel Shortage Incentive Grant Programs and Statewide Instructional Programs as degree-seeking students are entitled to in-county tuition rates.

### Fees\*

#### APPLICATION FEES

The application fee for *initial* admission to the college is a one-time fee. Students who are readmitted to the college following a period of absence do not pay another admissions application fee. The application fee is waived for some applicants, including active duty military, Early Entrance Program and Freshman Focus Program applicants. HCC participates in the SAT application fee waiver program for high school students with demonstrated financial need. Application fees include:

Standard Application Fee.....	\$25
Rouse Scholars Program Application Fee* ...	\$35

#### Silas Craft Collegians Program

Application Fee*.....	\$25
International (F1) Student Application Fee** .....	\$50
Supplemental Application Fee for Admission to the Clinical Portion of Allied Health Programs (Nursing, Cardiovascular Technology, and Radiologic Technology)*** .....	\$25

\*Students pay this fee *instead of* the standard application fee.

\*\*F1 students pay this fee twice if they move from the ELI to degree/certificate status.

\*\*\*Students pay this fee *in addition to* the standard application fee when applying for admission to the clinical portion of these programs. RENEW students are exempt from this fee.

#### CONSOLIDATED FEE

The consolidated fee helps cover the cost of facilities, student activities, technology, certain instructional expenses, and the college's general expenses. All students, including senior citizens and others eligible for tuition waivers, pay this fee. This fee is assessed at 16.75% of the in-county tuition per credit up to 15 credits. For example, if a student is enrolled in 16 or more credits for a particular term, their consolidated fee is assessed only for 15 credits at the rate of 16.75% of in-county tuition per credit. If students are enrolled in less than 15 credits for a particular term, their consolidated fee is assessed at 16.75% per credit for the precise number of credits they are taking. *The consolidated fee is assessed at the in-county rate for **all students** regardless of the tuition rate they must pay.*

The consolidated fee is allocated as follows:

20%	Technology
6%	Instructional Materials
31%	Student Activity Fees
43%	Building Fund

Tuition and consolidated fee charts can be found in the College's schedule of classes every semester and also on the pay for college calculator on the web at [www.howardcc.edu/admissions/pay/paycalculator.html](http://www.howardcc.edu/admissions/pay/paycalculator.html).

#### COURSE-RELATED FEES

Many classes have fees. These vary based on the course, related activities and materials involved. Fees are listed along with course de-



# PAY FOR COLLEGE

scriptions in the Schedule of Classes, which is published several times during the year.

## OTHER COLLEGE FEES

The college charges fees to cover costs of specific services as follows:

Graduation Petition Fee.....	\$25
Transcript Evaluation Fee	
Single Learning Program .....	\$15
Multiple Learning Programs .....	\$25
Proficiency	50% of course
Exam Fee .....	tuition (no fees)
Nursing Exam Fee.....	TBD
Acceleration Challenge Exam Fee .....	\$130

\*All fees are subject to change.

## Fines\*

The college also assesses certain fines:

Student ID card:	
Late purchase or replacement .....	\$5
Library Fine (overdue reserved materials	
per item per day).....	\$ .50
Traffic Violations.....	\$20
Unpaid within 10 business days.....	\$25
Insufficient Funds Check Service Charge ....	\$25
Collection Costs	
(added to balance) .....	25% of balance

\*Fines are subject to change.

## Other Costs\*

Students are strongly urged to consider other expenses related to their education when budgeting for college. Students who utilize the college's Nelnet FACTS Payment Plan do not pay interest, but do pay a \$25 processing charge to Nelnet *each term* they use this service. Though the costs of books vary based upon courses and whether students purchase new or used books, it is estimated that full-time students will pay approximately \$1,200 per year (two major terms) for textbooks and supplies. Students should estimate the cost of transportation to and from the college, day care, food, recreational activities and other costs related to attending college. Costs vary by individual; all students are strongly encouraged to read the rest of this catalogue section, and consult the college web site ([www.howardcc.edu/admissions/pay](http://www.howardcc.edu/admissions/pay)) to learn about the various resources available to them to help with the direct and indirect costs of attendance. HCC's college cost calculator is available on the same website.

## WHEN TO PAY– PAYMENTS, REFUNDS AND DEADLINES

**Tuition and fees must be paid according to scheduled payment dates.** These dates are listed in the Schedule of Classes and online ([www.howardcc.edu/admissions/pay](http://www.howardcc.edu/admissions/pay)). In matters related to payments and refunds, students are holding seats until they **officially** drop a class.

## Payment

Students can learn the amount of their bills on HCC Express, HCC's Touchtone Telephone Registration System, or on their registration statement (obtain a copy in person from the Cashier's or Records and Registration offices). Students are responsible for the following policies regarding payments:

- **Responsible Party**–Students are the *responsible party* when it comes to their bills and eligibility for refunds. If, for *any* reason, a parent, guardian, employer, sponsor or other party fails to pay or does not honor the check, credit card payment, or purchase order, or otherwise fails to meet a financial obligation to the college on behalf of a student, the student will be held responsible for those financial obligations.
- Tuition and fees paid by an “insufficient funds check” will result in cancellation of classes during general registration in addition to being subject to a \$25.00 NSF fee.
- **Outstanding Balance**–Students are responsible for any outstanding balance not covered by financial aid, scholarships, loans or other means. Any balance must be paid by payment deadlines or by using the appropriate payment plan (i.e., FACTS, Veterans Deferred Payment Plan). **You may pay the balance you are responsible for through one of the following methods:**

–**In person** at the **Cashier's Office** (RCF-213)–The Cashier's Office accepts all forms of payment. This office also has a drop box where students can submit credit card, check or money order payments.

–**Online**–Pay online using HCC Express (credit card only)

–**Touchtone Telephone**–Payment may be made by credit card using the Touchtone Telephone system–(410-772-4310).

–**By Mail**–Mail payments made by credit card, check, or money order should be sent to the following mailing address: Cashier's Office, Howard Community College, 10901 Little Patuxent Parkway, Columbia, MD 21044)

- **Officially Dropping Classes–Students are responsible for officially dropping classes they have decided not to take.**

While the college attempts to de-register students who have not paid their tuition, this is **not** intended to replace the **official drop process**. *Students who rely upon the college to de-register them for nonpayment, do so at their own risk.* Stopping payment, credit card charges or using other such means does not invalidate the financial obligation owed to the college for unpaid balances. An official drop *within* the refund period is a student's only assurance of release from some or all of the financial obligation incurred by registering.

- **Failure to Attend**–Students who have registered but never attended a class or classes remain responsible for their financial obligations for the seats taken by registering. Likewise, students who have stopped attending, including those who officially withdraw, will be held responsible for any remaining balance owed to the college.
- **Financial Aid–Financial aid policies and procedures are described in detail on pages 25-29.** Students can impact their financial aid in many ways as a result of changes in course load (dropping and adding classes, withdrawals, non-attendance, and cessation of attendance, e.g.). Such actions can seriously affect a student's financial aid awards and result in owing a significant debt to the college. *Applicants and recipients of federal and/or state financial aid and scholarships are obligated to carefully read and review the catalogue's financial aid section. They must also take action to understand their obligations and the consequences of not fulfilling them. Once a student's financial aid is awarded, it is essential that they consult Financial Aid Services regarding any change in status.*

*Students are strongly urged to keep receipts of all registration and payment transactions.* Financial aid recipients should also keep bookstore receipts. The consequences of not fulfilling financial obligations to the college include but are not limited to sending the student's account to collections, withholding college and financial aid transcripts, and denial of enrollment for subsequent semesters.

## Refunds

Student eligibility for **tuition and fee** refunds and the refund percentage are based upon established dates and deadlines each term. These are well publicized in the appro-

priate term's Schedule of Classes publication and on the college's web site ([www.howardcc.edu/admissions/pay](http://www.howardcc.edu/admissions/pay)).

- **Cancelled Classes**—A refund will automatically be processed for students who have paid for a cancelled class. If students register for another class to replace the cancelled class prior to the processing of the refund, the student's balance will be applied toward payment of the added class. Any remaining balance will be refunded; likewise, the student will be billed for any additional charges.
- **Officially Dropping Classes**—As stated above, students are responsible for **officially dropping** from classes in order to avoid tuition and fee charges and receive the appropriate refund. Students who never attend or initially attend, but stop, are responsible for course costs unless they have officially dropped within the official refund period. *The refund percentage is dependent upon when in the refund period the official drop occurred.*
- **Fall and Spring Semesters** (15 week semesters)—During these 15 week semesters, students are eligible for refunds as follows:
  - 100% Refund Eligibility**—A 100% refund is issued to students who officially drop classes by the end of the first week of classes.
  - 75% Refund Eligibility**—A 75% refund of tuition and consolidated fees only is issued to students who officially drop classes by the end of the second week of classes.
  - 50% Refund**—A 50% refund of tuition and consolidated fees only is issued to students who officially drop classes by the end of the third week of classes.

*After the end of the third week of Fall and Spring 15 week terms, students are not eligible for refunds.*

- **Summer, Winter and Variable Time Sessions**—During these shorter terms, students are eligible for refunds *only* during the *first few days of the session*. Students are eligible for 100%, 75% or 50% refunds according to the refund schedule published for these sessions in the appropriate Schedule of Classes and online ([www.howardcc.edu/admissions/pay](http://www.howardcc.edu/admissions/pay)).
- **Deployed Military**—Members of the military, including active-duty military, reservists, and national guardsmen, who receive orders to deploy during an academic term, are eligible to receive 100 percent tuition, fees, and book refunds or petition for an incomplete grade. Specific procedures

must be followed. More information is available at [www.howardcc.edu/admissions/apply/veteranadm/index.html](http://www.howardcc.edu/admissions/apply/veteranadm/index.html) or by contacting the Office of Records and Registration or the Office of Admissions and Advising. Students receiving financial aid or scholarships should contact Financial Aid Services.

Students will receive refunds due to them within two to three weeks of officially dropping their classes. The college does not issue cash refunds. Tuition and fees paid by credit card will be refunded to the credit card used to make the payment. All tuition paid by using the FACTS payment plan will be refunded by check.

***\*Costs are subject to change at any time in any given academic year.***

### Collection Procedures

The college will make every effort to contact students with outstanding balances. However, if these attempts are unsuccessful, accounts are turned over to a collection agency and an *additional charge of 25% of the outstanding balance* is added to student accounts. Grades, transcripts and the ability to register for subsequent terms will also be withheld for students with outstanding balances until accounts are paid in full.

Once accounts are placed in collections, students have the option of paying HCC directly rather than the collection agency. Either way, students remain responsible for full payment of outstanding balances and collection costs. Holds on student accounts are removed immediately upon full payment by cash, credit card or money order. Holds will not be released for 10 business days for accounts paid in full by personal check.

## WAYS TO PAY—PAYMENT METHODS AND PAYMENT ASSISTANCE

### Payment Methods

Students may pay their bills by *cash, check, money order or credit card*. The college accepts Visa, MasterCard, American Express and Discover cards. The most convenient way to pay is by credit card online via HCC Express ([www.hccexpress.net](http://www.hccexpress.net)). Students making cash payments are strongly urged to do so **in person** at the Cashier's Office (RCF-213). Payment by check, money order, or credit card can be made by mail, in person at the Cashier's Office, or by placing the payment in the Cashier's drop safe.

### Payment Assistance

Students are strongly encouraged to learn more about the many forms of payment assistance available.

#### FINANCIAL AID AND SCHOLARSHIPS

- **Federal and State Financial Aid**—The U.S. Department of Education (USDOE) assists millions of qualified students each year with *grants, low interest loans, and work-study* programs. The Maryland Higher Education Commission (MHEC) awards millions of dollars of financial assistance in the form of *grants and scholarships* for Maryland residents. See pages 26-27 for more details about federal and state financial aid.
- **Scholarships**—Scholarships are available from a wide variety of sources for a broad range of students. The major sources of scholarships are HCC institutional funds, the Howard Community College Educational Foundation, and/or individual, business or government sources. Students are also encouraged to consider various external scholarships to assist with their academic expenses at HCC.

Some scholarships may be based on financial need while others may require a form of merit or other criteria, including learning program, grade point average, a special talent or achievement, or even types of participation, such as community service. There are scholarships associated with various programs, such as the Silas Craft Collegians Program or the Rouse Scholars Program. Scholarships are also available for students interested in studying or traveling abroad. Scholarships have different requirements and, in some cases, different or additional application procedures. Some are awarded on a one-time basis, others are renewable, and still others require students to maintain a certain grade point average for renewal and/or fulfill other obligations, such as a service requirement. Students planning to transfer may be interested in transfer scholarships awarded by the state, transfer institutions, the community college honor society Phi Theta Kappa, and other sources.

Students are strongly advised to learn more, complete all required steps accurately and completely and meet required deadlines. More information is available on pages 25-29, and online (including the HCC scholarship application; [www.howardcc.edu/admissions/pay/scholarship\\_programs/index.html](http://www.howardcc.edu/admissions/pay/scholarship_programs/index.html)). Students may also contact Financial Aid Services (RCF-222; 410-772-4912).

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## PAY FOR COLLEGE

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### PAYMENT PLANS

- **FACTS Payment Plan**—Howard Community College offers a flexible payment plan for the *fall* and *spring* terms. This plan is administered by an outside company called Nelnet Business Solutions, located in Lincoln, Nebraska. The FACTS payment plan enables students to spread tuition payments over a period of time with interest-free monthly installments. Students may use the plan to pay for their costs in full. Students receiving financial aid, scholarships or other forms of assistance in paying for college can also use the plan to pay for any remaining balances. The plan's enrollment dates and plan duration is different for each major semester. The plan participation fee is \$25.00 for *each* semester. Students enroll in the plan by using HCC Express on Howard Community College's web site at [www.hccexpress.net](http://www.hccexpress.net). Nelnet uses direct debits from your bank account (checking/saving) or credit card account (Master Card, Visa, American Express, and Discover) to make monthly payments on your behalf. More information, including a brochure, is available at [www.howardcc.edu/admissions/pay/finaid/facts.html](http://www.howardcc.edu/admissions/pay/finaid/facts.html) or by contacting the Cashier's Office (RCF-215; 410-772-4850).
- **Veterans' Deferred Payment Plan**—Veterans and dependents of veterans who are using a qualified VA educational benefit can make special financial arrangements through HCC's Veterans' Deferred Payment Plan (VDPP). This is an in-house program that differs from the college's FACTS payment plan. The VDPP allows tuition and fee payments for the fall and spring academic terms to be deferred until students begin receiving their VA benefits. Final balances for a given term must be resolved by November 1 during the fall and April 1 during the spring. Students who have not resolved their financial obligations by those dates will not be eligible to register for subsequent academic terms. The plan is **not** offered during the winter and/or summer terms. For more information, contact the Veterans' Affairs Office located in the Office of Records and Registration (RCF-239; 410-772-4514; [veteransaffairs@howardcc.edu](mailto:veteransaffairs@howardcc.edu)).

### MILITARY ASSISTANCE AND NATIONAL GUARD DISCOUNTS

**Active duty military** planning to use military tuition assistance (TA) should consult with an academic advisor regarding their courses and related costs and obtain a tuition assistance form through the appropriate military officials.

Active members of the Maryland National Guard are entitled to tuition discounts for credit courses based on their legal residency as follows:

- Howard County residents: 50 percent tuition discount based on the in-county rate
- Maryland residents: 25 percent tuition discount based on the in-state/out-of-county rate
- Out-of-state residents: 25 percent tuition discount based on the out-of-state rate.

Verification of active-duty status and residency is required. Guardsmen should consult with their commanding officers or HCC's Office of Admissions and Advising for additional information.

### VETERANS BENEFITS

The college welcomes the opportunity to assist veterans of the armed forces and the dependents of veterans disabled or deceased due to military service. Howard Community College's Veterans Affairs services are administered through the Office of Records and Registration by the coordinator of veterans affairs. Information sessions are offered that explain many of the college's services, in addition to the process of applying for veterans benefits. The college also maintains a comprehensive veterans web site: [www.howardcc.edu/admissions/pay/veteran\\_benefits/index.html](http://www.howardcc.edu/admissions/pay/veteran_benefits/index.html).

Students are also encouraged to visit the office to meet with the veterans affairs staff. Students planning to apply for veterans benefits should contact the Veterans Affairs staff as soon as they have been admitted or registered for classes (RCF-233; 410-772-4514; [veteransaffairs@howardcc.edu](mailto:veteransaffairs@howardcc.edu)).

Federal regulations for implementing the new **Post-9/11 GI Bill** are being finalized at the time of publication of this catalogue. Indications are that the U.S. Department of Veterans Affairs will pay the tuition and fees of qualified students directly to the college. Once the federal procedures are in place, the college will develop and publicize its related policies and procedures.

Veterans are strongly encouraged to utilize Howard Community College's *Veterans Deferred Payment Plan* as well as the *FACTS Payment Plan* (see this page), each of which can help students take advantage of early registration opportunities and manage their payment obligations until they receive their benefit payment (see above for information regarding each plan). Students are also entitled to take advantage of Howard Community College's many other programs to assist them with college costs, including financial aid and scholarships. Learn more about these and other options in this section of the catalogue and

the section immediately following, by visiting the Veterans' Affairs office located in the Office of Records and Registration or Financial Aid Services, and on the college's *Pay for College* website ([www.howardcc.edu/pay](http://www.howardcc.edu/pay)).

*The VA Regional Office requires that all students self-certify attendance and enrollment on a monthly basis in order to receive payment.* 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 apply to 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 on 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 repaying funds received for the course to the Veterans Administration. Students who receive the grade of F, NA, or W and have documentation of mitigating circumstances should submit a detailed letter and documentation to substantiate the claim to the Office of Records and Registration at Howard Community College. Repeat coursework for which an unsatisfactory grade was assigned (F, L, W and NA) may be ineligible for 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 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.



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## PAY FOR COLLEGE

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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) at 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. (Please note: HCC also offers free small group tutoring through its Learning Assistance Center.)

For more information, visit or contact the Office of Records and Registration (RCF-233; 410-772-4764; veteransaffairs@howardcc.edu).

### TUITION WAIVERS

- **Senior Citizens, Retirees, and Disability Retirement Waivers**—The Board of Trustees of Howard Community College has approved a free tuition program for senior citizens enrolling in credit and noncredit classes *in which course space is available*. This program is approved in accordance with state law. To be eligible for this waiver, individuals must be residents of Maryland and be:
  - 60 years of age or older; or
  - retired *as defined by* the Social Security or Railroad Retirement Acts;
  - disabled and no longer in the work force also *as defined by the Social Security or Railroad Retirement Acts*.–Students eligible for this waiver may participate in and enroll in degree and certificate programs, 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 and course fees, including noncredit out-of-county fees. Any paperwork required for waivers is due to the Cashier's Office at the time of registration.*
- **Tuition Waiver for Foster Care Recipients**—Students who meet the following criteria are eligible to apply for the Tuition Waiver for Foster Care Recipients and must have:
  - completed the FAFSA between January 1 and March 1 each year;

–resided in out-of-home placement in Maryland at the time of high school graduation or successful completion of a general equivalency development exam (GED); *or*

–resided in out-of-home placement on the 14th birthday and then adopted after the 14th birthday; and

–confirmation by the Maryland State Department of Human Resources that the student is eligible to receive this waiver.

- **BRAC**—State law allows the three month residency requirement to be waived for individuals and their dependents relocating to Maryland due to the Base Realignment and Closure (BRAC) initiative. Those residing in Howard County will be entitled to in-county tuition rates; those residing in another Maryland county are entitled to in-state tuition rates.

### DISTRICT OF COLUMBIA (DC) RESIDENTS

The following programs are specifically designed for legal residents of the the District of Columbia, who meet the requirements.

- **DC Tuition Assistance Grant (TAG)** - DC TAG is a grant that allows legal residents of the District of Columbia (DC) to attend any public college or university in the nation *as if they are a resident of the state in which the institution is located*. A qualified student will be required to pay the in-state tuition rate and the DC TAG will pay the difference between in-state and out-of-state tuition up to \$10,000 a year with a lifetime maximum of \$50,000 and/or six (6) years. Students who meet the following criteria are eligible to apply for the DC TAG:
  - domicile in the District of Columbia for at least 12 months prior to the beginning of their freshman year of college;
  - U.S. citizenship or eligible non-citizen;
  - enrolled at least half-time in an approved undergraduate or certificate program;
  - meet and maintain the college's satisfactory academic progress standard.

For more information, contact Financial Aid Services (RCF-222; 410-772-4912; finaid@howardcc.edu) or visit [www.howardcc.edu/admissions/pay](http://www.howardcc.edu/admissions/pay).

- **DC LEAP** - The DC Leveraging Educational Assistance Partnership Program (DC LEAP) is a need-based grant offered to District of Columbia (DC) residents for education or training beyond the high school level. Students who meet the following criteria are eligible to apply for the DC LEAP:

–must be an established District of Columbia (DC) resident for at least 18 months before filing the LEAP application;

–must be a U.S. citizen or a permanent resident alien;

–must be accepted for or enrolled in a degree granting (AA, AAT, AAS, BA, BS) undergraduate program in an accredited college or university on at least a half-time basis;

–must be enrolled for a full academic year (fall and spring semesters or fall, winter, and spring quarters);

–must have substantial financial need as determined by the Free Application for Federal Student Aid (FAFSA);

–must be in compliance with the school's satisfactory academic progress policy;

–must file a DC LEAP application for every undergraduate school year (receipt of an award in a previous year does not automatically qualify the student for an award in a subsequent year).

For more information, contact Financial Aid Services (RCF-222; 410-772-4912; finaid@howardcc.edu) or visit [www.howardcc.edu/admissions/pay](http://www.howardcc.edu/admissions/pay).

### VOUCHERS

Contact the Cashier's Office (RCF-215; 410-772-4850) for more information about employee vouchers and Vocational Rehabilitation vouchers.

### Financial Literacy

In addition to the various ways students may receive assistance in paying for college, the college recognizes the importance of financial literacy for its students. **Financial literacy involves skills such as budgeting, avoiding credit card debt, managing student loans, saving, internet commerce, and identity protection.** The college strives to provide various programs, publications, and credit and noncredit courses to assist students in acquiring this important information.

Each Year, 25,000 Students – 25,000 Educational Sagas

GetThere

### Jhef Felix

Destination: Computer engineering

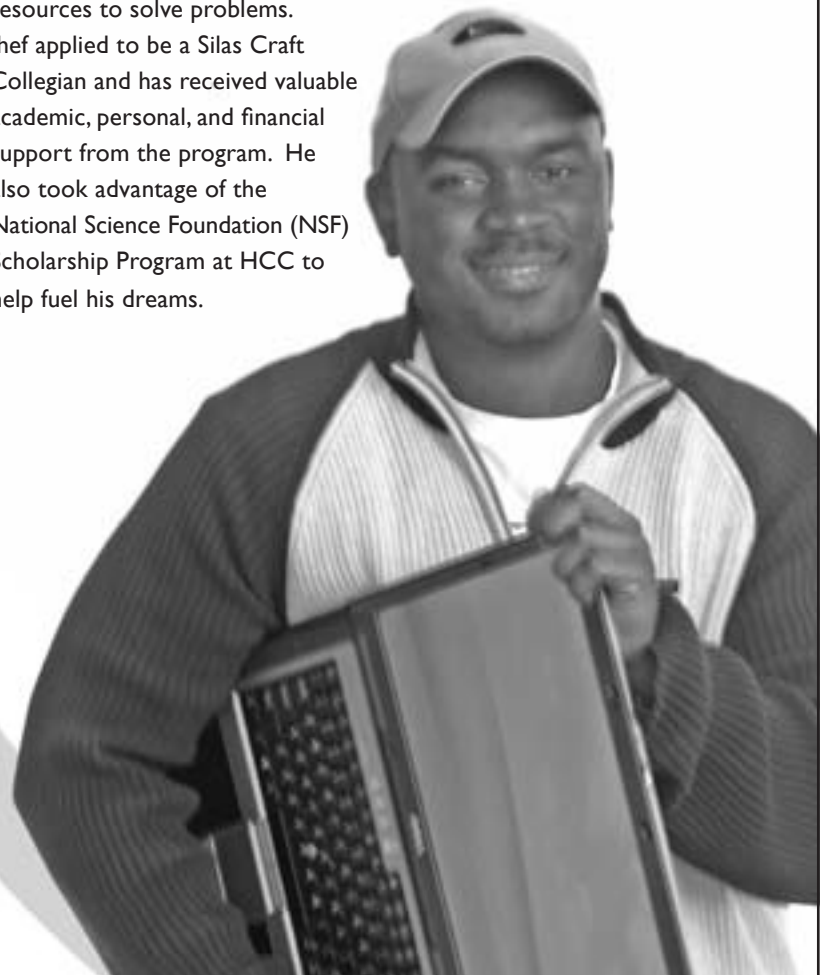
Path: **HCC's Silas Craft Collegians Program**

The sky's the limit - or at least NASA - for Jhef Felix's career destination.

His trek started from Haiti and continued with his graduation from Oakland Mills High School and enrollment at HCC. After HCC, Jhef plans to transfer to UMBC for a bachelor's degree in computer engineering. HCC's engineering program and a job in the college A/V department helped Jhef focus his lifelong fascination with computer hardware.

And like any good engineer, he understands the need for tools and resources to solve problems.

Jhef applied to be a Silas Craft Collegian and has received valuable academic, personal, and financial support from the program. He also took advantage of the National Science Foundation (NSF) Scholarship Program at HCC to help fuel his dreams.





# 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. Students enrolled in programs not leading to a degree or certificate awarded by Howard Community College are not eligible for financial aid. 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 the Free Application for Federal Student Aid (FAFSA) to begin the application procedure. The FAFSA link is available on the HCC website at [www.howardcc.edu](http://www.howardcc.edu). Select Admissions and Enrollment and click on the Pay for College option.

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.

## Transfer Student Application Procedures

Transfer students interested in receiving financial aid at HCC must:

- List HCC's federal school code (008175) with the federal processor by going online at [www.fafsa.ed.gov](http://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/admissions/pay/finaid/applyforloan.html](http://www.howardcc.edu/admissions/pay/finaid/applyforloan.html) 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.)

## Eligibility Criteria

You are eligible to apply for financial aid if:

- You are a U.S. citizen or an eligible non-citizen.
- You have a valid Social Security Number.
- 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 may still be eligible 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 in compliance with Selective Service registration, if male.
- You are enrolled in an eligible certificate or a degree program at HCC.\*
- 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.

*\*Students enrolled in programs not leading to a degree or certificate awarded by Howard Community College, such as Surgical Technology and CPA Preparation, are not eligible for financial aid through HCC.*

## Verification

The U.S. Department of Education (USDOE) selects certain financial aid applicants for review in a process called verification. HCC also reserves the right to select applicants. Students whose files are selected for verification must submit all required documents in order to complete their files. Financial aid will not be awarded or disbursed until all required documentation has been received and reviewed.

Students should submit documents as soon as possible, but no later than their last date of attendance for that term. If documents are received by Financial Aid Services after a 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.

As HCC reviews verification documents, corrections may be necessary. These corrections will be electronically submitted by the college, and the student will be notified of the corrections via the corrected Student Aid Report (SAR) sent from the U.S. Department of Education.

Sometimes students are selected for verification after their awards have been made and funds have been disbursed for the semester. In such an event, no further financial aid will be awarded or disbursed until verification is complete. If verification causes a change to the student's awards for the academic year, he or she may be required to repay aid. HCC will notify students who owe overpayments of aid. If the funds are not repaid to the college within the timeframe specified in the notice of overpayment, the student's debt will be referred to the U. S. Department of Education for collection. The student will not be eligible for financial aid at any institution until that debt is repaid in full.

## Determination of Need

Need for financial aid is determined by the following calculation:

	Cost of Attendance Budget (COA)
Less	<u>Expected Family Contribution (EFC)</u>
Equals	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 \$114 per credit tuition cost without individual course lab fees).

Tuition and Fees*	<b>\$3,194</b>
Books and Supplies	1,600
Room and Board	6,464
Personal	1,400
Transportation	<u>1,282</u>
<b>Total Budget</b>	<b>\$13,940</b>

# FINANCIAL AID POLICIES AND PROCEDURES

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

*\*Tuition figures are based on FY 2009 fee schedule. All tuition and fees are subject to change.*

## 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 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), including verification documents if necessary.

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.

## Summer and Winter Term Awards

Summer and winter classes will be considered as separate sessions when determining 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 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 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 to the student account. 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

In general, student aid awards are 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).

Financial aid can be used to cover a maximum of 30 attempted credits of developmental education courses. This is in addition to the satisfactory academic progress maximum timeframe based on the student's program length.

## Census Date

Students may receive aid only for classes in which they are registered as of the last date to drop for the regular semester. Students may not receive aid for late start classes such as Office Technology or mini-session classes such as Microsoft, unless they registered for these courses during the official drop period. The Schedule of Classes contains the specific date each term.

## Consortium Agreements

Students who wish to have their financial aid processed under a consortium agreement with another institution must notify HCC in advance of the respective term. A written agreement is

required between HCC and the other institution. HCC serves as the "host" institution in these situations, meaning that the student must be enrolled in an eligible certificate or degree program at the other college. Financial aid must be processed through that institution. Students who are interested in a consortium arrangement should contact both HCC and the other institution well in advance of the planned semester. HCC will cancel all aid for any students who are found to be receiving financial aid concurrently at HCC and another institution, unless an approved consortium agreement is on file.

## 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.

Grade level progression for student loan eligibility is defined as follows:

1-29 completed credits = Grade 1

30 or more completed credits = Grade 2

For all other financial aid purposes, the HCC academic year is defined as 24 credits.

## GRANTS

**Federal Pell Grant**—Pell Grant is a Title IV program offering need-based grants ranging up to \$5,350, 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 awards at HCC range from \$100 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.

**Academic Competitiveness Grant (ACG)**—ACG is a Title IV grant program for degree-seeking students in their first and second year of studies. Students must have completed a "rigorous high school program" and have graduated from high school since January 1, 2005. In addition, students must be U.S. citizens or eligible

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## FINANCIAL AID POLICIES AND PROCEDURES

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non-citizen, Pell Grant eligible, and attend HCC on a full-time basis to receive the ACG. The first year award is \$750 and the second year award is \$1300, subject to Congressional appropriations and the national number of recipients. Second year students must have a cumulative GPA of 3.0 or above at the beginning of their second academic year to continue eligibility.

Students self-identify their eligibility each year when completing the FAFSA on the Web application. HCC will then verify that the student meets all ACG eligibility criteria each semester, including a review of the student's high school transcript to verify the completion of a "rigorous" high school program.

### 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.mhec.state.md.us](http://www.mhec.state.md.us) for additional information.

**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](http://www.howardcc.edu). To make a contribution towards 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](http://www.howardcc.edu).

**HCC Student Work-Study Program**—HCC Student Work-Study is 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 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](http://www.howardcc.edu).

### 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 are available online at [www.howardcc.edu](http://www.howardcc.edu). The Family Federal Educational Loans (FFEL) loan documents must be completed in addition to the FAFSA. A student may borrow a maximum of \$3500 for the first year of an academic program. The loan limit for a second year in an associate degree program is \$4500. "Dependent" students have additional Unsubsidized Stafford Loan eligibility of \$2000. "Independent" students have additional Unsubsidized Stafford Loan eligibility of \$6000. Annual and aggregate limits apply. 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](http://www.howardcc.edu). 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. 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](http://www.howardcc.edu).

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.

### 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. Satisfactory academic progress is evaluated based on the student's cumulative academic record, from the date of entry to the college, regardless of whether or not financial aid was received.



# FINANCIAL AID POLICIES AND PROCEDURES

Students must meet the following requirements:

## Cumulative Completion Rate

Attempted credits	Minimum Required Completion Rate
0-24	50%
25-47	57%
48 and above	67%

For example, a student who has attempted 24 credits must have a cumulative completion rate of at least 50% (credits completed divided by credits attempted). For students enrolled in certificate programs less than two years in length, quantitative progress is defined as a 67% completion rate at all times.

## Cumulative GPA

Attempted credits	Minimum Cumulative Required GPA
0-15	1.00
16-30	1.50
30-40	1.75
41 or higher	2.00

For example, a student who has attempted 16 credits must have a cumulative GPA of 1.50.

## Maximum Timeframe

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, complete 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 to the program length when determining compliance with the 150% of program length completion requirement.

**TRANSFER STUDENTS**—Transfer students will be treated as first time students for their first semester. Accepted credits from another institution will be considered as attempted and completed credits in the evaluation of the 150% program completion, cumulative completion rate, and cumulative GPA requirements.

## 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 GPA calculation, but are considered a non-completion of attempted course work.

2. Incomplete (I) grades are not included in the GPA 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 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 GPA calculation or completion rate determinations.
5. The highest grade earned in a course that is repeated will count in the GPA computation, but every repeated attempt will be included in the completion rate determinations. Please note: Financial aid cannot be disbursed for a repeated attempt if the student already has achieved a passing grade for that course.

## Evaluation of Satisfactory Academic Progress Standards

**FINANCIAL AID WARNING**—A student who falls below the prescribed minimum cumulative requirements for satisfactory academic progress will be placed on Financial Aid Warning for the subsequent Fall or Spring semester attended. During the semester the student is on warning, financial aid can be received. At the end of the next semester, the student must meet the prescribed minimum cumulative standards or the student will be placed on Financial Aid Restriction.

**FINANCIAL AID RESTRICTION**—A student who fails to meet the minimum cumulative requirements after being on financial aid warning will be placed on Financial Aid Restriction and is not eligible to receive financial aid. The student may appeal the restriction status based on mitigating circumstances.

**Reinstatement of Financial Aid**—Reinstatement of financial aid after a student has been placed on Restriction can be achieved in two methods:

1. The student attends HCC during the restriction period, pays for tuition and fees without financial aid and subsequently meets the required satisfactory academic progress standards.
2. The student submits a Financial Aid Restriction Appeal form and the Financial Aid Ap-

peals Committee approves the appeal. The student is placed on Financial Aid Probation for the semester.

**FINANCIAL AID PROBATION**—If a student’s appeal is approved, the student may continue to receive aid on a Financial Aid Probation status. Students on probation will have their academic progress reviewed every semester, and must continually meet the terms of probation as outlined in the probationary letter. A student will be removed from probation status once the student regains the required minimum semester and/or cumulative standards. If a student does not meet the probation requirements as outlined, the student will be returned to the status of Financial Aid Restriction. A student who is placed on Financial Aid Restriction for a second time must successfully complete at least six credits in one semester before a second appeal can be submitted.

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.

## Satisfactory Academic Progress Appeal Process

**Financial Aid Restriction Appeals** must be made by submitting the Financial Aid Restriction Appeal Form to Financial Aid Services by the date specified in the Financial Aid Restriction Notification letter. All appeals received will be reviewed by the Financial Aid Appeal Committee. Late appeals will not be considered.

When an appeal letter is received, any aid which had been cancelled due to restriction status will be placed in a pending status with the exception of scholarship funds for which the student has lost eligibility. Students with pending 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 from the committee’s final 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 officially 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 is still responsible for the cost incurred.

## 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, Financial Aid Services, and Learning Assistance Center. Further information regarding these services is available on pages 43-44 and on the college's website.

## 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 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 a 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](http://www.howardcc.edu).

## 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 37).

The Higher Education Act requires the college to 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:

$$\frac{\text{Number of days in attendance}}{\text{Number of days in semester}}$$

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 ACG 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 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:

$$\begin{aligned} & \text{Amount of unearned Title IV Aid} \\ & - \text{Amount of aid school returns} \\ & \text{Amount Student Returns} \end{aligned}$$

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 Title IV Funds calculation at the end of the semester, based on their last date of attendance as determined by Financial Aid Services.

## 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.
- **Students must re-apply each academic year.**
- For all the options to assist with paying for college, please go to [www.howardcc.edu](http://www.howardcc.edu); click Admissions and Enrollment and select Pay for College.
- Financial Aid Services also provides workshops during the year, both on campus and in the community. The office's Financial Aid Event of the Year, conducted early in the Spring term, is designed to help current and prospective students complete the financial aid application process.

Each Year, 25,000 Students – 25,000 Educational Sagas

GetThere

### **Wendy Alberg**

**Destination:** To study the environment

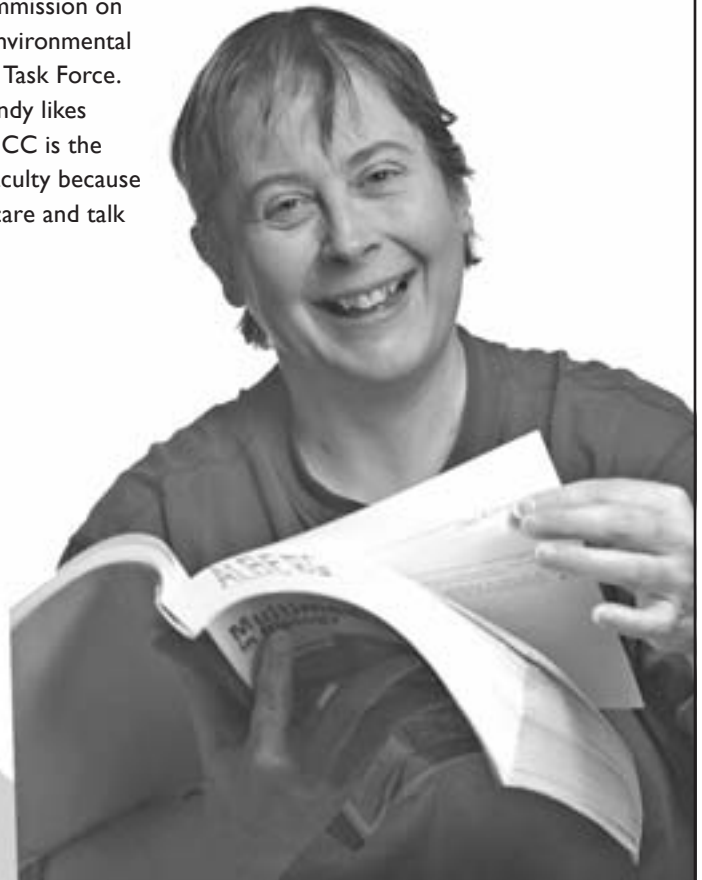
**Path:** **HCC's Schoenbrodt Honors Program**

Wendy Alberg describes herself as “pre-Columbian,” having grown up in Howard County before Columbia and HCC were even on the map.

After earning a bachelor's degree from Cornell University, and 25 years working there as a computer programmer, Wendy says she became an HCC student “accidentally.” She had returned home to Howard County to recuperate from leukemia, and during the last few years in remission decided to take a class and begin “re-inventing” herself.

Wendy enrolled in a few HCC classes but didn't stop there. She became actively involved in the college community as a member of Schoenbrodt Honors, Phi Theta Kappa, the Environment Club, and the 2007-08 Commission on the Future Environmental Sustainability Task Force.

What Wendy likes best about HCC is the supportive faculty because “they really care and talk with you.”



# Academic Information

## 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. The college, to ensure the quality of its programs, reserves the right to determine which courses students must undertake to successfully complete a specific degree program;
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 an approved basic skills test;
4. the recommendation of the faculty.

## CERTIFICATE OF PROFICIENCY

Requirements include:

1. Completion of the approved curriculum in the college catalogue;
2. achievement of a minimum of a “C” (2.0) overall quality point average;

3. a minimum of 25 percent of the credit hours must be completed at Howard Community College;
4. the recommendation of the faculty.

## LETTER OF RECOGNITION

A letter of recognition is awarded to full- 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 68-169). 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 or certificate requirements; therefore, the petition must be signed by an academic advisor. The deadlines for submitting graduation petitions are: May graduation–March 15; Summer 1 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, Registration and Veterans Affairs.

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 an 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 administered in the HCC Test Center.

## PLACEMENT TESTING, COLLEGE PREPARATORY AND BASIC SKILLS STUDIES POLICIES

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 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 testing is also available on the college website ([www.howardcc.edu/advising](http://www.howardcc.edu/advising); select Test Center).

### 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 (see #5).
2. All students in learning programs requiring English or mathematics must take placement exams by the time they have completed 12 credits unless they qualify for an exemption (see #5). 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



## ACADEMIC INFORMATION

placement test *unless they have earned a U.S. bachelors degree.*

4. Placement tests may be taken up to two times each prior to enrolling in HCC English or math courses. The tests may be used for placement purposes for two years from the dates taken.
5. 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 exemption 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.
    - Enroll as a CustomClass student (noncredit student in a credit class). See page 38 or refer to the Schedule of Classes or the HCC web site for more information.
  - b. **Prior College-Level English and/or Math Coursework**–Students who can verify with a transcript or grade report 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 of developmental reading, writing, and/or math coursework at another community college are eligible for a placement test exemption.
  - d. **Standardized Tests**
    - **SAT Exams**–Students 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. A score of 550 or higher results in an English placement into ENGL-121 (College Composition I: Expository Writing). (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.) The math placement exam is waived for students

with an SAT Math score of 550 or higher. This results in placement into MATH-121, 122, 127, 128, 131 and 138. (The math course a student takes is based on their learning program and/or transfer plan.) Students seeking placement into MATH-181 (Calculus I) must take the math placement exam.

- **ACT Exams**–Students who received an ACT Reading subtest score of 21 or higher do not need to take the reading placement exam. Students who received an ACT English subtest score of 21 or higher are exempt from the writing placement exam. A score of 21 or higher on both the Reading and the English subtests results in placement into ENGL-121. The math placement test is waived for those with an ACT Math subtest score of 21 or higher. This results in placement into MATH-121, 122, 127, 128, 131, and 138. (The course a student takes is based on their learning program and/or transfer plan.) Students seeking placement into MATH-181 (Calculus I) must take the math placement exam.
- **CLEP, DSST, AP, and IB Exams**–Students who have taken English and/or math CLEP (College-Level Examination Program), DSST (DANTES Subject Standardized Tests), AP (Advanced Placement Program), or IB (International Baccalaureate Program) exams may receive placement test waivers based upon the exam and score. IB scores of 4, 5, 6, or 7 are required on appropriate exams. CLEP test scores resulting in placement test waivers vary by exam. In addition to leading to placement test waivers, these scores may also lead to the awarding of college credit in English and math.

Students must contact the Office of Admissions and Advising to arrange placement test exemptions (RCF-242; 410-772-4856; adm-adv@howardcc.edu).

### Mandatory College Preparatory and Basic Skills Studies

Students who require college preparatory or basic skills coursework must enroll in the appropriate course(s). The required college

preparatory and basic skill sequence varies for each student based upon their skills in English and math. Enrollment in college preparatory or basic skills courses must continue each semester until the required sequence is completed.

The college recognizes that some students may need more intensive skill development in reading and/or writing than its English credit college preparatory course sequence can provide. HCC's REACH Program is designed to serve these students and prepare them to successfully move on to the preparatory/developmental English sequence. For more information about the REACH Program, visit or contact the Office of Admissions and Advising (RCF-242; adm-adv@howardcc.edu; 410-772-4856; select #3).

## 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 [www.howardcc.edu](http://www.howardcc.edu).

### Distance Learning Degrees

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

### 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



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## ACADEMIC INFORMATION

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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 age limitations apply for many health career programs, such as Nursing, Cardiovascular Technology, Emergency Medical Services, and Radiologic 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 retake 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. HCC's Transfer Center, located within the Office of Admissions and Advising, can assist with this process. For more information, contact [transfer@howardcc.edu](mailto:transfer@howardcc.edu) or 410-772-4266.

Students may contact the Office of Admissions and Advising for further information (RCF-242; 410-772-4856, select #3; or [adm-adv@howardcc.edu](mailto:adm-adv@howardcc.edu)). Information is also available on the college's website at [www.howardcc.edu/advising](http://www.howardcc.edu/advising); select Transfer to HCC. The Transcript Evaluation Request Form is available at [www.howardcc.edu/admissions](http://www.howardcc.edu/admissions).

### 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. *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 and submit an official copy of the

results to the Office of Admissions and Advising. Credit may be granted for foreign coursework based upon the results of such evaluations. Otherwise, the same policies and procedures which apply to coursework completed at U.S. colleges and universities are used. Additional information and a list of several accredited foreign transcript evaluation sources are available in the Office of Admissions and Advising and on the college website at [www.howardcc.edu/advising](http://www.howardcc.edu/advising); select Transfer to HCC.

HIGH SCHOOL ARTICULATION CREDIT—Students who have completed Howard County Public School career programs through 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 HCC 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 credit in the same way.*

### Nontraditional Prior Learning

State law limits the number of credits that can be awarded for nontraditional learning to thirty (30) 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 other approved organizations, 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.

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## ACADEMIC INFORMATION

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**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 as well as 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 the Business and Computer Systems Division 410-772-4441.

**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 (ETS) 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](http://www.ets.org)). The college generally awards credit for scores of 3, 4, or 5.

**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](http://www.ibo.org)).

**College-Level Examination Program (CLEP)**—

This is a national credit-by-examination program providing individuals of all ages and backgrounds the opportunity to receive credit for college-level achievement acquired in a wide variety of ways. General and subject examinations are available in many different areas. *Howard Community College administers CLEP examinations to current and prospective students.* For more information about the Test Center, visit [www.howardcc.edu/testcenter](http://www.howardcc.edu/testcenter) or call 410-772-4853. Additional information regarding CLEP can be obtained by contacting the Office of Admissions and Advising or the College Entrance Examination Board, Attention: CLEP, Princeton, New Jersey, 08540 ([www.ets.org](http://www.ets.org)).

**DSST (Dantes Subject Standardized Test)**—

Students participating in the DSST program have the opportunity to earn college credit for learning that has occurred outside the traditional classroom. Students may earn up to three credits for each examination based upon their scores and the American Council of Education's (ACE) score recommendations. For more information, contact the Office of Admissions and Advising or DANTE'S, 6490 Saufley Field Road, Pensacola, FL 32509-5243 ([www.getcollegecredit.com](http://www.getcollegecredit.com)).

**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. These exams are offered for many, but not all, credit classes. Lists of proficiency and challenge exams are available in the Office of Admissions and Advising and in academic 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 method 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 or a combined score of 1100 on the SAT (critical reading and math) and/or an ACT composite score of 25 or higher
- An HCC student with an HCC GPA of 3.2 or higher with a minimum of six but no more than 30 college level credits completed
- A GPA of 3.2 or better at another institution for applicants who are transferring to HCC

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

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-events participation will receive an "Honors" designation on their transcripts.

Honors classes have limited enrollments. The college keeps the class size moderate in order to achieve maximum interaction between the instructor and the students.

#### James W. Rouse Scholars Program

This selective admissions honors and leadership program is for incoming high school seniors. For further details, see page 41.

#### 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 not have received an F, L, or W grade during the semester. Students who

have met the qualifications will be recognized as outstanding 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 for Part-Time Students. To qualify for the Dean's List for Part-Time Students, students must have completed a minimum of six credits in the semester under consideration and must not have received an F, L, or W grade in that semester. Students who qualify for this list will be recognized as outstanding students by the college, and their names will be published on the Dean's List for Part-Time Students each semester.

#### Phi Theta Kappa 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 and have at least a 3.5 cumulative GPA in those courses. To remain in the honor society a student must maintain a 3.5 GPA. 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.

#### Alpha Beta Gamma Honor Society

Howard Community College is accredited by the Alpha Beta Gamma International Business Honor Society to initiate members into the honor society for business and related professional disciplines. Alpha Beta Gamma exists to reward academic excellence among business honor students and to recognize the contribution to learning and business of professionals. To achieve this goal, Alpha Beta Gamma provides leadership opportunities, forums for the exchange of ideas and the stimulation of interest in continuing academic excellence. Since its founding in 1970, over 65,000 students from accredited community, junior, and technical colleges have been initiated into the society. Alpha Beta Gamma is a member of the Association of College Honor Societies, and an affiliate member of both the American Association of Community Colleges (AACC) and The Association of Canadian Community Colleges (ACCC). To be eligible for membership in Alpha Beta Gamma, a student must be

enrolled in a business curriculum at HCC and have completed 15 credit hours with at least 12 credit hours applicable to a degree. In addition, the student must have at least a 3.0 GPA.

#### Graduation with Honors

Students who have maintained a cumulative grade point average of 3.5 or above will be graduated with honors. Students who have a grade point average of 3.75 or above will be graduated with high honors. Those students who have a 4.0 grade point average will graduate with highest 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 ensuring 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.

### Ethics Across the Curriculum

Howard Community College recognizes that the development of ethical judgment is an integral part of one's education as well as a vital contributor to a healthy society. In order to encourage the campus community to discover and explore ethical theories and issues in the disciplines and ethical concerns in our daily lives, the college supports the integration of competence in ethical judgment into our 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. Confidentiality of responses is ensured. Entering freshmen and graduating students are required to take a standardized test of general education skills.

### Student Records Policy

**CONFIDENTIALITY**—Howard Community College's policies concerning confidentiality are 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. No one outside the college shall have access to, nor will the college disclose any personally identifiable information, from a student's record without the student's written consent. This policy applies to all students enrolled in credit classes.

Exceptions include the following *within the limits of the need to know*:

- college employees who have legitimate educational interest, such as personnel in the offices of Records and Registration, Admissions and Advising, Financial Aid Services, the president, vice presidents, and faculty
- officials of other institutions in which students seek to enroll
- persons or organizations providing students with financial aid
- accrediting agencies carrying out their accrediting function
- persons complying with a judicial order
- those who in the event of an emergency must protect the health or safety of students or others.

All these exceptions are permitted in accordance with FERPA.

**DIRECTORY INFORMATION** - The Family Educational Rights and Privacy Act (FERPA) allows the Director of Records, Registration and Veterans Affairs (Registrar) to release *student directory information*. Directory information includes names, birth date, addresses, e-mail addresses, phone numbers, major fields of study (e.g., learning programs), attendance dates, degrees, honors, and awards, participation in officially recognized college activities or sports, and HCC athletes' weight and height. However, the college generally releases only the following directory information: student's name, dates of attendance, degrees, and honors earned. Directory information may be withheld. The

college honors such requests for the current term. Students who want the college to withhold directory information *must notify the registrar in writing at the start of each term. E-mail requests will not be honored.*

**ACCURACY OF RECORDS**—Students *must* notify the Office of Records and Registration or the Office of Admissions and Advising *in writing* of record changes involving name, address, telephone number, or e-mail address. Currently enrolled international citizens should inform the Office of Admissions and Advising of immigration status changes. Students who are no longer enrolled at the college should still officially change their address and other contact information. The Office of Admissions and Advising must also be notified *in writing* about learning program changes; students must obtain an advisor's signature as part of this process. Change of Information and Change of Learning Program forms are available in either the Admissions and Advising and Records and Registration offices. These forms are also available online at [www.howardcc.edu/admissions](http://www.howardcc.edu/admissions); select Important Forms.

**TRANSCRIPTS AND ENROLLMENT VERIFICATION**—Students may request **official** copies of their transcripts through the *National Student Clearinghouse*, by mailing a written request to the Office of Records and Registration, or visiting the office in person (photo identification required for in-person requests). The National Clearinghouse processes requests within twenty-four hours; there is a \$2.25 (subject to change) charge per transcript. The Office of Records and Registration processes requests for official transcripts within *two business days* of receiving an official request; there is no charge. Students may access the National Student Clearinghouse directly from the Office of Records and Registration web site.

Students may view and print *unofficial* copies on HCC Express at [www.hccexpress.net](http://www.hccexpress.net); access to HCC Express is also available directly from the HCC's main web site at [www.howardcc.edu](http://www.howardcc.edu). A login ID and password are required.

**Enrollment Verification**—Instant enrollment verification certificates are available free of charge from the National Student Clearinghouse.

**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 director of Records and Registration (Registrar) coordinates the inspection and review procedures for student education records. Students seeking to



## ACADEMIC INFORMATION

review their records should contact the Office of Records and Registration (RCF-233, 410-772-4764, records-registration@howardcc.edu).

In accordance with 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 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 January 1, 1975 if they were collected under established policies of confidentiality and used only for purposes for which they were collected.

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

A student who has an academic complaint (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 an issue related to classroom instruction or a grade dispute (including late penalties, acceptance or non-acceptance of late assignments, and incomplete grades). A student wishing to initiate

a formal academic complaint must submit an academic complaint form no later than 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.

### 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, or come in person at the Office of Records and Registration **during the specified period of time**. A class may only be dropped during the first twenty-percent 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 and for late-starting classes.

All students are strongly urged to consult with an academic advisor before making academic decisions. **Additional procedures prior to dropping are required of the following students:**

- **Students Receiving Financial Aid and Scholarships**—Students receiving financial aid and scholarships *must* inform Financial Aid Services and obtain a signature from authorized staff in this office.
- **International (F1) Students**—International (F1) students **must receive consent** from an international student advisor.
- **Veterans**—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.

### 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 assigned 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 and submit a withdrawal form to the Office of Records and Registration or withdraw using HCC Express. Students who stop attending are not automatically withdrawn from classes and are required to officially withdraw.

The withdrawal period is between the third and tenth weeks of the Fall and Spring terms. The schedule of classes publication will list each semester’s withdrawal deadlines. Information regarding withdrawal is also available through the Office of Records and Registration and the Office of Admissions and Advising. Verification of this action will be sent to the student via the U.S. mail.

All students are strongly urged to consult with an academic advisor before making academic decisions. Additional procedures **prior to** withdrawing are required of the following students:

- **Students Receiving Financial Aid and Scholarships**—Students receiving financial aid and scholarships *must* inform Financial Aid Services and obtain a signature from authorized staff in this office.
- **International (F1) Students**—International (F1) students **must receive consent** from an international student advisor.
- **Veterans**—Veterans whose classes have been certified under the GI Bill *must* notify the VA Certifying Official in the Office of Records, Registration and Veterans Affairs. Failure to do so may result in overpayment from the Veterans Administration.

Students withdrawing officially from a class will receive a grade of “W.” The “W” will appear on the student’s transcript and show as hours attempted, but will not be calculated into the student’s GPA. Withdrawal can affect academic standing and financial aid (see pages 20 and 28). *Students who do not withdraw by the posted deadline must accept the final grade earned for the course.*

### Records and Registration Appeals Committee

A student who has an unexpected life event (illness, death of family member, or other

## ACADEMIC INFORMATION

extenuating circumstances) during a semester may request an exception to Howard Community College's dates and deadlines. In such circumstances, the student should submit a written letter of explanation and provide supporting documentation to the Office of Records and Registration no later than the end of the seventh week of the next full semester.

### 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 (page 18) though they do not need to pay another standard application fee.

*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, have it signed by an advisor, and submit it 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](http://www.howardcc.edu/advising)).

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.

## REGISTRATION AND ENROLLMENT

### Auditing Courses

An audit designation must be specified at the time of 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. Custom-Class 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 Load

A full-time student schedule for either the fall or spring semester generally consists of 12 to 18 credit hours. Schedules in excess of 18 semester hours must be approved by a counselor or academic advisor. Students enrolled in a term of less than 10 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. Financial Aid determines full-time status as 12 credits.

### Full-Time/Part-Time Enrollment Status

Students registered for 12 credit hours or more are considered full-time. Students registered for less than 12 credit hours are considered part-time.

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

## ACADEMIC STANDARDS

It is expected that students will make satisfactory progress each semester they are enrolled.

Satisfactory academic progress (good standing) is demonstrated when students successfully maintain a cumulative grade point average (GPA) of at least a 2.0 or as defined below. At the end of the Fall and Spring semesters, the progress of each student will be reviewed. If a student's cumulative GPA is below a 2.0, the student's standing is determined by both attempted credits and a minimum cumulative GPA earned at HCC\*:

- 12 – 15 attempted credits, a minimum cumulative GPA of 1.0 is required;
- 16 – 30 attempted credits, a minimum cumulative GPA of 1.50 is required;
- 31 – 40 attempted credits, a minimum cumulative GPA of 1.75 is required;
- 41 or greater attempted credits, a minimum cumulative GPA of 2.00 is required.

\*Financial aid recipients are subject to additional standards of academic progress as required by financial aid regulations; see page 27 for further information.

After 12 cumulative attempted credits, a student who has not achieved minimum cumulative GPA standards will be placed on either Academic Warning or Academic Probation as described below.

### Academic Warning

After 12 credits are attempted, a student who is not making satisfactory academic progress is placed on Academic Warning. Students on Academic Warning will receive notification of their status and will be required to follow the intervention procedure outlined for them in their notification letter. Students who achieve at least a 2.00 semester grade point average remain on Academic Warning until reaching Good Standing. Those who fail to meet this requirement are placed on Academic Probation.

### Academic Probation

Academic Probation results when a student on Academic Warning fails to reach the prescribed minimum standard for cumulative GPA. Students on Academic Probation are required to meet with their assigned academic probation advisor at least once prior to registration for the next semester and will be limited to 8 credits. Students who achieve at least a 2.00 semester grade point average remain on Academic Probation until reaching Good Standing. Those who fail to meet this requirement are placed on Academic Suspension.

### Academic Suspension

The student on Academic Probation who fails to reach the prescribed minimum standard for cumulative GPA and does not achieve at

## ACADEMIC INFORMATION

least a 2.00 Semester GPA during the next major semester in which he or she is enrolled will be placed on Academic Suspension. When placed on Academic Suspension, the student may not attend HCC during the next major semester. Students have the right to appeal Academic Suspension.

**SUSPENSION APPEAL** – Details of the appeals 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. A student suspended for academic reasons a second or subsequent time is not permitted to register for any courses for one full calendar year.

**READMISSION AFTER SUSPENSION** – Students who have been 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 will 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. Specific readmission procedures for the nursing program are found on page 18.

### 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:

Grade	Quality Points Per Credit Hour	Standard
A	4	Mastery of course objectives with outstanding quality of academic achievement
B	3	Mastery of course objectives with high quality of academic achievement
C	2	Mastery of course objectives
D	1	Minimum passing grade (does not meet minimum grade required for developmental courses, Nursing, Cardiovascular Technology, Emergency Medical Services, and Radiologic Technology prerequisites and clinical coursework.)
F	0	Lack of mastery of course objectives
W	None	Withdraw. This grade is given at the time of withdrawal no later than the end of the tenth week of classes.

**I None** 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 “I” 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.

**L None** 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 reregister and repeat the developmental course.

**NA None** 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.

**N None** Audit

The total semester hours earned by a student are equivalent to the total of the credit

hours for which a grade of A, B, C, D or F was recorded. A student’s grade point average (GPA) is recorded on his or her official transcript. The GPA is calculated as follows:

$$\frac{\text{Total Quality Points Earned}}{\text{Total Semester Hours Attempted}} = \text{Grade Point Average}$$

Grades with the indication of “None” under Quality Points Per Credit Hour in the grade schedule are not used in computing the GPA. Grade records are maintained in the Office of 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 AMNESTY

Academic amnesty is designed to provide former credit students an opportunity to re-enter Howard Community College without the burden of previous poor academic performance (i.e., grades of D and/or F). The spirit of the policy is to make a fresh start possible. If a request for academic amnesty is approved, a student may have specific previously completed courses eliminated from the computation of his or her grade point average; these courses *cannot* be applied toward graduation.

The criteria for academic amnesty are as follows:

- After a minimum period of five years without being enrolled in credit courses (ten consecutive major terms) at Howard Community College and after the successful completion of six or more credits in one semester with a term GPA of 2.0 or higher, a returning student would be eligible to request amnesty for courses prior to their re-entry including those courses that may be applicable to the student’s current course of study.
- A student requesting academic amnesty has the choice of applying the amnesty to all D and F grades or applying academic amnesty to the F grades only. All grades of A, B, or C will remain unaffected.
- All courses for which students have amnesty applied will continue to be a part of the student’s academic record and will appear on the student’s transcript. However, they will not be used in the calculation of the cumulative adjusted GPA. A notation will



be made on the student's transcript stating academic amnesty has been applied.

- Attempted credits would be the sum of all attempted credits, including the original enrollment.
- All "forgiven" completed credits will be calculated as 0. The sum of completed credits will start with the term in which the student successfully (term GPA of 2.0 or higher) completes at least 6 credits.
- Academic amnesty does not override program-specific limits on re-admission.
- A student may only apply academic amnesty *one time*.
- Once academic amnesty has been applied to a student's record it is not reversible.

To initiate a request for academic amnesty, a student with the assistance of an academic advisor reviews all previous coursework to determine which option best meets the student academic goals. The student submits a written request to the Office of Records and Registration, and upon approval, the student's amended record reflects the new calculation of the GPA and total hours earned. The initial grades will remain on the student's transcript.

### Financial Aid Considerations with Academic Amnesty

Federal financial aid regulations do not recognize academic amnesty (forgiveness), and instead require cumulative measures of satisfactory academic progress, including all *attempted coursework*.

- Students who receive academic amnesty may automatically be placed on financial aid restriction. Students must submit a written appeal to Financial Aid Services, and academic amnesty will be considered as a factor in the appeal process.
- Students who receive academic amnesty must still comply with all satisfactory academic progress requirements. For financial aid purposes, all students must comply with all satisfactory academic progress (SAP) requirements. All courses taken and grades received at HCC are used in this calculation regardless of a grant of academic amnesty.
- The 150% maximum timeframe applies based on all attempted coursework, including any forgiven classes.
- More information about financial aid is available on pages 25-29.

For further information, contact Financial Aid Services (RCF-222, [finaid@howardcc.edu](mailto:finaid@howardcc.edu), 410-772-4912).

## 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 others' 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 quotation marks and accurate 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 infractions 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 written 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. 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. A third instance of plagiarism or any behavior involving an infraction of the Academic Honesty Policy will result in disciplinary action as determined by the Student Judicial Process.



# Student Services

## 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 (F1) students. The staff also assists visiting students from other institutions (who must also consult their home institution advisors). 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 post-secondary institutions, through the military, other designated organizations, and specific national examination programs (see pages 33-34).

The Admissions and Advising staff welcomes the opportunity to inform students about programs and services that will help them fulfill 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 learning community 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 transfer institutions. A number of scholarships specifically designated for this program are available. Admission to the 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**—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 pages 13-14.)*

**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](mailto:hsinfo@howardcc.edu). Information is also available on the college website at [www.howardcc.edu/admissions](http://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. Important information about the transfer process and career preparation is also provided. 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, some programs may require 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 learning 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.*

Advising services and the college's many academic support services are designed to contribute to student success. **Students who are notified through the academic warning process that they are at risk are required to meet with an advisor and take additional steps as well.**

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](http://www.howardcc.edu/advising). Students are also strongly encouraged to utilize HCC Express's **My Profile** feature to check on the accuracy of their personal information such as address, phone, e-mail, learning program, and catalogue year. For further information, contact the Office of Admissions and Advising at 410-772-4856, then select #3, or [Adm-Adv@howardcc.edu](mailto:Adm-Adv@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 (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 and visit the Transfer Center regularly.*

The **Transfer Center** is part of the Office of Admissions and Advising (RCF-242; overlooks the campus quad). It provides the following services:

- **Transfer Advising and Assistance**
- **Transfer Website**  
[www.howardcc.edu/advising](http://www.howardcc.edu/advising)—This website offers access to general information, a transfer activities and events calendar, college and university websites, transfer scholarship information, 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, and 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 nursing and allied health.
- **Transfer Workshops**—Transfer workshops are conducted throughout the year and focus on various topics, including transfer scholarships, transferring as an international student, limited enrollment programs, professional school opportunities, and others.
- **Joint Transfer and Career Programs**—Programs are available throughout the year. These sessions focus on career fields and academic preparation for these fields.
- **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**—An online transfer system designed to provide guidance to students planning to transfer to Maryland public colleges and universities, and several private institutions.
- **CollegeView**—A computer 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 guidebooks, catalogues, viewbooks, transfer applications, scholarship materials, and other resources are 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.

For further information, visit or contact the Transfer Center located within the Office of Admissions and Advising (RCF-242; 410-772-4266; [transfer@howardcc.edu](mailto:transfer@howardcc.edu)).

### EXCELSIOR COLLEGE CONSORTIUM

HCC has developed a consortium agreement with Excelsior College in Albany, NY, providing an avenue for HCC students to complete degrees at both the associate and bachelor levels. Students may transfer to Excelsior up to **90 credits** earned at HCC, and may be eligible for discounted rates on Excelsior's tuition and fees. Excelsior provides generous transfer benefits to students who have earned college credits through both traditional and non-traditional avenues, including CLEP and DSST exams, military, and employment experience. Students can complete the bachelor's degree programs from home, through a combination of online classes and credit by examination. For more information about this consortium, visit [www.howardcc.edu/excelsior](http://www.howardcc.edu/excelsior) or contact the Office of Admissions and Advising (410-772-4266; [transfer@howardcc.edu](mailto:transfer@howardcc.edu)).

### RECORDS AND REGISTRATION

The Office of Records and Registration oversees all forms of registration, including online (HCC Express), Touchtone Telephone and in-person registration services. This office is also responsible for related processes such as enrollment verification, the posting of grades, and the issuance of *official* transcripts. The Office of Records and Registration also administers the graduation process, including the graduation petition process, issuance of diplomas and certificates, and commencement. Students will be asked to provide a valid photo ID (preferably a Student ID) in order to access registration services in person. More information about these services is available on page 31, or by contacting the Office of Records and Registration (RCF-233; 410-772-4764; [records-registration@howardcc.edu](mailto:records-registration@howardcc.edu)).

The Office of Records and Registration also assists members of the Maryland National Guard with eligibility verification for tuition discounts. (More information is available on page 17, through the office's website or by contacting the office directly.) Veterans Affairs are also administered by the Office of Records and Registration (see below).

### VETERANS AFFAIRS

Howard Community College is particularly concerned with the educational, career, and personal advancement of men and women who have served in the Armed Forces and their

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## STUDENT SERVICES

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qualified dependents. Veterans Affairs services are administered by the Office of Records and Registration. The coordinator of veterans affairs provides assistance to former military personnel, active duty military personnel, reserve duty military personnel and dependents of veterans who are disabled or deceased in the course of active duty military service. These services include working with veterans and their qualified dependents to initiate processes necessary to activate and maintain their benefits, arrange participation in the college's Veteran's Deferred Payment Plan and tutorial services. The coordinator of Veterans Affairs also facilitates access to other college services such as financial aid and scholarships, disability support services and HCC's Veterans' Deferred Payment Plan (more information is available on pages 22 and 42). For more information on veterans benefits, visit [www.howardcc.edu/admissions/pay/veteran\\_benefits/index.html](http://www.howardcc.edu/admissions/pay/veteran_benefits/index.html), or contact the coordinator of veterans affairs in the Office of Records, Registration and Veterans Affairs (RCF-233; 410-772-4514; [veteransaffairs@howardcc.edu](mailto:veteransaffairs@howardcc.edu)).

### FINANCIAL AID SERVICES

It is the college's goal that no student should be restricted from attending HCC 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. Students enrolled in programs not leading to a degree or certificate awarded by Howard Community College are not eligible for financial aid. Detailed information regarding financial aid and scholarships is located on pages 25-29. For further information, visit or contact the Financial Aid Services Office (RCF-222; 410-772-4912; [finaid@howardcc.edu](mailto:finaid@howardcc.edu).)

**For a full overview of all the college's services to help students pay for college, go to [www.howardcc.edu/admissions/pay](http://www.howardcc.edu/admissions/pay).**

### WELCOME AND INFORMATION CENTER

The Welcome and Information Center operates the campus switchboard and also provides counter service locations throughout the campus, including in the Rouse Company Foundation Student Services Hall (main location), the Hickory Ridge Building and the Burrill Galleria. The center provides students with *general* information regarding college programs, courses, and services. Information regarding

office hours, locations, and directions to and from the campus are also available at each Welcome Center location. Notary services, voter registration information, and various college publications, such as the catalogue and credit and noncredit class schedules, student handbook, and campus maps, are also available through the Welcome and Information Center. The Welcome and Information Center oversees the **Student Ambassadors Program**. Students interested in participating in this program should contact the Welcome and Information Center at 410-772-4800 or visit the main Welcome and Information Center location (RCF first floor).

To reach the Welcome and Information Center, call the college's main number at 410-772-4800 (TTY users call via Maryland Relay).

### 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 (ages eight weeks through 24 months) of HCC students and for children (ages 24 months through five years) of HCC students, staff and faculty. Rates vary depending on the age of the child, part-time or full-time enrollment status. 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 Director at 410-772-4150.

### 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 RCF-302 or call 410-772-4840. For additional resources, please visit our website at [www.howardcc.edu/career](http://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 RCF-302 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.

Available 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](http://www.howardcc.edu/career).

Employment Counseling services include:

- individual assistance in resume writing and interviewing/job search techniques provided on an appointment basis.
- 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 RCF-302 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



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## STUDENT SERVICES

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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 RCF-302, or call 410-772-4840. Please feel free to visit our webpage at [www.howardcc.edu/counseling](http://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 in RCF-340, 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, notetaking, 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 RCF-302.

### 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 V/TDD or come to room RCF-302.

### 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.

### 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 the college community and members of the larger community with secure, accessible, and professional testing services and resources. It enables students and other test takers to demonstrate knowledge, achieve certification, engage in professional development, enhance competencies, and validate skills developed through lifelong learning.

Among the exams administered by the Test Center are academic, placement and professional certification exams, including the College-Level Examination Program (CLEP), Dantes Subject Standardized Test (DSST), and Microsoft Office Specialist (MOS). The Test Center is an authorized testing site for Prometric, Pearson VUE, and Castle, administering industry-based certification examinations. It also offers proctoring services for students attending other national and international postsecondary institutions.

The Test Center administers the nursing entrance exam. This exam must be taken to complete application requirements to the Nursing Program's clinical segment. The fee for this exam must be paid and submitted to the Cashier's Of-



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## STUDENT SERVICES

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fic in order to sit for any nursing entrance exam. See page 16 for more information.

All examinees must present a current HCC student identification card, a photo identification card from another academic institution, **or** an *unexpired* government issued photo identification document (i.e., driver's license, passport) with a current photo. *No exceptions to this policy will be made.*

No food or drink is permitted in the Test Center, including bottled water. No hats or head coverings of any kind will be permitted in testing areas unless worn for religious or medical reasons. Regardless of the reason for allowed headwear, the tester's ears must be shown to a testing administrator in a private setting to ensure that no recording or listening devices are present. The Test Center will provide any calculators, writing utensils, or scrap paper required for testing. *Under no circumstances are children or other individuals besides the examinee allowed in the Test Center.* All personal items must be placed in lockers including books, notes, pens, pencils, calculators, cellular telephones, listening and recording devices, electronic devices, purses, watches, wallets, and keys. Lockers are available inside the center.

Proctoring fees are not charged for HCC academic or placement exams. Proctoring fees are charged *over and above the cost of the exams for CLEP, DSST and other non-HCC exams.* Proctoring fees are paid at the Cashier's Office. *Fees are subject to change.* Different charges and payment procedures apply depending on the type of examination. Further information is available on the Test Center website ([www.howardcc.edu/admissions/advising/testcenter](http://www.howardcc.edu/admissions/advising/testcenter)).

The Test Center's schedule is published each semester and is subject to change. *All tests must be turned in by the posted closing time regardless of the time allocated for the exam.* The Test Center works closely with HCC's Disability Support Services Office to provide accommodations for all examinees with disabilities. The Test Center is located in RCF-359. Further information is available on the Test Center website at [www.howardcc.edu/admissions/advising/testcenter](http://www.howardcc.edu/admissions/advising/testcenter) or by contacting the center directly at [testcenter@howardcc.edu](mailto:testcenter@howardcc.edu) or 410-772-4853.

### STUDENT LIFE

Student Life is comprised of the Student Government Association (SGA), the Student Programming Board (SPB), Student Newspaper (*The HCC Times*), Co-Curricular and Diversity Programs, Wellness, the Game room, Clubs and Leadership Development. Each area provides a distinct service and opportunity to HCC students that complement 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 Life as a leader, participant, or volunteer to ensure that these programs are reflective of the interests of the student body.

Student Life also plans several off campus trips such as Broadway plays, amusement parks, museums, and student leadership conferences. Discounts are also offered to local movie theatres, the Maryland Renaissance Festival and the National Aquarium.

All Student Life 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 participate. For more information on the SGA structure and how to get involved, call or stop by the Student Life or Student Government offices. Email address: [SGA@howardcc.edu](mailto: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. Email address: [SPB@howardcc.edu](mailto: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 contact the paper's editor (SA 201C) or a Student Life staff member. Opportunities exist for experiences in photography, desktop publishing, layout and design, advertising, creative writing and reporting. Email address: [newspaper@howardcc.edu](mailto: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. The Wellness Center also provides discounted acupuncture, massage and zero balancing to current students. To schedule an appointment visit [www.howardcc.edu/wellness](http://www.howardcc.edu/wellness). For more information, please call 410-772-4640 or 410-772-4950.

Location: L 178

### The Game Room

The Game Room is equipped with a wide-screen 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 Life office for details.

Location: First floor of the Student Activities Center (SA 101).

For further information, call 410-772-4896.

## STUDENT SERVICES

### 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 Life. If students desire to start a club, they should contact the Student Government Association president or stop by Student Life (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 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 requires full-time academic enrollment, unless a student possesses a documented learning disability or has accumulated 24 credits over one calendar year with part-time enrollment and has never been full time at any institution. For further information, contact a coach in the Athletic & Fitness Center at 410-772-4804.

### Equity in Athletics Disclosure Act (EADA)

HCC is a Division III school (Division II in Men's and Women's Basketball, Division I in Men's and Women's Lacrosse) and a member

of the Maryland Juco Athletic Conference and NJCAA (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.

### Athletic and Fitness Center

All students must have a current student ID to show to the lobby monitor upon entering the building. There is a limited number of daily lockers available. Bring your own lock. There are open swim, gym and weight room times available for student use. All students need to sign in on a daily basis. Information is located in the Center or at the website [www.howardcc.edu](http://www.howardcc.edu).



# Student Transfer Policies

Revised July 1, 1996

*Policies of the Maryland Higher Education Commission on Academic Regulations,  
General Education Requirements, and Transfer of Undergraduates*

- 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 life-long 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 in a community college is definable 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



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## STUDENT TRANSFER POLICIES

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- 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.02.02.16D(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 shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.
- D. The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation .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 general

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## STUDENT TRANSFER POLICIES

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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 transfers into a receiving institution with fewer than the total number of general education credits designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in Regulation .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 credits 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 requirements of the academic program of the receiving institution.

### V. Transfer of Nongeneral Education Program Credit.

#### A. Transfer to Another Public Institution.

- (1) Credit earned at any public institution in the State is transferable to any other public institution if the:
  - (a) Credit is from a college or university parallel course or program;
  - (b) Grades in the block of courses transferred average 2.0 or higher; and
  - (c) Acceptance of the credit is consistent with the policies of the receiving institution governing native students following the same program.
- (2) If a native student's "D" grade in a specific course is acceptable

in a program, then a "D" earned by a transfer student in the same course at a sending institution is also acceptable in the program. Conversely, if a native student is required to earn a grade of "C" or better in a required course, the transfer student shall also be required to earn a grade of "C" or better to meet the same requirement.

#### B. Credit earned in or transferred from a community college is limited to:

- (1) the baccalaureate degree program requirement, but may not be more than 70 semester hours; and
- (2) The first 2 years of the undergraduate education experience.

#### C. Nontraditional Credit.

- (1) The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students if determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the State minimum requirements.
- (2) Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis:
  - (a) Technical courses from career programs;
  - (b) Course credit awarded through articulation agreements with other segments or agencies;
  - (c) Credit awarded for clinical practice or cooperative education experiences; and
  - (d) Credit awarded for life and work experiences.

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

- (4) The receiving institution shall inform a transfer student of the procedures for validation of course work for which there is no clear equivalency. Examples of validation procedures include ACE recommendations, portfolio assessment, credit through challenge examinations, and

satisfactory completion of the next course in sequence in the academic area.

- (5) The receiving baccalaureate degree-granting institution shall use validation procedure when a transferring student successfully completes a course at the lower division level that the receiving institution offers at the upper division level. The validated credits earned for the course shall be substituted for the upper division course.

#### D. Program Articulation.

- (1) Recommended transfer programs shall be developed through consultation between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan their programs. These programs constitute freshman/sophomore level course work to be taken at the community college in fulfillment of the receiving institution's lower division course work requirement.
- (2) Recommended transfer programs 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 encourage their students to complete the associate degree or to complete 56 hours in a recommended transfer program which includes both general education courses and courses applicable toward the program at the receiving institution.
- (2) Community college students are encouraged to choose as early as possible the institution and program into which they expect to transfer.
- (3) The sending institution shall:
  - (a) Provide to community college students information about the specific transferability of courses at 4-year colleges;

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## STUDENT TRANSFER POLICIES

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- (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 courses which are acceptable for transfer credit and the courses which are applicable to the student's intended program of study.
  - (4) A receiving institution shall give a transfer student the option of satisfying institutional graduation requirements that were in effect at the receiving institution at the time the student enrolled as a freshman at the sending institution. In the case of major requirements, a transfer student may satisfy the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at the sending institution. These conditions are applicable to a student who has been continuously enrolled at the sending institution.
- 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 course work successfully completed at a community college.
- VIII. Transfer Mediation Committee.
- A. There is a Transfer Mediation Committee, appointed by the Secretary, which is representative of the public 4-year colleges and universities and the community colleges.
  - B. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the Committee shall consult with faculty on curricular issues.
  - C. The findings of the Transfer Mediation Committee are considered binding on both parties.
- 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 credit denied within 20 working days of receipt of the official transcript.
    - (3) A receiving institution shall include in the notice of denial of transfer credit:
      - (a) A statement of the student's right to appeal; and
      - (b) A notification that the appeal process is available in the institution's catalog.
    - (4) The statement of the student's right to appeal the denial shall include notice of the time limitations in IXB of this regulation.
  - B. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may initiate an appeal by contacting the receiving institution's transfer coordinator or other responsible official of the receiving institution within 20 working days of receiving notice of the denial of credit.
  - C. Response by Receiving Institution.
    - (1) A receiving institution shall:
      - (a) Establish expeditious and simplified procedures governing the appeal of a denial of transfer of credit; and
      - (b) Respond to a student's appeal within 10 working days.
    - (2) An institution may either grant or deny an appeal. The institution's reasons for denying the appeal shall be consistent with this chapter and conveyed to the student in written form.
    - (3) Unless a student appeals to the sending institution, the 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 TRANSFER POLICIES

- 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.



Each Year, 25,000 Students – 25,000 Educational Sagas

GetThere

### **Svetlana Reshetova**

**Destination:** Degree in business administration

**Path:** **HCC's English Language Institute**

Svetlana Reshetova comes to HCC all the way from Russia via the college's award-winning English Language Institute: a full-time, intensive English language training program for non-native speakers. She was attracted to HCC's flexible class schedules and the sterling reputation of the ELI's staff. She plans on transferring to an American university after HCC to earn a degree in business administration. When asked what she likes best about HCC, Svetlana is quick to acknowledge her teachers at the ELI, as well as the college's Russian Club, of which she is the founder.



# Continuing Education and Workforce Development

This division offers noncredit courses in continuing education—also commonly referred to by many as “community education,” “adult education,” or “lifelong learning.” Most classes are grade-free and exam-free, except for those used to qualify for licensure/certification.

Students can take courses to enhance their careers or to explore a personal interest or hobby. Parents can enroll their children in the division’s Kids On Campus classes.

Business executives can arrange training for groups of staff members on the company site or at the college’s business training facilities. They can send employees to existing classes, and can also arrange to have a special section of an existing class set aside just for them. HCC can also create customized training tailored specifically to the organization and its industry.

Over 500 classroom and online courses are available in the following categories:

## BUSINESS

- General Business Skills
- Leadership & Supervision
- Project Management
- Entrepreneurship, Self-Employment, & Small Business
- Child Care
- Real Estate
- Occupations

## COMPUTERS & INFORMATION TECHNOLOGY

- Computer Basics
- Office Applications
- Databases
- Accounting & Finance
- Project Management
- Desktop, Web Video Graphics
- Internet & Web Site Development
- Programming & Software Testing
- Help Desk

## HEALTH CARE PROFESSIONS

- Health Care Office Skills
- Patient Care

## ADULT BASIC EDUCATION

- GED Preparation
- Basic Math & Writing
- Programs for Adults with Developmental Disabilities
- Career Development

## ENGLISH AS A SECOND LANGUAGE

- Classes for seven levels of ability
- Also—ESL courses for job preparation

## LIFESTYLE & LEISURE

- Arts, Crafts, & Hobbies
- Dance and Music
- Family Life
- Finance & Investment
- History & Culture
- Home & Garden

## LIFESTYLE & LEISURE (*continued*)

- Languages
- Special Interest
- Sports & Outdoor Activities
- Wellness: Body, Mind, & Spirit
- Writers & Readers

## MOTORCYCLE RIDING

- Basic, Alternate Basic, & Experienced Rider
- Total Control Advanced Riding Clinic

## ONLINE COURSES

- Over 100 selections

## TEST PREPARATION

- SAT
- Math Placement Test

- 60+

## KIDS ON CAMPUS

In addition, individuals can take almost any course in the *credit* catalog as a *noncredit* class by registering for it using the “CustomClass” option. (For more information, call 410-772-4659.)

For brochures and information on the Division of Continuing Education & Workforce Development, call 410-772-4823, or visit [www.howardcc.edu](http://www.howardcc.edu) and click on “Continuing Education.”



Each Year, 25,000 Students – 25,000 Educational Sagas

GetThere

### **Payam Sohrabi**

**Destination:** Middle or high school teacher

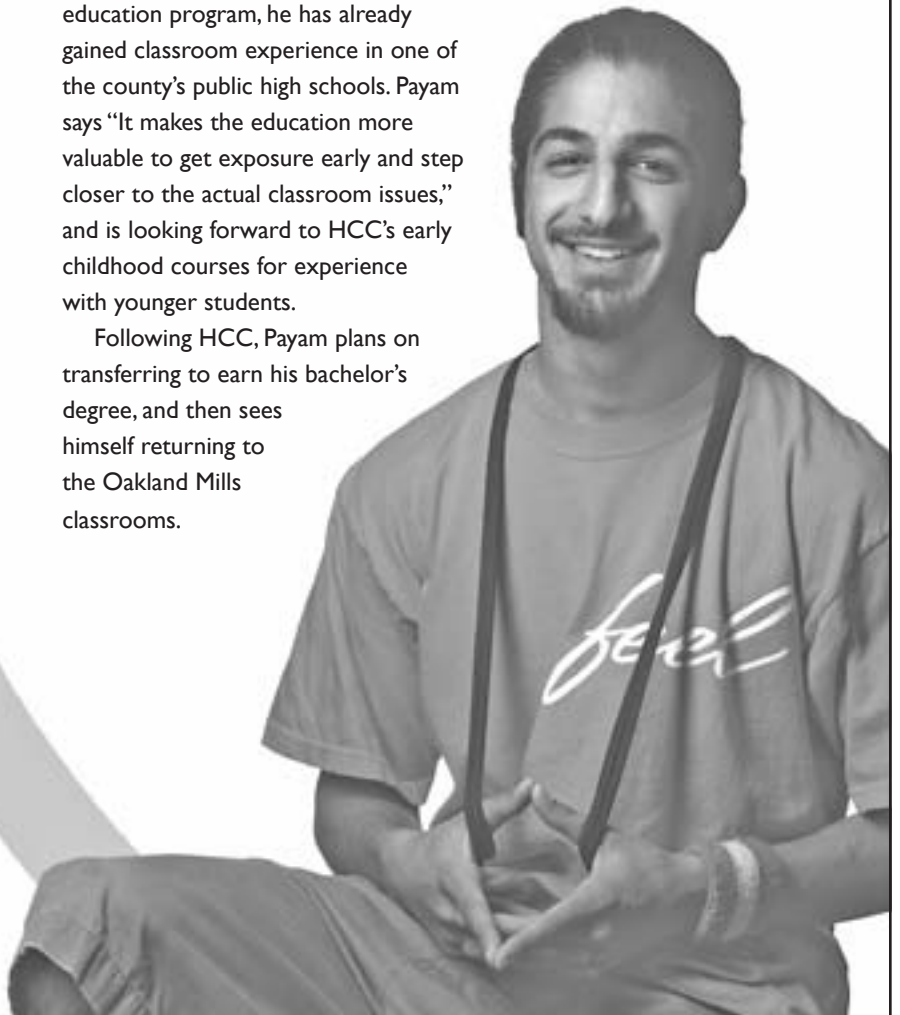
**Path:** **HCC's Teacher Education program**

Payam Sohrabi intends to use his college degree to go back to high school – as a teacher.

At his alma mater, Oakland Mills in Columbia, Payam was really impressed with the way a social studies teacher made learning more fun by integrating “life lessons” into a history course.

In his first semester in HCC's teacher education program, he has already gained classroom experience in one of the county's public high schools. Payam says “It makes the education more valuable to get exposure early and step closer to the actual classroom issues,” and is looking forward to HCC's early childhood courses for experience with younger students.

Following HCC, Payam plans on transferring to earn his bachelor's degree, and then sees himself returning to the Oakland Mills classrooms.



## STATEWIDE INSTRUCTIONAL PROGRAMS

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:

### **Allegany Community College**

- Automotive Technology
- Culinary Arts
- Directed Technology (Travel/Tourism)
- Forest Technology
- Hotel & Restaurant Management
- Home Health Aide
- Medical Assistant
- Nursing Assistant/Geriatric Aide
- Phlebotomy/EKG Technician
- Professional Golf Management
- Therapeutic Massage

### **Anne Arundel Community College**

- EMT Paramedic
- Homeland Security Management
- Hotel/Restaurant Management
- Intelligence Analytics
- Medical Assisting
- Paralegal Studies
- Therapeutic Massage

### **Cecil Community College**

- Transport & Logistics
- Visual Communications

### **Chesapeake College**

- Surgical Technology

### **College of Southern Maryland**

- Commercial Vehicle Operator
- Massage Therapy
- Medical Lab Technician
- Security Management

### **Community Colleges of Baltimore County**

- Advertising Design
- Automotive Technology
- Aviation Management
- Chemical Dependency Counseling
- Child and Youth Care Practitioner
- Computer Graphic & Visual Communication
- Construction Technology
- E-Business
- Floral Design
- Health and Fitness Studies Statewide
- Horticulture
- Imaging Specialist
- Interactive Design
- Interpreter Preparation
- Labor Studies

- Mortuary Science
- Multimedia Technology
- Occupational Safety & Health Technology
- Personal Trainer
- Photography Imaging
- Printing Management Technology
- Publication Design
- Recreation, Parks and Tourism
- Travel Management
- Veterinary Technology
- Web Design Specialist

### **Frederick Community College**

- Emergency Management
- Nuclear Medicine Technology

### **Garrett Community College**

- Adventure Sports Management
- Juvenile Justice
- Natural Resources and Wildlife Technology

### **Harford Community College**

- Electroneurodiagnostic Technology
- High Performance Manufacturing
- Science Lab Technology
- Technical/Professional Studies

### **Howard Community College**

- Advanced Cardiovascular Imaging and Intervention
- Biomedical Engineering
- Cardiovascular Technology
- Photonics Technology

### **Montgomery College**

- Biotechnology
- Diagnostic Medical Sonography
- Fine Arts
- Fire & Arson Investigation
- Fire & Emergency Management
- Polysomnography Technology
- Surgical Technology
- Technical Writing

### **Prince George's Community College**

- Forensic Transfer Studies
- Investigative Forensics
- Nuclear Medicine Technology
- Theatre/Entertainment Technology

### **Wor-Wic Community College**

- Criminal Justice
- Hotel-Motel-Restaurant Management

Each Year, 25,000 Students – 25,000 Educational Sagas

GetThere

### **Michelle Wachuku**

Destination: Cardiologist

Path: **HCC's Frederick K. Schoenbrodt Honors Program**

Pre-medicine major Michelle Wachuku has excelled during her time at HCC, serving as a member of the Schoenbrodt Honors Program, Phi Theta Kappa and Student Government Association. In addition to being able to complete all of her basic pre-med courses at HCC, she's also managed to bulk up her application to medical school by taking advantage of the honors science courses offered at the college. And what has this future cardiologist enjoyed most during her time at HCC? "I love the college's facilities, the countless resources available for student support and professors who love to teach," she says.





# Curricula

## 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 31 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. Howard Community College Students will:

- Express ideas effectively both orally and in writing.
- Perform mathematical operations at a college level and apply these skills.
- Demonstrate the ability to reason logically, and to evaluate the reasoning of others through the utilization of open-mindedness, critical inquiry, and the rational assessment of data and text.
- Display technological competence.
- Demonstrate informational literacy.
- Demonstrate global competency.
- Demonstrate a perceptual awareness of and aesthetic sensitivity to the arts.

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 47. 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

ENGL-121	College Composition I: Expository Writing*
ENGL-122	College Composition II: Writing through Literature

\*ENGL-121 fulfills the state composition core requirement.

### ARTS AND HUMANITIES CORE

#### Literature Core

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-214	Middle Eastern Literature
ENGL-217	The English Bible as Literature
ENGL/FILM-218	Introduction to Film and Literature
ENGL-225	Introduction to World Literature
ENGL/THET-250	Shakespeare from Page to Stage
ENGL/FILM/THET-251	Shakespeare from Page to Screen

# CURRICULA

## Fine Arts Core

ARTT-103	Art Appreciation
ARTT-104	Art History I
ARTT-105	Art History II
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/THET-209	Modern Drama
ENGL-217	The English Bible as Literature
ENGL/FILM-218	Introduction to Film and Literature
ENGL/THET-250	Shakespeare from Page to Stage
ENGL/FILM/THET-251	Shakespeare from Page to Screen
FILM-101	Introduction to Film
FILM-171	Introduction to the American Cinema
FILM-172	Introduction to World Cinema
FILM-204	Middle Eastern Film
FILM/ITAL-205	Italian Film
FILM/FREN-206	French Film
FILM/GERM-207	German Film
FILM-208	Asian Film
FILM-209	Scandinavian Film
FILM/RUSS-210	Russian Film
FILM-211	African Film
FILM/PHIL-260	Film and Philosophy
FILM/WMST-270	Women and Film
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-107	American Popular Music
MUSC-108	African American Music
MUSC-202	Music Literature in Context I
MUSC-203	Music Literature in Context II
THET-101	Introduction to Acting
THET-131	Theatre Appreciation
THET-141	Basic Acting I
THET-190	Theatre History I
THET-191	Theatre History II

## Humanities Core

ARAB-204	Advanced Intermediate Arabic II
ARAB-205	Arabic Through the Media
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-214	Middle Eastern Literature
ENGL-217	The English Bible as Literature
ENGL/FILM-218	Introduction to Film and Literature
ENGL-225	Introduction to World Literature
ENGL/THET-250	Shakespeare from Page to Stage
ENGL/FILM/THET-251	Shakespeare from Page to Screen
FILM-101	Introduction to Film
FILM-171	Introduction to the American Cinema
FILM-172	Introduction to World Cinema
FILM-204	Middle Eastern Film
FILM/ITAL-205	Italian Film
FILM/FREN-206	French Film
FILM/GERM-207	German Film
FILM-208	Asian Film
FILM-209	Scandinavian Film
FILM/RUSS-210	Russian Film
FILM-211	African Film
FILM/PHIL-260	Film and Philosophy
FILM/WMST-270	Women and Film

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
HUMN-102	The Psychology of Happiness: A Humanities Approach
HUMN-111	Leadership Development Studies: A Humanities Approach
MUSC-100	Fundamentals of Music
MUSC-101	Music Appreciation
MUSC-102	A Survey of Music Literature
MUSC-107	American Popular Music
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-102	Introduction to Logic
PHIL-103	Introduction to Ethics
PHIL-104	Introduction to Religious Studies
PHIL-201	Religions of the World
PHIL-202	Critical Thinking and Creative Problem Solving
SPCH-105	Fundamentals of Public Speaking
SPCH-110	Interpersonal Communication
THET-101	Introduction to Acting
THET-131	Theatre Appreciation
THET-141	Basic Acting I
THET-190	Theatre History I
THET-191	Theatre History II
Any course with an AMSL, ARAB (except ARAB-220), CHNS, FARS, FREN, GERM, GREK, HBRW, ITAL, KORE, PORT, RUSS, SPAN (except SPAN-220), or TURK prefix.	

## 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
HIST-122	Western Civilization and the Pre-Modern World
HIST-123	Western Civilization and the Modern World

# CURRICULA

## 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-201	Europe in the Twentieth Century
HIST-202	Issues in History
HIST-208	History of Africa
HIST-209	History of the Middle East
HIST-210	History of Latin America
HIST-211	Asian Civilization—China, Japan, and Korea
HIST-213	History of Modern Russia
HIST-226	History of African American Experience
POLI-101	American Federal Government
POLI-201	Comparative Government
POLI-202	International Relations and Contemporary American Foreign Policy
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
BIOL-202	Genetics Lab
BIOL-203	Anatomy and Physiology I
BIOL-204	Anatomy and Physiology II
BIOL-205	Cell Biology
CHEM-101	General Inorganic Chemistry I
CHEM-102	General Inorganic Chemistry II
CHEM-103	Fundamentals of General Chemistry
CHEM-105	Chemistry and Society
CHEM-115	Chemistry and Society Lab
CHEM-135	Chemistry for Engineers
CHEM-201	Organic Chemistry I
CHEM-202	Organic Chemistry II
GEOL-107	Introduction to Physical Geology
GEOL-108	Historical Geology
GEOL-117	Introduction to Physical Geology Lab
GEOL-118	Historical Geology Laboratory
METO-111	Meteorology
METO-112	Meteorology Lab
PHYS-101	Technical Physical Science
PHYS-103	Fundamentals of Physics I
PHYS-104	Fundamentals of Physics II
PHYS-106	Earth Space Science
PHYS-107	Physical Science
PHYS-110	General Physics I (Calculus)
PHYS-111	General Physics II (Calculus)

## MATHEMATICS CORE

MATH-121	Finite Mathematics
MATH-122	Ideas in Mathematics
MATH-127	Concepts of Mathematics I
MATH-128	Concepts of Mathematics II
MATH-131	College Algebra
MATH-133	College Trigonometry
MATH-135	Precalculus
MATH-138	Statistics
MATH-145	Business Calculus
MATH-181	Calculus I
MATH-182	Calculus II
MATH-186	Introductory Numerical Analysis
MATH-220	Introduction to Discrete Structures
MATH-240	Calculus III
MATH-250	Linear Algebra
MATH-260	Differential Equations

## INTERDISCIPLINARY AND EMERGING ISSUES CORE

AGNG/SOCI-160	The Aging Process: Gerontology
BMGT-134	Coaching as a Tool for Effective Leadership
BMGT-150	International Business Issues Seminar
CMSY-110	Software Applications for Micros
CMSY-126	Introduction to Internet
CMSY-129	Principles of Internet
CRES-155	Introduction to Conflict Resolution: Science and Art
ENGL-211	Science through Science Fiction
ENTR-100	Introduction to the Entrepreneurial Process
ENTR-101	Entrepreneurship and Creativity
ENTR-215	Taking Innovation to Market
FYEX-100	First Year Experience
HEED-100	Introduction to Lifetime Fitness
HEED-101	Health and the World of Risk
HEED-102	Introduction to Weight Management
HEED-104	Personal Nutrition Assessment
HEED-106	Introduction to Stress Management
HEED-109	Basic CPR and First Aid
HEED-110	Introduction to Personal Wellness
HEED-112	First Aid and Safety
HEED-113	Drug Use and Abuse
HEED-115	Personal and Community Health
HEED-127	Introduction to Cross-Cultural and International Health
HEED/WMST-150	Women's Health
HEED-155	Introduction to Conflict Resolution
HEED/CARD/NURS-175	Cross Cultural Health Comparison
HEED-200	Health/Fitness Leader
HEED-210	Foundations of Health Education and Health Behavior
HEED/NUTR-211	Nutrition
HEED-212	Current Health Issues
HEED-213	Stress Management
HEED-216	Health Care in the US

# CURRICULA

HIST/WMST-225	Women in American History: Colonial Times to 1880
HIST/WMST-227	Women in American History: 1880 to Present
HIST/WMST-228	Women in European History: 1750 to Present
HMDV-125	Perspectives on Community through Service Learning
HMDV-200	Life Span Development
HUMN-111	Leadership Development Studies: A Humanities Approach
POLI-202	International Relations and Contemporary American Foreign Policy
PUBH-101	Introduction to Public Health
SOCI/WMST-111	Introduction to Women's Studies: Women, Gender, and Society
SOCI-115	Emerging World Issues
SPAN-220	Cultures of Mexico

## 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 curricula 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, ARCM, ARTT, ASTR, BIOL, CADD-107, CFOR, CHEM, CHNS, CRES, CMSY-110, -120, -121, -126, -129, -141, -171, -181, -281, any course with a prefix of CRIM, DANC, ECON, EDUC, ENGL (except courses below the 100 level), ENES, ENTR-101, EXSC, FARS, FILM, FINE, FREN, GEOG, GEOL, GERM, GREK, HBRW, HEED, HIST, HMDV, HORT, HUMS, ITAL, KORE, LFIT-105, -197, -198, -199, -298, MATH (except MATH-060, -061, -064, -065, -067, -070, -105, and -108), MASS, METO, MUSC, PHIL, PHYS, POLI, PORT, PSYC, RUSS, SOCI, SPAN, SPCH, THET, or WMST.

### BUSINESS ELECTIVES

Any course with a prefix of ACCT, BFMT, BMGT, CMGT, CMSY, ECON, ENTR, FNPL, HMGT, OFFI, or RETL.

### CULINARY MANAGEMENT ELECTIVES

CMGT-135, CMGT-145, CMGT-200, CMGT-235, CMGT-240, CMGT-250.

### ENGLISH ELECTIVES

ENGL-115, ENGL-126, any 200 or higher ENGL course, MASS-126, MASS-221, SPCH-105, SPCH-150, SPCH-160, SPCH-205, THET-150, THET-209, THET-250, WMST-212.

### FINE ARTS ELECTIVES

Any course with a prefix of ARTT, DANC, FILM, FINE, LFIT-105, -197, -198, -199, -298, MUSC, THET, ENGL-209, -115, -215, -217, -250, or WMST-193.

### 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.

### HOSPITALITY MANAGEMENT ELECTIVES

HMGT-110, HMGT-116, HMGT-160, HMGT-164, HMGT-210, HMGT-235, HMGT-243, HMGT-245, HMGT-255, HMGT-260.

### 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 FARS, FILM, FINE, FREN, GERM, GREK, HBRW, ITAL, KORE, MASS, MUSC, PHIL, PORT, RUSS, SPAN, SPCH, THET, or WMST-193, -212, -225, -227, -228.

### INTERNET ELECTIVES

ARTT/MASS-260, CMSY-103, CMSY-110, CMSY-113, CMSY-125, CMSY-128, CMSY-137, CMSY-139, CMSY-144, CMSY-147, CMSY-148, CMSY-151, CMSY-152, CMST-153, CMSY-175, CMSY-195, CMSY-199, CMSY-203, CMSY-205, CMSY, 217, CMSY-248, CMSY-249, CMSY-295, ENTR-205.

### MATHEMATICS ELECTIVES

MATH-121, MATH-122, MATH-127, MATH-128, MATH-131, MATH-133, MATH-135, MATH-138, MATH-145, MATH-181, MATH-182, MATH-186, MATH-220, MATH-240, MATH-250, MATH-260.

### ORAL COMMUNICATIONS ELECTIVES

ARTT-122, BMGT-175, FINE-102, FINE-193, FINE-200, HMDV-100, MUSC-202, MUSC-203, SPCH-105, SPCH-110, THET-141, THET-150, WMST-193 or BIOL-290 Honors.

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, BFMT-200, BIOL, CHEM, GEOL, METO, or PHYS.

### SOCIAL SCIENCES ELECTIVES

Any course with a prefix of ANTH, ARAB-220, CRES, CRIM, ECON, GEOG, HIST, POLI, PSYC, SOCI, EDUC-260, HMDV-200, WMST-111, WMST-225, WMST-227, or WMST-228.



# CURRICULA

## COURSE CODES

*Courses in the course description section are alphabetized by category and not by course code*

ACCT	Accounting	ECON	Economics	KORE	Korean
AGNG	Aging Services	EDUC	Education	LFIT	Life Fitness
AMSL	American Sign Language	ELEC	Electronics Technology	MASS	Mass Media
ANTH	Anthropology	EMSP	Emergency Medical Services	MATH	Mathematics
ARAB	Arabic	ENES	Engineering	METO	Meteorology
ARCM	Architectural and Construction Management	ENGL	English	MSFT	Microsoft
ARTT	Art	ENST	Environmental Science	MUSC	Music
ASTR	Astronomy	ENTR	Entrepreneurship	NURS	Nursing
BFMT	Bioinformatics	EXSC	Exercise Science	NUTR	Nutrition
BIOL	Biology	FARS	Farsi	OFFI	Office Technology
BMET	Biomedical Engineering Technology	FILM	Film	PHIL	Philosophy
BMGT	Business Administration	FNPL	Financial Planning	PHOT	Photonics
CARD	Cardiovascular Technology	FINE	Fine Arts	PHYS	Physics
CHEM	Chemistry	FREN	French	POLI	Political Science
CHNS	Chinese	FYEX	First-Year Experience	PORT	Portuguese
CSCO	Cisco	GEOG	Geography	PSYC	Psychology
CADD	Computer-Aided Design	GEOL	Geology	PUBH	Public Health
CFOR	Computer Forensics	GERM	German	RADT	Radiologic Technology
CMSY	Computer Systems	GREK	Greek	RETL	Retailing
CRES	Conflict Resolution	HBRW	Hebrew	RUSS	Russian
COOP	Cooperative Education	HEAL	Health Care	SOCI	Sociology
CRIM	Criminal Justice	HEED	Health Education	SPAN	Spanish
CMGT	Culinary Management	HIST	History	SPCH	Speech
DANC	Dance	HORT	Horticulture	SABR	Study Abroad
		HMGT	Hospitality Management	TELE	Telecommunications
		HMDV	Human Development	THET	Theatre
		HUMN	Humanities	TURK	Turkish
		HUMS	Human Services	WCOM	Wireless Communications
		INDS	Interior Design	WMST	Women's Studies
		ITAL	Italian		



# Curriculum Profile

## ASSOCIATE OF ARTS DEGREE–Transfer Programs

*Two-year curriculum leading to transfer to a four-year program*

Arts and Sciences  
Aging Services  
American Studies  
Anthropology  
Arabic  
Architecture  
Art  
Art History  
Arts Administration  
Athletic Training  
Bioinformatics  
Biotechnology  
Communications Studies  
Conflict Resolution  
Criminal Justice  
Dance Performance  
English  
Environmental Science  
Exercise Science  
Film Studies  
Global Economics  
Health Care Management and Administration  
Health Education  
History  
Horticulture  
Human Services  
Interdisciplinary Studies  
Interior Design  
International Studies  
Journalism  
Liberal Arts  
Life Science  
Mass Media Design and Production  
Mathematics  
Music  
Music Therapy  
Nutrition  
Philosophy and Religious Studies  
Physical Science  
Pre-Allied Health  
Pre-Dentistry  
Pre-Medical Technology  
Pre-Medicine  
Pre-Nuclear Medicine Technology  
Pre-Optometry

Arts and Sciences (*continued*)

Pre-Pharmacy  
Pre-Veterinary Medicine  
Psychology  
Public Health  
Social Sciences  
Sociology  
Spanish  
Theatre  
Business Administration  
Information Systems Management–Office Systems  
Information Systems Management–Programming/Technical Systems  
International Business  
Computer Science  
Engineering  
Entrepreneurship  
General Studies  
General Studies – Business/Technology Emphasis  
General Studies for Certificate Students  
General Studies – Science Emphasis  
Information Technology  
Network Security  
Nursing  
LPN Pathway Sequence  
Nursing – Accelerated  
Teacher Education  
Early Childhood Education  
Elementary Education  
Secondary Education

## ASSOCIATE OF ARTS IN TEACHING DEGREE–Transfer Programs

*Two-year curriculum leading to transfer to a four-year program*

Teacher Education  
Early Childhood Education  
Elementary Education/Generic Special Education Pre K-12  
Secondary Education – Chemistry  
Secondary Education – English  
Secondary Education – Mathematics  
Secondary Education – Physics  
Secondary Education – Spanish

## ASSOCIATE OF APPLIED SCIENCE DEGREE–Career Programs

*Two-year curriculum leading to employment*

Architectural and Construction Management  
Biomedical Engineering  
Business Management  
Professional Coaching  
Cardiovascular Technology–Invasive Technologist  
Computer-Aided Design Technology  
Computer Support Technology  
Culinary Management  
Early Childhood Development  
Electronics Technology  
Telecommunications Technology  
Wireless Communications Technology  
Emergency Medical Technician/Paramedic  
Entrepreneurship  
Health Care for the Professional  
Hospitality Management  
Network Administration  
Network Engineer  
Network Security Administration  
Office Technology  
Photonics Technology  
Physical Therapist Assistant<sup>2</sup>  
Police Science  
Radiologic Technology  
Respiratory Care<sup>3</sup>  
Surgical Technology<sup>3</sup>

## CERTIFICATE OF PROFICIENCY–Career Programs

*One-year curriculum leading to employment*

Accelerated Cardiovascular Program for Hospital Trainees  
Advanced Cardiovascular Imaging and Interventional Therapies  
Architectural and Construction Management  
Arts Administration  
Biomedical Engineering  
Biomedical Engineer Specialist<sup>1</sup>  
Biomedical Engineer Field Technician

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## CURRICULUM PROFILE

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### **CERTIFICATE OF PROFICIENCY– Career Programs (*continued*)**

Business Management  
    Business Management in the Virtual Environment  
    E-Commerce/E-Business  
    Financial Planning  
    Professional Coaching  
    Professional Organizational Coaching  
    Retailing  
Cardiac Monitoring and Analysis  
Cardiovascular Technology for Allied Health Professionals  
Communications Studies  
Computer-Aided Design Technology  
Computer Support Technology  
    Cisco Certified Networking  
    PC Maintenance (A+ Certification) with Network Emphasis  
Culinary Management  
Early Childhood Development  
Electronics Technology  
    Telecommunications Technology  
Emergency Medical Technician/Paramedic  
Entrepreneurship

Exercise Science–Martial Arts Studies  
Exercise Science–Personal Training  
Gaming and Simulation Design  
Graphic Design  
Hospitality Management  
Human Services  
Information Technology  
    E-Commerce Designer  
    Internet Professional  
    Web Developer  
    Webmaster  
Licensed Practical Nursing  
Multimedia Design  
Network Administration  
    Microsoft Certified Systems Engineer (MCSE) Windows Server 2003  
    Network Security Administration  
Office Technology  
    Legal Office Assistant  
    Medical Transcriptionist  
    Office Assistant  
Photography  
Photonics Technology  
Surgical Technology<sup>4</sup>  
Television Production  
Transfer Studies  
Web Design

### **LETTER OF RECOGNITION**

*Cohesive set of courses to enhance skill level*

Early Childhood Development  
Emergency Medical Technician/Paramedic  
Entrepreneurship  
Internet and Core Computing (IC<sup>3</sup>)  
Legal Office Assistant  
Microsoft® Certified Application Specialist (MCAS)  
Music Performance–Jazz  
Music Performance–Voice  
Office Automation Specialist  
Theatre/Performance  
Theatre/Technical

### **PROFESSIONAL TRAINING**

*Cohesive set of courses to enhance certification opportunities*

Accounting–Preparation for the CPA Examination  
Teacher Education–Professional Education Courses for Maryland Certification

<sup>1</sup>Residents of Maryland may enroll in this designated Statewide Program at in-county tuition rates if this program is not offered in their county

<sup>2</sup>Degree offered through the Mid-Maryland Allied Healthcare Education Consortium–Carroll Community College Degree

<sup>3</sup>Degree offered through the Mid-Maryland Allied Healthcare Education Consortium–Frederick Community College Degree

<sup>4</sup>Certificate offered through the Mid-Maryland Allied Healthcare Education Consortium–Frederick Community College Certificate

Each Year, 25,000 Students – 25,000 Educational Sagas

GetThere

### **Angela Nunez**

**Destination:** To become an actress

**Path:** **HCC's Silas Craft Collegians Program**

Aspiring actress Angela Nunez credits the Silas Craft Collegians program with convincing her to enroll at HCC. "I had high expectations because I heard it was a great program" Angela says. She wasn't disappointed. "The family-like atmosphere was obvious as soon as I got here. Through Silas Craft — and HCC — I've received great mentoring and developed skills to help stay organized and on task." Angela also took advantage of the program's annual trip to New York City. "We grew close as a group through that trip — it was a lot of fun" she says. Angela, a performing arts major, hopes to transfer to a university after HCC and eventually fulfill her dream of becoming an actress.





# Programs of Study By Academic Division

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.



# PROGRAM MASTER LIST

## Programs of Study: Division List

Arts and Humanities .....	68
Business and Computer Systems .....	89
English/World Languages .....	112
Health Sciences .....	115
Mathematics .....	135
Science and Technology .....	136
Social Sciences/Teacher Education .....	153

## Programs of Study: Alphabetical List

Accounting–Preparation for the CPA Exam .....	90
Aging Services.....	116
Aging Services Management Option.....	116
American Studies .....	153
Anthropology.....	154
Arabic.....	112
Architectural and Construction Management .....	136
Architecture .....	69
Art .....	69
Art History .....	70
Art History Research Option.....	70
Art History Research/Studio Option .....	70
Arts Administration .....	71
Athletic Training .....	117
Bioinformatics .....	137
Biomedical Engineer Field Technician .....	138
Biomedical Engineer Specialist .....	138
Biomedical Engineering .....	139
Biotechnology .....	139
Business Administration .....	91
Business in the Virtual Environment .....	92
Business Management .....	91
Cardiac Monitoring and Analysis .....	117
Cardiovascular Imaging and Interventional Therapies, Advanced .....	116
Cardiovascular Program, Accelerated, for Hospital Trainees .....	115
Cardiovascular Technology (Health Care for the Professional Option) .....	122
Cardiovascular Technology for Allied Health Professionals .....	118
Cardiovascular Technology – Invasive Technologist .....	118
Chemical Dependency (Human Services Option) .....	126
Cisco (Information Technology Option) .....	100
Cisco Certified Networking .....	140
Communications Studies .....	73
Community and School Health (Health Education Option) .....	124
Complementary Medicine and Holistic Health (Health Education Option) .....	125
Computer Forensics (Criminal Justice Option) .....	155
Computer Science .....	92
Computer Support Technology .....	141
Computer Technology Forensics (Information Technology Option, Associate’s Degree) .....	100

Computer-Aided Design Technology .....	140
Conflict Resolution .....	154
Criminal Justice .....	155
Culinary Management .....	93
Dance Performance .....	76
Developmental Disabilities (Human Services Option) .....	126
Dietetics (Nutrition Option).....	130
Diversity Studies (Interdisciplinary Studies Option) .....	79
Early Childhood Development .....	156
Early Childhood Education .....	157
Ecological Technology Design (Environmental Science Option) .....	144
E-Commerce Designer .....	94
E-Commerce/E-Business .....	94
Electronics Technology .....	142
Elementary Education .....	158
Elementary Education/Generic Special Education Pre K-12 .....	159
Emergency Medical Technician (Health Care for the Professional Option) .....	123
Emergency Medical Technician/Paramedic .....	119
Engineering .....	143
English .....	113
Entrepreneurship .....	95
Environmental Science .....	144
Exercise Science .....	120
Film Studies .....	77
Financial Planning (Certificate) .....	97
Financial Planning (Business Management Option) .....	91
Fine Arts Studies (Interdisciplinary Studies Option) .....	79
Food Science (Nutrition Option).....	131
Gaming and Simulation Design (Certificate) .....	77
Gaming and Simulation Design (Mass Media Design Option) .....	81
General Studies .....	159
General Studies – Business/Technology Emphasis .....	160
General Studies for Certificate Students .....	160
General Studies – Science Emphasis .....	161
Gerontology (Aging Services Option) .....	116
Global Economics .....	161
Graphic Design (Certificate).....	78
Graphic Design (Art Option, Associate’s Degree) .....	70
Health Care for the Professional .....	122
Health Care Management and Administration .....	123
Health Education .....	124
History .....	162
Horticulture.....	144
Hospitality Management .....	97
Human Services .....	126
Information Systems Management – Office Systems .....	98
Information Systems Management – Programming Technical Systems .....	99
Information Technology .....	99
Interdisciplinary Arts Administration Option .....	72
Interdisciplinary Studies .....	78
Interior Design .....	80
International Business .....	100
International Office Assistant (Office Technology Option) ...	108
International Studies .....	162
Internet and Core Computing (IC <sup>3</sup> ) .....	101

## PROGRAM MASTER LIST

Internet Professional .....	101	Police Science .....	163
Interpersonal and Organizational Communications		Pre-Allied Health .....	147
Option .....	74	Pre-Dentistry .....	148
Journalism .....	113	Pre-Medical Technology .....	148
Journalism and Media Communications Option .....	74	Pre-Medicine .....	149
Legal Office Assistant (Certificate, Letter of Recognition)....	102	Pre-Nuclear Medicine Technology .....	149
Legal Office Assistant (Office Technology Option) .....	108	Pre-Optometry .....	150
Liberal Arts .....	80	Pre-Pharmacy .....	150
Licensed Practical Nursing .....	127	Pre-Veterinary Medicine .....	151
Life Science .....	145	Professional and Business Communications Option .....	75
LPN Pathway Sequence .....	128	Professional Coaching .....	108
Martial Arts (Exercise Science Option) .....	121	Professional Organizational Coaching .....	109
Mass Media Design and Production .....	81	Programming (Information Technology Option) .....	99
Massage Therapy (Health Care for the Professional		Psychology .....	163
Option) .....	123	Public Health.....	132
Mathematics .....	135	Radio Production (Mass Media Design Option).....	81
Media Arts Administration Option .....	72	Radiologic Technology (Health Care for the Professional	
Medical Transcriptionist .....	103	Option) .....	123
Mental Health (Human Services Option) .....	126	Radiologic Technology .....	132
Microsoft Certified Systems Engineer (MCSE) Windows		Respiratory Care .....	133
Server 2003 .....	103	Retailing .....	110
Microsoft Certified Application Specialist .....	104	Secondary Education .....	164
Multimedia Design (Mass Media Design Option) .....	81	Secondary Education – Chemistry .....	165
Multimedia Design (Certificate) .....	82	Secondary Education – English .....	165
Music .....	82	Secondary Education – Mathematics .....	166
Music Performance .....	83	Secondary Education – Physics .....	166
Music Therapy .....	84	Secondary Education – Spanish .....	167
Musical Theatre Performance (Theatre Option,		Social Sciences .....	167
Associate’s Degree) .....	86	Social Services (Human Services Option) .....	125
Network Engineer .....	104	Sociology .....	168
Network Security .....	105	Spanish .....	114
Network Security Administration .....	105	Speech and Written Communications Option .....	76
Nursing .....	128	Sports and Fitness Management (Exercise Science	
Nursing, Accelerated.....	129	Option) .....	121
Nutrition .....	130	Sports Coaching (Exercise Science Option).....	121
Nutritional Science (Nutrition Option).....	131	Studio Art (Art Option) .....	69
Office Assistant (Office Technology Option).....	108	Surgical Technology .....	133
Office Assistant (Certificate).....	106	Teacher Education Professional Training .....	168
Office Automation Specialist .....	107	Technical Theatre (Theatre Option) .....	86
Office Management/Supervision (Office Technology		Telecommunications Technology .....	152
Option) .....	107	Television and Radio Production (Mass Media Design	
Office Technology .....	107	Option) .....	81
PC Maintenance (A+ Certification) with Network		Television Production (Mass Media Design Option).....	81
Emphasis .....	145	Television Production (Certificate).....	85
PC/Network Hardware/iNet (Information Technology		Theatre .....	86
Option) .....	99	Transfer Studies .....	88
Performance (Theatre Option) .....	86	Video/Multimedia Design (Art Option) .....	70
Performing Arts Administration Option .....	72	Visual Arts Administration Option .....	72
Personal Training Option (Exercise Science Option) .....	120	Webmaster .....	111
Philosophy and Religious Studies .....	84	Web Design (Certificate).....	88
Photography (Art Option) .....	70	Web Design (Mass Media Design Option) .....	81
Photography (Certificate) .....	85	Web Developer (Certificate) .....	110
Photonics Technology .....	146	Web Development (Information Technology Option) .....	100
Physical Science .....	147	Wireless Communications Technology .....	152
Physical Therapist Assistant .....	131	Women’s Studies (Interdisciplinary Studies Option) .....	79

# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## PROGRAMS OF STUDY

<b>Architecture</b> — Arts & Sciences A.A. Degree .....	69
<b>Art</b> — Arts & Sciences A.A. Degree .....	69
Studio Art Option	
Photography Option	
Graphic Design Option	
Video/Multimedia Design Option	
<b>Art History</b> — Arts & Sciences A.A. Degree.....	70
Art History Research Option	
Art History Research/Studio Option	
<b>Arts Administration</b> — Arts & Sciences A.A. Degree .....	71
Interdisciplinary Arts Administration Option	
Visual Arts Administration Option	
Performing Arts Administration Option	
Media Arts Administration Option	
<b>Arts Administration</b> — Certificate .....	72
Interdisciplinary Arts Administration Option	
Visual Arts Administration Option	
Performing Arts Administration Option	
Media Arts Administration Option	
<b>Communications Studies</b> — Arts & Sciences A.A. Degree .....	73
Professional and Business Communications Option	
Journalism and Media Communications Option	
Interpersonal and Organizational Communications Option	
Speech and Written Communications Option	
<b>Communications Studies</b> — Certificate.....	75
Professional and Business Communications Option	
Journalism and Media Communications Option	
Interpersonal and Organizational Communications Option	
Speech and Written Communications Option	
<b>Dance Performance</b> — Arts & Sciences A.A. Degree.....	76
<b>Film Studies</b> — Arts & Sciences A.A. Degree .....	77
<b>Gaming and Simulation Design</b> — Certificate .....	77
<b>Graphic Design</b> — Certificate .....	78
<b>Interdisciplinary Studies</b> — Arts & Sciences A.A. Degree .....	78
Diversity Studies Option	
Fine Arts Studies Option	
Women's Studies Option	
<b>Interior Design</b> — Arts & Sciences A.A. Degree .....	80
<b>Liberal Arts</b> — Arts & Sciences A.A. Degree .....	80
<b>Mass Media Design and Production</b> — Arts & Sciences A.A. Degree...	81
Television Production Option	
Web Design Option	
Multimedia Design Option	
Gaming and Simulation Design Option	
Radio Production Option	
Television and Radio Production Option	
<b>Multimedia Design</b> — Certificate .....	82
<b>Music</b> — Arts & Sciences A.A. Degree .....	82
<b>Music Performance-Jazz</b> — Letter of Recognition .....	83
<b>Music Performance-Voice</b> — Letter of Recognition .....	83
<b>Music Therapy</b> — Arts & Sciences A.A. Degree .....	84
<b>Philosophy and Religious Studies</b> — Arts & Sciences A.A. Degree ..	84
<b>Photography</b> — Certificate .....	85
<b>Television Production</b> — Certificate.....	85

<b>Theatre</b> — Arts & Sciences A.A. Degree.....	86
Musical Theatre Performance Option	
Performance Option	
Technical Theatre Option	
<b>Theatre/Performance</b> — Letter of Recognition .....	87
<b>Theatre/Technical</b> — Letter of Recognition .....	87
<b>Transfer Studies</b> — Certificate .....	88
<b>Web Design</b> — Certificate .....	88



# ARTS AND HUMANITIES DIVISION 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 HVPA-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.)**

Credits

Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	ARTT-122 History of Modern Art	3
	ARTT-101 Two-Dimensional Design	3
History	HIST-121, 122, or 123	3
Social Sciences	Social and Behavioral Sciences Core Courses (see p. 59)	6
Science	BIOL-101 General Biology I	4
	CHEM-101 General Inorganic Chemistry I	4
Mathematics	MATH-145 or 181	3-4
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	1-3

#### REQUIRED COURSES RELATED TO MAJOR

ARTT-108	Environmental Design: Introduction to the Built Environment	3
ARTT-106	The History of Western Architecture I	3
ARTT-109	Drawing I	3
ARTT-107	The History of Western Architecture II	3
PHYS-103	Fundamentals of Physics I	4
PHYS-104	Fundamentals of Physics II	4
Arts and Sciences	Arts and Sciences Electives (see p. 60)	6-8
		62-67

## Art

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

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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, architectural 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

**(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.)**

Credits

Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	FINE-102 Arts, Cultures and Ideas	3
	OR	
	ARTT-122 History of Modern Art	3
	ARTT-104 or 105 Art History I or II	3
History	HIST-121, 122, or 123	3
Social Sciences	Social and Behavioral Sciences Core Courses (see p. 59)	6
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	CMSY-110 Software Applications for Micros	3
	OR	
	CMSY-129 Principles of the Internet	3
	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.*

##### Studio Art Option

APPLICATION CODE 63A

ARTT-101	Two-Dimensional Basic Design	3
ARTT-102	Three-Dimensional Basic Design	3
ARTT-104 or 105	Art History I or II (course not taken in CORE)	3
ARTT-109	Drawing I	3
ARTT-110	Drawing II	3
ARTT-211	Painting I	3
ARTT-250	Art Portfolio Assessment	1
ARTT	Any course with an ARTT prefix (ARTT-201 Advanced Color Design is recommended.)	6-9
		62-68

# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## Art (cont'd)

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

#### REQUIRED COURSES RELATED TO MAJOR (cont'd) Credits

##### Photography Option

##### APPLICATION CODE 63B

ARTT-101	Two-Dimensional Basic Design	3
ARTT-104 or 105	Art History I or II (course not taken in CORE)	3
ARTT-109	Drawing I	3
ARTT-110	Drawing II	3
	OR	
ARTT-141	Basic Photography	3
ARTT-142	Intermediate Photography	3
ARTT-146	Digital Photography I	3
ARTT-250	Art Portfolio Assessment	1
<i>Electives--Select 6-9 credits from the following courses (3 credits each):</i>		
ARTT-143	History of Photography	3
ARTT-241	Advanced Black and White Photography	3
ARTT-242	Creative Darkroom Techniques	3
ARTT-244	Introduction to Color Photography	3
ARTT-246	Studio Lighting	3
ARTT-247	Photojournalism I	3
		62-68

##### Graphic Design Option

##### APPLICATION CODE 63C

ARTT-101	Two-Dimensional Basic Design	3
ARTT-104 or 105	Art History I or II (course not taken in CORE)	3
ARTT-109	Drawing I	3
ARTT-112	Introduction to Digital Media	3
ARTT-148	Digital Imaging, Raster Program I	3
ARTT-158	Digital Imaging, Vector Program	3
ARTT-200	Graphic Design	3
ARTT-250	Art Portfolio Assessment	1
<i>Electives--Select 3-6 credits from the following courses (3 credits each):</i>		
ARTT-110	Drawing II	3
ARTT-201	Advanced Color Design	3
ARTT-204	Digital Publishing	3
		62-68

##### Video/Multimedia Design Option

##### APPLICATION CODE 63E

ARTT-101	Two-Dimensional Basic Design	3
ARTT-104 or 105	Art History I or II (course not taken in the CORE)	3
ARTT-109	Drawing I	3
ARTT-112	Introduction to Digital Media	3
ARTT-148	Digital Imaging, Raster Program I	3
ARTT-250	Art Portfolio Assessment	1
ARTT-260/MASS-260	Designing for Interactive Environments	3
ARTT-270/MASS-270	Multimedia Authoring and Design I	3
ARTT-261/MASS-261	Digital Video	3
		62-65

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

## Art History

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

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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

**(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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	ARTT-104 Art History I	3
History	ARTT-105 Art History II	3
	HIST-121 The Ancient World: Prehistory to the Middle Ages	3
Social Sciences	HIST-122 Western Civilization and the Pre-Modern World	3
	ANTH-105 Introduction to Cultural Anthropology	3
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
	Mathematics	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	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
HIST-123	Western Civilization and the Modern World	3
HIST-211	Asian Civilization - China, Japan and Korea	3
	OR	
HIST-226	History of African American Experience	3
		62-67

# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## Art History Research/Studio Option

<b>APPLICATION CODE 204B</b>		
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-211	Painting I	3
FINE-102	Arts, Cultures and Ideas	
	OR	
FINE-193/WMST-193	Introduction to Women's Studies: Women, Art, and Culture	3
		62-67

## Arts Administration

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

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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. 58)	3
Social Sciences	Social and Behavioral Science Core Course (see p. 59)	6
Science	Science Core Course (see p. 59; 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 the 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

<b>APPLICATION CODE 205A</b>		
ARTT-103	Art Appreciation	3
BMGT-100	Introduction to Business and Organization	3
BMGT-130	Principles of Marketing	
	OR	
BMGT-145	Principles of Management	3
DANC-190	Dance Appreciation	3
FILM-171	Introduction to American Cinema	
	OR	
FILM-172	Introduction to World Cinema	3
FINE-101	Humanities Through the Arts	3
MUSC-101	Music Appreciation	3
THET-131	Theatre Appreciation	3
		61-64

# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## Arts Administration (cont'd)

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

#### REQUIRED COURSES RELATED TO MAJOR (cont'd) Credits

##### Visual Arts Administration Option

##### APPLICATION CODE 205B

ARTT-103	Art Appreciation	3
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
BMGT-100	Introduction to Business and Organization	3
BMGT-130	Principles of Marketing OR	
BMGT-145	Principles of Management	3
		61-64

##### Performing Arts Administration Option

##### APPLICATION CODE 205C

BMGT-100	Introduction to Business and Organization	3
BMGT-130	Principles of Marketing OR	
BMGT-145	Principles of Management	3
DANC-190	Dance Appreciation	3
FILM-171	Introduction to American Cinema OR	
FILM-172	Introduction to World Cinema	3
MUSC-101	Music Appreciation	3
MUSC-103	The Business of Music	3
THET-131	Theatre Appreciation	3
THET-141	Basic Acting I	3
		61-64

##### Media Arts Administration Option

##### APPLICATION CODE 205D

ARTT-130/MASS-130	Introduction to Video I	3
ARTT-131/MASS-131	Introduction to Video II	3
BMGT-100	Introduction to Business and Organization	3
BMGT-130	Principles of Marketing OR	
BMGT-145	Principles of Management	3
ENGL-126/MASS-126	Introduction to Journalism	3
ENGL-221/MASS-221	Writing for Television and Radio	3
MASS-129	Mass Media	3
MASS-220	Introduction to Broadcasting	3
		61-64

## Arts Administration

### A Certificate of Proficiency (Career)

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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.

#### Credits

##### Interdisciplinary Arts Administration Option

##### APPLICATION CODE 216

ARTT-103	Art Appreciation	3
DANC-190	Dance Appreciation	3
FILM-171	Introduction to American Cinema OR	
FILM-172	Introduction to World Cinema	3
FINE-101	Humanities Through the Arts	3
MUSC-101	Music Appreciation	3
THET-131	Theatre Appreciation	3
BMGT-100	Introduction to Business and Organization	3
BMGT-130	Principles of Marketing	3
BMGT-145	Principles of Management	3
		27

##### Visual Arts Administration Option

##### APPLICATION CODE 217

ARTT-103	Art Appreciation	3
ARTT-104	Art History I	3
ARTT-105	Art History II	3
ARTT-122	Modern Art History	3
ARTT-106	History of Western Architecture I	3
ARTT-107	History of Western Architecture II	3
ARTT-143	History of Photography	3
BMGT-100	Introduction to Business and Organization	3
BMGT-130	Principles of Marketing	3
BMGT-145	Principles of Management	3
		30

##### Performing Arts Administration Option

##### APPLICATION CODE 218

DANC-190	Dance Appreciation	3
FILM-171	Introduction to American Cinema OR	
FILM-172	Introduction to World Cinema	3
MUSC-101	Music Appreciation	3
MUSC-103	The Business of Music	3
THET-131	Theatre Appreciation	3
THET-141	Basic Acting I	3
BMGT-100	Introduction to Business and Organization	3
BMGT-130	Principles of Marketing	3
BMGT-145	Principles of Management	3
		27



# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## Media Arts Administration Option

### APPLICATION CODE 219

ARTT-130/MASS-130	Introduction to Video I	3
ARTT-131/MASS-131	Introduction to Video II	3
BMGT-100	Introduction to Business and Organization	3
BMGT-130	Principles of Marketing	3
BMGT-145	Principles of Management	3
ENGL-126/MASS-126	Introduction to Journalism	3
ENGL-221/MASS-221	Writing for Television and Radio	3
MASS-129	Mass Media	3
MASS-220	Introduction to Broadcasting	3
		27

## Communications Studies

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

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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.)**

Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	THET-141 Basic Acting I	3
	SPCH-105 Fundamentals of Public Speaking	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Science Core Course (see p. 59)	3
	PSYC-101 General Psychology	3
Science	Science Core Course (see p. 59; 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

# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## Communications Studies (cont'd) An Arts and Sciences A.A. Degree Program (Transfer)

### 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

ARTT-101	Two-dimensional Basic Design	3
ARTT-112	Introduction to Digital Media	3
ARTT-200	Graphic Design	3
ARTT-204	Digital Publishing	3
BMGT-100	Introduction to Business and Organization	3
BMGT-130	Principles of Marketing	3
SPCH-110	Interpersonal Communication	3

##### Electives--Select 3 credits from the following courses (3 credits each):

ARTT-146	Digital Photography I	3
ARTT-148	Digital Imaging, Raster Program I	3
ARTT-158	Digital Imaging, Vector Program	3
BMGT-145	Principles of Management	3
BMGT-200	Managing for the Future	3
BMGT-203	Business Ethics	3
BMGT-230	Principles of Advertising	3
BMGT-240	Human Resource Management	3
CRES-155/HEED-155	Introduction to Conflict Resolution	3
ENGL-230	Technical Writing	3
MASS-129	Mass Media	3
PHIL-103	Introduction to Ethics	3
SPCH-160	Argumentation and Debate	3
SPCH-205	Intermediate Public Speaking	3
TELE-100	Introduction to Telecommunications	3
		3
		61-64

#### Journalism and Media Communications Option

##### APPLICATION CODE 206B

ARTT-101	Two-dimensional Basic Design	3
ARTT-112	Introduction to Digital Media	3
ARTT-130/MASS-130	Introduction to Video I	3
ENGL-126/MASS-126	Introduction to Journalism	3
ENGL-221/MASS-221	Writing for Television and Radio	3
MASS-129	Mass Media	3
MASS-220	Introduction to Broadcasting	3

##### Electives--Select 3 credits from the following courses (3 credits each):

ARTT-131/MASS-131	Introduction to Video II	3
ARTT-146	Digital Photography I	3
CMSY-137	Doing Research on the Internet	3
BMGT-100	Introduction to Business and Organization	3
ENGL-115	Creative Writing	3
FILM-171	Introduction to American Cinema	3
FILM-172	Introduction to World Cinema	3
PHIL-103	Introduction to Ethics	3
SPCH-110	Interpersonal Communication	3
SPCH-150/THET-150	Oral Interpretation	3
SPCH-160	Argumentation and Debate	3
SPCH-205	Intermediate Public Speaking	3
SPCH-260/THET-260	Voice and Diction	3
TELE-100	Introduction to Telecommunications	3
THET-241	Acting for Television	3
		3
		61-64

### REQUIRED COURSES RELATED TO MAJOR (cont'd)

#### Interpersonal and Organizational Communications Option

##### APPLICATION CODE 206C

BMGT-100	Introduction to Business and Organization	3
CRES-155/HEED-155	Introduction to Conflict Resolution	3
HMDV-100	Introduction to Human Relations	3
MASS-129	Mass Media	3
PHIL-103	Introduction to Ethics	3
SPCH-110	Interpersonal Communication	3
SPCH-205	Intermediate Public Speaking	3

##### Electives--Select 3 credits from the following courses (3 credits each):

BMGT-240	Human Resource Management	3
CMSY-137	Doing Research on the Internet	3
PSYC-102	Advanced General Psychology	3
PSYC-202	Social Psychology	3
SOCL-101	Introduction to Sociology	3
SOCL-103	Marriage and the Family	3
SOCL-111/WMST-111	Introduction to Women's Studies: Women, Gender and Society	3
SOCL-201	Minorities in American Society	3
SPCH-160	Argumentation and Debate	3
		3
		61-64

#### Speech and Written Communications Option

##### APPLICATION CODE 206D

ENGL-115	Creative Writing	3
ENGL-215	Advanced Creative Writing	3
ENGL-221/MASS-221	Writing for Television and Radio	3
ENGL-230	Technical Writing	3
SPCH-110	Interpersonal Communication	3
SPCH-160	Argumentation and Debate	3
SPCH-205	Intermediate Public Speaking	3

##### Electives--Select 3 credits from the following courses (3 credits each):

CMSY-137	Doing Research on the Internet	3
ENGL-126/MASS-126	Introduction to Journalism	3
MASS-129	Mass Media	3
MASS-220	Introduction to Broadcasting	3
PHIL-103	Introduction to Ethics	3
PHIL-202	Logic and Critical Thinking	3
SPCH-150/THET-150	Oral Interpretation	3
SPCH-260/THET-260	Voice and Diction	3
THET-142	Basic Acting II	3
		3
		61-64

# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## Communications Studies A Certificate of Proficiency (Career)

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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.

### Professional and Business Communications Option APPLICATION CODE 220

	<b>Credits</b>
ARTT-101	3
ARTT-112	3
ARTT-200	3
ARTT-204	3
BMGT-100	3
BMGT-130	3
SPCH-105	3
SPCH-110	3
SPCH-205	3
<i>Electives—Select 3 credits from the following courses (3 credits each):</i>	
ARTT-146	3
ARTT-148	3
ARTT-158	3
BMGT-145	3
BMGT-200	3
BMGT-203	3
BMGT-230	3
BMGT-240	3
CRES-155/HEED-155	3
ENGL-230	3
MASS-129	3
PHIL-103	3
SPCH-160	3
TELE-100	3
	30

### Journalism and Media Communications Option

#### APPLICATION CODE 221

ARTT-101	Two-dimensional Basic Design	3
ARTT-112	Introduction to Digital Media	3
ARTT-130/MASS-130	Introduction to Video I	3
ENGL-126/MASS-126	Introduction to Journalism	3
ENGL-221/MASS-221	Writing for Television and Radio	3
MASS-129	Mass Media	3
MASS-220	Introduction to Broadcasting	3
SPCH-105	Fundamentals of Public Speaking	3
THET-141	Basic Acting I	3
THET-241	Acting for Television	3
<i>Electives—Select 3 credits from the following courses (3 credits each):</i>		
ARTT-131/MASS-131	Introduction to Video II	3
ARTT-146	Digital Photography I	3
CMSY-137	Doing Research on the Internet	3
BMGT-100	Introduction to Business and Organization	3
ENGL-115	Creative Writing	3
FILM-171	Introduction to American Cinema	3
FILM-172	Introduction to World Cinema	3
PHIL-103	Introduction to Ethics	3
SPCH-110	Interpersonal Communication	3
SPCH-150/THET-150	Oral Interpretation	3
SPCH-160	Argumentation and Debate	3
SPCH-205	Intermediate Public Speaking	3
SPCH-260/THET-260	Voice and Diction	3
TELE-100	Introduction to Telecommunications	3
		33

### Interpersonal and Organizational Communications Option

#### APPLICATION CODE 222

BMGT-100	Introduction to Business and Organization	3
CRES-155/HEED-155	Introduction to Conflict Resolution	3
HMDV-100	Introduction to Human Relations	3
MASS-129	Mass Media	3
PHIL-103	Introduction to Ethics	3
PSYC-202	Social Psychology	3
SPCH-105	Fundamentals of Public Speaking	3
SPCH-110	Interpersonal Communication	3
SPCH-205	Intermediate Public Speaking	3
<i>Electives—Select 3 credits from the following courses (3 credits each):</i>		
BMGT-240	Human Resource Management	3
CMSY-137	Doing Research on the Internet	3
PSYC-102	Advanced General Psychology	3
SOCI-101	Introduction to Sociology	3
SOCI-103	Marriage and the Family	3
SOCI-111/WMST-111	Introduction to Women's Studies: Women Gender and Society	3
SOCI-201	Minorities in American Society	3
SPCH-160	Argumentation and Debate	3
		30

# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## Communications Studies (cont'd)

### A Certificate of Proficiency (Career)

#### Speech and Written Communications Option

##### APPLICATION CODE 223

ENGL-115	Creative Writing	3
ENGL-215	Advanced Creative Writing	3
ENGL-221/MASS-221	Writing for Television and Radio	3
ENGL-230	Technical Writing	3
SPCH-105	Fundamentals of Public Speaking	3
SPCH-110	Interpersonal Communication	3
SPCH-160	Argumentation and Debate	3
SPCH-205	Intermediate Public Speaking	3
SPCH-260/THET-260	Voice and Diction	3

*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	3
		30

*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 HVPA-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.)**

Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts and Humanities	ENGL-201 American Literature I OR ENGL-202 American Literature II OR ENGL-206 African American Literature	3
	DANC-103 Dance History through Criticism OR DANC-190 Dance Appreciation	3
	THET-141 Basic Acting I	3
History	History Core Course (see p. 58)	3
Social Sciences	PSYC-101 General Psychology Social Science Core Course	3
Science	BIOL-101 General Biology I Science Core Course	4 3-4
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	Interdisciplinary & Emerging Issues Core	2-3

#### REQUIRED COURSES RELATED TO MAJOR

DANC-150	Dance Improvisation	3
DANC-250	Dance Composition	3
DANC-181	Ballet I	2
DANC-182	Ballet II	2
DANC-281	Ballet III	2
DANC-282	Ballet IV	2
DANC-186	Modern Dance I	2
DANC-187	Modern Dance II	2
DANC-286	Modern Dance III	2
DANC-287	Modern Dance IV	2
DANC-210	Dance Portfolio/Jury	1

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

DANC-104	Hip-Hop Dance (1 credit)	
DANC-110	Ballroom & Latin Dance (1 credit)	
DANC-115	Musical Theatre Dance (2 credits)	
DANC-192	Jazz Dance I (2 credits)	
DANC-193	Jazz Dance II (2 credits)	
DANC-292	Jazz Dance III (2 credits)	
DANC-194	Tap Dance I (2 credits)	
DANC-195	Tap Dance II (2 credits)	
DANC-101	Movement Integration (3 credits)	
DANC-103	Dance History Through Criticism (3 credits)	
DANC-106/107/206/207	Practicum in Choreography, Performance or Production (1 credit each)	
DANC-188	African Dance (2 credits)	
DANC-190	Dance Appreciation (3 credits)	
DANC-197	Pilates (1 credit)	
DANC-198	Alexander Technique (1 credit)	

1-3  
60-66

*Dance Performance majors are expected to fulfill all requirements of a dance jury that will include a portfolio review. When enrolling in Modern III, dance majors must also enroll in DANC-210, Dance Portfolio/Jury. All incoming freshmen should be advised by the Coordinator of Dance before their first semester at HCC.*



# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## Film Studies

**An Arts and Sciences A.A. Degree program (Transfer)**  
APPLICATION CODE 244

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

This curriculum is designed for students transferring to a four-year institution majoring in film studies and/or electronic media. The Film Studies major focuses on the history, development, theory, and criticism of the film/video arts, as well as the basic principles of film making and film production. This program studies the aesthetics and production of film and is designed to enable students to understand the history of film and media and to think and write critically about film and electronic media. 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
	ENGL-122 College Composition II	3
Arts & Humanities	ENGL/FILM-218 Introduction to Film and Literature	3
	THET-101 Introduction to Acting	
	OR	
	THET-141 Basic Acting	3
	FILM-101 Introduction to Film	3
History	HIST-112 American History since 1877	3
Social Sciences	Social and Behavioral Science Core Courses (see p. 59)	6
Science	Science Core Courses (see p. 52; must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	CMSY-126 Introduction to the Internet	
	OR	
	CMSY-110 Software Applications for Micros	1-3

### REQUIRED COURSES RELATED TO MAJOR

ARTT-103	Art Appreciation	3
FILM-139/MASS-139	Principles of Film and Media Production	3
FILM-171	Introduction to American Cinema	3
FILM-172	Introduction to World Cinema	3
MASS-129	Mass Media	3

*Electives-Select 12 credits from the following courses (3 credits each):*

FILM-212	The Films of Alfred Hitchcock	
FILM-213	Silent Film	
FILM-214	The Art of the Documentary	
FILM-215	History of Avant-Garde Cinema	
FILM-204	Middle Eastern Film	
FILM-205/ITAL-205	Italian Film	
FILM-206/FREN-206	French Film	
FILM-207/GERM-207	German Film	
FILM-208	Asian Film	
FILM-209	Scandinavian Film	
FILM-210/RUSS-210	Russian Film	
FILM-211	African Film	
FILM-217/HIST-217	History of Science Fiction Film	
FILM-251/THET-251/ ENGL-251	Shakespeare from Page to Screen	
FILM-260/PHIL-260	Film and Philosophy	
FILM-270/WMST-270	Women and Film	
		12
		62-67

## Gaming and Simulation Design

**A Certificate of Proficiency (Career)**  
APPLICATION CODE 201

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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.

		<b>Credits</b>
ARTT-101	Two-dimensional Basic 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
MASS-140	Introduction to Gaming and Simulation Design	3
		27

# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## Graphic Design

### A Certificate of Proficiency (Career)

APPLICATION CODE 197

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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.

		Credits
ARTT-101	Two-dimensional Basic Design	3
ARTT-109	Drawing I	3
ARTT-110	Drawing II	3
ARTT-112	Introduction to Digital Media	3
ARTT-148	Digital Imaging, Raster Program I	3
ARTT-149	Digital Imaging, Raster Program II	3
ARTT-158	Digital Imaging, Vector Program	3
ARTT-200	Graphic Design	3
ARTT-201	Advanced Color Design	3
ARTT-204	Digital Publishing	3
		30

## Interdisciplinary Studies

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

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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		Credits
<b>(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.)</b>		
	Composition	3
	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	FINE-102 Arts, Cultures and Ideas	3
	Humanities Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Courses (see p. 59)	6
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher (MATH-131 recommended)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	2-3

#### 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-189	Jazz Dance	2
ENGL-206	African-American Literature	3
ENGL-225	Introduction to World Literature	3
FILM-172	Introduction to World Cinema	3
FILM-204	Middle Eastern Film	3
FILM-205/ITAL-205	Italian Film	3
FILM-206/FREN-206	French Film	3
FILM-207/GERM-207	German Film	3
FILM-208	Asian Film	3
FILM-209	Scandinavian Film	3
FILM-210/RUSS-210	Russian Film	3
FILM-211	African Film	3
FINE-101	Humanities Through the Arts	3
HIST-208	History of Africa	3
HIST-209	History of the Near East	3
HIST-210	History of Latin America	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
LFIT-126	Yoga I	1
LFIT-127	Tai Chi	1
LFIT-128	Martial Arts I	1

## ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

### Diversity Studies Option (cont'd)

LFIT-129	Yoga II	1
LFIT-130	Mixed Martial Arts	1
LFIT-131	Martial Arts of Southeast Asia	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-201	Religions of the World	3
PHIL-260/FILM-260	Film and Philosophy	3
SOCI-160/AGNG-160	The Aging Process: Gerontology	3
SOCI-201	Minorities in American Society	3
SPAN-100	Cultures of Latin America	1
Women's Studies		
Electives		3-9
Electives	World Language Sequence*	<u>8-16</u>
		62-70

### 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-206	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
FILM-204	Middle Eastern Film	3
FILM-205/ITAL-205	Italian Film	3
FILM-206/FREN-206	French Film	3
FILM-207/GERM-207	German Film	3
FILM-208	Asian Film	3
FILM-209	Scandinavian Film	3
FILM-210/RUSS-210	Russian Film	3
FILM-211	African Film	3
FILM-218/ENGL-218	Film and Literature	3
FINE-101	Humanities Through the Arts	3
HEED-116/PHIL-116	Fundamentals of Spiritual Awareness	3
INDS-101	Introduction to Interior Design	3
INDS-110	Interior Design II	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
THET-251/ENGL-251/ FILM-251	Shakespeare from Page to Screen	<u>3</u>
		62-70

### 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
WMST-270/FILM-270	Women in Film	3
<i>Select an additional 2-6 credits from the following courses:</i>		
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)	
SOCI-160/AGNG-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)	
PHIL-260/FILM-260	Film and Philosophy (3 credits)	
SOCI-103	Marriage and the Family (3 credits)	
SOCI-111	Human Sexuality (3 credits)	
SOCI-201	Minorities in American Society (3 credits)	<u>2-6</u>
		62-70

\*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.

# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## Interior Design

### An Arts and Sciences A.A. Degree Program (Transfer) APPLICATION CODE 227

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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.

#### 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.)**

#### Credits

Composition	ENGL-121 College Composition I	3
ENGL-122 College Composition II		3
Arts and Humanities	Literature Core Course	3
SPCH-105 Fundamentals of Public Speaking		3
ARTT-105 History of Art II		3
History	History Core Course	3
Social Sciences	Social Science Core Courses	6
Science	Science Core Courses (must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher	3
Interdisciplinary	ENTR-101 Entrepreneurship and Creativity	3

#### REQUIRED COURSES RELATED TO MAJOR

ARTT-101	Two-Dimensional Basic Design	3
ARTT-109	Drawing I	3
INDS-101	Introduction to Interior Design	3
INDS-103	Interior Design I - Residential	3
INDS-104	Space Planning with Drafting	3
INDS-110	Interior Design II - Commercial	3
INDS-112	Historical Interiors	3
<i>Electives – Select 3-6 credits from the following courses (3 credits each):</i>		
ARTT-201	Advanced Color Design	
ARTT-227	Watercolor Painting I	
CADD-101	Introduction to Computer-Aided Drafting and Design	
INDS-120	Materials and Resources for Interior Design	
INDS-201	Business Practices for Interior Design	3-6
		61-65

## Liberal Arts

### An Arts and Sciences A.A. Degree Program (Transfer) APPLICATION CODE 48

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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

**(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.)**

#### Credits

Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
	Humanities Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Courses (see p. 59)	6
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	2-3

#### REQUIRED COURSES RELATED TO MAJOR

Oral Communication	FINE-102, HMDV-100, SPCH-105 or 110, or THET-141	3
Arts and Sciences	Arts and Sciences Electives (see p. 60)	6
Humanities	World Language Sequence*	8
English	Any course with an ENGL or MASS prefix (Course must be 200 level or higher)	3
Social Sciences	History Core Courses (see p. 58)	6
		62-66

*Students can complete the entire Associate of Arts Degree in Liberal Arts online or through a combination of online courses and telecourses (see page 32).*

*\*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.*



# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## Mass Media Design and Production

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

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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

**(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.)**

	<b>Credits</b>
Composition	3
	3
Arts & Humanities	3
	3
History	3
Social Sciences	6
Science	7-8
Mathematics	3-5
Interdisciplinary	1-3

#### 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-101	Introduction to Film	3
MASS-230	Television Production I	3
MASS-231	Television Production II	3

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

FILM-139/MASS-139	Principals of Film and Media Production	3-6
MASS-220	Introduction to Broadcasting	3
MASS-222	Sound and Lighting for Television	3
		<u>62-70</u>

##### 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
		<u>62-67</u>

##### 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
		<u>62-67</u>

##### Gaming and Simulation Design Option

###### APPLICATION CODE 147D

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
MASS-140	Introduction to Gaming and Simulation Design	3
		<u>62-67</u>

##### Radio Production Option

###### APPLICATION CODE 147E

MASS-126/ENGL-126	Introduction to Journalism	3
MASS-150	Introduction to Radio I	3
MASS-151	Introduction to Radio II	3
MASS-220	Introduction to Broadcasting	3
MASS-221/ENGL-221	Writing for Television and Radio	3
MASS-250	Radio Production I	3
MASS-251	Radio Production II	3
SPCH-260/THET-260	Voice and Diction	3
<i>Electives – Select 3-6 credits from the following courses (3 credits each):</i>		
BMGT-101	Introduction to Business & Organization	3
BMGT-132	Sales and Sales Management	3
BMGT-230	Principles of Advertising	3
MUSC-107	American Popular Music	3
MUSC-108	African American Music	3
		<u>3-6</u>
		<u>62-70</u>

##### Television and Radio Production Option

###### APPLICATION CODE 147F

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
MASS-220	Introduction to Broadcasting	3
MASS-150	Introduction to Radio I	3
MASS-151	Introduction to Radio II	3
MASS-126/ENGL-126	Introduction to Journalism	3

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

ARTT-109	Drawing I	3
BMGT-100	Introduction to Business & Organization	3
BMGT-132	Sales and Sales Management	3
BMGT-230	Principles of Advertising	3
FILM-139/MASS-139	Principles of Film and Media Production	3
FILM-171	Introduction to American Cinema	3
FILM-172	Introduction to World Cinema	3
MASS-230	Television Production I	3
MASS-231	Television Production II	3
MASS-222	Sound and Lighting for Television	3
MASS-250	Radio Production I	3
MASS-251	Radio Production II	3
MASS-261	Digital Video	3
MUSC-101	Music Appreciation	3
MUSC-107	American Popular Music	3
MUSC-108	African American Music	3
SPCH-260/THET-260	Voice and Diction	3
		<u>3-6</u>
		<u>62-70</u>

# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## Multimedia Design

### A Certificate of Proficiency (Career)

APPLICATION CODE 200

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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.

		Credits
ARTT-101	Two-dimensional Basic Design	3
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-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
		27

## Music

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

APPLICATION CODE 67

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

This curriculum is designed as a guide for students planning to transfer to a four-year institution that offers the Bachelor's Degree in Music (Music Education, Performance, Musicology, Music Theory, Composition, or Jazz/Commercial Music). Students are advised to check the requirements of the institution to which they intend to transfer. The goal of the music program is to produce well-rounded musicians with demonstrable excellence in core musical knowledge, solo performance and collaborative musicianship.

#### 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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	MUSC-202 Music Literature in Context I	3
	MUSC-203 Music Literature in Context II	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Courses (see p. 59)	6
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	ENTR-101 Entrepreneurship and Creativity	3

#### REQUIRED COURSES RELATED TO MAJOR

MUSC-121	Introduction to Music Technology	2
MUSC-110	Music Theory, Musicianship and Keyboard Skills I	4
MUSC-111	Music Theory, Musicianship and Keyboard Skills II	4
MUSC-210	Music Theory, Musicianship and Keyboard Skills III	4
MUSC-211	Music Theory, Musicianship and Keyboard Skills IV	4
MUSC-218	Applied Music IV <sup>1,2</sup>	2
MUSC-131-134; or MUSC-151-154; or MUSC-171-174; or MUSC-181-184	Ensemble (Major) <sup>3</sup>	4
		61-64

<sup>1</sup> Students seeking a Jazz/Commercial Music Emphasis should enroll in the jazz sections of Applied Music.

<sup>2</sup> Level of proficiency in instrument required for music major.

<sup>3</sup> Participation in one major ensemble per semester is required.

## ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

### Music Performance-Jazz

#### A Letter of Recognition

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

This course of study is designed for students who wish to be better prepared to transfer to a college, conservatory, or university that offers a professional music degree in performance/jazz studies. Students seeking to transfer to a college, conservatory or university with a professional music degree program should check the requirements of the specific institutions to which they intend to apply. This letter of recognition in addition to HCC's Music A.A. program will provide the necessary classes for those students seeking to transfer to programs that list Jazz Studies or Jazz Performance as a major.

		<b>Credits</b>
MUSC-158	Jazz Theory	3
MUSC-155	Introduction to Improvisation I	2
MUSC-156	Introduction to Improvisation II	2
MUSC-103	The Business of Music	3
		10

*It is recommended but not required that the student take MUSC-159 Jazz History as well.*

### Music Performance-Voice

#### A Letter of Recognition

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

This letter of recognition is designed for those students who wish to pursue a Bachelor of Music degree in Vocal Performance upon transfer to a four-year institution. In addition to the curriculum required in the HCC Music A.A. program, students seeking a Bachelor of Music in Vocal Performance must display a good working knowledge of Italian, French and German grammar, along with their performance counterpart, Lyric Diction. While not required in this curriculum, beginning language study in at least one or two of these languages enables the student to complete the language requirements of the Bachelor of Music degree program within the time frame of four years.

		<b>Credits</b>
MUSC-135	Lyric Diction I Italian-Latin	2
MUSC-136	Lyric Diction II English	2
MUSC-137	Lyric Diction III German	2
MUSC-138	Lyric Diction IV French	2
		8

*If the student wishes to transfer credits into a vocal performance program, it is strongly recommended that they take FREN-101-102, 201-202; and/or GERM-101-102, 201-202; and/or ITAL-101-102, 202 (and the corresponding labs) as proficiency in all three languages is required for such programs.*

# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## Music Therapy

**An Arts and Sciences A.A. Degree Program (Transfer)**  
APPLICATION CODE 148

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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 and eligibility to sit for board certification. The courses are designed to integrate the competencies required by the American Music Therapy Association and to develop essential academic, musical and clinical skills necessary to a Music Therapist. AMTA four-year music therapy programs require proficiency in the following applied areas: piano, guitar and voice.

**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	Literature Core Course (see p. 57)	3
	MUSC-202 Music Literature in Context I	3
	MUSC-203 Music Literature in Context II	3
History	History Core Course (see p. 58)	3
Social Sciences	PSYC-101 General Psychology	3
	SOCI-101 Intro to Sociology	
	OR	
	SOCI-102 Social Problems	3
Science	BIOL-101 General Biology I	4
	BIOL-103 Human Heredity	3
Mathematics	MATH-121, 122, 131 or higher	
	(MATH-138 Statistics is recommended)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core	1-3

**REQUIRED COURSES RELATED TO MAJOR**

MUSC-111	Music Theory, Musicianship and Keyboard Skills II <sup>1</sup>	4
MUSC-210	Music Theory, Musicianship and Keyboard Skills III	4
MUSC-211	Music Theory, Musicianship and Keyboard Skills IV	4
MUSC-218	Applied Music IV <sup>2</sup>	2
MUSC-161	Introduction to Music Therapy and Practice I	2
MUSC-162	Introduction to Music Therapy and Practice II	2
MUSC-224	Music Therapy Practicum I	1
MUSC-225	Music Therapy Practicum II	1
MUSC-207	Music Therapy Techniques	2
MUSC-131-134; or MUSC-151-154; or MUSC-171-174; or MUSC-181-184	Ensemble (Major) <sup>3</sup>	
	<u>4</u>	
	61-65	

<sup>1</sup> Level of proficiency in theory and keyboard skills required for music therapy major.

<sup>2</sup> Level of proficiency in instrument required for music major.

<sup>3</sup> Participation in one major ensemble per semester is required.

In addition to the above required courses related to the music therapy major, MUSC-208 Music Therapy in Education (3 credits) is strongly recommended.

## 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 HVPA-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** **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	ENGL-207 Ethics in Literature	3
	FINE-193/WMST-193 Introduction to Women's Studies	
	OR	
	FINE-102 Arts, Cultures and Ideas	3
	PHIL-101 Introduction to Philosophy	3
History	HIST-121 The Ancient World: Prehistory to the Middle Ages	3
Social Sciences	ANTH-120 Comparative World Cultures	3
	HIST-211 Asian Civilizations – China, Korea and Japan	3
Science	Science Core Courses (see p. 75; must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 76)	2-3

**REQUIRED COURSES RELATED TO MAJOR**

PHIL-104	Introduction to Religious Studies	3
PHIL-103	Introduction to Ethics	3
PHIL-201	Religions of the World	3
PHIL-141/HEED-141	The Philosophy and Practice of Yoga	3
<i>Electives - Select at least 12 credits from the following:</i>		
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-116/HEED-116	Fundamentals of Spiritual Awareness (3 credits)	
PHIL-140/HEED-140	The Philosophy and Practice of Tai Chi (3 credits)	
PHIL-102	Introduction to Logic (3 credits)	
PHIL-230/EXSC-230	Philosophy of the Martial Arts (3 credits)	
PHIL-260/FILM-260	Film and Philosophy (3 credits)	
	World Language Sequence * (8 credits)	<u>12</u>
		60-64

\*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.



# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## Photography

### A Certificate of Proficiency (Career)

APPLICATION CODE 235

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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 free lance contractors.

		<b>Credits</b>
ARTT-101	Two-dimensional Basic Design	3
ARTT-109	Drawing I	3
ARTT-141	Basic Photography	3
ARTT-142	Intermediate Photography	3
ARTT-146	Digital Photography I	3
ARTT-147	Digital Photography II	3
ARTT-241	Advanced Black and White Photography	3
ARTT-242	Creative Darkroom Techniques	3
ARTT-244	Introduction to Color Photography	3
ARTT-246	Studio Lighting	3
		30

## Television Production

### A Certificate of Proficiency (Career)

APPLICATION CODE 198

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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 free-lance contractors.

		<b>Credits</b>
ARTT-101	Two-dimensional Basic Design	3
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-121	College Composition I	3
ENGL-221/MASS-221	Writing for Television and Radio	3
MASS-222	Sound and Lighting for Television	3
MASS-230	Television Workshop I	3
MASS-231	Television Workshop II	3
		30

# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## Theatre

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

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	ENGL-209/THET-209 Modern Drama OR ENGL-250/THET-250 Shakespeare from Page to Stage	3
	THET-141 Basic Acting I	3
	THET-191 Theatre History II	3
History	History Core Course (see p. 58)	3
Social Sciences	PSYC-101 General Psychology Social and Behavioral Sciences Core Course (see p. 59)	3
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core	2-3

#### REQUIRED COURSES RELATED TO MAJOR

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

##### Musical Theatre Performance Option

###### APPLICATION CODE 237A

MUSC-116	Musicianship for Musical Theater	3
MUSC-117	Applied Music I (Voice)	2
MUSC-118	Applied Music II (Voice)	2
DANC-181	Ballet I	2
DANC-194	Tap Dance I	2
DANC-192	Jazz Dance I	2
DANC-115	Musical Theatre Dance	2
THET-142	Basic Acting II	3
THET-173	Movement for the Actor I	3
THET-223/MUSC-223	Musical Theater Workshop	1

*Electives - Select 3-6 credits from the following courses:*

DANC-198	Alexander Technique (1 credit)	
DANC-182	Ballet II (2 credits)	
DANC-193	Jazz Dance II (2 credits)	
DANC-292	Jazz Dance III (2 credits)	
DANC-195	Tap Dance II (2 credits)	
MUSC-100	Fundamentals of Music (3 credits)	
THET-190	Theatre History I (3 credits)	
THET-160	Theatre Practicum (1 credit)	
THET-260/SPCH-260	Voice and Diction (3 credits)	3-6

61-68

##### Performance Option

###### APPLICATION CODE 237B

THET-142	Basic Acting II	3
THET-160	Theatre Practicum I	1
THET-173	Movement for the Actor I	3
THET-190	Theatre History I	3
THET-241	Acting for Television	3
THET-135	Stagecraft OR	
THET-136	Lighting I OR	
THET-137	Sound I	3
THET-260/SPCH-260	Voice and Diction	3
THET-270	Theater Juried Auditions	1

*Electives - Select 5-8 credits from the following courses:*

DANC-197	Pilates (1 credit)	
DANC-198	Alexander Technique (1 credit)	
DANC-115	Musical Theatre Dance (2 credits)	
FILM-171	Introduction to American Cinema (3 credits)	
FILM-172	Introduction to World Cinema (3 credits)	
THET-161	Theatre Practicum II (1 credit)	
THET-162	Theatre Practicum III (1 credit)	
THET-164	Theatre Practicum IV (1 credit)	
THET-174	Movement for the Actor II (3 credits)	
THET-150/SPCH-150	Oral Interpretation (3 credits)	
THET-209/ENGL-209	Modern Drama (3 credits)	
THET-250/ENGL-250	Shakespeare from Page to Stage (3 credits)	
THET-261	Dialects for the Actor (3 credits)	5-8

61-64

##### Technical Theatre Option

###### APPLICATION CODE 237C

CADD-100	Principles of Drafting	3
CADD-101	Introduction to Computer-Aided Drafting and Design	3
THET-131	Theatre Appreciation	3
THET-135	Stagecraft	3
THET-136	Lighting I	3
THET-137	Sound I	3
THET-190	Theatre History I	3
THET-160	Theatre Practicum I	1
THET-161	Theatre Practicum II	1
THET-162	Theatre Practicum III	1
THET-163	Theatre Practicum IV	1

61-65

# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## Theatre/Performance

### A Letter of Recognition

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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.

		<b>Credits</b>
THET-141	Basic Acting I	3
THET-142	Basic Acting II	3
THET-241	Acting for Television	3
THET-160	Theatre Practicum (Acting)	
	OR	
	Dance Elective	
	OR	
	Vocal Music Elective	1-2
		10-11

## Theatre/Technical

### A Letter of Recognition

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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.

		<b>Credits</b>
THET-160	Theatre Practicum I	1
THET-161	Theatre Practicum II	1
THET-162	Theatre Practicum III	1
THET-163	Theatre Practicum IV	1
	<i>Select 6 credits from the following courses (3 credits each):</i>	
	THET-135 Stagecraft I	
	THET-136 Lighting I	
	THET-137 Sound I	
		6
		10

# ARTS AND HUMANITIES DIVISION PROGRAMS OF STUDY

## Transfer Studies

### A Certificate of Proficiency (Career)

APPLICATION CODE 224

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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.

		<b>Credits</b>
Composition	ENGL-121 College Composition I	3
Arts & Humanities	Arts & Humanities Core Course (see p. 57)	3
Social Sciences	Social Sciences Core Course (see p. 58)	3
Science	Science Core Course (see p. 59; must include lab)	4
Mathematics	Math Core Course (see p. 59)	3
Electives*	Electives	14
		30

*\*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.*

*To be eligible for financial aid, students enrolled in the Transfer Studies Certificate program must also be enrolled in an associate's degree program.*

## Web Design

### A Certificate of Proficiency (Career)

APPLICATION CODE 199

For Curriculum Information Contact the Arts and Humanities Division—  
Room HVPA-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 freelance contractors.

		<b>Credits</b>
ARTT-101	Two-dimensional Basic Design	3
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-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
		27



# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## PROGRAMS OF STUDY

<b>Accounting</b> — Preparation for the CPA Examination.....	90
<b>Business Administration</b> — A.A. Degree .....	91
<b>Business Management</b> — A.A.S. Degree .....	91
Business Management Option	
Financial Planning Option	
Business Management in the Virtual Environment Option	
<b>Business in the Virtual Environment</b> — Business Management Certificate .....	92
<b>Computer Science</b> — A.A. Degree.....	92
<b>Culinary Management</b> — A.A.S. Degree.....	93
<b>Culinary Management</b> — Certificate .....	93
<b>E-Commerce Designer</b> — Information Technology Certificate.....	94
<b>E-Commerce/E-Business</b> — Business Management Certificate .....	94
<b>Entrepreneurship</b> — A.A. Degree .....	95
<b>Entrepreneurship</b> — A.A.S. Degree.....	95
<b>Entrepreneurship</b> — Business Management Certificate.....	96
<b>Entrepreneurship</b> — Letter of Recognition .....	96
<b>Financial Planning</b> — Business Management Certificate.....	97
<b>Hospitality Management</b> — A.A.S. Degree.....	97
<b>Hospitality Management</b> — Certificate.....	98
<b>Information Systems Management-Office Systems</b> — Business Administration A.A. Degree .....	98
<b>Information Systems Management-Programming/Technical Systems</b> — Business Administration A.A. Degree .....	99
<b>Information Technology</b> — A.A. Degree .....	99
PC/Network Hardware/iNet Option	
Programming Option	
Cisco Option	
Web Development Option	
Computer Technology Forensics Option	
<b>International Business</b> — Business Administration A.A. Degree .....	100
<b>Internet and Core Computing (IC<sup>3</sup>)</b> — Letter of Recognition .....	101
<b>Internet Professional</b> — Information Technology Certificate.....	101
<b>Legal Office Assistant</b> — Office Technology Certificate .....	102
<b>Legal Office Assistant</b> — Letter of Recognition .....	102
<b>Medical Transcriptionist</b> — Office Technology Certificate .....	103
<b>Microsoft Certified Systems Engineer (MCSE) Windows Server 2003</b> — Network Administration Certificate.....	103
<b>Microsoft Certified Application Specialist</b> — Letter of Recognition ..	104
<b>Network Engineer</b> — Network Administration A.A.S. Degree.....	104
<b>Network Security</b> — Information Technology A.A. Degree.....	105
<b>Network Security Administration</b> — Network Administration A.A.S. Degree .....	105
<b>Network Security Administration</b> — Network Administration Certificate .....	106
<b>Office Assistant</b> — Office Technology Certificate .....	106
<b>Office Automation Specialist</b> — Letter of Recognition .....	107
<b>Office Technology</b> — A.A.S. Degree.....	107
Office Management/Supervision Option	
Office Assistant Option	
Legal Office Assistant Option	
International Office Assistant Option	
<b>Professional Coaching</b> — Business Management A.A.S. Degree.....	108
<b>Professional Coaching</b> — Business Management Certificate.....	109

<b>Professional Organizational Coaching</b> — Business Management Certificate .....	109
<b>Retailing</b> — Business Management Certificate.....	110
<b>Web Developer</b> — Information Technology Certificate .....	110
<b>Webmaster</b> — Information Technology Certificate.....	111

# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Accounting-Preparation for the CPA Examination

For Curriculum Information Contact the Business and Computer Systems Division—Room DH-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.

COURSE		Credits
ACCT-111	Principles of Accounting I	3
ACCT-112	Principles of Accounting II	3
ACCT-211	Intermediate Accounting I	3
ACCT-212	Intermediate Accounting II	3
ACCT-215	Cost Accounting	3
ACCT-217	Tax Accounting	3
ACCT-219	Principles of Auditing	3
ACCT-221	Advanced Accounting	3
BMGT-130	Principles of Marketing	3
BMGT-151	Business Law I	3
BMGT-203	Business Ethics	3
ECON-101	Principles of Economics (Macro)	3
ECON-102	Principles of Economics (Micro)	3
BMGT-145	Principles of Management	3
MATH-138**	Statistics	4
SPCH-105	Fundamentals of Public Speaking	3
ENGL-230	Technical Writing	3
Additional Accounting Course ***		3
Corporate or Business Finance ***		3
		58

NOTE: HCC does not offer all courses every semester or every year.

For more detailed information, visit the Maryland Board web site: [www.dlhr.state.md.us](http://www.dlhr.state.md.us). Then choose "Occupational and Professional Information," click on "State Board of Public Accountancy" and scroll down.

\*See the above website 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.

## Business Administration

**An A.A. Degree Program (Transfer)**  
APPLICATION CODE 03

For Curriculum Information Contact the Business and Computer Systems Division—Room DH-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		Credits
<b>(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.)</b>		
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	ENGL-207 Ethics in Literature	3
	Fine Arts Core Course (see p. 58)	3
	SPCH-105 Fundamentals of Public Speaking	3
History	History Core Course (see p. 58)	3
Social Sciences	ECON-101 Principles of Economics (Macro)	3
	ECON-102 Principles of Economics (Micro)	3
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-145 Business Calculus	3
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	1-3
<b>REQUIRED COURSES RELATED TO MAJOR</b>		
ACCT-111	Principles of Accounting I	3
BMGT-100	Introduction to Business and Organization	3
CMSY-110	Software Applications for Micros	3
ACCT-112	Principles of Accounting II	3
BMGT-151	Business Law I	3
MATH-138	Statistics	4
Arts and Sciences	Arts and Sciences Electives (see p. 60)	6
		60-63

Students can complete the entire Associate of Arts Degree in Business Administration online or through a combination of online courses and telecourses (see page 32).

# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Business Management

### An A.A.S. Degree Program (Career)

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-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

**(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.)**

	Credits
Composition	3
Arts & Humanities	3
	3
	3
Social Sciences	3
Science	3
	4
Mathematics	3-4
Interdisciplinary	1-3

#### REQUIRED COURSES RELATED TO MAJOR

ACCT-111	Principles of Accounting I	3
ACCT-112	Principles of Accounting II	3
BMGT-100	Introduction to Business and Organization	3
BMGT-130	Principles of Marketing	3
CMSY-110	Software Applications for Micros	3
ECON-101	Principles of Economics (Macro)	3

**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 Business Management in the Virtual Environment.**

#### Business Management Option

##### APPLICATION CODE 37A

BMGT-141	Supervisory Development	3
BMGT-145	Principles of Management	3
BMGT-200	Managing for the Future	3
BMGT-203	Business Ethics	3
BMGT-205	Principles of International Business	3
BMGT-240	Human Resource Management	3
BMGT-241	Project Management	3

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

BMGT-120	Small Business Management	3
BMGT-201	Business Work Experience I	3
BMGT-230	Principles of Advertising	3
RETL-103	Retail Merchandising	3
RETL-201	Retail Field Experience	3
		62-65

#### Financial Planning Option

##### APPLICATION CODE 37B

BMGT-205	Principles of International Business	3
FNPL-101	Personal Financial Planning	3
FNPL-106	Credit Management	3
FNPL-108	Financial Planning for Retirement	3
FNPL-110	Estate Planning and Elder Law	3
FNPL-206	Banking and Financial Planning	3
FNPL-210	Financial Planning Seminar	1
<i>Electives- Select 3 credits from the following courses (3 credits each):</i>		
BMGT-145	Principles of Management	3
FNPL-201	Investment Analysis and Portfolio Selection	3
FNPL-202	Risk Management and Insurance	3
		60-63

#### Business Management in the Virtual Environment Option

##### APPLICATION CODE 37D

This option provides students with opportunities to acquire up-to-date business and management skills designed for successful employment in business environments in which virtual technologies contribute to efficiency and productivity. This curriculum provides opportunities to gain business skills applicable to various settings and supplements these with appropriate technical knowledge and skills to enhance business output through the implementation of virtual technology. The courses are appropriate for students who will work in virtual environments, such as home businesses or telecommuting. It will also be of benefit to those seeking employment in established and forward-looking businesses.

BMGT-200	Managing for the Future	3
BMGT-203	Business Ethics	3
BMGT-204	Taking Your Business Mobile	3
CMSY-154	Protecting the Virtual Office	3
CMSY-155	Building Virtual Communities for Business	3
CMSY-211	Web Tools for Successful Business	3
CMSY-212	Virtual Process Management in Business	3
		61-63

# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Business in the Virtual Environment

### A Business Management Certificate of Proficiency (Career) APPLICATION CODE 248

This certificate of proficiency is designed for those persons who currently or intend to function in the virtual environment in execution of business management functions. It will provide essential and future-oriented skills needed to operate successfully in a virtual office.

		Credits
BMGT-200	Managing for the Future	3
BMGT-203	Business Ethics	3
BMGT-204	Taking Your Business Mobile	3
CMSY-154	Protecting the Virtual Office	3
CMSY-155	Building Virtual Communities for Business	3
CMSY-211	Web Tools for Successful Business	3
CMSY-212	Virtual Process Management in Business	3
		21

## Computer Science

### An A.A. Degree Program (Transfer) APPLICATION CODE 33

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-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** **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. 57)	3
	Fine Arts Core Course (see p. 58)	3
	SPCH-105 Fundamentals of Public Speaking	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Courses (see p. 59)	6
	Science	8
Mathematics	MATH-181 or equivalent	4
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	1-3

**REQUIRED COURSES RELATED TO MAJOR**

CMSY-141	Computer Science I	4
CMSY-171	Computer Science II	4
MATH-182	Calculus II	4
MATH-220	Discrete Structures	3
MATH-250	Linear Algebra	4
Elective	Arts and Sciences Electives (see p. 60)	6
		62-64



# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Culinary Management

### An A.A.S. Degree Program (Career)

APPLICATION CODE 233

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition I	3
Arts & Humanities	Arts & Humanities Core Course (see p. 57) (one course from either Literature, Fine Arts, or Humanities; World Language recommended)	3-4
	SPCH-105 Fundamentals of Public Speaking OR	
	SPCH-110 Interpersonal Communication	3
Social Sciences	History Core Course (see p. 58)	3
Science	Science Core Course (see p. 59; must include lab)	4
Mathematics	MATH 121, 122, 131 or higher	3-4
Interdisciplinary	CMSY-126 Introduction to the Internet OR	
	CMSY 129 Principles of the Internet	1-3

#### REQUIRED COURSES RELATED TO MAJOR

ACCT-111	Principles of Accounting I	3
BMGT-100	Introduction to Business	3
CMSY-110	Software Applications for Micros	3
BMGT-130	Principles of Marketing	3
CMGT-101	Introduction to Culinary Arts OR	
HMGT-101	Introduction to Hospitality Management	3
HMGT-111	Foodservice Sanitation and Safety	1
HMGT-120	Food Preparation I	3
HMGT-220	Food Preparation II	3
HMGT-225	Hospitality Purchasing and Cost Control	3
CMGT-120	Culinary Supervision	3
CMGT-130	Garde Manger	3
CMGT-135	Baking and Pastries	3
CMGT-210	Culinary Management Internship	2
HEED-211	Nutrition	3

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

BMGT-120	Small Business Management	
BMGT-240	Human Resources Management	
CMGT-145	Foodservice Facility Planning	
CMGT-210	Culinary Management Practicum	
HMGT-250	Food and Beverage Management and Service	3
		62-66

## Culinary Management

### A Certificate of Proficiency (Career)

APPLICATION CODE 234

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-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.

		<b>Credits</b>
CMGT-101	Introduction to Culinary Arts OR	
HMGT-101	Introduction to Hospitality Management	3
HMGT-111	Foodservice Sanitation and Safety	1
HMGT-120	Food Preparation I	3
HMGT-220	Food Preparation II	3
HMGT-225	Hospitality Purchasing and Cost Control	3
CMGT-130	Garde Manger	3
CMGT-135	Baking and Pastries	3
		19

# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## E-Commerce Designer

### An Information Technology Certificate of Proficiency

(Career)

APPLICATION CODE 187

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-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.

		<b>Credits</b>
BMGT-100	Introduction to Business and Organization	3
CMSY-103	Beginning Databases OR	
CMSY-110	Software Applications for Micros	1-3
CMSY-129	Principles of the Internet	3
CMSY-147	Introduction to Web Site Authoring	3
BMGT-130	Principles of Marketing	3
CMSY-144	Introduction to Electronic Commerce	3
CMSY-148	Advanced HTML	3
CMSY-151	Principles of the Internet II (Professional)	3
<i>Electives—Select 3 credits from the following courses (3 credits each):</i>		
CMSY-175	ColdFusion	
CMSY-203	Introduction to PHP	
CMSY-205	Advanced Java Script	
CMSY-248	Introduction to XML	
ENTR-205	eBay® and Other Online Auction Tools	3
		25-27

## 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 DH-239—410-772-4441

		<b>Credits</b>
BMGT-100	Introduction to Business and Organization	3
BMGT-130	Principles of Marketing	3
CMSY-129	Principles of Internet	3
CMSY-139	Doing Business on the Internet	3
CMSY-144	Introduction to Electronic Commerce	3
ENTR-205	eBay® and Other Online Auction Tools	3
Elective	Internet Elective OR Business Elective	3
		21

# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Entrepreneurship

**An A.A. Degree (Transfer)**

APPLICATION CODE 239

For Information Contact the Business and Computer Systems Division—  
Room DH-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 hope 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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts and Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
	SPCH-105 Fundamentals of Public Speaking	3
History	History Core Course (see p. 58)	3
Social Sciences	ECON-101 Macro Economics	3
	ECON-102 Micro Economics	3
Science	Science Core Course (see p. 59; must include one course with lab)	7-8
	MATH-145 Business Calculus	3
Interdisciplinary	ENTR-101 Entrepreneurship and Creativity	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 and Organization	3
BMGT-151	Business Law I	3
BMGT-203	Business Ethics	3
CMSY-129	Principles of the Internet	3
ENTR-120	Entrepreneurship in Practice	3
ENTR-205	eBay® and Other Online Auction Tools	3
		61-62

## Entrepreneurship

**An A.A.S. Degree Program (Career)**

APPLICATION CODE 240

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-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

		Credits
Composition	ENGL-121 College Composition I	3
	Arts & Humanities	3
Arts & Humanities	Arts & Humanities Core Course (see p. 57) (one course from either Literature, Fine Arts, or Humanities)	3
	SPCH-105 Fundamentals of Public Speaking	3
	OR	3
Social Sciences	SPCH-110 Interpersonal Communications	3
	History Core Course (see p. 58)	3
Science	Science Core Course (see p. 59; must include lab)	4
	Mathematics	3-4
Interdisciplinary	MATH-121, 122, 131 or higher	3
	ENTR-101 Entrepreneurship and Creativity	3

### REQUIRED COURSES RELATED TO MAJOR

ACCT-111	Principles of Accounting I	3
ACCT-112	Principles of Accounting II	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
BMGT-150	International Business Issues Seminar	1
BMGT-151	Business Law I	3
BMGT-203	Business Ethics	3
CMSY-129	Principles of Internet	3
ENTR-120	Entrepreneurship in Practice	3
ENTR-205	eBay® and Other Online Auction Tools	3
ENTR-210	Developing Business Opportunities and Plans	3
ENTR-220	Financing Entrepreneurial Operations	3
<i>Electives—Select 3 credits from the following courses:</i>		
ENTR-215	Taking Innovation to Market	3
ECON-101	Principles of Economics (Macro)	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
		63-64

# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Entrepreneurship

### A Business Management Certificate of Proficiency (Career)

APPLICATION CODE 214

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-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.

		Credits
ACCT-114	Managing Finances with QuickBooks	1
BMGT-120	Small Business Management	3
BMGT-150	International Business Issues Seminar	1
BMGT-203	Business Ethics	3
CMSY-126	Introduction to the Internet	
	OR	
CMSY-129	Principles of the Internet	1-3
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
		21-23

## Entrepreneurship

### A Letter of Recognition

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-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 business strategies to support growth and profitability, business development, 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 Business 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.

		Credits
ENTR-102	Entrepreneurial Assessment	1
ENTR-103	Starting Your Own Business I	3
ENTR-104	Business Plan Development	3
ENTR-105	Business Plan Writing	1
ENTR-106	Presenting the Business Plan	1
<i>Electives—Select at least one of the following courses:</i>		
ENTR-107	Business Problem-Solving for the Entrepreneur (1 credit)	
ENTR-108	Marketing Plan Development (3 credits)	
ENTR-109	Customer Service for the New Business Start Up (1 credit)	
ENTR-110	Basic Website Development (1 credit)	
ENTR-111	Advanced Website Development (1 credit)	
ENTR-205	eBay® and Other Online Auction Tools (3 credits)	
		1-7 10-16



# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Financial Planning

### A Business Management Certificate of Proficiency (Career)

APPLICATION CODE 28

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-239—410-772-4441

This certificate is designed to provide personal and career skills for those students planning to enter the financial planning field at an entry level or to expand existing skills leading to employment.

		<b>Credits</b>
CMSY-126	Introduction to Internet OR	
CMSY-129	Principles of the Internet	1-3
FNPL-101	Personal Financial Planning Principles	3
FNPL-106	Credit Management	3
FNPL-108	Financial Planning for Retirement	3
FNPL-206	Banking and Financial Planning	3
MATH-108	Business Mathematics	3
<i>Electives - Select 3 credits from the following courses:</i>		
BMGT-205	Principles of International Business	3
FNPL-110	Estate Planning and Elder Law	3
		19-21

## Hospitality Management

### An A.A.S. Degree Program (Career)

APPLICATION CODE 178A

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-239—410-772-4441

The Hospitality Management program is designed to prepare graduates to function at mid-level management positions with 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

		<b>Credits</b>
Composition	ENGL-121 College Composition I	3
Arts & Humanities	Arts & Humanities Core Course (see p. 57) (one course from either Literature, Fine Arts or Humanities; World Language recommended)	3-4
	SPCH-105 Fundamentals of Public Speaking OR	
	SPCH-110 Interpersonal Communications	3
Social Sciences	History Core Course (see p. 58)	3
Science	Science Core Course (see p. 59; must include lab)	4
Mathematics	MATH-121, 122, 131 or higher	3-4
Interdisciplinary	CMSY-126 Introduction to the Internet OR CMSY-129 Principles of the Internet	1-3

#### REQUIRED COURSES RELATED TO MAJOR

ACCT-111	Principles of Accounting I	3
BMGT-100	Introduction to Business and Organization	3
BMGT-240	Human Resources Management	3
CMSY-110	Software Applications for Micros	3
BMGT-130	Principles of Marketing	3
ECON-101	Principles of Economics (Macro)	3
HMGT-101	Introduction to the Hospitality Industry	3
HMGT-111	Food Service Sanitation and Safety	1
HMGT-120	Food Preparation I	3
HMGT-180	Hospitality Management Internship I	2
HMGT-220	Food Preparation II	3
HMGT-225	Hospitality Purchasing and Cost Control	3
HMGT-242	Lodging Management and Operations	3
HMGT-250	Food and Beverage Management and Service	3
<i>Electives—Select 5-6 credits from the following courses:</i>		
HMGT-160	Introduction to Travel and Tourism (2 credits)	
HMGT-164	Introduction to Meetings and Conference Operations (3 credits)	
HMGT-210	Legal Issues in the Hospitality Industry (3 credits)	
BMGT-120	Small Business Management (3 credits)	
HEED-211	Nutrition (3 credits)	
ENTR-101	Entrepreneurship and Creativity (3 credits)	5-6
		61-66

# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Hospitality Management

### A Certificate of Proficiency (Career)

APPLICATION CODE 179

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-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.

		Credits
HMGT-101	Introduction to the Hospitality Industry	3
HMGT-111	Food Service Sanitation & Safety	1
HMGT-120	Food Preparation I	3
HMGT-180	Hospitality Management Internship I	2
HMGT-220	Food Preparation II	3
HMGT-242	Lodging Management and Operations	3
HMGT-250	Food and Beverage Management and Service	3
<i>Electives – Select 2-3 credits from the following courses:</i>		
BMGT-120	Small Business Management (3 credits)	
ENTR-120	Entrepreneurship in Practice (3 credits)	
HEED-211	Nutrition (3 credits)	
HMGT-160	Introduction to Travel and Tourism (2 credits)	
HMGT-164	Introduction to Meetings and Conference Operations (3 credits)	
HMGT-210	Legal Issues in the Hospitality Industry (3 credits)	
	<u>2-3</u>	
	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 DH-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.

#### 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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
	SPCH-105 Fundamentals of Public Speaking	3
History	History Core Course (see p. 58)	3
Social Sciences	ECON-101 Principles of Economics (Macro)	3
	ECON-102 Principles of Economics (Micro)	3
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-145 Business Calculus	3
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	1-3

#### REQUIRED COURSES RELATED TO MAJOR

CMSY-120	Introduction to Computer Systems	3
CMSY-121	Structured Logic and Program Design	3
ACCT-111	Principles of Accounting I	3
CMSY-190	Introduction to Visual Basic.NET	3
ACCT-112	Principles of Accounting II	3
MATH-138	Statistics	4
CMSY-250	Systems Analysis and Design	3
BMGT-145	Principles of Management	3
	<u>60-63</u>	

# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## 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 DH-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.

#### 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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
	SPCH-105 Fundamentals of Public Speaking	3
History	History Core Course (see p. 58)	3
Social Sciences	ECON-101 Principles of Economics (Macro)	3
	ECON-102 Principles of Economics (Micro)	3
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-181 Calculus I	4
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	1-3

#### REQUIRED COURSES RELATED TO MAJOR

ACCT-111	Principles of Accounting I	3
CMSY-121	Structured Logic and Program Design	3
ACCT-112	Principles of Accounting II	3
CMSY-181	Introduction to C++ Programming	4
CMSY-281	Advanced C++ Programming	4
BMGT-145	Principles of Management	3
MATH-250	Linear Algebra	4
		60-63

## Information Technology

### An A.A. Degree Program (Transfer)

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-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, Web Development, and Computer Technology Forensics. 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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
	SPCH-105 Fundamentals of Public Speaking	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Courses (see p. 59)	6
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-131 College Algebra	3
Interdisciplinary	CMSY-129 Principles of the Internet	3

#### 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

CMSY-105	Personal Computer Systems Repair I	3
CMSY-106	Personal Computer Systems Repair II	3
CMSY-121	Structured Logic and Program Design	3
CMSY-147	Introduction to Web Site Authoring	
	OR	
CMSY-151	Principles of Internet II (Professional)	3
MSFT-299	Fundamentals and Practice for Network+ Certification	3
MATH-121	Finite Mathematics	
	OR	
MATH-138	Statistics	3-4

*Electives-Select 6 credits from the following courses:*

CMSY-110, CMSY-134, CMSY-142, CMSY-143, CMSY-147, CMSY-151, CMSY-162, CMSY-190, CMSY-218, CMSY-219, CMSY-250, CMSY-255, CSCO-281, any MSFT course		6
		61-63

##### Programming Option

###### APPLICATION CODE 171B

CMSY-105	Personal Computer Systems Repair I	3
CMSY-121	Structured Logic and Program Design	3
CMSY-181	Introduction to C++ Programming	4
CMSY-190	Introduction to Visual Basic.NET	3
CMSY-199	Introduction to Java	3
CMSY-250	Systems Analysis and Design	3

*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
		62-64

# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Information Technology (cont'd)

### REQUIRED COURSES RELATED TO MAJOR (cont'd) Credits

#### Cisco Option

#### APPLICATION CODE 171C

CMSY-105	Personal Computer Systems Repair I	3
CMSY-106	Personal Computer Systems Repair II	3
CMSY-121	Structured Logic and Program Design	3
CSCO-281	Network Fundamentals	3
CSCO-282	Routing Protocols and Concepts	3
CSCO-283	LAN Switching and Wireless Networks	3
CSCO-284	Accessing the WAN	3
MATH-121	Finite Mathematics	
	OR	
MATH-138	Statistics	<u>3-4</u>
		61-63

#### Web Development Option

#### APPLICATION CODE 171E

CMSY-147	Introduction to Web Site Authoring	3
CMSY-144	Introduction to Electronic Commerce	3
CMSY-148	Advanced HTML	3
CMSY-151	Principles of Internet II (Professional)	3
CMSY-175	ColdFusion	
	OR	
CMSY-203	Introduction to PHP	3
<i>Electives-Select 9-11 credits from the following courses:</i>		
	Internet Electives (see p. 60), BMGT-100, BMGT-130, MATH-121,	
MATH-138		<u>9-11</u>
		61-64

#### Computer Technology Forensics Option

#### APPLICATION CODE 171F

The Computer Technology 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. This Computer Forensics Technology Option is for computer information technology majors only.

CFOR-101	Computer Forensics I	3
CFOR-200	Computer Forensics II	3
CFOR-210	Computer Forensics III	3
CFOR-250	Computer Network Forensic Technology	3
CRIM-101	Introduction to Criminal Justice	3
CRIM-210	Criminal Evidence and Procedure	3
MATH-121	Finite Mathematics	
	OR	
MATH-138	Statistics	3-4
<i>Electives-Select 3 credits from the following courses:</i>		
	CMSY-105, CMSY-162, MSFT-299	<u>3</u>
		61-63

## International Business

### A Business Administration A.A. Degree Program (Transfer)

#### APPLICATION CODE 173

For Curriculum Information Contact the Business and Computer Systems Division—Room DH-239—(410) 772-4441

With today's business environment growing more complex and global, an understanding of business and management theory with an international perspective is a necessity. 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 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, history, and language.

#### 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.)

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	ENGL-207 or ENGL-225	3
	ARTT-104, ARTT-105, FILM-172 or FINE-102 *	3
	SPCH-105 Fundamentals of Public Speaking	3
History	HIST-121, HIST-122, or HIST-123	3
Social Sciences	ECON-101 Principles of Economics (Macro)	3
	ECON-102 Principles of Economics (Micro)	3
Science	Science Core Courses (see p. 59; 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	BMGT-150 International Business Issues Seminar	1

#### REQUIRED COURSES RELATED TO MAJOR

ACCT-111	Principles of Accounting I	3
ACCT-112	Principles of Accounting II	3
BMGT-100	Introduction to Business and Organization	3
BMGT-151	Business Law I	3
CMSY-110	Software Applications for Micros	3
MATH-138	Statistics	4
Arts and Sciences	World Language Sequence**	8
		62-63

\*Language and fine arts core (FINE-102) may be satisfied through various study abroad options.

\*\*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.



# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Internet and Core Computing (IC<sup>3</sup>)

### A Letter of Recognition

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-239—410-772-4441

		<b>Credits</b>
CMSY-101	Beginning Spreadsheets	1
CMSY-102	Beginning Word Processing	1
CMSY-132	Introduction to Windows	1
CMSY-104	Advanced Word Processing	1
CMSY-126	Introduction to the Internet	
	OR	
CMSY-129	Principles of the Internet	1-3
		5-7

## Internet Professional

### An Information Technology Certificate of Proficiency (Career)

**APPLICATION CODE 188**

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-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. Certificate requires 16 credits.

		<b>Credits</b>
CMSY-103	Beginning Databases	
	OR	
CMSY-110	Software Applications for Micros	1-3
CMSY-129	Principles of the Internet	3
CMSY-144	Introduction to Electronic Commerce	3
	OR	
ENTR-205	eBay® and Other Online Auction Tools	3
CMSY-147	Introduction to Web Site Authoring	3
CMSY-148	Advanced HTML	3
CMSY-151	Principles of the Internet II (Professional)	3
		16-18

# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Legal Office Assistant

### An Office Technology Certificate of Proficiency (Career)

APPLICATION CODE 45

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-239—410-772-4441

		<b>Credits</b>
BMGT-151	Business Law I	3
CMSY-102	Beginning Word Processing	1
OFFI-100	Office Machines	1
ACCT-111	Principles of Accounting I	3
OFFI-177	Grammar for Your Job	2
OFFI-279	Keyboarding	1
BMGT-178	Business Writing	1
CMSY-104	Advanced Word Processing	1
OFFI-102	Editing Skills	3
OFFI-280	Legal Transcription and Terminology	3
OFFI-281	Legal Document Preparation	2
		21

## Legal Office Assistant

### A Letter of Recognition

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-239—410-772-4441

		<b>Credits</b>
CMSY-102	Beginning Word Processing	1
OFFI-177	Grammar for Your Job	2
CMSY-104	Advanced Word Processing	1
OFFI-281	Legal Document Preparation	2
OFFI-280	Legal Transcription and Terminology	3
		9

# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Medical Transcriptionist

### An Office Technology Certificate of Proficiency (Career)

APPLICATION CODE 152

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-239—410-772-4441

		Credits
CMSY-102	Beginning Word Processing	1
HEED-118	Introduction to Pharmacology	1
OFFI-177	Grammar for Your Job	2
OFFI-279	Keyboarding	1
OFFI-290	Medical Terminology	2
OFFI-102	Editing Skills	3
OFFI-270	Medical Transcription Techniques	3
OFFI-293	Beginning Medical Transcription	3
OFFI-297	Advanced Medical Transcription	3
		19

## 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 DH-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.

		Credits
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
<i>Electives—Select 6 credits from the following courses (3 credits each):</i>		
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	
MSFT-240	Designing Microsoft Windows 2000 Network Infrastructure	
MSFT-250	Supporting and Migrating from MSFT Windows NT4.0 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
		21

*Note: Industry certification requires at least one design exam.*

# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Microsoft® Certified Application Specialist (MCAS)

### A Letter of Recognition

For Curriculum Information Contact the Business and Computer Systems Division—Room DH-239—410-772-4441

		<b>Credits</b>
CMSY-101	Beginning Spreadsheets	1
CMSY-102	Beginning Word Processing	1
CMSY-103	Beginning Databases	1
CMSY-104	Advanced Word Processing	1
CMSY-116	PowerPoint	1
CMSY-117	Advanced Spreadsheets	1
CMSY-118	Advanced Databases	1
CMSY-127	Microsoft Outlook	1
		8

## 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 DH-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, inter-network 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 to sit for the following certification exams: Microsoft Certified Professional (MCP), and/or the Microsoft Certified Systems Engineer (MCSE).

<b>GENERAL EDUCATION REQUIREMENTS</b>		<b>Credits</b>
Composition	ENGL-121 College Composition I	3
Arts & Humanities	Fine Arts Core Course (see p. 58)	3
	SPCH-105 Fundamentals of Public Speaking OR SPCH-110 Interpersonal Communications	3
Social Sciences	SOCL-101 Introduction to Sociology OR PSYC-101 Introduction to Psychology	3
	Science Core Course (see p. 59)	3-4
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	3

#### REQUIRED COURSES RELATED TO MAJOR

CMSY-110	Software Applications for Micros 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:*

ACCT-111, BMGT-100, BMGT-120, BMGT-130, BMGT-141, BMGT-145, BMGT-151, COOP-201, CMSY-141, CMSY-163, CMSY-164, CMSY-178, CMSY-181, CMSY-190, CMSY-201, CMSY-250, CMSY-255, CMSY-262, CMSY-263, CMSY-281, MSFT-218, MSFT-230, MSFT-235, MSFT-240, MSFT-250, MSFT-282, MSFT-283, MSFT-572, MSFT-862, MSFT-863

9  
60-63



# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Network Security

### An Information Technology A.A. Degree Program

(Transfer)

APPLICATION CODE 231

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-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, and for transferring to four year programs. Content related to the CISSP domains has been incorporated into the “major” courses, and these courses are completely mapped to NSA’s 4011 standard. The curriculum is designed to transfer to similar programs at Johns Hopkins University and at Capitol College, and the student is eligible for NSA Certification to the 4011 standard.

#### 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.)**

	Credits
Composition	3
Arts & Humanities	3
History	3
Social Sciences	6
Science	7-8
Mathematics	3-5
Interdisciplinary	3

#### REQUIRED COURSES RELATED TO MAJOR

CMSY-162	3
MSFT-299	3
CMSY-163	3
CMSY-164	3
CMSY-262	3
CMSY-263	3
MATH-121	3
<i>Electives – Select 3 credits from the following courses:</i>	
CMSY-105	3
CMSY-110	3
CMSY-129	3
CMSY-134	1
AND	
CMSY-142	1
AND	
CMSY-143	1
CMSY-147	3
CMSY-218	3
CMSY-219	3
CMSY-255	3
CSCO-281	3
Any MSFT course (except MSFT-299) (3 credits)	3
	61-64

## 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 DH-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 incorporates all CISSP domains, and completely maps to NSA’s 4011 standard. Graduates of this program will be eligible for positions in public, private, and government organizations, and will be able to oversee network security setups and operations. They are also eligible for NSA Certification to the 4011 standard.

#### GENERAL EDUCATION REQUIREMENTS

	Credits
Composition	3
Arts & Humanities	3
	3
	OR
	3
Social Sciences	3
Science	4
Mathematics	3-5
Interdisciplinary	3

#### REQUIRED COURSES RELATED TO MAJOR

CMSY-110	3
CMSY-162	3
CMSY-163	3
CMSY-164	3
CMSY-262	3
CMSY-263	3
MATH-121	3
MSFT-299	3

*Business Electives – Select 3 credits from the following courses:*

ACCT-111, BMGT-100, BMGT-120, BMGT-130, BMGT-141, BMGT-145, BMGT-151, COOP-201	3
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*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-255, CMSY-256, CSCO-281, CSCO-282, CSCO-283, CSCO-284, Any MSFT course (except MSFT-299)	9
	61-63

# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Network Security Administration A Network Administration Certificate of Proficiency (Career)

APPLICATION CODE 193

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-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.

		<b>Credits</b>
CMSY-129	Principles of the Internet	3
CMSY-162	Introduction to Network Security Systems	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
		18

## Office Assistant

### An Office Technology Certificate of Proficiency (Career)

APPLICATION CODE 44

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-239—410-772-4441

		<b>Credits</b>
CMSY-102	Beginning Word Processing	1
CMSY-132	Introduction to Windows	1
OFFI-100	Office Machines	1
ACCT-111	Principles of Accounting I	3
OFFI-177	Grammar for Your Job	2
CMSY-116	PowerPoint	1
CMSY-126	Introduction to the Internet	1
CMSY-101	Beginning Spreadsheets	1
CMSY-103	Beginning Databases	1
OFFI-279	Keyboarding	1
BMGT-178	Business Writing	1
CMSY-104	Advanced Word Processing	1
OFFI-102	Editing Skills	3
OFFI-275	Office Simulation	3
CMSY-117	Advanced Spreadsheets	1
CMSY-118	Advanced Databases	1
CMSY-127	Microsoft Outlook	1
		24

# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Office Automation Specialist

### A Letter of Recognition

For Curriculum Information Contact the Business and Computer Systems Division—Room DH-239—410-772-4441

	<b>Credits</b>
CMSY-101	1
CMSY-102	1
CMSY-103	1
CMSY-104	1
CMSY-116	1
CMSY-117	1
CMSY-118	1
CMSY-126	1
CMSY-127	1
CMSY-132	1
CMSY-136	1
	<hr style="width: 100%; border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 11

## Office Technology

### An A.A.S. Degree Program (Career)

For Curriculum Information Contact the Business and Computer Systems Division—Room DH-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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition I	3
Arts & Humanities	SPCH-105 Fundamentals of Public Speaking	3
	SPCH-110 Interpersonal Communications	3
Social Sciences	SOCI-101 Introduction to Sociology	3
Science	Science Core Course (see p. 59; must include lab)	4
Mathematics	MATH-121, 122, 131 or higher	3-4
Interdisciplinary	CMSY-129 Principles of the Internet	3

<b>REQUIRED COURSES RELATED TO MAJOR</b>		<b>Credits</b>
OFFI-177	Grammar for Your Job	2
CMSY-102	Beginning Word Processing	1
OFFI-100	Office Machines	1
ACCT-111	Principles of Accounting I	3
BMGT-178	Business Writing	1
CMSY-101	Beginning Spreadsheets	1
CMSY-104	Advanced Word Processing	1
CMSY-132	Introduction to Windows	1
CMSY-103	Beginning Databases	1
CMSY-116	PowerPoint	1
CMSY-136	Integrated Software Applications	1
CMSY-117	Advanced Spreadsheets	1
CMSY-118	Advanced Databases	1
BMGT-100	Introduction to Business	3
CMSY-127	Microsoft Outlook	1

**SELECT ONE OF THE FOLLOWING FOUR OPTIONS: Office Management/Supervision, Office Assistant, Legal Office Assistant, International Office Assistant**

<b>Office Management/Supervision Option</b>		<b>Credits</b>
<i>APPLICATION CODE 191A</i>		
BMGT-145	Principles of Management	3
BMGT-141	Supervisory Development	3
BMGT-240	Human Resource Management	3
BMGT-113	Technology Issues for the Non-Technical Manager	3
BMGT-114	Website Management for the Non-Technical Manager	1
BMGT-115	Dealing with Government Regulations for Business	1
BMGT-116	Managing Business Data	3
BMGT-117	Managing Successful Client Interactions	1
		<hr style="width: 100%; border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 60-61

# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Office Technology (cont'd)

### REQUIRED COURSES RELATED TO MAJOR (cont'd) Credits

#### Office Assistant Option

##### APPLICATION CODE 191B

OFFI-279	Keyboarding	1
OFFI-102	Editing Skills	3
HMDV-100	Introduction to Human Relations	3
OFFI-275	Office Simulation	3
ACCT-114	Managing Finances with Quickbooks	1
Electives	Business Electives (see p. 60)	7
		60-61

#### Legal Office Assistant Option

##### APPLICATION CODE 191C

BMGT-151	Business Law I	3
OFFI-279	Keyboarding	1
OFFI-102	Editing Skills	3
OFFI-281	Legal Document Preparation	2
OFFI-280	Legal Transcription and Terminology	3
BMGT-152	Business Law II	3
HMDV-100	Introduction to Human Relations	3
		60-61

#### International Office Assistant Option

##### APPLICATION CODE 191D

ECON-101	Principles of Economics (Macro)	3
POLI-201	Comparative Government	3
ECON-205	International Economics	3
GEOG-101	Introduction to World Geography	3
GEOG-201	Economic Geography	3
BMGT-150	International Business Issues	1
Elective	Business Elective (see p. 60)	2
		60-61

## 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 DH-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	Arts & Humanities Core Course (see p. 57) (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. 58)	3
Science	Science Core Course (see p. 59; 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
<i>Electives—Select 3 credits from the following courses (3 credits each):</i>		
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	3
		61-62



# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Professional Coaching

### A Business Management Certificate of Proficiency (Career)

APPLICATION CODE 212

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-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.

		<b>Credits</b>
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
<i>Electives—Select 6 credits from the following courses (3 credits each):</i>		
BMGT-120	Small Business Management	
HEED-116	Fundamentals of Spiritual Awareness	
HEED-155	Introduction to Conflict Resolution: Science and Art	
PSYC-101	General Psychology	6
		24

## Professional Organizational Coaching

### A Business Management Certificate of Proficiency (Career)

APPLICATION CODE 213

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-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.

		<b>Credits</b>
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
<i>Electives—Select 4-6 credits from the following courses:</i>		
BMGT-117	Managing Successful Client Interaction (1 credit)	
BMGT-120	Small Business Management (3 credits)	
BMGT-240	Human Resource Management (3 credits)	
HEED-155	Introduction to Conflict Resolution: Science and Art (3 credits)	
PSYC-101	General Psychology (3 credits)	4-6
		16-20

# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

## Retailing

### A Business Management Certificate of Proficiency (Career)

APPLICATION CODE 11

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-239—410-772-4441

This certificate is designed to provide skills appropriate to the retail sales environment, while increasing opportunities for progression in this field.

		<b>Credits</b>
BMGT-120	Small Business Management	3
BMGT-132	Sales and Sales Management	3
BMGT-141	Supervisory Development	3
BMGT-175	Business Communications	3
MATH-108	Business Math	3
RETL-103	Retail Merchandising	3
RETL-201	Retail Work Experience II	3
	OR	
	Business Elective	<u>3</u>
		21

## Web Developer

### An Information Technology Certificate of Proficiency (Career)

APPLICATION CODE 189

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-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.

		<b>Credits</b>
CMSY-103	Beginning Databases	
	OR	
CMSY-110	Software Applications for Micros	1-3
CMSY-129	Principles of the Internet	3
CMSY-144	Introduction to Electronic Commerce	3
CMSY-147	Introduction to Web Site Authoring	3
CMSY-148	Advanced HTML	3
CMSY-151	Principles of the Internet II (Professional)	3
<i>Electives—Select 9 credits from the following courses:</i>		
CMSY-175	ColdFusion	
CMSY-203	Introduction to PHP	
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	
ENTR-205	eBay® and Other Online Auction Tools	<u>9</u>
		25-27

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# BUSINESS AND COMPUTER SYSTEMS DIVISION PROGRAMS OF STUDY

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## Webmaster

### An Information Technology Certificate of Proficiency (Career)

APPLICATION CODE 190

For Curriculum Information Contact the Business and Computer  
Systems Division—Room DH-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. Certificate requires 25 credits.

		<b>Credits</b>
CMSY-103	Beginning Databases	
	OR	
CMSY-110	Software Applications for Micros	1-3
CMSY-129	Principles of the Internet	3
CMSY-144	Introduction to Electronic Commerce	
	OR	
ENTR-205	eBay® and Other Online Auction Tools	3
CMSY-147	Introduction to Web Site Authoring	3
CMSY-148	Advanced HTML	3
CMSY-151	Principles of the Internet II (Professional)	3
CMSY-175	ColdFusion	
	OR	
CMSY-203	Introduction to PHP	3
Electives	Internet Electives (see p. 60)	<u>3-6</u>
		<u>22-25</u>

# ENGLISH/WORLD LANGUAGES DIVISION PROGRAMS OF STUDY

## Programs of Study

<b>Arabic</b> — Arts & Sciences - A.A. Degree .....	112
<b>English</b> — Arts & Sciences - A.A. Degree.....	113
<b>Journalism</b> — Arts & Sciences - A.A. Degree .....	113
<b>Spanish</b> — Arts & Sciences - A.A. Degree.....	114

## Arabic

### An Arts and Sciences A.A. Degree Program (Transfer) APPLICATION CODE 241

For Curriculum Information Contact the English/World Languages  
Division—Room DH-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 Arabic. Students are advised to check the requirements of the institution to which they intend to transfer.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>(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.)</b>		
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	ENGL-214 Middle Eastern Literature	3
	Fine Arts Core Course (see p. 58)	3
	Humanities Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Science Core Courses (see p. 59)	
	(only 3 credits of which may be an additional history course)	6
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	Interdisciplinary/Emerging Issues Core	3
<b>REQUIRED COURSES RELATED TO MAJOR</b>		
ARAB/ANTH-220	Cultures of the Middle East	3
Arabic	Any course with prefix ARAB	12
Elective	General Electives (see p. 60)	6
Oral Communication	Oral Communications Electives (see p. 60)	3
		61-64



# ENGLISH/WORLD LANGUAGES DIVISION PROGRAMS OF STUDY

## English

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

APPLICATION CODE 164

For Curriculum Information Contact the English/World Languages  
Division—Room DH-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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>(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.)</b>		
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
	Humanities Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social & Behavioral Science Core Courses (see p. 58)	6
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	2-3
<b>REQUIRED COURSES RELATED TO MAJOR</b>		
English	English Electives (see p. 60)	12
Elective	General Electives (see p. 60)	9
Oral Communication	Oral Communications Electives (recommended: THET-150, FINE-193, FINE-102, or SPCH-110)	3
		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 DH-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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>(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.)</b>		
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	ENGL-207 Ethics in Literature	3
	FINE-102 Arts, Cultures and Ideas	3
	ENGL-126/MASS-126 Introduction to Journalism	3
History	History Core Course (see p. 58)	3
Social Sciences	SOCI-102 Social Problems AND any other Social and Behavioral Core Course (see p. 59)	6
Science	BIOL-105 and other Science Core Course (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-138 Statistics	4
Interdisciplinary	CMSY-110 or CMSY-126	1-3
<b>REQUIRED COURSES RELATED TO MAJOR</b>		
MASS-129	Mass Media	3
MASS-220	Introduction to Broadcasting	3
ENGL/MASS-221	Writing for Television and Radio	3
English	English Electives (see p. 60)	15
		60-63

*Journalism requirements vary among transfer institutions. Meet with your advisor regularly.*

# ENGLISH/WORLD LANGUAGES DIVISION PROGRAMS OF STUDY

## Spanish

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

APPLICATION CODE 203

For Curriculum Information Contact the English/World Languages  
Division—Room DH-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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>(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.)</b>		
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	ENGL-213 Latin American Literature	3
	Fine Arts Core Course (see p. 58)	3
	Humanities Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Science Core Courses (see p. 59)	6
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	SPAN-220 Cultures of Mexico	3
 <b>REQUIRED COURSES RELATED TO MAJOR</b>		
Spanish	Any course with prefix SPAN taught in Spanish	12-13
Arts and Sciences	Arts and Sciences Electives (see p. 60)	8-9
Oral Communication	Oral Communications Electives (see p. 60)	3
		60-65

# HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

## PROGRAMS OF STUDY

<b>Accelerated Cardiovascular Program for Hospital Trainees</b> — Certificate.....	115
<b>Advanced Cardiovascular Imaging and Interventional Therapies</b> — Certificate .....	116
<b>Aging Services</b> .....	116
Aging Services Management Option	
Gerontology Option	
<b>Athletic Training</b> — Arts & Sciences A.A. Degree .....	117
<b>Cardiac Monitoring and Analysis</b> — Certificate .....	117
<b>Cardiovascular Technology for Allied Health Professionals</b> — Certificate.....	118
<b>Cardiovascular Technology-Invasive Technologist</b> — A.A.S. Degree.....	118
<b>Emergency Medical Technician/Paramedic</b> — A.A.S. Degree.....	119
<b>Emergency Medical Technician/Paramedic</b> — Certificate.....	119
<b>Emergency Medical Technician/Paramedic</b> — Letter of Recognition .....	120
<b>Exercise Science</b> — Arts & Sciences A.A. Degree.....	120
Personal Training Option	
Sports Coaching Option	
Sports and Fitness Management Option	
Martial Arts Option	
<b>Exercise Science–Martial Arts Studies</b> — Certificate.....	121
<b>Exercise Science–Personal Training</b> — Certificate .....	122
<b>Health Care for the Professional</b> — A.A.S. Degree .....	122
Cardiovascular Technology Option	
Emergency Medical Technician Option	
Massage Therapy Option	
Radiologic Technology Option	
<b>Health Care Management and Administration</b> — Arts & Sciences A.A. Degree.....	124
<b>Health Education</b> — Arts & Sciences A.A. Degree.....	124
Community and School Health Option	
Complementary Medicine and Holistic Health Option	
<b>Human Services</b> — Arts & Sciences A.A. Degree.....	125
Social Services Option	
Mental Health Option	
Chemical Dependency Option	
Developmental Disabilities Option	
<b>Human Services</b> — Certificate.....	126
Mental Health Option	
Chemical Dependency Option	
Developmental Disabilities Option	
<b>Licensed Practical Nursing</b> — Certificate.....	127
<b>LPN Pathway Sequence</b> — Nursing A.A. Degree .....	128
<b>Nursing</b> — A.A. Degree.....	128
<b>Nursing - Accelerated</b> — A.A. Degree.....	129
<b>Nutrition</b> .....	130
Dietetics Option	
Food Science Option	
Nutritional Science Option	
<b>Physical Therapist Assistant</b> — A.A.S. Degree.....	131
<b>Public Health</b> .....	132
<b>Radiologic Technology</b> — A.A.S. Degree.....	132
<b>Respiratory Care</b> — A.A.S. Degree .....	133
<b>Surgical Technology</b> — A.A.S. Degree.....	133
<b>Surgical Technology</b> — Certificate.....	134

## Accelerated Cardiovascular Program for Hospital Trainees A Certificate of Proficiency (Career)

APPLICATION CODE 134

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
HEAL-110	The Health Care Professional	2
PHYS-101*	Technical Physical Science	4
CARD-101	Cardiovascular Assessments	3
CARD-103	Physical Principles of Medicine	3
CARD-108	Advanced Anatomy and Pathophysiology	3
CARD-115	X-Ray Theory	1
CARD-201	Cardiovascular Pharmacology	2
CARD-203	Medical Instrumentation	2
CARD-207	Diagnostic and Interventional Procedures	9
CARD-251	Advanced Interventional Procedures	5
		34

\*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.

\*\*Admission to the Accelerated Cardiovascular Program is based upon successful completion of BIOL-101 or BIOL-107 and BIOL-203 and BIOL-204. Anatomy and Physiology prerequisite courses must be completed no more than five years prior to admission to the first cardiovascular course. If coursework exceeds the five-year limit, a student may take an exam(s) to demonstrate competence or repeat the course(s). BIOL-107 and PHYS-101 (prerequisite courses) must be completed no more than ten years prior to admission to the first cardiovascular course.

# HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

## 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).

		Credits
CARD-101	Cardiovascular Assessments	3
CARD-103	Physical Principles of Medicine	3
CARD-108	Advanced Anatomy and Pathophysiology	3
CARD-115	X-Ray Theory	1
CARD-201	Cardiovascular Pharmacology	2
CARD-203	Medical Instrumentation	2
CARD-207	Diagnostic and Interventional Procedures	9
CARD-231*	Applied Clinical Practicum	3
CARD-251	Advanced Interventional Procedures	5
CARD-261	Clinical Internship	4
		35

\*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.

## Aging Services

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

For Curriculum Information Contact the Health Sciences Division—  
Room ST-149—410-772-4832

In 2030, one of every five Americans will be over the age of 65. In addition to healthcare, business, nonprofit organizations and government agencies will demand well-educated, experienced, innovative leaders to meet the needs of this unique population. This is an interdisciplinary program that integrates the study of aging with human services and management, designed to provide the necessary theoretical and practical skills required for entry-level gerontology and aging service workers in the community. The transfer curriculum is also a guide to students planning to transfer to a four-year institution to complete a bachelor's degree in gerontology or management of aging services.

GENERAL EDUCATION CORE		Credits
<b>(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.)</b>		
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course	3
	Fine Arts Core Course	3
	SPCH-110 Interpersonal Communication	3
History	History Core Course	3
Social Sciences	PSYC-101 General Psychology	3
	SOCI-101 Introduction to Sociology	3
Science	BIOL-101 General Biology	4
	Science Core Course	3
Mathematics	MATH-122, 131 or higher	3-5
Interdisciplinary	HEED-212 Current Health Issues	3

#### REQUIRED COURSES RELATED TO MAJOR

##### Aging Services Management Option

APPLICATION CODE 249A

ACCT-111	Accounting I	3
ACCT-112	Accounting II	3
CMSY-138	Information Systems/Computer Apps	3
PHIL-202	Critical Thinking	3
HEED-216	Health Care in the U.S.	3
AGNG-160	The Aging Process: Gerontology	3
AGNG-250	The Psychological Aspects of Aging	3
AGNG-290	Aging and Health	3
		61-63

##### Gerontology Option

APPLICATION CODE 249B

HUMS-110	Introduction to Human Services	3
HEED-115	Personal and Community Health	3
HEED-211	Nutrition	3
HEED-213	Stress Management	3
HEED-216	Health Care in the U.S.	3
AGNG-160	The Aging Process: Gerontology	3
AGNG-250	The Psychological Aspects of Aging	3
AGNG-290	Aging and Health	3
		61-63



# HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

## 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** **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. 57)	3
	Fine Arts Core Course (see p. 58)	3
	SPCH-105 Fundamentals of Public Speaking	3
History	History Core Course (see p. 58)	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-101 Health and the World of Risk	1

#### REQUIRED COURSES RELATED TO MAJOR

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
EXSC-101	Introduction to Exercise Science	1
EXSC-110	Introduction to Athletic Training	1
EXSC-150	Sport and Society	3
EXSC-200	Care and Prevention of Athletic Injuries	3
EXSC-209	Sport and Exercise Nutrition	3
		62

## 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).

ENGL-121*	College Composition I	<b>Credits</b> 3
HEAL-110	The Health Care Professional	2
BIOL-101**	General Biology I	
	OR	
BIOL-107**	Fundamentals of Microbiology	4
BIOL-203**	Anatomy and Physiology I	4
BIOL-204**	Anatomy and Physiology II	4
CARD-101	Cardiovascular Assessments	3
CARD-108	Advanced Anatomy and Pathophysiology	3
		23

*\*See page 204 for information about English requirement.*

*\*\*Anatomy and Physiology courses must be completed no more than five years prior to admission to the first cardiovascular course. BIOL-101 or 107 must be completed no more than ten years prior to admission to the first cardiovascular course.*

# HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

## 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).

		Credits
CARD-101	Cardiovascular Assessments	3
CARD-103	Physical Principles of Medicine	3
CARD-108	Advanced Anatomy and Pathophysiology	3
CARD-115	X-Ray Theory	1
CARD-201	Cardiovascular Pharmacology	2
CARD-203	Medical Instrumentation	2
CARD-207	Diagnostic and Interventional Procedures	9
CARD-231*	Applied Clinical Practicum	3
CARD-251	Advanced Interventional Procedures	5
CARD-261	Clinical Internship	4
		35

**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
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, 127, 131 or higher

\*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.

## 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 cardiac 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

		Credits
Composition	ENGL-121 College Composition I	3
Arts & Humanities	SPCH-110 Interpersonal Communication	3
Social Sciences	SOCI-101 Introduction to Sociology	3
Science	BIOL-101 General Biology I***	
	OR	
	BIOL-107 Fundamentals of Microbiology***	4
	BIOL-203 Anatomy and Physiology I***	4
	BIOL-204 Anatomy and Physiology II***	4
Mathematics	MATH-121, 122, 131, 133, 135, 138, 145 or higher	3-5

#### REQUIRED COURSES RELATED TO MAJOR

PHYS-101	Technical Physical Science	4
HEAL-110	The Health Care Professional	2
CARD-101*	Cardiovascular Assessments	3
CARD-103	Physical Principles of Medicine	3
CARD-108	Advanced Anatomy and Pathophysiology	3
CARD-115	X-Ray Theory	1
CARD-201	Cardiovascular Pharmacology	2
CARD-203	Medical Instrumentation	2
CARD-207	Diagnostic and Interventional Procedures	9
CARD-231**	Applied Clinical Practicum	3
CARD-251	Advanced Interventional Procedures	5
CARD-261	Clinical Internship	4
		65-67

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.

\*\*\*Admission to this program is based upon successful completion of BIOL-101 or 107, and BIOL-203 and 204 and PHYS-101. Anatomy and Physiology courses must be completed within five years prior to admission to the first cardiovascular course. BIOL-101 or 107 and PHYS-101 must be completed within ten years prior to admission.

# HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

## 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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition I	3
Arts & Humanities	SPCH-105 Fundamentals of Public Speaking	3
Social Sciences	PSYC-101 General Psychology	3
Science	BIOL-101 General Biology I	
	OR	
	BIOL-107 Fundamentals of Microbiology	4
	BIOL-203 Anatomy and Physiology I	4
Mathematics	Mathematics Core Course (see p. 59)	3-5

### REQUIRED COURSES RELATED TO MAJOR

BIOL-204	Anatomy and Physiology II	4
MATH-105	Drug Calculations	1
EMSP-160	Prevention and Management of Emergency Situations	6
EMSP-200	Airway, Patient Assessment & Trauma Management	9
EMSP-205	Medical Emergencies I	5
EMSP-210	Medical Emergencies II	9
EMSP-215	Medical Emergencies III	6
EMSP-230	Paramedic Internship and Evaluation	5
		65-67

*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 204 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.

		<b>Credits</b>
BIOL-101	General Biology I	
	OR	
BIOL-107	Fundamentals of Microbiology	4
BIOL-203	Anatomy and Physiology I	4
BIOL-204	Anatomy and Physiology II	4
MATH-105	Drug Calculations	1
EMSP-160	Prevention and Management of Emergency Situations	6
EMSP-200	Airway, Patient Assessment & Trauma Management	9
EMSP-205	Medical Emergencies I	5
EMSP-210	Medical Emergencies II	9
EMSP-215	Medical Emergencies III	6
EMSP-230	Paramedic Internship and Evaluation	5
		53

*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.*

# HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

## 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.

		Credits
EMSP-105	Emergency Medical Technician*	7
BIOL-101	General Biology I OR	
BIOL-107	Fundamentals of Microbiology	4
		11

*\*Students previously certified as EMT-Basic will be granted advanced standing credit for EMSP-105 after successful completion of the Letter of Recognition requirements.*

## Exercise Science

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

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

**(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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
	SPCH-105 Fundamentals of Public Speaking	3
History	History Core Course (see p. 58)	3
	PSYC-101 General Psychology	3
Social Sciences	SOCI-101 Introduction to Sociology	3
	BIOL-101 General Biology I	4
Science	BIOL-203 Anatomy and Physiology I	4
	MATH-138 Statistics	4
Interdisciplinary	EXSC-101 Introduction to Exercise Science	1

#### REQUIRED COURSES RELATED TO MAJOR

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

##### Personal Training Option

##### APPLICATION CODE 165A

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	
	OR	
EXSC-150	Sport and Society	3
EXSC-200	Care and Prevention of Athletic Injuries	3
EXSC-209	Sport and Exercise Nutrition	3
EXSC-210	Sport and Exercise Psychology	3
EXSC-250	Exercise Science Internship	3
		62



# HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

## Sports Coaching Option

### APPLICATION CODE 165B

The major in Sports Coaching Certificate is designed to provide the student with the competencies necessary for an entry-level position in sports coaching. The program seeks to introduce the student to the knowledge and skills involved in the coaching of sports programs at various levels. This program will focus on the development of safe and effective sports coaching skills that are essential in today's sports programs. Students will be able to transfer into Sports Coaching, Sport Studies, Kinesiological Sciences, and Physical Education programs offered at various four year schools.

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
EXSC-120	Introduction to Sports Coaching	3
EXSC-150	Sport and Society	3
EXSC-200	Care and Prevention of Athletic Injuries	3
EXSC-209	Sport and Exercise Nutrition	3
EXSC-210	Sport and Exercise Psychology	3
		62

## Sports and Fitness Management Option

### APPLICATION CODE 165C

Sports Management prepares students for transfer into four-year programs in the profession of sports management. Students will develop basic knowledge and skills necessary in the operation of sports programs at various levels. Careers related to this program include athletic director at a variety of levels, sports facilities manager, sports marketing director, athletic fund raiser, compliance director, and sport information director.

ACCT-111	Principles of Accounting I	3
ACCT-112	Principles of Accounting II	3
ECON-101	Principles of Economics (Macro)	3
ECON-102	Principles of Economics (Micro)	3
BMGT-130	Principles of Marketing	3
BMGT-145	Principles of Management	3
EXSC-150	Sport and Society	3
EXSC-210	Sport and Exercise Psychology	3
		60

## Martial Arts Option

### APPLICATION CODE 165D

The Martial Arts Studies option is intended to examine the relationship between exercise and human performance and the role of physical activity in the promotion of healthy lifestyles. In addition to preparing the student for transfer to exercise science programs at four-year institutions, this program also provides the student with the opportunity to explore the history, philosophy, sociology, psychology, and practice of diverse martial arts of the world. Exercise science consists of several overlapping disciplines, including biomechanics, exercise physiology, exercise nutrition, and exercise psychology. The program of study is designed to provide an effective blend of classroom instruction and practical experience.

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
EXSC-209	Sport and Exercise Nutrition	3
EXSC-210	Sport and Exercise Psychology	3
EXSC-220	Introduction to the Martial Arts	3
EXSC-230	Philosophy of Martial Arts	3

*Electives—Select 3 credits from the following courses (1 credit each):*

LFIT-127	Tai Chi	
LFIT-128	Martial Arts	
LFIT-129	Self-Defense	
LFIT-130	Mixed Martial Arts	
LFIT-131	Martial Arts of Southeast Asia	3
		62

## Exercise Science-Martial Arts Studies

### A Certificate of Proficiency (Career)

#### APPLICATION CODE 245

For Curriculum Information Contact the Health Sciences Division—  
Room ST-149—410-772-4832

This certificate is designed for those who seek to attain basic knowledge and skills linked with establishing and operating a martial arts business. Students selecting this Certificate of Proficiency may have already have a background in the martial arts or be seeking to eventually start a new career in martial arts. Courses required for this certificate are applicable to the associate degree program in Martial Arts option under the Exercise Science program.

		<b>Credits</b>
EXSC-200	Care and Prevention of Athletic Injuries	3
EXSC-220	Introduction to the Martial Arts	3
EXSC-230	Philosophy of the Martial Arts	3
HEED-112	First Aid and Safety	3
HEED-200	Health Fitness Leader	3
		15

# HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

## 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.

		Credits
EXSC-209	Sports and Exercise Nutrition	3
EXSC-210	Sport and Exercise Psychology	3
HEED-112	First Aid and Safety	3
HEED-200	Health/Fitness Leader	3
HEED-210	Foundations of Health Education and Health Behavior	3
		15

## 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		Credits
Composition	ENGL-121 College Composition I	3
Arts & Humanities	Literature Core Course (see p. 57)	
	OR	
	Fine Arts Core Course (see p. 58)	3
	SPCH-105 Fundamentals or Public Speaking	
	OR	
	SPCH-110 Interpersonal Communications	3
Social Sciences	PSYC-101 General Psychology	
	OR	
	SOCI-101 Introduction to Sociology	3
Science	BIOL-101 General Biology I	
	OR	
	BIOL-107 Fundamentals of Microbiology	4
Mathematics	Mathematics Core Course (see p. 59)	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
HEED-218	Organizational Management in Health Care	3
HEED-230	Health and Disease Processes	3
BIOL-106	Basic Anatomy and Physiology	4
		62-64

*\*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).*

## HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

### Emergency Medical Technician Option

### Credits

#### APPLICATION CODE 168B

The Emergency Medical Technician option is offered to students who are currently certified or licensed at a state or national level as an Emergency Medical Services Technician - Paramedic, 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 Services	Paramedic Courses/Practicum*	30
EMSP-290	Emerging Issues in Paramedicine	3
HEED-218	Organizational Management in Health Care	3
BIOL-106	Basic Anatomy and Physiology	4
		62-64

*\*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-135	Introduction to Holistic Health*	3
HEED-114	Introduction to Therapeutic Massage*	3
Health Care	Massage Practicum**	5
HEED-218	Organizational Management in Health Care OR	
ENTR-101	Entrepreneurship and Creativity	3
<i>Electives-Select 15 credits from the following courses (3 credits each):</i>		
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	15
		60-62

*\*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.*

### Radiologic Technology Option

#### APPLICATION CODE 168D

The Radiologic Technology option is offered to students who have completed a training program in radiologic technology and successfully completed the American Registry of Radiologic Technologist's (ARRT) Examination for Radiographers. 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.

Radiologic Technology	Radiologic Technology Courses/Practicum*	30
HEED-218	Organizational Management in Health Care	3
HEED-230	Health and Disease Processes	3
BIOL-106	Basic Anatomy and Physiology	4
		62-64

*\*Advanced Standing: Credit will be given as advanced standing credit for radiologic technology training completed at a radiologic technology training site which led to the national certification examination to become a Registered Radiologic Technologist (RT).*

# HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

## 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** **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. 57)	3
	Fine Arts Core Course (see p. 58)	3
	SPCH-105 Fundamentals of Public Speaking	3
History	History Core Course (see p. 58)	3
Social Sciences	PSYC-101 General Psychology	3
	SOCI-101 Introduction to Sociology	3
Science	BIOL-101 General Biology I	4
	BIOL-105/115 Environmental Science and Lab	4
Mathematics	MATH-138 Statistics	4
Interdisciplinary	HEED-101 Health and the World of Risk	1

**REQUIRED COURSES RELATED TO MAJOR**

ACCT-111	Principles of Accounting I	3
ACCT-112	Principles of Accounting II	3
HEED-218	Organizational Management in Health Care	
	OR	
BMGT-145	Principles of Management	3
ECON-101	Principles of Economics (Macro)	3
ECON-102	Principles of Economics (Micro)	3
BMGT-151	Business Law	3
CMSY-138	Information Systems and Computer Applications	3
HEED-216	Health Care in the U.S.	3
		61

## 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** **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. 57)	3
	Fine Arts Core Course (see p. 58)	3
	SPCH-105 Fundamentals of Public Speaking	3
History	History Core Course (see p. 58)	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-101 Health and the World of Risk	
	OR	
	HEED-175 Cross-Cultural Health Comparison	1

**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**

BIOL-204	Anatomy and Physiology II	4
HEED-112	First Aid and Safety	3
HEED-113	Drug Use and Abuse	
	OR	
HEED-230	Health and the Disease Process	3
HEED-115	Personal and Community Health	3
HEED-210	Foundations of Health Education and Health Behavior	3
HEED-211	Nutrition	3
HEED-213	Stress Management	3
HEED-216	Health Care in the U.S.	3
		62



# HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

**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.

HEED-114	Introduction to Therapeutic Massage	3
HEED-116	Fundamentals of Spiritual Awareness	3
HEED-135	Introduction to Holistic Health	3
HEED-140	The Philosophy and Practice of Tai Chi	3
HEED-141	The Philosophy and Practice of Yoga	3
HEED-211	Nutrition	3
HEED-230	Health and the Disease Process	3
HEED-136	Introduction to Energy Therapies	3

*Electives—Select 2 credits from the following courses (1 credit each):*

HEED-110	Introduction to Personal Wellness	
HEED-131	Introduction to Foot Reflexology	
HEED-132	The History and Practice of Reiki	2
		63

## 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.)**

Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
	SPCH-110 Interpersonal Communication	3
History	History Core Course (see p. 58)	3
Social Sciences	PSYC-101 General Psychology	3
	SOCI-101 Introduction to Sociology	3
Science	BIOL-101 General Biology	4
	Science Core Course (see p. 59)	3
Mathematics	MATH-122, 131, 133, 135, 145 or higher	3-4
Interdisciplinary	HMDV-200 Life Span Development	3

**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.

HEED-125	Ethics in Professional Practice	3
HEED-220	Crisis Intervention	3
HEED-155	Introduction to Conflict Resolution: Science and Art	3
HUMS-110	Introduction to Human Services	3
HUMS-122	Individual Counseling Techniques	3
HUMS-123	Group Counseling Skills	
	OR	
HUMS-124	Family Counseling Skills	3
HUMS-150	Community Resources and Partnerships	3
HUMS-250	Community Services Practicum	3
		61-62

# HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

## Human Services (cont'd)

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

#### 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.

HEED-125	Ethics in Professional Practice	3
HEED-155	Introduction to Conflict Resolution: Science and Art	3
HEED-220	Crisis Intervention	3
HUMS-110	Introduction to Human Services	3
HUMS-122	Individual Counseling Techniques	3
HUMS-123	Group Counseling Skills	3
HUMS-124	Family Counseling Skills	3
	OR	
PSYC-203	Abnormal Psychology	3
HUMS-150	Community Resources and Partnerships	3
HUMS-250	Community Services Practicum	3
		64-65

##### 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.

HEED-125	Ethics in Professional Practice	3
HUMS-120	Medical Aspects of Chemical Dependency	3
HUMS-121	Introduction to Chemical Dependency Treatment	3
HUMS-122	Individual Counseling Techniques	3
HUMS-123	Group Counseling Skills	3
HUMS-124	Family Counseling Skills	3
HUMS-110	Introduction to Human Services	3
HUMS-150	Community Resources and Partnerships	3
HUMS-250	Community Services Practicum	3
		64-65

##### 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.

EDUC-111	Child Growth and Development	3
EDUC-200	Introduction to Special Education	3
HEED-125	Ethics in Professional Practice	3
HUMS-110	Introduction to Human Services	3
HUMS-122	Individual Counseling Techniques	3
HUMS-123	Group Counseling Skills	3
	OR	
HUMS-124	Family Counseling Skills	3
HUMS-150	Community Resources and Partnerships	3
HUMS-250	Community Services Practicum	3
		61-62

## 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.

		<b>Credits</b>
ENGL-121	College Composition I	3
PSYC-101	General Psychology	3
HEED-101	Health and the World of Risk	1
HEED-125	Ethics in Professional Practice	3
HEED-155	Introduction to Conflict Resolution: Science and Art	3
HEED-220	Crisis Intervention	3
HUMS-110	Introduction to Human Services	3
HUMS-122	Individual Counseling Techniques	3
HUMS-123	Group Counseling Skills	3
HUMS-124	Family Counseling	3
	OR	
PSYC-203	Abnormal Psychology	3
HUMS-250	Community Services Practicum	3
		31

##### 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.

		<b>Credits</b>
ENGL-121	College Composition I	3
PSYC-101	General Psychology	3
HEED-101	Health and the World of Risk	1
HEED-125	Ethics in Professional Practice	3
HUMS-110	Introduction to Human Services	3
HUMS-120	Medical Aspects of Chemical Dependency	3
HUMS-121	Introduction to Chemical Dependency Treatment	3
HUMS-122	Individual Counseling Techniques	3
HUMS-123	Group Counseling Skills	3
HUMS-124	Family Counseling	3
HUMS-250	Community Services Practicum	3
		31

## HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

### 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.

		Credits
ENGL-121	College Composition I	3
PSYC-101	General Psychology	3
EDUC-111	Child Growth and Development	3
EDUC-200	Introduction to Special Education	3
HEED-101	Health and the World of Risk	1
HEED-125	Ethics in Professional Practice	3
HUMS-110	Introduction to Human Services	3
HUMS-122	Individual Counseling Techniques	3
HUMS-123	Group Counseling Skills	3
HUMS-124	Family Counseling	3
HUMS-250	Community Services Practicum	3
		31

### 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 128. This certificate program is a curriculum option within the Nursing Education 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 who successfully complete the courses of this program and receive a passing score on the exit examination are eligible to be considered by the Maryland board of Nursing to write the National Council Licensing Examination for Practical Nurse licensure. By law, the Maryland Board of Nursing 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
ENGL-121	College Composition I	3
PSYC-101	General Psychology	3
BIOL-107	Fundamentals of Microbiology	4
BIOL-203*	Anatomy and Physiology I	4
BIOL-204*	Anatomy and Physiology II	4
MATH-105**	Drug Calculations	1
HMDV-200	Life Span Development	3
NURS-130	Fundamentals of Nursing	
	OR	
NURS-131	Fundamentals of Nursing for Experienced Health Care Providers	3-4
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-140	Concepts and Trends in Practical Nursing	5
		42-43

*Admission to the Practical Nursing Certificate Program is based upon successful completion of required prerequisite courses in the Nursing Education Program. BIOL-107 and BIOL-203 must be completed with a minimum GPA of 2.5 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.*

*Admission requirements also include a minimum overall HCC GPA of 2.0 and successful completion of a nursing entrance exam.*

*\*Anatomy and Physiology prerequisite courses must be completed within five years prior to 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 prior to the first nursing course.*

*\*\*Students planning to apply for entry into the associate degree nursing program should consider taking MATH-121, MATH-122, MATH-131, MATH-133, MATH-135, MATH-138, MATH-145 or higher in place of MATH-105, if eligible.*

# HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

## 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, NY 10006, 1-800-669-1656 ext. 242. Graduates who successfully complete the courses of this program and receive a passing score on the exit examination are eligible to be considered by the Maryland board of Nursing to write the National Council Licensing Examination for Registered Nurse licensure. By law, the Maryland Board of Nursing 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.)**

#### Credits

Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Fine Arts Core Course (see p. 58)	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, 133, 135, 138, 145 or higher	3-5
Interdisciplinary	HMDV-200 Life Span Development	3

#### REQUIRED COURSES RELATED TO MAJOR

NURS-103	Transition into Nursing II	6
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
NURS-236	Advanced Concepts in Nursing	4
		60-62

*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.*

*Admission requirements also include a minimum overall HCC GPA of 2.0 and successful completion of a nursing entrance exam.*

*\*Anatomy and Physiology prerequisite courses must be completed within five years prior to 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 prior to 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. Graduates who successfully complete the courses of this program and receive a passing score on the exit examination are eligible to be considered by the Maryland board of Nursing to write the National Council Licensing Examination for Registered Nurse licensure. By law, the Maryland Board of Nursing 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.)**

#### Credits

Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Fine Arts Core Course (see p. 58)	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, 133, 135, 138, 145 or higher	3-5
Interdisciplinary	HMDV-200 Life Span Development	3



## HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

REQUIRED COURSES RELATED TO MAJOR	Credits
NURS-130 Fundamentals of Nursing OR	
NURS-131 Fundamentals of Nursing for the Experienced Health Care Provider	3-4
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
NURS-236 Advanced Concepts in Nursing	<u>4</u> 69-72

*Admission to the Nursing Education 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 prior to 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 prior to 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. Graduates who successfully complete the courses of this program and receive a passing score on the exit examination are eligible to be considered by the Maryland board of Nursing to write the National Council Licensing Examination for Registered Nurse licensure. By law, the Maryland Board of Nursing 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
<b>(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.)</b>		
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Fine Arts Core Course (see p. 58)	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, 133, 135, 138, 145 or higher	3-5
Interdisciplinary	HMDV-200 Life Span Development	3

# HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

## Nursing-Accelerated (cont'd)

### An A.A. Degree Program (Transfer)

REQUIRED COURSES RELATED TO MAJOR	Credits
NURS-130 Fundamentals of Nursing	4
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
NURS-236 Advanced Concepts in Nursing	4
	70-72

*Admission to the Accelerated Associate Degree Nursing Education 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.*

*Admission requirements also include a minimum overall HCC GPA of 2.0 and successful completion of a nursing entrance exam.*

*\*Anatomy and Physiology prerequisite courses must be completed within five years prior to 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 prior to 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.*

## Nutrition

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

For Curriculum Information Contact the Health Sciences Division—  
Room ST-149—410-772-4832

This curriculum allows students seamless transfer to the University of Maryland, College Park (UMD) Nutrition and Food Science bachelor degree program. Students have their choice of concentrating in one of three options: Dietetics, Food Science, or Nutritional Science. Descriptions of each option are provided below.

#### 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	3
	Fine Arts Core Course	3
	SPCH-110 Interpersonal Communication	3
History	History Core Course	3
Social Sciences	PSYC-101 General Psychology	3
	SOCI-101 Introduction to Sociology	3
Science	BIOL-101 General Biology I	4
	CHEM-101 General Inorganic Chemistry I	4
	Mathematics	MATH-131 or higher
Interdisciplinary	NUTR-211 Nutrition	3

#### REQUIRED COURSES RELATED TO MAJOR

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

##### Dietetics Option

**APPLICATION CODE 251A**

Graduates transfer to the UMD Nutrition and Food Science: Dietetics program where they are trained as Registered Dietitians (R.D.'s). R.D.'s - nutrition experts who focus on the treatment and prevention of disease - work in a variety of settings including clinical and community nutrition, nutrition counseling, nutrition education and research, wellness, government, public health, and food service management.

CHEM-102	General Inorganic Chemistry II	4
CHEM-201	Organic Chemistry I	4
CHEM-202	Organic Chemistry II	4
BIOL-205	Cell Biology	4
BIOL-107	Fundamentals of Microbiology	
	OR	
BIOL-200	Microbiology	4
<i>Electives-Select 3 credits from the following courses (3 credits each):</i>		
PUBH-101	Introduction to Public Health	
PUBH-210	Epidemiology	
PUBH-230	Health and the Disease Process	
PUBH-280	Global Health	3
		61-63

## HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

### Food Science Option

#### APPLICATION CODE 251B

Graduates transfer to the UMD Nutrition and Food Science: Food Science program. Food Scientists work in areas of food safety, food quality control, food product development, production, management, technical sales and service, ingredient management, research and teaching.

		Credits
CHEM-102	General Inorganic Chemistry II	4
CHEM-201	Organic Chemistry I	4
CHEM-202	Organic Chemistry II	4
MATH-133	College Trigonometry	3
MATH-181	Calculus I	4
MATH-182	Calculus II	
	OR	
PHYS-103	Fundamentals of Physics I	
	OR	
BIOL-107	Fundamentals of Microbiology	4
		61-63

### Nutritional Science Option

#### APPLICATION CODE 251C

Graduates transfer to the UMD Department of Nutrition and Food Science: Nutritional Science program. Nutritional scientists focus on the physiological and biological aspects of food and nutrients, and work as researchers in hospitals, laboratories, and industry.

CHEM-102	General Inorganic Chemistry II	4
CHEM-201	Organic Chemistry I	4
CHEM-202	Organic Chemistry II	4
BIOL-107	Fundamentals of Microbiology	
	OR	
BIOL-200	Microbiology	4
MATH-145	Business Calculus	3
<i>Electives-Select 3 credits from the following courses (3 credits each):</i>		
PUBH-101	Introduction to Public Health	
PUBH-210	Epidemiology	
PUBH-230	Health and the Disease Process	
PUBH-280	Global Health	
		3
		60-62

## 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. 59) (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
		70

*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 16 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 204 for information about English requirement.*

# HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

## Public Health

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

APPLICATION CODE 250

For Curriculum Information Contact the Health Sciences Division—  
Room ST-149—410-772-4832

Public Health is a dynamic field that focuses on saving lives on a population level through disease and injury prevention strategies. Public Health includes a variety of challenging disciplines such as epidemiology, biostatistics, health services, environmental health, behavioral health and occupational health. Health risk assessments, health screenings, health promotion programming, and surveillance of disease outbreaks are examples of public health services. Public Health professionals work within a variety of settings including state and local health departments, hospitals, workplace wellness programs, government agencies, educational institutions, research organizations, and international development agencies. This curriculum is designed as a guide to students planning to transfer to a four-year institution to complete a bachelor's degree in Public Health. 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.)**

	Credits
Composition	3
	ENGL-121 College Composition I
	ENGL-122 College Composition II
Arts & Humanities	3
	Literature Core Course
FINE-102	3
	Arts, Culture and Ideas
PHIL-103	3
	Introduction to Ethics
History	3
	History Core Course
Social Sciences	3
	GEOG-101 Introduction to World Geography
	OR
	GEOG-102 Elements of Cultural Geography
Social Science Core Course	3
Science	7-8
	Science Core Courses (one must include a lab)
Mathematics	4
	MATH-138 Statistics
Interdisciplinary	3
	HEED-115 Personal and Community Health

#### REQUIRED COURSES RELATED TO MAJOR

PUBH-101	3
	Introduction to Public Health
PUBH-210	3
	Epidemiology
PUBH-230	3
	Health and the Disease Process
PUBH-280	3
	Global Health
NUTR-211	3
	Nutrition
Humanities	8
	World Language Sequence*
	61-62

\*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.

## Radiologic Technology

### An A.A.S. Degree Program (Career)

APPLICATION CODE 238

For Curriculum Information Contact the Health Sciences Division—  
Room ST-149—410-772-4832

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.

#### 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.)**

**Credits**

Composition	ENGL-121 College Composition I	3
Arts & Humanities	Arts & Humanities Core Course (see p. 57)	3
Social Sciences	PSYC-101 General Psychology	3
Science	BIOL-101 General Biology I or 107*	4
	BIOL-203 Anatomy and Physiology I*	4
Mathematics	MATH-131 College Algebra	3

#### REQUIRED COURSES RELATED TO MAJOR

PHYS-101	Technical Physical Science*	4
BIOL-204	Anatomy and Physiology II*	4
RADT-101	Introduction to Procedures	4
RADT-111	Radiographic Procedures I	4
RADT-112	Clinical Radiography I	4
RADT-121	Radiographic Procedures II	3
RADT-122	Clinical Radiography II	4
RADT-123	Imaging Equipment and Modalities	3
RADT-212	Clinical Radiography III	6
RADT-231	Radiographic Procedures IV	4
RADT-232	Clinical Radiography IV	6
RADT-251	Radiation Biology and Protection	2
RADT-252	Clinical Radiography V	6
	74	

*A grade of "C" or better is required in radiology, science, and math courses.*

*\*Admission to this program is based upon successful completion of BIOL-101 or 107, and BIOL-203 and 204, and PHYS-101. Anatomy and Physiology courses must be completed within five years prior to admission to the first radiology course. BIOL-101 or 107, and PHYS-101 must be completed within 10 years prior to clinical admission.*



# HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

## Respiratory Care

**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 care 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 Care courses. Students participating in Consortium programs pay in-county rates at the institutions to which they matriculate.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition*	ENGL-121 College Composition I	3
Arts & Humanities	SPCH-105 Fundamentals of Public Speaking OR SPCH-110 Interpersonal Communication	3
Social Sciences	PSYC-101 General Psychology	3
Science	BIOL-107 Fundamentals of Microbiology	4
Mathematics	MATH-122 or higher	3-5

#### **REQUIRED COURSES RELATED TO MAJOR**

BIOL-203	Anatomy and Physiology I	4
BIOL-204	Anatomy and Physiology II	4
HEED/LFIT	Health or Life Fitness Elective	1-3

#### **Courses offered at Frederick Community College**

RC 100	Introduction to Respiratory Care	2
RC 102	Fundamentals of Respiratory Care	4
RC 103	Pharmacology	3
RC 104	Gas Exchange Physiology	2
RC 105	Cardiopulmonary and Renal Anatomy and Physiology	3
RC 107	Principles of Mechanical Ventilation	4
RC 109	Clinical Practicum I	2
RC 110	Clinical Practicum II	2
RC 202	Neonatal and Pediatric Respiratory Care	3
RC 203	Pulmonary Rehabilitation and Home Care	2
RC 204	Cardiac Monitoring and Diagnostics	4
RC 205	Professional Seminar	2
RC 206	Pulmonary Diagnostics	2
RC 207	Cardiopulmonary and Renal Pathophysiology	3
RC 208	Clinical Practicum III	2
RC 209	Clinical Practicum IV	2
		67-71

A grade of "C" or better is required in each science and respiratory care 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 16 of the catalogue and also meet with an allied health advisor in the Office of Admissions and Advising.

\*See page 204 for information about English requirement.

## Surgical Technology

**An A.A.S. Degree Program (Career)**

APPLICATION CODE 154

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 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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition*	ENGL-121 College Composition I	3
Arts & Humanities	Arts & Humanities Core Course (see p. 57) SPCH-105 Fundamentals of Public Speaking OR SPCH-110 Interpersonal Communication	3
Social Sciences	PSYC-101 General Psychology OR SOC-101 Introduction to Sociology	3
Science	BIOL-107 Fundamentals of Microbiology	4
Mathematics	MATH-122 or higher	3-5
GenEd Elective	General Education Core Course (see p. 57)	3

#### **REQUIRED COURSES RELATED TO MAJOR**

BIOL-203	Anatomy and Physiology I	4
BIOL-204	Anatomy and Physiology II	4
HEED/LFIT	Health or Life Fitness Course	1
CMSY-110	Software Applications for Micros	3
Elective	Arts & Sciences Elective (see p. 60)	3

#### **Courses offered at Frederick Community College**

ST 100	Fundamentals of Surgical Technology I	6
ST 101	Introduction to Surgical Technology	6
ST 105	Clinical Practicum	5
ST 200	Fundamentals of Surgical Technology II	12
		66-68

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 16 of the catalogue and also meet with an allied health advisor in the Office of Admissions and Advising.

\*See page 204 for information about English requirement.

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## HEALTH SCIENCES DIVISION PROGRAMS OF STUDY

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### **Surgical Technology** **A Certificate of Proficiency (Career)** APPLICATION CODE 155

For Curriculum Information Contact the Health Sciences Division—  
Room ST-149—410-772-4832

#### **Mid-Maryland Allied Healthcare Education Consortium Frederick Community College Certificate**

The surgical technology certificate provides students with a foundation in the principles of patient care, surgical procedures, operative technique, surgical instrumentation and specialty equipment, and principles of asepsis. This basic knowledge is applied through extensive clinical experience in the scrub and circulator roles. Preceptored clinical experience is obtained in area community hospitals and surgery centers. This certificate incorporates the recommendations established in the Essentials and Guidelines for Accredited Education Programs in Surgical Technology by the Commission on Accreditation of Allied Health Education Programs. Students who complete this program may apply to sit for the national certification examination in surgical technology. This program is offered to Howard Community College students through the Mid-Maryland Allied Healthcare Education Consortium. Students will typically complete the science and speech courses 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.

		<b>Credits</b>
BIOL-101	General Biology I OR	
BIOL-107	Fundamentals of Microbiology	4
BIOL-203	Anatomy and Physiology I	4
BIOL-204	Anatomy and Physiology II	4
SPCH-105	Fundamentals of Public Speaking OR	
SPCH-110	Interpersonal Communication	3
<b>Courses offered at Frederick Community College</b>		
ST 100	Fundamentals of Surgical Technology I	6
ST 101	Introduction to Surgical Technology	6
ST 105	Clinical Practicum	5
ST 200	Fundamentals of Surgical Technology II	<u>12</u>
		45

*A grade of "C" or better is required in all science and surgical technology courses.*

# MATHEMATICS DIVISION PROGRAMS OF STUDY

## PROGRAMS OF STUDY

**Mathematics** — Arts & Sciences A.A. Degree ..... 135

## 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 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	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
	Humanities Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences*	Social and Behavioral Science Core Courses (see p. 59)	6
	Science	PHYS-110 General Physics I
	PHYS-111 General Physics II	4
Mathematics	MATH-181 Calculus I	4
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	1-3

#### REQUIRED COURSES RELATED TO MAJOR

CMSY-141	Computer Science I	4
MATH-182	Calculus II	4
MATH-240	Calculus III	4
MATH-250	Linear Algebra	3
MATH-260	Differential Equations	3
Arts and Sciences**	Arts and Sciences Electives (see p. 60)	<u>5-6</u> 60-63

*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.*

# SCIENCE AND TECHNOLOGY DIVISION PROGRAMS OF STUDY

## PROGRAMS OF STUDY

<b>Architectural and Construction Management</b> — A.A.S. Degree ..	136
<b>Architectural and Construction Management</b> — Certificate .....	137
<b>Bioinformatics</b> — Arts & Sciences A.A. Degree.....	137
<b>Biomedical Engineer Field Technician</b> — Biomedical Engineering Certificate .....	138
<b>Biomedical Engineer Specialist</b> — Biomedical Engineering Certificate .....	138
<b>Biomedical Engineering</b> — A.A.S. Degree .....	139
<b>Biotechnology</b> — Arts & Sciences A.A. Degree .....	139
<b>Cisco Certified Networking</b> — Computer Support Technology Certificate .....	140
<b>Computer-Aided Design Technology</b> — A.A.S. Degree .....	140
<b>Computer-Aided Design Technology</b> — Certificate .....	141
<b>Computer Support Technology</b> — A.A.S. Degree .....	141
<b>Electronics Technology</b> — A.A.S. Degree .....	142
<b>Electronics Technology</b> — Certificate .....	143
<b>Engineering</b> — Arts & Sciences A.A. Degree .....	143
<b>Environmental Science</b> — Arts & Sciences A.A. Degree.....	144
<b>Horticulture</b> — Arts & Sciences A.A. Degree.....	144
<b>Life Science</b> — Arts & Sciences A.A. Degree .....	145
<b>PC Maintenance (A+ Certification) with Network Emphasis</b> — Computer Support Technology Certificate .....	145
<b>Photonics Technology</b> — A.A.S. Degree.....	146
<b>Photonics Technology</b> — Certificate.....	146
<b>Physical Science</b> — Arts & Sciences A.A. Degree.....	147
<b>Pre-Allied Health</b> — Arts & Sciences A.A. Degree .....	147
<b>Pre-Dentistry</b> — Arts & Sciences A.A. Degree .....	148
<b>Pre-Medical Technology</b> — Arts & Sciences A.A. Degree.....	148
<b>Pre-Medicine</b> — Arts & Sciences A.A. Degree .....	149
<b>Pre-Nuclear Medicine Technology</b> — Arts & Sciences A.A. Degree .....	149
<b>Pre-Optometry</b> — Arts & Sciences A.A. Degree .....	150
<b>Pre-Pharmacy</b> — Arts & Sciences A.A. Degree.....	150
<b>Pre-Veterinary Medicine</b> — Arts & Sciences A.A. Degree .....	151
<b>Telecommunications Technology</b> — Electronics Technology A.A.S. Degree .....	151
<b>Telecommunications Technology</b> — Electronics Technology Certificate .....	152
<b>Wireless Communications Technology</b> — Electronics Technology A.A.S. Degree.....	152

## Architectural and Construction Management

**An A.A.S. Degree Program (Career)**  
APPLICATION CODE 242

For Curriculum Information Contact the Science and Technology  
Division—Room ST-248—410-772-4827

Construction managers work in a rapidly growing area of professional employment. This program provides students with the foundation of knowledge and skills necessary to perform a management role in the construction industry. Students will acquire the fundamental technical and management skills needed to organize, operate and manage both large and small construction projects. Graduates will apply these skills as professionals in both office settings and in the field. The curriculum includes lecture, lab and field site experiences that give students a solid background in the areas of cost control, planning, scheduling, project management, safety and documentation. The program also includes a concentration on general studies, with coursework in the physical sciences, economics, ethics and communications. Students who are interested in a bachelor's degree are advised to check the requirements of the institution to which they intend to transfer.

### GENERAL EDUCATION CORE

		Credits
Composition	ENGL-121 College Composition I	3
Arts & Humanities	ARTT-101 Two-dimensional Basic Design	3
	SPCH-110 Interpersonal Communication	3
Social Sciences	ECON-101 Principles of Economics (Macro)	3
Science	PHYS-101 Technical Physical Science	4
Mathematics	MATH-131 or higher	3-5

### REQUIRED COURSES RELATED TO MAJOR

ARCM-101	Architectural Materials and Methods I	3
ARCM-102	Architectural Materials and Methods II	3
ARCM-200	Construction Management	3
ARCM-205	Construction Documentation	3
ARCM-210	Mechanical and Electrical Systems	3
ARCM-215	Construction Operations	3
ARCM-220	Construction Cost Estimating	3
ARCM-225	Construction Scheduling	3
BMGT-145	Principles of Management	3
BMGT-203	Business Ethics	3
BMGT-241	Project Management	3
CADD-100	Principles of Drafting	3
ENGL-230	Technical Writing	3
GEOL-107	Introduction to Physical Geology	3
GEOL-117	Introduction to Physical Geology Lab	1
		<u>62-64</u>



# SCIENCE AND TECHNOLOGY DIVISION PROGRAMS OF STUDY

## Architectural and Construction Management

### A Certificate of Proficiency (Career) APPLICATION CODE 243

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.

		Credits
ARCM-101	Architectural Materials and Methods I	3
ARCM-102	Architectural Materials and Methods II	3
ARCM-200	Construction Management	3
ARCM-205	Construction Documentation	3
ARCM-215	Construction Operations	3
<i>Electives—Select 9 credits from the following courses:</i>		
ARCM-210	Mechanical and Electrical Systems (3 credits)	
ARCM-220	Construction Cost Estimating (3 credits)	
ARCM-225	Construction Scheduling (3 credits)	
BMGT-203	Business Ethics (3 credits)	
GEOL-107	Introduction to Physical Geology (3 credits)	9
		24

## 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 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. 57)	3
	Fine Arts Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 59)	3
	Science	
	BIOL-101 General Biology I	4
	CHEM-101 General Inorganic Chemistry I	4
	CHEM-102 General Inorganic Chemistry II	4
Mathematics	MATH-181 Calculus I	4
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59) (CMSY-129 Principles of Internet recommended)	3

#### REQUIRED COURSES RELATED TO MAJOR

BIOL-201	Genetics	3
BIOL-202	Genetics Lab	1
BIOL-205	Cell Biology	4
CHEM-201	Organic Chemistry I	4
CMSY-141	Computer Science I	4
CMSY-249	Introduction to Perl	3
BFMT-200	Introduction to Bioinformatics	3
CMSY-103	Beginning Databases	1
		60

# SCIENCE AND TECHNOLOGY DIVISION PROGRAMS OF STUDY

## 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.

		<b>Credits</b>
HEAL-110	The Health Care Professional	2
PHYS-101	Technical Physical Science	4
BIOL-106	Basic Anatomy and Physiology	4
BMET-112	Electro-Mechanical-Fluidic Devices I	3
BMET-211	Biomedical Instrumentation I	5
BMET-212	Biomedical Instrumentation II	5
HEED-216	Health Care in the US	3
		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.

		<b>Credits</b>
ELEC-107	Introduction to Electronic Circuits	4
HEAL-110	The Health Care Professional	2
PHYS-101	Technical Physical Science	4
BIOL-106	Basic Anatomy and Physiology	4
BMET-112	Electro-Mechanical-Fluidic Devices I	3
ELEC-117	Linear Electronics	4
		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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition I	3
Arts & Humanities	Arts & Humanities Core Course (see p. 57) (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. 59)	3
Science	PHYS-101 Technical Physical Science	4
Mathematics	MATH-121, 122, 131 or higher	3-5

### REQUIRED COURSES RELATED TO MAJOR

ELEC-107	Introduction to Electronic Circuits	4
HEAL-110	The Health Care Professional	2
BIOL-106	Basic Anatomy and Physiology	4
BMET-112	Electro-Mechanical-Fluidic Devices I	3
ELEC-117	Linear Electronics	4
BMET-211	Biomedical Instrumentation I	5
CMSY-105	Personal Computer Systems Repair I	3
CMSY-106	Personal Computer Systems Repair II	3
ELEC-213	Digital Circuits	4
BMET-212	Biomedical Instrumentation II	5
ELEC-140	Network Cabling Systems	3
HEED-216	Health Care in the US	3
		62-64

## 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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>(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.)</b>		
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 59)	3
Science	BIOL-101 General Biology I	4
	CHEM-101 General Inorganic Chemistry I	4
	CHEM-102 General Inorganic Chemistry II	4
	CHEM-201 Organic Chemistry I	4
Mathematics	MATH-133 or higher	3-5
Interdisciplinary	CMSY-110 Software Applications for Micros	3

### REQUIRED COURSES RELATED TO MAJOR

BIOL-200	Microbiology	4
MATH-138	Statistics	4
BIOL-201	Genetics	3
BIOL-202	Genetics Lab	1
BIOL-203	Anatomy & Physiology I	4
BIOL-205	Cell Biology	4
CHEM-202	Organic Chemistry II	4
		64-66

# SCIENCE AND TECHNOLOGY DIVISION PROGRAMS OF STUDY

## 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-281, CSCO-282, CSCO-283, and CSCO-284 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-695 prepares students to sit for two certifications: Securing Cisco IOS Networks (SECUR) and Cisco Secure PIX Firewall Advanced (CSPFA).

		Credits
ELEC-140	Network Cabling Systems	3
CSCO-281	Network Fundamentals	3
CSCO-282	Routing Protocols and Concepts	3
CSCO-283	LAN Switching and Wireless Networks	3
CSCO-284	Accessing the WAN	3
CSCO-650	Building Scalable Cisco Networks	3
CSCO-660	Implementing Secure Converged Wide-Area Networks	3
CSCO-670	Building Cisco Multilayer Switched Networks	3
CSCO-680	Optimizing Converged Networks	3
CSCO-695	Cisco Secure PIX Firewall Advanced Configuration	3
		30

## 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. 57) (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. 59)	3
Science	PHYS-101 Technical Physical Science	4
Mathematics	MATH-121, 122, 131 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
		61-63

# SCIENCE AND TECHNOLOGY DIVISION PROGRAMS OF STUDY

## 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.

		<b>Credits</b>
CADD-100	Principles of Drafting	3
CADD-101	Introduction to CAD	3
CADD-103	Intermediate CAD	3
CMSY-110	Software Applications for Micros	3
CADD-104	Advanced CAD	3
CADD-105	CAD Projects	3
CMSY-219	Microcomputer Operating Systems-DOS	3
		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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition I	3
Arts & Humanities	Arts & Humanities Core Course (see p. 57)	
	(one course from either Literature, Fine Arts, or Humanities)	3
Social Sciences	SPCH-105 Fundamentals of Public Speaking	3
	Social and Behavioral Sciences Core Course (see p. 59)	3
Science	Science Core Course (PHYS-107 recommended) (see p. 59; must include lab)	4
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	CMSY-129 Principles of the Internet	3

<b>REQUIRED COURSES RELATED TO MAJOR</b>		<b>Credits</b>
ACCT-111	Principles of Accounting I	
	OR	
BMGT-100	Introduction to Business and Organization	3
CMSY-105	Personal Computer Systems Repair I	3
CMSY-106	Personal Computer Systems Repair II	3
CMSY-110	Software Applications for Micros	
	OR	
CMSY-151	Principles of Internet II (Professional)	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
	Additional Courses in Major	15
		61-63



# SCIENCE AND TECHNOLOGY DIVISION PROGRAMS OF STUDY

## 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-181	Introduction to C++ Programming
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-140	Network Cabling Systems
CSCO-281	Network Fundamentals
CSCO-282	Routing Protocols and Concepts
CSCO-283	LAN Switching and Wireless Networks
CSCO-284	Accessing the WAN
CSCO-650	Building Scalable Cisco Networks
CSCO-660	Implementing Secure Converged Wide-Area Networks
CSCO-670	Building Cisco Multilayer Switched Networks
CSCO-680	Optimizing Converged Networks

*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. 57) (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. 59)	3
Science	PHYS-101 Technical Physical Science	4
Mathematics	MATH-121, 122, 131 or higher	3-5

### REQUIRED COURSES RELATED TO MAJOR

ELEC-107	Introduction to Electronic Circuits	4
ELEC-140	Network Cabling Systems	3
CMSY-105	Personal Computer Systems Repair I	3
CMSY-219	Microcomputer Operating Systems-DOS	3
CSCO-281	Network Fundamentals	3
ELEC-117	Linear Electronics	4
CMSY-106	Personal Computer Systems Repair II	3
CSCO-282	Routing Protocols and Concepts	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-283	LAN Switching and Wireless Networks	3
CSCO-284	Accessing the WAN	3
		61-63

# SCIENCE AND TECHNOLOGY DIVISION PROGRAMS OF STUDY

## 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.

		Credits
ELEC-107	Introduction to Electronic Circuits	4
ELEC-117	Linear Electronics	4
ELEC-213	Digital Circuits	4
CMSY-105	Personal Computer Systems Repair I	3
ELEC-140	Network Cabling Systems	3
		18

## 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

This program is designed for students preparing to transfer to a four-year institution to complete a bachelor's degree in engineering. Engineers apply principles of physics and mathematics in the design, development, implementation and maintenance of materials, structures and systems. Specific applications of engineering include aerospace, biological resources, ceramic/materials, chemical, civil, computer, electrical, environmental, industrial, manufacturing and mechanical. In addition to acquiring a solid background in chemistry, mathematics and physics, students enrolled in this program will acquire a strong foundation in engineering theory and will engage in project based laboratory experiences. This program is specifically designed to transfer to UMCP's Engineering Program. Students interested in this curriculum, however, 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.)**

		Credits
Composition	ENGL-121 College Composition I	3
Arts & Humanities	Arts and Humanities Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 59)	3
Science	CHEM-135 Chemistry for Engineers	
	OR	
	CHEM-101 General Inorganic Chemistry I	
	AND	
	CHEM-102 General Inorganic Chemistry II	3-8
	PHYS-110 General Physics I (Calculus)	4
Mathematics	MATH-181 Calculus I	4

#### REQUIRED COURSES RELATED TO MAJOR

ENES-100	Introduction to Engineering Design	3
MATH-182	Calculus II	4
MATH-240	Calculus III	4
MATH-260	Differential Equations	3
PHYS-111	General Physics II (Calculus)	4
PHYS-112	General Physics III (Calculus)	3
<i>Electives - Select at least 15 credits from the following courses:</i>		
ENES-120	Statics (3 credits)	
ENES-130	Dynamics (3 credits)	
ENES-140	Mechanics of Materials (3 credits)	
ENES-159	Programming Concepts for Engineers (4 credits)	
ENES-181	Thermodynamics (3 credits)	
ENES-204	Basic Circuit Theory (3 credits)	
ENES-206	Fundamental Electric and Digital Circuit Laboratory (2 credits)	
ENES-241	Numerical Techniques in Engineering (3 credits)	
ENES-244	Digital Logic Design (3 credits)	
ENES-271	Introduction to MATLAB (3 credits)	15
		62-67

#### Notes:

- *University of Maryland College Park accepts CHEM-135, Chemistry for Engineers, as their chemistry requirement.*
- *Students planning to attend the University of Maryland College Park in electrical engineering should take ENES 159, ENES-204, ENES-206, ENES-241 and ENES-244.*
- *Students planning to attend the University of Maryland College Park in mechanical engineering should take ENES-120, ENES-130, ENES-140, ENES-181 and ENES-271.*

# SCIENCE AND TECHNOLOGY DIVISION PROGRAMS OF STUDY

## Environmental Science

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

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 may select from the following two options: Environmental Science and Ecological Technology Design. Each option is designed to transfer to a four-year school where students would further their studies in a similar concentration. Students are advised to check the requirements of the institution to which they intend to transfer.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>(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.)</b>		
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 59)	3
Science	BIOL-101 General Biology I	4
	BIOL-102 General Biology II	4
	CHEM-101 General Inorganic Chemistry I	4
Mathematics	MATH-181 Calculus I	4
Interdisciplinary	CMSY-110 Software Applications for Micros	3

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

<b>Environmental Science Option</b>		
<b>APPLICATION CODE 125A</b>		
BIOL-105	Environmental Science	3
BIOL-115	Environmental Science Lab	1
BIOL-200	Microbiology	4
CHEM-102	General Inorganic Chemistry II	4
CHEM-201	Organic Chemistry I	4
GEOL-107	Introduction to Physical Geology	3
GEOL-117	Introduction to Physical Geology Lab	1
PHYS-107	Physical Science	4
		60-61

<b>Ecological Technology Design Option</b>		
<b>APPLICATION CODE 125B</b>		
BIOL-105	Environmental Science	3
BIOL-115	Environmental Science Lab	1
CHEM-201	Organic Chemistry I	4
ENST-200	Fundamentals of Soil Science	4
ENST-233	Introduction to Environmental Health	3
MATH-182	Calculus II	4
PHYS-103	General Physics	4
		60-61

## 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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>(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.)</b>		
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 59)	3
Science	CHEM-101 General Inorganic Chemistry I	4
	CHEM-102 General Inorganic Chemistry II	4
	PHYS-103 Fundamentals of Physics I	4
Mathematics	MATH-181 or equivalent	4
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	1-3

<b>REQUIRED COURSES RELATED TO MAJOR</b>		
HORT-100	Introduction to Horticulture	4
HORT-210	Woody Plants	3
CHEM-201	Organic Chemistry I	4
HORT-220	Landscape Design & Contracting	3
GEOL-107	Introduction to Physical Geology	3
GEOL-117	Introduction to Physical Geology Lab	1
HORT-230	Pest and Disease Control	
	OR	
HORT-240	Turf Grass Management	3
PHYS-104	Fundamentals of Physics II	4
		60-62

# SCIENCE AND TECHNOLOGY DIVISION PROGRAMS OF STUDY

## 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** **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. 57)	3
	Fine Arts Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 59)	3
Science	BIOL-101 General Biology I	4
	BIOL-102 General Biology II	4
	CHEM-101 General Inorganic Chemistry I	4
	CHEM-102 General Inorganic Chemistry II	4
Mathematics	MATH-133 or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	1-3

#### REQUIRED COURSES RELATED TO MAJOR

Mathematics	MATH-181 or equivalent	4
Biology	BIOL-200 Microbiology	
	OR	
	BIOL-205 Cell Biology	4
CHEM-201	Organic Chemistry I	4
Science	Science Elective (see p. 59)	4
BIOL-201	Genetics	3
BIOL-202	Genetics Lab	1
CHEM-202	Organic Chemistry II	4
		62-66

## PC Maintenance (A+ Certification) with Network Emphasis

### A Computer Support Technology Certificate of Proficiency (Career) 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.

		<b>Credits</b>
CMSY-105	Personal Computer Systems Repair I	3
CMSY-134	Introduction to Operating Systems	1
CMSY-106	Personal Computer Systems Repair II	3
CMSY-142	Operating System Fundamentals I	1
ELEC-140	Network Cabling Systems	3
CMSY-143	Operating System Fundamentals II	1
CSCO-281	Network Fundamentals	
	OR	
MSFT-299	Fundamentals and Practice for Network+ Certification	3
CSCO-695	Cisco Secure PIX Firewall Advanced Configuration	3
		18

# SCIENCE AND TECHNOLOGY DIVISION PROGRAMS OF STUDY

## 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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition I	3
Arts & Humanities	Arts & Humanities Core Course (see p. 57) (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. 59)	3
Science	PHYS-101 Technical Physical Science	4
Mathematics	MATH-131 or higher	3-5

<b>REQUIRED COURSES RELATED TO MAJOR</b>		<b>Credits</b>
CMSY-110	Software Applications for Micros	3
ELEC-107	Introduction to Electronics Circuits	4
PHOT-100	Introduction to Photonics	3
ELEC-117	Linear Electronics	4
PHOT-105	Optical Physics	4
TELE-100	Introduction to Telecommunications	3
ELEC-213	Digital Circuits	4
PHOT-200	Principles of Lasers	3
PHOT-205	Detection and Measurement	3
PHOT-210	Fiber Optics Communications	4
PHOT-220	Advanced Topics in Photonics	3
TELE-200	Quality Control	3
		60-62

## Photonics Technology

**A Certificate of Proficiency (Career)**  
APPLICATION CODE 162

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.

		<b>Credits</b>
ELEC-107	Introduction to Electronics Circuits	4
MATH-131	College Algebra or higher	3
ELEC-117	Linear Electronics	4
PHOT-100	Introduction to Photonics	3
PHOT-105	Optical Physics	4
ELEC-213	Digital Circuits	4
PHOT-200	Principles of Lasers	3
PHOT-210	Fiber Optics Communications	4
		29



# SCIENCE AND TECHNOLOGY DIVISION PROGRAMS OF STUDY

## 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 (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.)	Credits
Composition	3
ENGL-121 College Composition I	3
ENGL-122 College Composition II	3
Arts & Humanities	3
Literature Core Course (see p. 57)	3
Fine Arts Core Course (see p. 58)	3
History	3
History Core Course (see p. 58)	3
Social Sciences	3
Social and Behavioral Sciences Core Course (see p. 59)	3
Science	4
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	4
MATH-181 Calculus	4
Interdisciplinary	1-3
Interdisciplinary and Emerging Issues Core Course (see p. 59)	1-3

#### REQUIRED COURSES RELATED TO MAJOR

MATH-182	Calculus II	4
PHYS-112	General Physics III (Calculus)	3
Arts and Sciences	Arts and Sciences Elective (see p. 60)	3-4
<i>Electives—Select 12 credits from the following courses:</i>		
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-108	Historical Geology (3 credits)	
GEOL-118	Historical Geology Laboratory (1 credit)	
GEOL-115	Regional Geology (4 credits)	
METO-111	Meteorology (3 credits)	
METO-112	Meteorology Laboratory (1 credit)	
	<u>12</u>	
	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 (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.)	Credits
Composition	3
ENGL-121 College Composition I	3
ENGL-122 College Composition II	3
Arts & Humanities	3
Literature Core Course (see p. 57)	3
Fine Arts Core Course (see p. 58)	3
History	3
History Core Course (see p. 58)	3
Social Sciences	3
Social and Behavioral Sciences Core Course (see p. 59)	3
Science	3
PSYC-101 General Psychology	3
BIOL-101 General Biology I	4
BIOL-203 Anatomy and Physiology I	4
CHEM-101 General Inorganic Chemistry I	4
Mathematics	3-5
MATH-133 or higher	3-5
Interdisciplinary	1-3
Interdisciplinary and Emerging Issues Core Course (see p. 59)	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
<i>Electives—Select 12 credits from the following courses:</i>		
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)	
	<u>12</u>	
	62-67	

# SCIENCE AND TECHNOLOGY DIVISION PROGRAMS OF STUDY

## 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

**(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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 59)	3
Science	BIOL-101 General Biology I	4
	BIOL-102 General Biology II	4
	CHEM-101 General Inorganic Chemistry I	4
	CHEM-102 General Inorganic Chemistry II	4
Mathematics	MATH-133 or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	1-3

#### REQUIRED COURSES RELATED TO MAJOR

Mathematics	MATH-181 or higher	4
CHEM-201	Organic Chemistry I	4
PHYS-103	Fundamentals of Physics I	4
BIOL-201	Genetics	3
BIOL-202	Genetics Lab	1
CHEM-202	Organic Chemistry II	4
PHYS-104	Fundamentals of Physics II	4
		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

**(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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 59)	6
Science	BIOL-101 General Biology I	4
	BIOL-200 Microbiology	4
	CHEM-101 General Inorganic Chemistry I	4
Mathematics	MATH-133 or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	1-3

#### REQUIRED COURSES RELATED TO MAJOR

CHEM-102	General Inorganic Chemistry II	4
MATH-138	Statistics	4
BIOL-203	Anatomy and Physiology I	4
CHEM-201	Organic Chemistry I	4
BIOL-204	Anatomy and Physiology II	4
CHEM-202	Organic Chemistry II	4
		61-65

# SCIENCE AND TECHNOLOGY DIVISION PROGRAMS OF STUDY

## 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

**(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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 59)	3
Science	BIOL-101 General Biology I	4
	BIOL-102 General Biology II	4
	CHEM-101 General Inorganic Chemistry I	4
	CHEM-102 General Inorganic Chemistry II	4
Mathematics	MATH-133 or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	1-3

#### REQUIRED COURSES RELATED TO MAJOR

Mathematics	MATH-181 or higher	4
CHEM-201	Organic Chemistry I	4
PHYS-103	Fundamentals of Physics I	4
BIOL-201	Genetics	3
BIOL-202	Genetics Lab	1
CHEM-202	Organic Chemistry II	4
PHYS-104	Fundamentals of Physics II	4
		62-66

## 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

**(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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 59)	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	CMSY-110 Software Applications for Micros	3

#### REQUIRED COURSES RELATED TO MAJOR

SPCH-110	Interpersonal Communication	3
BIOL-204	Anatomy and Physiology II	4
CHEM-104	Fundamentals of Organic and Biochemistry OR	
	Organic Chemistry I	4
CHEM-201	Organic Chemistry I	4
OFFI-290	Medical Terminology	2
PHYS-103	Fundamentals of Physics I	4
MATH-138	Statistics	4
PHYS-104	Fundamentals of Physics II	4
		61-63

# SCIENCE AND TECHNOLOGY DIVISION PROGRAMS OF STUDY

## 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.)	Credits
Composition	3
Arts & Humanities	3
History	3
Social Sciences	3
Science	4
Mathematics	3-5
Interdisciplinary	1-3
REQUIRED COURSES RELATED TO MAJOR	
Mathematics	4
BIOL-200	4
CHEM-201	4
PHYS-103	4
CHEM-202	4
PHYS-104	4
	62-66

## 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. This program is designed to transfer to University of Maryland's School of Pharmacy. 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.)	Credits
Composition	3
Arts & Humanities	3
History	3
Social Sciences	3
Science	4
Mathematics	4
REQUIRED COURSES RELATED TO MAJOR	
MATH-138	4
CHEM-201	4
PHYS-103	4
BIOL-200	4
CHEM-202	4
PHYS-104	4
BIOL-203	4
BIOL-204	4
	66

# SCIENCE AND TECHNOLOGY DIVISION PROGRAMS OF STUDY

## 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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 59)	3
Science	BIOL-101 General Biology I	4
	BIOL-102 General Biology II	4
	CHEM-101 General Inorganic Chemistry I	4
	CHEM-102 General Inorganic Chemistry II	4
Mathematics	MATH-133 or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	1-3

#### REQUIRED COURSES RELATED TO MAJOR

Mathematics	MATH-181 or higher	4
CHEM-201	Organic Chemistry I	4
PHYS-103	Fundamentals of Physics I	4
BIOL-201	Genetics	3
BIOL-202	Genetics Lab	1
CHEM-202	Organic Chemistry II	4
PHYS-104	Fundamentals of Physics II	4
		62-66

## 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

		Credits
Composition	ENGL-121 College Composition I	3
Arts & Humanities	Arts & Humanities Core Course (see p. 57) (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. 59)	3
Science	PHYS-101 Technical Physical Science	4
Mathematics	MATH-121, 122, 131 or higher	3-5

#### REQUIRED COURSES RELATED TO MAJOR

CMSY-105	Personal Computer Systems Repair I	3
ELEC-107	Introduction to Electronic Circuits	4
TELE-100	Introduction to Telecommunications	3
CMSY-106	Personal Computer Systems Repair II	3
CMSY-219	Microcomputer Operating Systems-DOS	3
CSCO-281	Network Fundamentals	3
CSCO-282	Routing Protocols and Concepts	3
CSCO-283	LAN Switching and Wireless Networks	3
CSCO-284	Accessing the WAN	3
ELEC-117	Linear Electronics	4
ELEC-140	Network Cabling Systems	3
ELEC-213	Digital Circuits	4
WCOM-110	RF/Wireless Fundamentals	3
		61-63



# SCIENCE AND TECHNOLOGY DIVISION PROGRAMS OF STUDY

## 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.

		<b>Credits</b>
ELEC-107	Introduction to Electronic Circuits	4
TELE-100	Introduction to Telecommunications	3
ELEC-117	Linear Electronics	4
CMSY-105	Personal Computer Systems Repair I	3
ELEC-213	Digital Circuits	4
ELEC-140	Network Cabling Systems	3
		21

## 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

		<b>Credits</b>
Composition	ENGL-121 College Composition I	3
Arts & Humanities	Arts & Humanities Core Course (see p. 57) (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. 59)	3
Science	PHYS-101 Technical Physical Science	4
Mathematics	MATH-121, 122, 131 or higher	3-5

#### REQUIRED COURSES RELATED TO MAJOR

CMSY-105	Personal Computer Systems Repair I	3
CMSY-219	Microcomputer Operating Systems—DOS	3
ELEC-107	Introduction to Electronic Circuits	4
CMSY-106	Personal Computer Systems Repair II	3
CSCO-281	Network Fundamentals	3
ELEC-117	Linear Electronics	4
ELEC-140	Network Cabling Systems	3
TELE-100	Introduction to Telecommunications	3
ELEC-213	Digital Circuits	4
WCOM-110	RF/Wireless Fundamentals	3
WCOM-120	Wireless Communications	3
WCOM-200	Wireless LANs	3
WCOM-220	Advanced Topics in Wireless Communications	3
		61-63

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION PROGRAMS OF STUDY

## PROGRAMS OF STUDY

<b>American Studies</b> — Arts & Sciences A.A. Degree .....	153
<b>Anthropology</b> — Arts & Sciences A.A. Degree.....	154
<b>Conflict Resolution</b> — Arts & Sciences A.A. Degree.....	154
<b>Criminal Justice</b> — Arts & Sciences A.A. Degree .....	155
<b>Early Childhood Development</b> — A.A.S. Degree .....	156
<b>Early Childhood Development</b> — Certificate .....	156
<b>Early Childhood Development</b> — Letter of Recognition .....	157
<b>Early Childhood Education</b> — Teacher Education A.A. Degree .....	157
<b>Early Childhood Education</b> — Teacher Education A.A.T. Degree.....	158
<b>Elementary Education</b> — Teacher Education A.A. Degree.....	158
<b>Elementary Education/Generic Special Education</b>	
<b>PreK-12</b> — Teacher Education A.A.T. Degree .....	159
<b>General Studies</b> — General Studies A.A. Degree .....	159
<b>General Studies-Business/Technology Emphasis</b> —	
General Studies A.A. Degree .....	160
<b>General Studies for Certificate Students</b> — General Studies	
A.A. Degree.....	160
<b>General Studies-Science Emphasis</b> — General Studies	
A.A. Degree.....	161
<b>Global Economics</b> — Arts & Sciences A.A. Degree .....	161
<b>History</b> — Arts & Sciences A.A. Degree.....	162
<b>International Studies</b> — Arts & Sciences A.A. Degree .....	162
<b>Police Science</b> — A.A.S. Degree .....	163
<b>Psychology</b> — Arts & Sciences A.A. Degree .....	163
<b>Secondary Education</b> — Teacher Education A.A. Degree .....	164
<b>Secondary Education-Chemistry</b> — Teacher Education	
A.A.T. Degree .....	165
<b>Secondary Education-English</b> — Teacher Education	
A.A.T. Degree .....	165
<b>Secondary Education-Mathematics</b> — Teacher Education	
A.A.T. Degree .....	166
<b>Secondary Education-Physics</b> — Teacher Education	
A.A.T. Degree .....	166
<b>Secondary Education-Spanish</b> — Teacher Education	
A.A.T. Degree .....	167
<b>Social Sciences</b> — Arts & Sciences A.A. Degree.....	167
<b>Sociology</b> — Arts & Sciences A.A. Degree.....	168
<b>Teacher Education</b> — Professional Training .....	168

## 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** **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	ENGL-201, ENGL-202, or ENGL-210	3
	FINE-102 Arts, Cultures, and Ideas	3
	SPCH-105 Fundamentals of Public Speaking	3
History	HIST-111 or HIST-112	3
Social Sciences	Complete American History sequence or HIST-226 and PSYC-101	6
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	CMSY-129, WMST-111, WMST-225, WMST-227	3

**REQUIRED COURSES RELATED TO MAJOR**

Humanities	FILM-171, MASS-129, MUSC-108, or PHIL-202	3
SOCI-201 or HIST-205	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
		61-66

\*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.

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION PROGRAMS OF STUDY

## 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

**(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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	ENGL-225 Introduction to World Literature	3
	ARTT-104 Art History I	3
History	FINE-102 Arts, Cultures, and Ideas	3
	HIST-121 The Ancient World: Prehistory to the Middle Ages	3
Social Sciences	Any History Core Course (see p. 58) and ANTH-105	6
	Science	8
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	CMSY-110 Software Applications for Micros	3

#### REQUIRED COURSES RELATED TO MAJOR

PHIL-201	Religions of the World	3
SOCI-101	Introduction to Sociology	3
ANTH-104	Introduction to Physical Anthropology and Archaeology	3
Arts and Sciences	BIOL-103, GEOG-101, GEOG-102, GEOL-108 or GEOL-109	6-8
	Social Sciences	3
English	PSYC-101 or PSYC-202	3
	Any course with an ENGL or MASS prefix (Course must be 200 level or higher)	6
		62-66

## 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

**(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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
History	SPCH-110 Interpersonal Communication	3
	History Core Course (see p. 58) (HIST-122 or HIST-123 recommended)	3
Social Sciences	PSYC-101 General Psychology	3
	SOCI-101 Introduction to Sociology	3
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
	Mathematics	3-4
Interdisciplinary	MATH-122 or MATH-138	3
	SOCI-115 Emerging World Issues	3

#### REQUIRED COURSES RELATED TO MAJOR

CRES-155/HEED155	Introduction to Conflict Resolution	3
SOCI-102	Social Problems	3
PHIL-103	Intro to Ethics	3
CRES-201	Conflict and Process	3
CRES-202	Dynamics of Social Conflict	3
CRES-225/SOCI-225	Sociology of Conflict and Nonviolence	3
PSYC-202	Social Psychology	3
ECON-102	Principles of Economics (Micro)	3
		61-63

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION PROGRAMS OF STUDY

## 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** **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. 57)	3
	Fine Arts Core Course (see p. 58)	3
	SPCH-105 Fundamentals of Public Speaking	3
History	History Core Course (see p. 58)	3
Social Sciences	PSYC-101 General Psychology	3
	SOCI-101 Introduction to Sociology	3
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	2-3

**REQUIRED COURSES RELATED TO MAJOR**

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

**Criminal Justice Option**

**APPLICATION CODE 90A**

CRIM-101	Introduction to Criminal Justice	3
CRIM-102	Introduction to Criminology	3
POLI-101	American Federal Government	3
POLI-102	State and Local Government	3
Criminal Justice	Any two courses with a CRIM-prefix	6
Social Sciences	History Core Course (see p. 58)	3
CMSY-110	Software Applications for Micros	3
		60-64

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

**Credits**

**Computer Forensics Option**

**APPLICATION CODE 90B**

CRIM-101	Introduction to Criminal Justice	3
CRIM-102	Introduction to Criminology	3
CFOR-101	Computer Forensics I	3
CFOR-200	Computer Forensics II	3
CFOR-210	Computer Forensics III	3
CFOR-250	Computer Network Forensics Technology	3
CRIM-210	Criminal Evidence and Procedure	3
CRIM-190	Criminal Justice Internship	3
	OR	
CRIM-201	Introduction to Criminal Law	3
		60-64

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION PROGRAMS OF STUDY

## 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.

<b>GENERAL EDUCATION REQUIREMENTS</b>		<b>Credits</b>
Composition	ENGL-121 College Composition I	3
Arts & Humanities	SPCH-105 Fundamentals of Public Speaking	3
Social Sciences	Social and Behavioral Sciences Core Courses (see p. 59)	6
Science	Science Core Course (see p. 59; must include lab)	4
Mathematics	MATH-127 or MATH-128	4
Interdisciplinary	HEED-109 Basic CPR and First Aid	2

<b>REQUIRED COURSES RELATED TO MAJOR</b>		<b>Credits</b>
EDUC-111	Child Growth and Development	3
EDUC-112	Methods and Materials in Early Childhood Education	3
EDUC-113	Working with Infants and Toddlers	3
EDUC-130	Introduction to Early Childhood Education	3
EDUC-140	Child Health, Safety, Nutrition	3
EDUC-150	Practicum in Early Childhood Development	4
EDUC-160	School Age Child Care	3
EDUC-200	Introduction to Special Education	3
EDUC-201	Processes and Acquisition of Reading	3
EDUC-212	Advanced Methods and Materials in Early Childhood Education	3
EDUC-230	Child Care Center Administration and Management	3
EDUC-240	Successful Classroom Management	3
EDUC-250	Advanced Practicum in Early Childhood Development	4
		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 Child Care Teacher in a Child Care Center, provided the individual is at least 19 years of age; or as an Aide in a Child Care Center.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
ENGL-121	College Composition I	3
EDUC-111	Child Growth and Development	3
EDUC-112	Methods and Materials in Early Childhood Education	3
EDUC-113	Working with Infants and Toddlers	3
EDUC-130	Introduction to Early Childhood Education	3
EDUC-140	Child Health, Safety, Nutrition	3
EDUC-150	Practicum in Early Childhood Development	4
EDUC-160	School Age Child Care	3
EDUC-240	Successful Classroom Management	3
HEED-109	Basic CPR and First Aid	2
		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 Child Care Teacher 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.

EDUC-111	Child Growth and Development	<b>Credits</b>
EDUC-112	Methods and Materials in Early Childhood Education	3
		<u>3</u>
		6

## 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** **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. 57)	3
	Fine Arts Core Course (see p. 58)	3
	SPCH-105 Fundamentals of Public Speaking	3
History	HIST-111 or HIST-112	3
Social Sciences	PSYC-101 General Psychology	3
	Social and Behavioral Sciences Core Course (see p. 59)	3
Science	Science Core Courses-One Biological Science (BIOL)	
	One Physical Science (CHEM, PHYS, GEOL, ASTR)	8
Mathematics	MATH-127 or MATH-128	4
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	3

**REQUIRED COURSES RELATED TO MAJOR**

Humanities	Humanities Elective (see p. 60)	3
Social Sciences	Social Sciences Electives (see p. 60)	6
Arts and Sciences	EDUC-111, EDUC-130, EDUC-200, and EDUC-201	<u>12</u>
		60

*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 a Teacher Education Transfer Program must submit scores from a required basic skills test to the Social Sciences Division prior to the completion of the 30th credit hour. Scores from the basic skills tests are used for admission to four-year Teacher Education programs and are required for teacher certification in Maryland and most other states. Basic skills test options and Maryland passing scores are:*

- Praxis I – 177 in Math, 177 in Reading, 173 in Writing or total composite score of 527  
OR
- SAT – composite score of 1100 in Math and Verbal (prior to 4/95, the SAT score equivalent is 1000)  
OR
- ACT – composite score of 24  
OR
- GRE – composite score of 1000

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION PROGRAMS OF STUDY

## Early Childhood Education

### An Associate of Arts in Teaching Degree Program (Transfer)

APPLICATION CODE 195

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 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 a required basic skills test.\* 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**  
**(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.)**

	Credits
Composition	3
ENGL-121 College Composition I	3
ENGL-122 College Composition II	3
Arts & Humanities	3
FINE-103 Introduction to Creative Arts	3
Literature Core Course (see p. 57)	3
History	3
HIST-111 or HIST-112	3
Social Sciences	3
GEOG-101 Introduction to World Geography	3
PSYC-101 General Psychology	3
SOCI-101 Introduction to Sociology	3
Science	4
BIOL-101 General Biology I	4
PHYS-107 Physical Science	4
Mathematics	4
MATH-127 Concepts of Mathematics I	4
Interdisciplinary	1
Interdisciplinary and Emerging Issues Core Course (see p. 59)	1

**REQUIRED COURSES RELATED TO MAJOR**

EDUC-111	Child Growth and Development	3
EDUC-112	Methods and Materials in Early Childhood Education	3
EDUC-130	Introduction to Early Childhood Education	3
EDUC-200	Introduction to Special Education	3
EDUC-201	Processes and Acquisition of Reading	3
MATH-128	Concepts of Mathematics II	4
MATH-138	Statistics	4
PHYS-106	Earth and Space Science	4
		64

\*Students in a Teacher Education Transfer Program must submit scores from a required basic skills test to the Social Sciences Division prior to the completion of the 30th credit hour. Scores from the basic skills tests are used for admission to four-year Teacher Education programs and are required for teacher certification in Maryland and most other states. Basic skills test options and Maryland passing scores are:

- Praxis I – 177 in Math, 177 in Reading, 173 in Writing or total composite score of 527  
OR
- SAT – composite score of 1100 in Math and Verbal (prior to 4/95, the SAT score equivalent is 1000)  
OR
- ACT – composite score of 24  
OR
- GRE – composite score of 1000

## 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**  
**(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.)**

	Credits
Composition	3
ENGL-121 College Composition I	3
ENGL-122 College Composition II	3
Arts & Humanities	3
Literature Core Course (see p. 57)	3
Fine Arts Core Course (see p. 58)	3
SPCH-105 Fundamentals of Public Speaking	3
History	3
History Core Course (HIST-111 or HIST-112)	3
Social Sciences	3
PSYC-101 General Psychology	3
Social and Behavioral Sciences Core Course (see p. 59)	3
Science	3
Science Core Courses-One Biological Science (BIOL)	3
One Physical Science (CHEM, PHYS, GEOL, ASTR)	8
Mathematics	4
MATH-127 or MATH-128	4
Interdisciplinary	3
CMSY-110 or HMDV-200	3

**REQUIRED COURSES RELATED TO MAJOR**

GenEd Core Courses	Humanities, Social Sciences, Mathematics, or Science General Education Core Courses (see p. 59)	9
Arts and Sciences	EDUC-110, EDUC-111, EDUC-200, and EDUC-201 or EDUC-260	12
		60

*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 a Teacher Education Transfer Program must submit scores from a required basic skills test to the Social Sciences Division prior to the completion of the 30th credit hour. Scores from the basic skills tests are used for admission to four-year Teacher Education programs and are required for teacher certification in Maryland and most other states. Basic skills test options and Maryland passing scores are:*

- Praxis I – 177 in Math, 177 in Reading, 173 in Writing or total composite score of 527  
OR
- SAT – composite score of 1100 in Math and Verbal (prior to 4/95, the SAT score equivalent is 1000)  
OR
- ACT – composite score of 24  
OR
- GRE – composite score of 1000

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION PROGRAMS OF STUDY

## Elementary Education/Generic Special Education PreK-12 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 or Generic Special Education PreK-12 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 Elementary Education and Generic Special Education PreK-12 in the state of Maryland. Students who receive the AAT degree must have a GPA of 2.75 and pass the Praxis I exam. Upon completion of the AAT degree, students are eligible to be admitted as an Elementary Education or Generic Special Education PreK-12 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	FINE-103 Introduction to Creative Arts	3
	SPCH-105 Fundamentals of Public Speaking	3
History	HIST-111 or HIST-112	3
Social Sciences	PSYC-101 General Psychology	3
	SOCH-101 Introduction to Sociology	3
Science	BIOL-101 General Biology I	4
	PHYS-107 Physical Science	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
		64

\*Students in a Teacher Education Transfer Program must submit scores from a required basic skills test to the Social Sciences Division prior to the completion of the 30th credit hour. Scores from the basic skills tests are used for admission to four-year Teacher Education programs and are required for teacher certification in Maryland and most other states. Basic skills test options and Maryland passing scores are:

- Praxis I – 177 in Math, 177 in Reading, 173 in Writing or total composite score of 527  
OR
- SAT – composite score of 1100 in Math and Verbal (prior to 4/95, the SAT score equivalent is 1000)  
OR
- ACT – composite score of 24  
OR
- GRE – composite score of 1000

## 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
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
	Humanities Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Courses (see p. 59)	6
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	2-3

### 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. 60)	6
Social Sciences	Social Sciences Electives (see p. 60)	6
Electives	General Electives	9
		60-64

*Students can complete the entire associate of arts degree in General Studies online or through a combination of online courses and telecourses (see page 32).*

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION PROGRAMS OF STUDY

## General Studies–Business/ Technology Emphasis

### A General Studies A.A. Degree Program (Transfer) APPLICATION CODE 156

For Curriculum Information Contact the Business and Computer  
Systems Division—Room ELB-239—410-772-4441

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** **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. 57)	3
	Fine Arts Core Course (see p. 58)	3
	Humanities Core Course (see p. 58)	3
	History Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Courses (see p. 59)	6
	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	2-3

**REQUIRED COURSES RELATED TO MAJOR**

Oral Communication	HMDV-100, SPCH-105, SPCH-110 or FINE-102	3
<i>Business/Technology Electives—Select 9 credits from the following courses:</i>		
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-144	Introduction to Electronic Commerce (3 credits)	
CMSY-181	Introduction to C++ Programming (4 credits)	
CMSY-190	Introduction to Visual Basic.NET (3 credits)	
ENTR-205	eBay® and Online Auctioneering Tools (3 credits)	9
Electives	General Electives (see p. 60)	<u>12</u> 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** **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. 57)	3
	Fine Arts Core Course (see p. 58)	3
	Humanities Core Course (see p. 58)	3
	History Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Courses (see p. 59)	6
	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher (MATH-131 recommended)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	2-3

**REQUIRED COURSES RELATED TO MAJOR**

Elective	Electives*	<u>24-29</u> 60-69
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*\*Any course applicable to a certificate program can satisfy the requirements for “Required Courses Related to Major” for General Studies for Certificate Students.*

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION PROGRAMS OF STUDY

## General Studies–Science Emphasis

### A General Studies A.A. Degree Program (Transfer)

APPLICATION CODE 157

For Curriculum Information Contact the Science and Technology  
Division—Room ST-248—410-772-4827

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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
	Humanities Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Sciences Core Courses (see p. 59)	6
Science	BIOL-101 General Biology I	4
	CHEM-101 General Inorganic Chemistry I	4
Mathematics	MATH-131 or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	2-3

#### REQUIRED COURSES RELATED TO MAJOR

Science	Science Electives (see p. 60)	12-13
Electives	General Electives (see p. 60)	8-9
Oral Communication	HMDV-100, SPCH-105, SPCH-110 or FINE-102	3
		60-65

## 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.)**

**Credits**

Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
ENGL-225	Introduction to World Literature	3
Arts & Humanities	FINE-101 Humanities Through the Arts	3
	SPCH-105 Fundamentals of Public Speaking	3
History	HIST-112 or HIST-123	3
Social Sciences	ECON-101 and ECON-102	6
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	SOCI-115 Emerging World Issues	3

#### REQUIRED COURSES RELATED TO MAJOR

Humanities	World Language recommended	3-4
ECON-201	Money and Banking	
	OR	
GEOG-201	Economic Geography	3
POLI-201	Comparative Government	3
Arts and Sciences	ANTH-105, GEOG-102, GEOG-201, HIST-201 or HIST-221	6-8
ECON-205	International Economics	3
English or Mass Media	Any course with an ENGL or MASS prefix (Course must be 200 level or higher)	6
		61-67



# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION PROGRAMS OF STUDY

## 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.)**

Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
	SPCH-105 Fundamentals of Public Speaking	3
History	History Core sequence (see p. 58) (HIST-111 & HIST-112, HIST-121 & HIST-122, or HIST-122 & HIST-123)	6
Social Sciences	Social and Behavioral Sciences Core Course (see p. 59)	3
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	3

**REQUIRED COURSES RELATED TO MAJOR**

Humanities	Humanities Elective (see p. 58)	3
GEOG-101	Introduction to World Geography	3
History	History Core sequence (not taken in CORE) (see p.58)	6
Political Science	POLI-101 American Federal Government OR POLI-201 Comparative Government	3
World Language	Any World Language Sequence*	8
		60-63

*\*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.)**

Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	ENGL-207, ENGL-209, or ENGL-225 ARTT-104, ARTT-105, or FINE-102	3
	SPCH-105 Fundamentals of Public Speaking	3
History	HIST-121, HIST-122, or HIST-123	3
Social Sciences	HIST-121, HIST-122, HIST-123, HIST-201, HIST-211 or HIST-213	6
Science	Science Core Courses (see p. 59, must include one course with lab)	7-8
Mathematics	MATH-121, 122, 131 or higher	3-5
Interdisciplinary	ECON-205, WMST-228	3

**REQUIRED COURSES RELATED TO MAJOR**

Humanities	FILM-172 or PHIL-201	3
	SOCI-101 or 102 Introduction to Sociology or Social Problems	3
	GEOG-102 Elements of Cultural Geography	3
Arts and Sciences	ANTH-105, CMSY-129, ECON-205, GEOG-101, GEOG-201, PHIL-202 or World Language Sequence*	6-8
POLI-201	Comparative Government	3
English	Any courses with an ENGL prefix	6
		61-66

*\*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.*

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION PROGRAMS OF STUDY

## Police Science

**An A.A.S. Degree Program (Career)**  
APPLICATION CODE 246

For Curriculum Information Contact the Health Sciences Division—Room  
ST-149—(410) 772-4832

The Police Science AAS Degree Program prepares graduates to function as entry-level police officers with the Howard County Police Department. The curriculum is a partnership between Howard Community College and the Howard County Police Department; **and is designated specifically for recruits employed by the Howard County Police Department.** Police recruits will complete 22 credits required of general education and 39 credits of police science courses in the Police Academy Program run by Howard County Police Department in accordance with the Maryland Police Training Commission (MPTC) standards.

### 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.)**

	Credits
Composition*	3
Arts & Humanities	3
Social Sciences	3
Science	3
	1
Mathematics	3
Interdisciplinary	1
	1
	1
	3

### REQUIRED COURSES RELATED TO MAJOR

CRIM-101	Introduction to Criminal Justice	3
CRIM-110	Criminal Investigation	3
CRIM-120	Patrol Operations	3
CRIM-126	Motor Vehicle Law and Accident Investigation	3
CRIM-128	Emergency Vehicle Operations	3
CRIM-130	Police Defensive Tactics	5
CRIM-132	Police Arsenal and Procedures	5
CRIM-190	Criminal Justice Internship I	4
CRIM-200	Law Enforcement and the Community	3
CRIM-201	Introduction to Criminal Law	3
CRIM-210	Criminal Evidence and Procedure	3
CFOR-120	Computer Forensics Basic Concepts	1
		61

## Psychology

**An Arts and Sciences A.A. Degree Program (Transfer)**  
APPLICATION CODE 57

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 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

**(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.)**

	Credits
Composition	3
	3
Arts & Humanities	3
	3
	3
	3
History	3
Social Sciences	6
Science	4
	3
Mathematics	3-5
Interdisciplinary	2-3

### REQUIRED COURSES RELATED TO MAJOR

Arts and Sciences	Arts and Sciences Elective (see p. 60)	3
MATH-138	Statistics	4
SPCH-105	Fundamentals of Public Speaking	3
PHIL-202	Logic and Critical Thinking	3
PSYC-102	Advanced General Psychology	3
PSYC-202	Social Psychology	3
PSYC-203	Abnormal Psychology	3
English	Any course with an ENGL or MASS prefix (course must be 200 level or higher)	3
		61-64

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION PROGRAMS OF STUDY

## Secondary Education

### A Teacher Education A.A. Degree Program (Transfer)

For Curriculum Information Contact the Social Sciences and Teacher Education Division—Room ST-149—410-772-4832

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

**(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.)**

#### Credits

Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
	SPCH-105 Fundamentals of Public Speaking	3
History	History Core Course (see p. 58)	3
Social Sciences	PSYC-101 General Psychology	3
	Social and Behavioral Sciences Core Course (see p. 59)	3
Science	Science Core Courses (see p. 59; must include one course with lab)	7-8
Mathematics	MATH-122 or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	3

#### REQUIRED COURSES RELATED TO MAJOR

Arts and Sciences	EDUC-110, EDUC-200, EDUC-202, EDUC-260 & PSYC-204	15
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Select one of the following three options.

#### Humanities/Arts Option

##### APPLICATION CODE 35A

Humanities/Arts*	Humanities/Arts Electives (see p. 60)	9
		61-64

#### Social Sciences Option

##### APPLICATION CODE 35B

Social Sciences*	Social Sciences Electives (see p. 60)	9
		61-64

#### Math/Science Option

##### APPLICATION CODE 35C

Math/Science*	Math/Science Electives (see p. 60)	8
		60-63

*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 a Teacher Education Transfer Program must submit scores from a required basic skills test to the Social Sciences Division prior to the completion of the 30th credit hour. Scores from the basic skills tests are used for admission to four-year Teacher Education programs and are required for teacher certification in Maryland and most other states. Basic skills test options and Maryland passing scores are:*

- *Praxis I - 177 in Math, 177 in Reading, 173 in Writing or total composite score of 527*  
OR
- *SAT - composite score of 1100 in Math and Verbal (prior to 4/95, the SAT score equivalent is 1000)*  
OR
- *ACT - composite score of 24*  
OR
- *GRE - composite score of 1000*

*\*Secondary Education Options: Students must see an advisor to select those courses related to the subject area in which they want to teach.*

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION PROGRAMS OF STUDY

## 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 A.A.T. degree must have a cumulative G.P.A. of 2.75 and pass a required basic skills test.\* 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 (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.)	Credits
Composition	3
Arts & Humanities	3
History	3
Social Sciences	3
Science	4
Mathematics	4
Interdisciplinary	1

REQUIRED COURSES RELATED TO MAJOR	
CHEM-202	4
MATH-150	4
PHYS-110	4
PHYS-111	4
EDUC-110	3
EDUC-200	3
EDUC-260	3
PSYC-204	3
	63

\*Students in a Teacher Education Transfer Program must submit scores from a required basic skills test to the Social Sciences Division prior to the completion of the 30th credit hour. Scores from the basic skills tests are used for admission to four-year Teacher Education programs and are required for teacher certification in Maryland and most other states. Basic skills test options and Maryland passing scores are:

- Praxis I – 177 in Math, 177 in Reading, 173 in Writing or total composite score of 527  
OR
- SAT – composite score of 1100 in Math and Verbal (prior to 4/95, the SAT score equivalent is 1000)  
OR
- ACT – composite score of 24  
OR
- GRE – composite score of 1000

## Secondary Education - English An Associate of Arts in Teaching Degree Program

(Transfer)

APPLICATION CODE 247

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 - English 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 - English 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 a required basic skills test.\* Upon completion of the AAT degree, students are eligible to be admitted as a Secondary Education - English major at their Maryland transfer institution.

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.)	Credits
Composition	3
Arts & Humanities	3
History	3
Social Sciences	3
Science	7-8
Mathematics	3-4
Interdisciplinary	2-3

REQUIRED COURSES RELATED TO MAJOR	
EDUC-110	3
EDUC-200	3
EDUC 260	3
PSYC 204	3
ENGL 201	3
ENGL-202	3
ENGL-203	3
ENGL-204	3
ENGL-240	3
English	6
	60-63

\*Students in a Teacher Education Transfer Program must submit scores from a required basic skills test to the Social Sciences Division prior to the completion of the 30th credit hour. Scores from the basic skills tests are used for admission to four-year Teacher Education programs and are required for teacher certification in Maryland and most other states. Basic skills test options and Maryland passing scores are:

- Praxis I – 177 in Math, 177 in Reading, 173 in Writing or total composite score of 527  
OR
- SAT – composite score of 1100 in Math and Verbal (prior to 4/95, the SAT score equivalent is 1000)  
OR
- ACT – composite score of 24  
OR
- GRE – composite score of 1000

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION PROGRAMS OF STUDY

## 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 A.A.T. degree must have a cumulative G.P.A. of 2.75 and pass a required basic skills test.\* 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

**(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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
	SPCH-105 Fundamentals of Public Speaking	3
History	History Core Course (see p. 58)	3
	PSYC-101 General Psychology	3
Social Sciences	Social Sciences Core Course (see p. 58)	3
	PHYS-110 General Physics I	4
Science	PHYS-111 General Physics II	4
	MATH-140, 150, or higher	4
Mathematics	Interdisciplinary and Emerging Issues Core Course (see p. 59)	1
Interdisciplinary		1

### REQUIRED COURSES RELATED TO MAJOR

MATH-150	Calculus II	4
MATH-240	Calculus III	4
MATH-250	Linear Algebra	4
MATH-220	Discrete Structures	
	OR	
MATH-260	Differential Equations	3
EDUC-110	Introduction to Education	3
EDUC-200	Introduction to Special Education	3
EDUC-260	Educational Psychology	3
PSYC-204	Adolescent Psychology	3
		64

\*Students in a Teacher Education Transfer Program must submit scores from a required basic skills test to the Social Sciences Division prior to the completion of the 30th credit hour. Scores from the basic skills tests are used for admission to four-year Teacher Education programs and are required for teacher certification in Maryland and most other states. Basic skills test options and Maryland passing scores are:

- Praxis I – 177 in Math, 177 in Reading, 173 in Writing or total composite score of 527  
OR
- SAT – composite score of 1100 in Math and Verbal (prior to 4/95, the SAT score equivalent is 1000)  
OR
- ACT – composite score of 24  
OR
- GRE – composite score of 1000

## 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 A.A.T. degree must have a cumulative G.P.A. of 2.75 and pass a required basic skills test.\* 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

**(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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
History	History Core Course (see p. 58)	3
Social Sciences	PSYC-101 General Psychology	3
	Science	4
Science	CHEM-101 General Inorganic Chemistry I	4
	GEOL-107 Introduction to Physical Geology	3
	GEOL-117 Introduction to Physical Geology Lab	1
Mathematics	PHYS-110 General Physics I	4
	PHYS-111 General Physics II	4
	MATH-140, 150, or higher	4

### REQUIRED COURSES RELATED TO MAJOR

ASTR-104	Elementary Astronomy	3
ASTR-114	Elementary Astronomy Lab	1
MATH-150	Calculus II	4
MATH-260	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
		64

\*Students in a Teacher Education Transfer Program must submit scores from a required basic skills test to the Social Sciences Division prior to the completion of the 30th credit hour. Scores from the basic skills tests are used for admission to four-year Teacher Education programs and are required for teacher certification in Maryland and most other states. Basic skills test options and Maryland passing scores are:

- Praxis I – 177 in Math, 177 in Reading, 173 in Writing or total composite score of 527  
OR
- SAT – composite score of 1100 in Math and Verbal (prior to 4/95, the SAT score equivalent is 1000)  
OR
- ACT – composite score of 24  
OR
- GRE – composite score of 1000



# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION PROGRAMS OF STUDY

## 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 A.A.T. degree must have a cumulative G.P.A. of 2.75 and pass a required basic skills test.\* Upon completion of the AAT degree, students are eligible to be admitted as a Secondary Education-Spanish major at their Maryland transfer institution.

<b>GENERAL EDUCATION CORE</b> <b>(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.)</b>	<b>Credits</b>
Composition	3
Arts & Humanities	3
History	3
Social Sciences	3
Science	3
Mathematics	3-4
Interdisciplinary	3
 <b>REQUIRED COURSES RELATED TO MAJOR</b>	
EDUC-110	3
EDUC-200	3
EDUC-260	3
PSYC-204	3
Spanish	16
	62-64

\*Students in a Teacher Education Transfer Program must submit scores from a required basic skills test to the Social Sciences Division prior to the completion of the 30th credit hour. Scores from the basic skills tests are used for admission to four-year Teacher Education programs and are required for teacher certification in Maryland and most other states. Basic skills test options and Maryland passing scores are:

- Praxis I – 177 in Math, 177 in Reading, 173 in Writing or total composite score of 527  
OR
- SAT – composite score of 1100 in Math and Verbal (prior to 4/95, the SAT score equivalent is 1000)  
OR
- ACT – composite score of 24  
OR
- GRE – composite score of 1000

## 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.

<b>GENERAL EDUCATION CORE</b> <b>(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.)</b>	<b>Credits</b>
Composition	3
Arts & Humanities	3
History	3
Social Sciences	6
Science	7-8
Mathematics	3-5
Interdisciplinary	2-3
 <b>REQUIRED COURSES RELATED TO MAJOR</b>	
Humanities	3
SOCI-101	3
POLI-101	3
Arts and Sciences	6-8
POLI-102	3
POLI-201	3
English	6
	60-66

\*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.

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION PROGRAMS OF STUDY

## Sociology

### An Arts and Sciences A.A. Degree Program (Transfer) APPLICATION CODE 236

For Curriculum Information Contact the Social Sciences 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 Sociology. A degree in sociology prepares students for a variety of careers in social services, community service, corrections, business careers such as human resources or marketing and research, government services, and teaching. Students are advised to check the requirements of the institution to which they intend to transfer. Sociology requirements vary among transfer institutions.

#### 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.)**

		Credits
Composition	ENGL-121 College Composition I	3
	ENGL-122 College Composition II	3
Arts & Humanities	Literature Core Course (see p. 57)	3
	Fine Arts Core Course (see p. 58)	3
	Humanities Core Course ARTT-122, FINE-102, FINE-193, SPCH-105, SPCH-110, or THET-141	3
History	History Core Course (see p. 58)	3
Social Sciences	Social and Behavioral Science Core Courses (see p. 59)	6
	Science	Science Core Course (see p. 59; must include one course with lab)
Mathematics	MATH-121, 122, 131, or higher	3-4
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 59)	2-3

#### REQUIRED COURSES RELATED TO MAJOR

SOCI-101	Introduction to Sociology	3
Sociology	SOCI-102, SOCI-103, or SOCI-202 (select 2)	6
Sociology Elective	Any Course with a SOCI prefix	3
Social Science	Any Course with a ANTH, CRIM, ECON, GEOG, HMDV, HIST, POLL, PSYC, SOCI, or WMST prefix	6
Arts and Sciences	Arts and Science Electives*	6-8
		60-65

*Sociology requirements vary among transfer institutions. Meet with your advisor regularly.*

*\*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

### 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. Students must contact MSDE by logging on to [www.marylandpublicschools.org](http://www.marylandpublicschools.org) or by calling the MSDE Certification Assistance Line at 410-767-0412 to learn about the transcript evaluation process. The courses listed below will satisfy most if not all of the coursework requirements on the MSDE Evaluation Form for Certification. 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 passing scores on one of the basic skills tests.\* 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.

#### EARLY CHILDHOOD CERTIFICATION (PreK-3)

HCC Course Equivalent	MSDE Course Requirement
EDUC-111 or HMDV-200	Child Development
EDUC-260	Human Learning
EDUC-112	Teaching Methodology
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

#### ELEMENTARY (1-6) AND MIDDLE SCHOOL CERTIFICATION (4-9)

HCC Course Equivalent	MSDE Course Requirement
EDUC-111 or HMDV-200	Child Development
EDUC-260	Human Learning
EDUC-266	Teaching Methodology
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-267	Teaching Methodology
EDUC-200	Inclusion of Special Needs Student Populations
EDUC-265	Assessment of Students
EDUC-202	Reading
EDUC-206	Reading

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION PROGRAMS OF STUDY

## Teacher Education (cont'd)

### GENERIC SPECIAL EDUCATION INFANT/PRIMARY (BIRTH-GRADE 3) CERTIFICATION

HCC Course Equivalent EDUC-200	<b>MSDE Course Requirement</b> Historical, Philosophical, and Legal Foundations of Special Education
EDUC-111 and HMDV-200 EDUC-265	Human Growth and Development Assessment, Diagnosis, and Prescriptive Techniques
EDUC-293	Assessment, Diagnosis, and Prescriptive Techniques (meets the appropriate age/grade level requirement)
EDUC-294	Assessment, Diagnosis, and Prescriptive Techniques (meets the appropriate age/grade level requirement)
EDUC-201 EDUC-203 EDUC-204 EDUC-205 EDUC-290	Reading Reading Reading Reading Curriculum and Methodology of Instruction (meets the appropriate age/grade level requirement)
EDUC-291	Curriculum and Methodology of Instruction (meets the appropriate age/grade level requirement)

### GENERIC SPECIAL EDUCATION ELEMENTARY/MIDDLE (GRADES 1-8) CERTIFICATION

HCC Course Equivalent EDUC-200	<b>MSDE Course Requirement</b> Historical, Philosophical, and Legal Foundations of Special Education
EDUC-111 and/or HMDV-200 and/or PSYC-204 (2 of 3) EDUC-265	Human Growth and Development Assessment, Diagnosis, and Prescriptive Techniques
EDUC-293	Assessment, Diagnosis, and Prescriptive Techniques (meets the appropriate age/grade level requirement)
EDUC-294	Assessment, Diagnosis, and Prescriptive Techniques (meets the appropriate age/grade level requirement)
EDUC-201 EDUC-203 EDUC-204 EDUC-205 EDUC-290	Reading Reading Reading Reading Curriculum and Methodology of Instruction (meets the appropriate age/grade level requirement)
EDUC-291	Curriculum and Methodology of Instruction (meets the appropriate age/grade level requirement)

### GENERIC SPECIAL EDUCATION SECONDARY/ADULT (GRADES 6-12) CERTIFICATION

HCC Course Equivalent EDUC-200	<b>MSDE Course Requirement</b> Historical, Philosophical, and Legal Foundations of Special Education
HMDV-200 and PSYC-204 EDUC-265	Human Growth and Development Assessment, Diagnosis, and Prescriptive Techniques
EDUC-293	Assessment, Diagnosis, and Prescriptive Techniques (meets the appropriate age/grade level requirement)
EDUC-294	Assessment, Diagnosis, and Prescriptive Techniques (meets the appropriate age/grade level requirement)
EDUC-202 EDUC-206 EDUC-290	Reading Reading Curriculum and Methodology of Instruction (meets the appropriate age/grade level requirement)
EDUC-292	Curriculum and Methodology of Instruction (meets the prevocational/vocational methods requirement)

\*Passing scores of required basic skills tests are:

- *Praxis I* - 177 in Math, 177 in Reading, 173 in Writing or total composite score of 527  
OR
- *SAT* - composite score of 1100 in Math and Verbal/prior to 4/95, the *SAT* score equivalent is 1000  
OR
- *ACT* - composite score of 24  
OR
- *GRE* - composite score of 1000

Each Year, 25,000 Students – 25,000 Educational Sagas

GetThere

### **Teona Coleman**

**Destination:** New business owner

**Path:** **HCC's Center for Entrepreneurial & Business Excellence**

When Teona Coleman graduated from high school, she wasn't quite sure if she was ready to make the leap to a four-year institution — let alone decide on what to do with her career. But, after spending time in HCC's entrepreneurship program, things have come together rather quickly for Teona. She's decided that she wants to start her own restaurant: an eclectic mix of Jamaican, American, Chinese and Italian dishes — appropriately named "Mixtures." Teona and a fellow student received rave reviews from a panel of judges when they pitched their restaurant model at an HCC "rocket marketing" event. Regardless of how her entrepreneurial venture succeeds, Teona plans on earning her bachelor's degree in business.



# 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, Cardiovascular Technology, and Radiologic Technology programs have special admission and progression requirements.

Complete course descriptions are available on the college's website.

## 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-112. (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 debit 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 pre-

pared 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)

## AGING SERVICES

### **AGNG-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 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.



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## 2009-2010 COURSE DESCRIPTIONS

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### **AGNG-250 The Psychological Aspects of Aging**

**3 Credits**

The purpose of this course is to provide students with an overview and understanding of the aging processes in adulthood and later life. Students will examine the basic theoretical models, research methods, and current information on the psychology of adulthood and aging and show how these concepts can be applied to understanding and helping older adults. An emphasis is placed on strategies for successful aging. Emphasis will be on the normal aging process as well as psychological issues and pathologies that affect the elderly. (3 hours weekly)

### **AGNG-290 Aging and Health**

**3 Credits**

This course will examine the biopsychosocial processes and aspects involved with normal aging. An emphasis will be placed on examining the effects of age changes and health deviations on the functional capacity of older persons. The student will also have the opportunity to explore issues related to aging and health including chronic disease, health promotion, health care systems, long-term insurance, and death and dying. (3 hours weekly)

## **AMERICAN SIGN LANGUAGE**

### **AMSL-101 Elementary American Sign Language I**

**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. (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. Students 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 builds upon skills mastered in AMSL-201. Building upon previous acquisition of syntactic, pragmatic, and semantic concepts of American Sign Language (ASL), students will focus on how to use role-shifting techniques and maintain spatial agreement and sequence classifiers in storytelling situations. Sociolinguistic issues in the deaf community such as the variation and language outcome resulting from contact between ASL and English will be used, analyzed and evaluated. The course includes expanded opportunities for interaction with the deaf community as students continue to refine their proficiency in receptive and expressive skills. (4 hours weekly)

## **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 course, students learn to listen, speak, write, and read at a beginning level. 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 cultures. (4 hours weekly)

### **ARAB-102 Elementary Arabic II**

**4 Credits (Humanities Core)**

In ARAB-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. (4 hours weekly)

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## 2009-2010 COURSE DESCRIPTIONS

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### **ARAB-201 Intermediate Arabic I** **4 Credits (Humanities Core)**

In this 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 cultures. (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. (4 hours weekly)

### **ARAB-203 Advanced Intermediate Arabic I** **4 Credits (Humanities Core)**

Emphasis in this intermediate course will be on acquiring proficiency in comprehension and on speaking Arabic as a second language. The course utilizes previously acquired grammar, vocabulary, writing, and reading skills in communication-based activities, interactive learning techniques, daily listening and speaking assignments to expand students' conversation abilities and broaden their comprehension knowledge. The students will apply their speaking skills mainly in conversation, group discussions, debates, presentations, and interviews. (4 hours weekly)

### **ARAB-204 Advanced Intermediate Arabic II** **4 Credits (Humanities Core)**

Emphasis in this intermediate course will be on developing skills in reading and writing Arabic. The course utilizes previously acquired grammar, vocabulary, writing, and reading skills in communication-based activities, interactive learning techniques, daily listening and speaking assignments to expand students' conversation abilities and broaden their comprehension knowledge. The students will apply their reading and writing skills mainly in writing of formal letters, emails, short essays, and presentations. (4 hours weekly)

### **ARAB-205 Arabic Through the Media** **4 Credits (Humanities Core)**

In this content-based, advanced intermediate course, students will further develop skills in comprehending and speaking Arabic. Learning will be based on current authentic Arabic media, including news from satellite channels, broadcast news, printed pan-Arab newspapers, computer-based materials, public lectures and current events. Grammatical concepts introduced in elementary and intermediate classes will be re-examined with the intention of expanding them for use in conversation. Students will apply their speaking skills in activities such as summarizing, rephrasing, transcribing and presenting. The fundamental goal of this course is to build fluency in all skills while developing an extensive vocabulary through media exposure. (4 hours weekly)

### **ARAB-220 Cultures of the Middle East** **3 Credits**

This course 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. Taught in English; this course does not fulfill the world languages sequence requirement. (3 hours weekly) NOTE: Also listed as ANTH-220.

## **ARCHITECTURAL AND CONSTRUCTION MANAGEMENT**

### **ARCM-101 Architectural Materials and Methods I** **3 Credits**

This course introduces the student to the basic materials and terminology used in construction. Students will become familiar with the types of materials and supplies used in light construction and their assembly into a completed construction project. Topics include site analysis, site design and structural components such as concrete, masonry, steel and wood frame materials. Pre- or Co-requisite: CADD-100. (2 hours lecture, 2 hours lab)

### **ARCM-102 Architectural Materials and Methods II** **3 Credits**

This course is the second semester of a two semester architectural methods and materials course. Students will continue to learn about the basic materials and terminology used in construction. The course will address the types of materials and systems required for a controlled environment. Topics include plumbing, heating, cooling and electrical systems. Prerequisite: ARCM-101. (2 hours lecture, 2 hours lab)

### **ARCM-200 Construction Management** **3 Credits**

This course will introduce the student to construction project management. The student will gain an understanding of the skills, procedures, methodology and techniques required to manage construction projects. Topics include construction and design roles, company organization, construction contracts, and cash flow management. This course provides a basic introduction to the use of computers in construction management. Prerequisite: ARCM-102. (2 hours lecture, 2 hours lab)

### **ARCM-205 Construction Documentation** **3 Credits**

This course introduces the student to the technical and legal documents that are used in the construction industry. The course includes a review of plans, designs, specifications and construction contracts, and incorporates a detailed examination of the parts of a contract and associated liabilities. An overview of construction law as it relates to construction documentation is included. Prerequisite: ARCM-102. (2 hours lecture, 2 hours lab)

### **ARCM-210 Construction Mechanical and Electrical Systems** **3 Credits**

This course introduces the student to the mechanical and electrical systems utilized in building construction. Topics covered include plumbing and HVAC systems and a basic introduction to heat loss and environmental control. Fire protection systems will be introduced as well as other life safety systems. The components that make up the electrical system will be introduced and the coordination of these components with the other building systems. Green building systems will be introduced. Prerequisite: ARCM-102; Pre- or Co-requisite: ARCM-200. (2 hours lecture, 2 hours lab).

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## 2009-2010 COURSE DESCRIPTIONS

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### **ARCM-215 Construction Operations** **3 Credits**

This course emphasizes the corporate structure and basic principles required to operate and manage a general contracting company. Project management, from the executive perspective, will be emphasized. Topics include an overview of construction law and a review of the bonding and insurance requirements of a construction project. Prerequisite: ARCM-200. (2 hours lecture, 2 hours lab)

### **ARCM-220 Construction Cost Estimating** **3 Credits**

This course introduces the role of cost estimating into the construction process with an emphasis on the basic components of a construction estimate. Competitive versus negotiated process will be introduced as well as an analysis of general conditions and roles of the subcontractors and vendors. Content will include preparing takeoffs for site work, concrete, masonry, and structural steel components and applying labor, material, and equipment unit prices. Other topics covered include coordinating construction documents, risk analysis, and an introduction to computer estimating programs. Prerequisite: ARCM-102; Pre- or Co-requisite: ARCM-200. (2 hours lecture, 2 hours lab)

### **ARCM-225 Construction Scheduling** **3 Credits**

This course is an introduction to the Critical Path Method (CPM) of construction project scheduling. The emphasis is on preconstruction planning, project procurement, construction sequencing, schedule preparation and reporting. Prerequisite: ARCM-200. (2 hours lecture, 2 hours lab)

## **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 not 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)



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## 2009-2010 COURSE DESCRIPTIONS

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### **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-122 History of Modern Art** **3 Credits (Fine Arts/Humanities Core)**

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 20<sup>th</sup> 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 19<sup>th</sup> Century to the early 21<sup>st</sup> Century. The impact of Modernism on painting, sculpture, and printmaking 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 intermediate digital photography course, which will work with image files in the raw format, will expand upon the concepts and techniques introduced in ARTT-146. Students will master digital image creation and production in black and white and color. Digital asset management and post production will be emphasized. A digital camera with manual capabilities and raw format ability is required. Prerequisite: ARTT-146. (4 hours weekly)

### **ARTT-148 Digital Imaging, Raster Program I** **3 Credits**

Using Photoshop, the current industry standard program, students will attain a comprehensive knowledge of digital image creation and production. Using a raster-based graphic image production and editing software program, the student will gain a working knowledge of painting and editing tools, selection techniques, color correction, special effects, scanning, prepress preparation and print options, digital photography techniques and more. With an emphasis on technical skill as well as craft, students will learn to design, retouch, and composite images for effective visual communication and self-expression. Basic computer literacy is required. Prerequisite: ARTT-112. (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)

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## 2009-2010 COURSE DESCRIPTIONS

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### **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-153 Wheel Throwing I**

#### **3 Credits**

This studio ceramics course incorporates basic information about clay, wheel throwing for the beginner, glazes and kiln technology. The course emphasis is on centering clay and throwing bowls and cylinder forms such as mugs and vases. Students will also learn and apply the basics involved in finishing their works using a wide palette of classroom glazes. Prerequisite: ARTT-151. (4 hours weekly)

### **ARTT-154 Wheel Throwing II**

#### **3 Credits**

This studio ceramics course is a continuation of Wheel Throwing I and reviews basic information about clay, wheel throwing, glazes and kiln technology. Starting with basic forms such as cylinders and bowls, this course will focus on the student's aesthetic and technical development in the creation of larger and more complex wheel-thrown functional pieces. Variations of attachment, such as lids, spouts, handles and footing devices will be covered. Students will conduct clay and glaze-making tests and carry out different firing range experiments. Students will also continue to explore various decoration methods that compliment the new forms. Prerequisite: ARTT-153. (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 composite images for effective visual communication 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-171-173 Art Gallery Practicum**

#### **1 Credit**

Students will learn exhibit design, lighting, and promotion while working in a gallery setting. Working with the gallery director, students will help install the exhibits and design the informational materials. Proper handling, exhibit philosophy, press releases, and gallery management will be covered in this course for those interested in arts administration, gallery management, or museum studies. Students may take this course up to three times for credit by registering for the class in numerical sequence starting with ARTT-171. (Minimum 45 hours per semester)

### **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-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



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## 2009-2010 COURSE DESCRIPTIONS

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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-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-227 Watercolor Painting I** 3 Credits

This course is for students with no watercolor experience. Fundamental techniques like washes, dry-brush, controlled strokes, and wet-into-wet applications will be covered. This course will introduce pigment properties, composition, and color design. There will be an emphasis on the representational conventions of form and space, covered with a variety of subject matter including still life, landscape, interiors, and figures. Prerequisite: ARTT-101 and ARTT-109. (4 hours weekly)

### **ARTT-228 Watercolor Painting II** 3 Credits

This course is for students with previous watercolor experience. Fundamental techniques like washes, dry-brush, controlled strokes, and wet-into-wet applications will be reviewed. This course will introduce pigment properties, large-scale composition, advanced color design, and the development of a more personal approach. In addition, there will be more emphasis on the representational conventions of form and space, covered with a variety of subject matter including still life, landscape, interiors, and figures. Prerequisite: ARTT-210 or ARTT-227. (4 hours weekly)

### **ARTT-229 Chinese Brush Painting I** 3 Credits

Chinese Brush Painting is a unique art form, reflecting the principles of Chinese aesthetics, specialized materials and techniques. In this course, students will learn the basic principles of Chinese art and their relationship to universal design principles. The subjects for the paintings will be the traditional flora and fauna typical of this art form. The techniques include the use of bamboo brushes; the creation of ink washes in five gradations; the use of Chinese liquid transparent and opaque colors, and working on absorbent rice paper. Overall, students will express themselves in a Chinese form of art, learn a new artistic medium, and see the relationship to western principles and techniques. (4 hours weekly)

### **ARTT-230 Chinese Brush Painting II** 3 Credits

This course is the continuation of ARTT-229. In this course, students will continue their study of the fundamental principles of Chinese art. The student will focus on "Six Principles" of Chinese Painting for a more theoretical approach to the course. More comprehensive study on technique in the using brush stroke, ink, color, and variations on absorbent/non-absorbent paper will be the key for students that want to acquire mastery of this art form. The subject matter will be expanded beyond ARTT-229 to include landscape and atmosphere. Prerequisite: ARTT-229. (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-

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## 2009-2010 COURSE DESCRIPTIONS

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expression. Extensive lab work will be required with emphasis on experimental darkroom techniques. Prerequisite: 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. Prerequisite: 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 Photographic 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 or ARTT-147. (2 hours lecture, 3 hours lab)

### **ARTT-247 Photojournalism I** 3 credits

This course will teach the fundamental principles of photojournalism covering the history of photojournalism, freedom of the press, ethics in journalism and the power of the image in society. Practical applications involving the various types of journalistic photography will be covered. Technical and aesthetic concerns will also be addressed. Students must have a 35mm fully adjustable SLR camera. Prerequisite: ARTT-142 or ARTT-146. (4 hours weekly)

### **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-252 Painting III** 3 Credits

This course is designed to further challenge the student who has completed Painting II. Each semester there will be a specific focus, such as, Landscape, Still Life, The Portrait, etc. There will be an emphasis on the student finding and developing their own style in responding to each specific focus. Prerequisite: ARTT-212. (4 hours weekly)

### **ARTT-254 Landscape Oil Painting I** 3 Credits

Landscape Oil Painting I is a basic introduction to the theories, practices, and techniques of painting outdoors and on-site as a tool for understanding the representation of the form, space, suggestion, and simplification of the natural environment. Prerequisite: ARTT-101 and ARTT-109. (4 hours weekly)

### **ARTT-255 Landscape Oil Painting II** 3 Credits

This is a continuation of Landscape Oil Painting I. This course will review the basic theories, practices, and techniques of painting outdoors and will introduce alla prima painting, a variation in surfaces, and the development of a personal approach. Composition and color for expression and personal directions in contemporary painting will also be covered. Prerequisite: ARTT-254. (4 hours weekly)

### **ARTT-260 Designing for Interactive Environments** 3 Credits

This course studies interactive design principles through analysis and creation of interface designs for websites, multimedia presentations, DVD menus, and other forms of interactive media. Design applications, architecture, navigation, usability, and content are explored, as well as typography, imagery, and layout techniques. Prerequisite: ARTT-112. (4 hours weekly) NOTE: Also listed as MASS-260.

### **ARTT-261 Digital Video** 3 Credits

This course will include the 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 the video production for new media. Prerequisite: CMSY-126 or CMSY-129. (4 hours weekly) NOTE: Also listed as MASS-261.

### **ARTT-270 Multimedia Authoring and Design I** 3 Credits

This course is an overview and introduction to creating multimedia animations and presentations. Taught from a design perspective, students will use Adobe Flash to draw and animate vector-based art, import and animate raster-based images, and storyboard and implement basic interactivity using ActionScript. Projects will be exported for publication on the web and CD-ROM. Prerequisite: ARTT-112. (4 hours weekly) NOTE: Also listed as MASS-270.

### **ARTT-271 Multimedia Authoring and Design II** 3 Credits

This course is a continuation of Multimedia Authoring and Design I. The underlying scripting language in Adobe Flash, ActionScript, is emphasized. In addition to vector and raster-based art, students will use sound and video in presentations, games, and animations. Taught from a design perspective, students will employ ActionScript to produce dynamic content, interactive animation, and advanced interaction components, providing a richer, more involved presentation and user experience. Prerequisite: ARTT-270 or MASS-270. (4 hours weekly) NOTE: Also listed as MASS-271.

### **ARTT-280 Web Design and Production I** 3 Credits

This course is an overview and introduction to creating websites. Taught from a design perspective, students will use Adobe Photoshop and

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## 2009-2010 COURSE DESCRIPTIONS

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Dreamweaver to create detailed sitemaps, design interfaces, produce web graphics, and construct complete websites ready for publishing on the web. Emphasis is on a thorough understanding of HTML and solid, reliable site construction using Adobe Dreamweaver. Prerequisite: ARTT-112. (4 hours weekly) NOTE: Also listed as MASS-280.

### **ARTT-281 Web Design and Production II** **3 Credits**

This course is a continuation of Web Design and Production I. Taught from a design perspective, students will explore basic multimedia production in Adobe Flash and include multimedia components, as well as advanced behaviors and Javascripts, into websites using Adobe Dreamweaver. Students will also examine CSS layout, template-driven websites and dynamic content using PHP. Prerequisite: ARTT-280 or MASS-280. (4 hours weekly) NOTE: Also listed as MASS-281.

## **ASTRONOMY**

### **ASTR-104 Elementary Astronomy** **3 Credits (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. (3 hours weekly)

### **ASTR-114 Elementary Astronomy Lab** **1 Credit (Science Core)**

In this course the student will acquire elementary observational, measurement, and experimental experiences in astronomy. The student will utilize the metric system to measure given objects, make a simple telescope, plot the moon's orbit from phase photos, identify spectral lines, use a microcomputer for simulations and CAI, make and record observations of the sunset location and moon's phases for several weeks, etc. Experiments will be performed to demonstrate scientific concepts used in astronomy. At least one night time observation is required. Prerequisite: Eligible to enroll in MATH-070; Pre- or corequisite: ASTR-104. (2 hours lab)

## **BIOINFORMATICS**

### **BFMT-200 Bioinformatics** **3 Credits**

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 Informatics Degree program prepares students for undergraduate schools or a career in the fast-paced pharmaceutical or biotechnology industries. Prerequisite: BIOL-101. (4 hours weekly)

### **BFMT-204 Intermediate Bioinformatics** **3 Credits**

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 databases, 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** **4 Credits (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** **4 Credits (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** **3 Credits (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 bioethical questions regarding the present and future applications of genetic analysis and genetic engineering will be considered. (3 hours lecture)

### **BIOL-104 Oceanography** **3 Credits (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** **3 Credits (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** **4 Credits**

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 emphasis, however, is given to the physics concepts applicable to human physiology. The laboratory program will develop an understanding of the



## 2009-2010 COURSE DESCRIPTIONS

interrelationships of the human body systems. Prerequisite: PHYS-101 or BIOL-101. (3 hours lecture, 3 hours lab)

### **BIOL-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)

### **BIOL-108 Human Anatomy and Physiology**

#### **6 Credits**

BIOL-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)

### **BIOL-115 Environmental Science Laboratory**

#### **1 Credit (Science Core)**

In BIOL-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).

### **BIOL-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)

### **BIOL-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)

### **BIOL-202 Genetics Lab**

#### **1 Credit (Science Core)**

In BIOL-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, micro-dissection, paper chromatography, gel electrophoresis, bacterial culture and statistical analysis. Computer simulations will also be utilized. Pre- or Co-requisite: BIOL-201. (3 hours lab)

### **BIOL-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)

### **BIOL-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)

### **BIOL-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)

### **BIOL-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

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## 2009-2010 COURSE DESCRIPTIONS

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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: BIOL-204. (3 hours weekly)

### **BIOL-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 BIOL-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, BIOL-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, ultrasonics, 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, students will explore all of the primary disciplines in business on an introductory level: economics, human resource management, finance options, managerial accounting principles and marketing strategies. Students will examine challenges present in the current business environment and consider them with an eye toward ethics, social responsibility and effective management strategies in a global economy. The course is kept current by students' exposure to guest speakers and case analyses. Some written and oral reports will be required from these activities. This course is ideal both for students who wish to pursue a career in business and those who wish to gain a better understanding of the business world in which they live. (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-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-120 Small Business Management 3 Credits**

Small business management blends entrepreneurial goals with a realistic survey of the wide variety of functional business skills needed to operate a small firm effectively. The course will focus on skills such as marketing, financial management, and business planning, as well as a clearer view of small business's contribution to the national economy. Students will improve their problem-solving abilities through experiential exercises, classroom discussion, and the completion of a partial business plan. (3 hours weekly)

### **BMGT-130 Principles of Marketing 3 Credits**

Students will learn the introductory principles of marketing—research, segmentation, targeting, product/service attributes, pricing, distribution and promotion. Strategies will be explored to create an effective marketing plan for an organization. The course is kept current by students' exposure to guest speakers and case analyses. Some written and oral reports will be required from these activities. Prerequisite: BMGT-100. (3 hours weekly)

### **BMGT-132 Sales and Sales Management 3 Credits**

This course focuses on helping the student learn how to sell and how to manage sales people. The sales process will be taught on an in-depth level: prospecting, developing relationships and



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## 2009-2010 COURSE DESCRIPTIONS

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presentations, presentation delivery, closing and follow-up. Substantial student involvement in oral presentations and written communication will strengthen these skills. The sales management process will include motivation, compensation, and supervision. This interactive class is appropriate for entrepreneurs and business majors who need to recognize and deal with the importance of sales people in an organization. (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 as a philosophy and a set of behaviors is 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-141 Supervisory Development**

#### **3 Credits**

Through this course, students will develop skills for successful supervision in business, industry and government. This course emphasizes 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 class focuses on the knowledge needed by today's business managers as they make decisions in the current frequently changing, global workplace. Students will obtain skills in such areas as: leadership, domestic and global business culture, strategy and decision-making, the four basic management functions, and information and operations systems management. The course will provide several opportunities to apply knowledge in individual and small group assignments and activities. This course will introduce the concepts of project management and the importance of strategic vision. Prerequisite: BMGT-100. (3 hours weekly)

### **BMGT-150 International Business Issues Seminar**

#### **1 Credit (Interdisciplinary and Emerging Issues Core)**

Students must have a gpa of 3.2 or higher to register for this course. This course is an adjunct to business courses and as such provides a more in-depth exploration of current issues in business across all disciplines. The course will frame backbone disciplines—economics, finance, human resource management and marketing—

—around the issues of globalization and social responsibility. The primary methodology will be to analyze a business that will be expanding into global markets, evaluating the options of exporting, licensing, contract manufacturing, and direct investment. Students will do an environmental scan and focus on analyzing the demand in the marketplace, financing options, people management and marketing opportunities. This course is designed to be taken in conjunction with other business (BMGT) courses and successful completion of this course results in an honors designation.

### **BMGT-151 Business Law I**

#### **3 Credits**

This introductory course provides students with an opportunity to study law and its impact on business. Students will learn basic legal concepts and their application, build a vocabulary unique to business and the law and develop critical thinking skills that are essential to analyzing cases and making sound business decisions. The course will provide students with an opportunity to study current legal and ethical issues affecting business, contracts, sales, and the American legal system. The knowledge and skills gained from Business Law I are useful for careers in business, human resources, management, alternative dispute resolution, public policy, sales and entrepreneurship. (3 hours weekly)

### **BMGT-152 Business Law II**

#### **3 Credits**

This course provides students with an opportunity to broaden their knowledge of the study of law and its impact on business. Students will continue to build upon their analytical, writing and vocabulary skills as they relate to business and the law. Instruction will focus on case studies dealing with agency and employment law, real and personal property, bailments, wills and estates, negotiable instruments, and the three major forms of business organization – sole proprietorship, partnership and corporation. The knowledge and skills are valuable for students interested in pursuing a career in business, human resources, management, alternative dispute resolution, sales, entrepreneurship, law, real estate, and banking. Prerequisite: BMGT-151. (3 hours weekly)

### **BMGT-175 Business Communications**

#### **3 Credits**

This course encompasses three primary facets of business communication: business writing, interpersonal business communication, and business etiquette and professionalism. Students will be immersed in the business writing process enabling them to design numerous written docu-

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## 2009-2010 COURSE DESCRIPTIONS

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ments which they may need to construct while working in a business environment. Students will function together and communicate as a business team, make business presentations and understand the nuances of business etiquette. (3 hours weekly)

### **BMGT-178 Business Writing** **1 Credit**

After successful completion of this course, the student will be able to select examples of writing that have the qualities of effective written business communications. The student will be able to develop effective workplace writing strategies. (1 hour weekly)

### **BMGT-200 Managing for the Future** **3 Credits**

This course addresses a growing interest on the part of those in business management to develop a more effective workplace, where new communication methods, a global perspective, and evolving leadership skills will be needed. Focus will be on development of knowledge, skills, and methodology which contribute to effective and efficient management in future-oriented businesses. Content will incorporate the impact of new communication techniques and changing demographics of both work forces and customer bases on business effectiveness. The element of change and how to foster this in an effective manner will be related to employer-employee relations and productive business operations. Developing trends in the arena of virtual technology will be linked to improved management functions with a view to improvement. Prerequisite: BMGT-100. (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-204 Taking Your Business Mobile** **3 Credits**

In this course the student will learn how to improve personal and business productivity using mobile computing devices. The student will analyze the similarities and differences between mobile devices, servers, applications and how mobile technology can improve business. "Smart phone" models will be discussed, and students will learn skills and strategies using them. Students will use mobile phones in class assignments. (3 hours weekly)

### **BMGT-205 Principles of International Business** **3 Credits**

This course is designed to infuse international cultural awareness and then expand that awareness to multiple international business cultures that are active in the current global marketplace. The course will focus on knowledge and skills pertaining to a wide variety of business operations needed for success in today's international arena. Prerequisite: BMGT-100. (3 hours weekly)

### **BMGT-229 White Collar Crimes, Fraud and Abuse** **3 Credits**

This class presents basic knowledge and skills regarding financial, behavioral and control factors affecting the environment for fraud in profit and non profit organizations. Through case studies of widely used fraud schemes, students will analyze processes, evidence, transactions and financial records to identify the risks and red flag indicators associated with fraud and abuse in commerce and nonprofit operations committed by trusted insiders and external parties. The class will focus on the nature of internal controls and the application of analysis tools as practical management techniques for preventing and detecting fraud and abuse. (3 hours weekly)

### **BMGT-230 Principles of Advertising** **3 Credits**

Students in this course will apply the principles of advertising. Given current business situations, students will be able to create an effective marketing campaign as conducted by company-operated advertising departments as well as advertising agencies. Students will be able to evaluate the appropriateness of on and off line marketing strategies, which include print, multi-media, and Internet marketing initiatives. Included in this course will be such subjects as target marketing, media strategy, ad construction, and 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**

This course focuses on the practical and theoretical concepts relating to the management of people, concentrating on the human element in businesses today. Students will learn aspects of staffing (hiring process), performance appraisals, supervision, and analyses of key legislation affecting the management of personnel. Students will deal with six highly interdependent areas: Human Resource Development, Employee Relations/Motivation, Legal Compliance, Compensation and Benefits, Safety and Health, and Employee Labor Relations. Prerequisite: BMGT 100. (3 hours weekly)

### **BMGT-241 Project Management** **3 Credits**

This course is designed to increase skill levels of students who work in a broad array of business settings. The focus will be on helping students identify principles and central components of

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## 2009-2010 COURSE DESCRIPTIONS

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project management, select tools and processes appropriate to successful completion, and apply principles of human and financial resource allocation. The course also focuses on the wide range of business settings that utilize project management projects. Prerequisite: ENGL-121. (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 bioelectric 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 contraindications 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 contraindications 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-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



## 2009-2010 COURSE DESCRIPTIONS

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 questions 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-135 Chemistry for Engineers**

##### **3 Credits (Science Core)**

Designed mainly for engineering students intending to transfer to the University of Maryland, College Park, this course will enable the student to solve problems and answer questions involving atomic structure, electron arrangement, the mole concept, stoichiometry and chemical reactions, solutions, gas laws and kinetic theory, chemical equilibrium, electrochemistry, and reaction rates. Prerequisite: MATH-131. (3 hours lecture)

#### **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 be working 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 may be offered

## 2009-2010 COURSE DESCRIPTIONS

as 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. This course may be offered as self-instructional/tutor assisted. (4 hours weekly)

### **CHNS-201 Intermediate Mandarin Chinese I**

#### **4 Credits (Humanities Core)**

In this first, intermediate level course, students continue to refine their Chinese writing skills, 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. This course may be offered as self-instructional/tutor assisted. (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. This course may be offered as self-instructional/tutor assisted. (4 hours weekly)

## **CISCO**

### **CSCO-281 Network Fundamentals**

#### **3 Credits**

The focus of this course is on learning the fundamentals of networking. Topics include: the two major models used to plan and implement networks—OSI and TCP/IP; the functions and

services of the OSI and TCP/IP layers; the various network devices, network addressing schemes, and the types of media used to carry data across the network. Labs will include hands-on configuration of routers and switches in client-server and peer-to-peer environments with utilization of various network tools for protocol data unit analysis and troubleshooting. Prerequisites: CMSY-106 and ELEC-105 or ELEC-140. (2 hours lecture, 3 hours lab)

### **CSCO-282 Routing Protocols and Concepts**

#### **3 Credits**

The focus of this course is on routing and routing protocols. The goal is to develop an understanding of how a router learns about remote networks and determines the best path to those networks. The hands-on labs and virtual lab activities used in this course are designed to help the student develop an understanding of how to configure routing operations while reinforcing the concepts learned. Prerequisite: CSCO-281. (2 hours lecture, 3 hours lab)

### **CSCO-283 LAN Switching and Wireless Networks**

#### **3 Credits**

This course helps students develop an in-depth understanding of how switches operate and are implemented in the LAN environment for small and large networks. Beginning with a foundational overview of Ethernet, this course provides detailed explanations of LAN switch operation, VLAN implementation, Rapid Spanning Tree Protocol (RSTP), VLAN Trunking Protocol (VTP), Inter-VLAN routing, and wireless network operations. Students analyze, configure, verify, and troubleshoot VLANs, RSTP, VTP, and wireless networks. Campus network design and Layer 3 switching concepts are introduced. Prerequisite: CSCO-281. (2 hours lecture, 2 hours lab)

### **CSCO-284 Accessing the WAN**

#### **3 Credits**

This course explains the principles of traffic control and access control lists (ACLs) and provides an overview of the services and protocols at the data link layer for wide-area access. Students learn about user access technologies and devices and discover how to implement and configure Point-to-Point Protocol (PPP), Point-to-Point Protocol over Ethernet (PPPoE), DSL, and Frame Relay. WAN security concepts, tunneling, and VPN basics are introduced. The course concludes with a discussion of the special network services required by converged applications and an introduction to quality of service (QoS). Prerequisites: CSCO-282 and CSCO-283. (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 Implementing Secure Converged Wide-Area Networks**

#### **3 Credits**

This course introduces how to provide secure enterprise-class network service for teleworkers and branch sites. Students learn how to secure and expand the reach of an enterprise network with focus on VPN configuration and securing network access. Topics include teleworker configuration and access, frame-mode MPLS, site-to-site IPSEC VPN, Cisco EXVPN, strategies to mitigate network attacks, Cisco device hardening and IOS firewall features. This course prepares students to pass one of the CCNP certification, exam number 642-825. 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 Optimizing Converged Networks**

#### **3 Credits**

This course teaches students to optimizing and providing effective QoS techniques in converged networks operating voice, wireless and security applications. Topics include implementing a VoIP network, implementing QoS on converged networks, specific IP QoS mechanisms for implementing the DiffServ QoS model, AutoQoS wireless security and basic wireless management.



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## 2009-2010 COURSE DESCRIPTIONS

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This course prepares students to pass one of CCNP certification, exam number 542-845 exam. Prerequisite: CSCO-272 or CCNA certification. (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 CAD system. The students will learn the CAD 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 technique 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-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. NOTE: Also listed as MASS-107. (2 hours lecture, 2 hours lab)

## **COMPUTER FORENSICS**

### **CFOR-101 Computer Forensics I**

#### **3 Credits**

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-120 Computer Forensics Basic Concepts**

#### **1 Credit**

This course focuses on the fundamental principles of computer forensics methodology and emerging investigation techniques related to the identification, collection and preservation

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## 2009-2010 COURSE DESCRIPTIONS

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of digital crime scene evidence. This course emphasizes student awareness in handling suspected digital evidence. (1 hour lecture)

### **CFOR-200 Computer Forensics II** **3 Credits**

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 Credits**

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 Credits**

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 forensics 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 Microsoft® 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 beginning features of Microsoft® Word that include creating, formatting, enhancing, and merging 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: Keyboarding skills.

### **CMSY-103 Beginning Databases** **1 Credit**

After successful completion of this course, the student will be able to use beginning features of Microsoft® 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 Microsoft® Word that include customizing and automating Word's features; navigating in a document; creating source references, specialized tables and indexes; working with shared documents; and protecting 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 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 have a basic technical understanding of the function and operation of the major elements of personal computer systems, and how to localize

and correct common hardware problems. Students will have hands-on experience using 386, 486 and pentium based systems. The course will focus on broad concepts and diagnostic tools which allow the student to rapidly determine the condition of a PC system and how best to rectify a fault. Special emphasis will be placed on how systems are configured, modified, and expanded to meet new requirements. Different software tools like CheckitPro, Norton Utilities and DOS utilities will be used to diagnose the problems. This course, along with CMSY-106, prepares students for the hardware level of A+ certification offered by the Computer Industry Association. The material is preparatory for the follow-on course, CMSY-106, Personal Computer Systems Repair II. (2 hours lecture, 3 hours lab)

### **CMSY-106 Personal Computer Systems Repair II** **3 Credits**

Upon completion of this follow-on course, the student will have a basic technical understanding of the function and operation of the major peripheral devices used with or connected to personal computer systems, and how to localize and correct common hardware problems associated with those devices. The major peripheral devices which are emphasized in this course include state-of-the-art data storage devices, display technology, printers, scanners, SCSI devices, multimedia devices, modems, and local area network devices. Emphasis will be placed on techniques for installing, configuring, maintaining, testing and fault isolating these devices within the PC systems. The student will also learn IRQ conflict resolution, I/O address setting, DMA channel conflict resolution, optimizing memory, fine tuning autoexec.bat, config.sys files and Windows initializing files (.ini files) and configuring systems with Windows. This course, along with CMSY-105 - prerequisite, prepares students for the hardware level of A+ certification offered by the Computer Industry Association. Prerequisite: CMSY-105. (2 hours lecture, 3 hours lab)

### **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)

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## 2009-2010 COURSE DESCRIPTIONS

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### **CMSY-116 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-117 Advanced Spreadsheets**

#### **1 Credit**

After successful completion of this course, the student will be able to use Microsoft® Excel to apply advanced formatting techniques and functions, perform what-if analysis, create 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-101.

### **CMSY-118 Advanced Databases**

#### **1 Credit**

After successful completion of this course, the student will be able to use Microsoft® Access to create advanced tables, queries, forms and reports. Skills covered also include managing database objects, creating macros, and maintaining 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-103.

### **CMSY-120 Introduction to Computer Systems**

#### **3 Credits**

By the end of this course, the student will be able to describe the historical development of computers, the characteristics, components and use of computer systems as well as the major programming languages. The fundamentals of problem solving and programming in a high-level language such as BASIC will be discussed and demonstrated. Prerequisite: Eligible to enroll in ENGL-121 and MATH-061.

### **CMSY-121 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-122 Microsoft Expression Web**

#### **1 Credit**

After successful completion of this course, the student will be able to use Microsoft® Expression Web to create a Web site, customize the appearance of a Web site, enhance a design with Cascading Style Sheets (CSS), create and maintain hyperlinks, add and enhance pictures, 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 the student has compatible software.

### **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 professional-looking publications for print and for publishing on the Web. 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-102.

### **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 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.



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## 2009-2010 COURSE DESCRIPTIONS

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### **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-181 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-142.

### **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 ebusiness 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

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## 2009-2010 COURSE DESCRIPTIONS

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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. 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-154 Protecting the Virtual Office** **3 Credits**

Recent developments on the Internet, such as Social Web and Virtual Worlds, have improved our ability to communicate globally, while increasing our access to larger amounts of business information. In addition to these positive changes, we have also seen the Internet become a source of misinformation and various network security vulnerabilities. In this course, students will learn about both network and workstation level threats, and how to protect against them. Familiarity with computer operating systems, security tools such as personal firewalls and virus protection, along with basic file management skills and touch typing are strongly recommended for success in this class. (3 hours weekly)

### **CMSY-155 Building Virtual Communities for Business** **3 Credits**

This course introduces students to the basic concepts and terminology for building virtual business communication resources using Web and Social Networking, and Virtual World environments, such as Second Life. Students will explore opportunities each technology provides for business development, marketing, customer retention and overall sustainability. The student will gain an elementary understanding of business applications and concepts while utilizing these technologies and participating in numerous real-world scenarios on an individual and group level. Opportunities will be provided to integrate technologies in a meaningful project. Familiarity with Internet browsers, basic Internet concepts and Microsoft compatible computers is strongly recommended in order to be successful in this course. (3 hours weekly)

### **CMSY-162 Introduction to Network Security Systems** **3 Credits**

This course is designed to introduce students to the fundamentals of network security in preparation for advanced courses. It will give students a solid foundation for understanding different security technologies and how they function. They will also be able to design a basic network with the proper network security structures in place. This course is designed as an entry-level. Information Assurance class, but it is highly recommended that students have a background in computer and network administration. After taking this course, students should be prepared

to take the CompTIA Security+ exam. A good understanding of the Windows and Linux operating system, and TCP/IP protocol, or an extensive background in/network administration is highly recommended. (3 hours lecture, 1 hour lab)

### **CMSY-163 Introduction to Firewalls and Network 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. The course is designed with a network administrator in mind. An extensive background in network administration, or a computer professional with an MCSE or equivalent would have adequate background knowledge for waiver. Prerequisites: CMSY-162. (3 hours lecture, 1 hour 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. This course will give students a background in the technology of detecting network attacks. It will introduce all the concepts and procedures used for IDS (Intrusion Detection Systems) and IPS (Intrusion Prevention Systems). Students will have hands-on experience with implementing and configuring software and hardware based IDS in a network infrastructure. This course is designed with a network administrator in mind. A fairly extensive background in network administration, or a computer professional with an MCSE or equivalent would have adequate background knowledge for waiver. Prerequisites: CMSY-162 or CMSY-163. (3 hours lecture, 1 hour 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



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## 2009-2010 COURSE DESCRIPTIONS

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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 data base 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. Prerequisite: CMSY-148 OR [(CMSY-128 or CMSY-129) AND (CMSY-141 or CMSY-190)]. (3 hours weekly.)

### **CMSY-211 Web Tools For Successful Business** 3 Credits

Students will learn how to improve a business' access to information using new web technologies. Effective use of new tools such as mashups will create new customer services, provide economic advantage for the business owner, and incorporate real-world applications. The course will focus on new features of websites, increasing levels of personalization and creation of different tools to increase effectiveness of business web-sites. Discussion of legal and ethical challenges, as well as strategic and tactical issues, will be a strong element of this course. (4 hours weekly)

### **CMSY-212 Virtual Process Management in Business** 3 Credits

This course uses a problem-solving, project-based approach to involve students in real-life business management issues. Focusing on such areas as human resources, customer service, marketing, and financial issues, students will resolve situations employing forward-looking virtual technology with consideration of the global arena. Students will exit the course with a theoretical and practical ability to use elements of the virtual environment for business activities. Familiarity with browsers, internet concepts, and personal computers is recommended for course success. (3 hours weekly)

### **CMSY-217 Intermediate Java** 3 Credits

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 JAVA I/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

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## 2009-2010 COURSE DESCRIPTIONS

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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 procedures 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 Linux 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 Encryption and VPN Technology** 3 Credits

This course will instruct students how to identify and apply principles of encryption, as well as the methodology to install and validate a VPN. The concepts of virtual private networks and data encryption will become part of the student's skill set. This course is designed with a network administrator in mind. A fairly extensive background in network administration, or a computer professional with an MCSE or equivalent would have adequate background knowledge for waiver. Prerequisites: CMSY-162 and CMSY-163. (3 hours lecture, 1 hour lab)

### **CMSY-263 Hardening the Network Infrastructure** 3 Credits

Hardening the Network Infrastructure is designed to teach students how to properly secure critical network systems. Students will use various tools to audit a network, in order to determine where network vulnerabilities exist. Once these weaknesses are documented, the student will harden their network infrastructure to avoid breaches into their respective systems. End Point security aspects will be discussed for a holistic security solution. This course is designed with a network security professional in mind. An extensive background focused in network security administration, or a computer professional with an MCSE or equivalent would have adequate background knowledge for waiver. Prerequisites: CMSY 163 and CMSY 164. (3 hours lecture, 1 hour 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 comprehension 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, sound-cards, 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)

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## 2009-2010 COURSE DESCRIPTIONS

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### **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**

### **CRES-155 Introduction to Conflict Resolution: Science and Art**

#### **3 Credits (Interdisciplinary and Emerging Issues Core)**

The purpose of "Introduction to Conflict Resolution: Science and Art" is 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) NOTE: Also listed as HEED-155.

### **CRES-201 Conflict and Process**

#### **3 Credits**

This course provides students with knowledge about different conflict resolution processes—e.g., mediation, negotiation, arbitration, and facilitation. Role plays will be used to demonstrate the use of these processes and to provide students with an opportunity to practice conflict resolution skills. Prerequisites: CRES-155/HEED-155. (3 hours weekly)

### **CRES-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 jurisdiction, and/or ethnic/identity group level. Particular

attention will be paid to case studies which illuminate racism, gender discrimination and class inequality. Students will generate potential resolutions to cases through the application of dispute resolution theories and techniques. Prerequisites: CRES-201. (3 hours weekly)

### **CRES-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 SOCI-102. (3 hours weekly) NOTE: 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.

### **COOP-190 Internship I**

#### **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.

### **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



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## 2009-2010 COURSE DESCRIPTIONS

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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-110 Criminal Investigation** 3 Credits

This course focuses on the fundamental principles and procedures employed in the investigation of crime; emphasizes investigation of specific crimes, identification of information sources and procedures required for the handling of evidence and the development of a working knowledge of investigation techniques. **Only students authorized by the Howard County Police Department Academy are eligible to enroll in this course.** (3 hours weekly)

### **CRIM-120 Patrol Operations** 3 Credits

This course focuses on the basic police patrol methods used in a modern law enforcement agency environment. Students will develop multi-tasking skills and critical thinking skills necessary for performing effective patrol responsibilities. **Only students authorized by the Howard County Police Department Academy are eligible to enroll in this course.** (3 hours weekly)

### **CRIM-126 Vehicle Law and Accident Investigation** 3 Credits

This course focuses on Maryland and Federal vehicle laws, types of vehicle offenses, safety principles, citation and arrest procedures, and accident investigation procedures; details procedures and coding for the Maryland Automated Accident Reporting System. **Only students authorized by the Howard County Police Department Academy are eligible to enroll in this course.** (3 hours weekly)

### **CRIM-128 Emergency Vehicle Operations** 3 Credits

This course is designed to meet the MPCTC minimum training objectives and requirements for every entry-level police officer in the State of Maryland in the safe operation of an emergency vehicle. **Only students authorized by the Howard County Police Department Academy are eligible to enroll in this course.** (3 hours weekly)

### **CRIM 130 Police Defensive Tactics** 5 Credits

This course focuses on the principles and practical aspects of personal safety; covers methods and tactics of practical self defense including alternatives for situational defense strategies; provides rigorous conditioning exercises; develops skills in perception, analysis, escape, compromise, avoidance, blocking, throwing, and striking. **Only students authorized by the Howard County Police Department Academy are eligible to enroll in this course.** (5 hours weekly)

### **CRIM 132 Police Arsenal and Procedures** 5 Credits

This course focuses on law enforcement weaponry and, specifically, the handgun, ASP baton, OC spray and other lethal and non-lethal weapons. The proper care, maintenance and use of the various weapons are highlighted. Each student will be required to demonstrate their proficiency with the various issued weapons. **Only students authorized by the Howard County Police Department Academy are eligible to enroll in this course.** (5 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



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## 2009-2010 COURSE DESCRIPTIONS

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developing kitchen staff, and basic profit and loss management. (2 hours lecture, 3 hours lab)

### **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. (2 hours lecture, 3 hours lab)

### **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. (2 hours lecture, 3 hours lab)

### **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-200 International Cuisine** **3 Credits**

This course is designed to provide students with information about the history, culture, and cuisine of many international regions. Students will research, report and prepare products using ingredients and preparation methods indigenous to that geographical region. The course will utilize demonstrations and group participation exercises to supplement the students' development of technical skills and knowledge. Prerequisites: CMGT-101 and HMGT-120. (2 hours lecture, 3 hours lab)

### **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)

### **CMGT-235 International Breads** **3 Credits**

This course is designed to expose students to the history and production of breads and bread products from many international cultures. Students will prepare breads using ingredients and preparation methods indigenous to that geographical region. The course will utilize demonstrations and group participation exercises to supplement the students' development of technical skills and knowledge. Prerequisites: CMGT-101 and CMGT-135. (2 hours lecture, 3 hours lab)

### **CMGT-240 Baking and Pastries Showpieces** **3 Credits**

This course provides students with practical knowledge and experience in creating a variety of decorative centerpieces used to enhance pastry carts, high-end catering, buffets and other culinary displays. Prerequisites: CMGT-101 and CMGT-135. (2 hours lecture, 3 hours lab)

### **CMGT-250 Cake Decorating and Candy Making** **3 Credits**

This course is designed to advance the student's knowledge of various fine decorating techniques. Emphasis will be placed on perfection of decorating style and presentation. Basic sugar and chocolate candy making techniques will be explored. Prerequisites: CMGT-101 and CMGT-135. (2 hours lecture, 3 hours lab)

## **DANCE**

### **DANC-100 Introduction to Dance** **3 Credits**

This class includes floor and standing work to increase joint mobility, efficient movement patterns, core strength, proper support for dance movement and development of upper/lower connectivity. This course also includes the study

of Western concert dance as a cultural phenomenon, methods of training, evolution of dance aesthetics and building a worldview through movement. European and American dance forms: Ballet, Modern/Contemporary Dance, Jazz Dance, Musical Theatre, and some Global Dance are studied. This course serves as a foundation to prepare the student for course work in Ballet, Modern Dance, and Jazz Dance. This course is designed for students with little or no previous dance experience. (3 hours weekly)

### **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-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-104 Hip-Hop Dance** **1 Credit**

This course will introduce students to contemporary hip-hop dance technique. Students will demonstrate hip-hop dance skills through warm-ups and choreographed routines. This class will also explore the culture and music of hip-hop and other related styles of dance such as African dance, jazz, and pop/culture dance. (2 hours weekly)

### **DANC-105 Belly Dancing** **1 Credit**

This course will focus on training students to understand and perform belly dance. Movement includes basic isolation and moves with the head, shoulders, arms, hands, chest, belly, hips, and feet as well as techniques which incorporate the entire body. Students will also learn about the different music, history, and culture of this dance style. Students will demonstrate mastery of belly dance through choreographed and non-choreographed class performances. (2 hours weekly) NOTE: Also listed as LFIT-105.

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## 2009-2010 COURSE DESCRIPTIONS

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### **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-110 Ballroom and Latin Dance**

#### **1 Credit**

This course will focus on training students to understand and perform basic ballroom and Latin steps, turns, and partnering. Students will also learn the rhythms, history, and culture of each style. Students will demonstrate mastery of these styles through choreographed and non-choreographed class performances. (2 hours weekly)

### **DANC-114 History and Culture of Hip-Hop**

#### **3 Credits**

This course will expose students to the elements of Hip-Hop culture, including graffiti, emceeing, deejaying, and dance forms like locking, popping, and b-boying. The influence of West African culture will be discussed as will Hip-Hop's American roots, its development and history, and its influence on American and world culture. (3 hours weekly) NOTE: Also listed as FINE-114.

### **DANC-115 Musical Theatre Dance**

#### **2 Credits**

This course will focus on training performers in the various dance styles used in Broadway and off-Broadway musicals. The students will demonstrate these dance skills by performing pieces of choreography created by well-known musical choreographers such as Gower Champion, Michael Bennett, Agnes de Mille, and Bob Fosse. The students will then apply this knowledge towards a final performance of several contrasting pieces. (3 hours weekly)

### **DANC-150 Dance Improvisation**

#### **3 Credits**

This course will introduce spontaneous movement to the students' creative process. Students will gain knowledge of basic Laban and Bartenieff movement vocabulary and understand their own physical habits and individual responses to improvisation exercises. All students will work together to explore themes and abstract movement which will be incorporated into class performances of group work. This course will also focus on dancers' interpretive skills in facial and body expression. Prerequisite or Co-

requisite: DANC-181 or DANC-186 or DANC-192. (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 kinesthetic, 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 its 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)

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## 2009-2010 COURSE DESCRIPTIONS

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### **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) NOTE: Also listed as LFIT-198.

### **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 or LFIT-197. (2 hours weekly) NOTE: Also listed as LFIT-199.

### **DANC-204 Intermediate Hip-Hop Dance**

#### **1 Credit**

This course will serve as a continuation of material covered in Hip-hop Dance (DANC-104). Students will receive training on advanced hip-hop technique and jazz dance. Students will demonstrate these advanced hip-hop dance skills through warm-ups and choreographed routines. This class will also continue to explore the culture and music of hip-hop and other related styles of dance such as African dance and pop/culture dance. Prerequisite: DANC-104. (2 hours weekly)

### **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-220 Intermediate Ballroom and Latin Dance**

#### **1 Credit**

This course will serve as a continuation of the material covered in Ballroom and Latin Dance (DANC-110). This course will focus on training students to understand and perform complex ballroom and Latin steps, turns, and partnering. Students will also continue to learn the rhythms, history, and culture of each style. Students will demonstrate mastery of these styles through choreographed and non-choreographed class performances. Prerequisite: DANC-110. (2 hours weekly)

### **DANC-250 Dance Composition**

#### **3 Credits**

This course serves as an 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. Students will present group and solo choreography for a public performance. Prerequisite: DANC-150. (3 hours 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)

### **DANC-292 Jazz Dance III**

#### **2 Credits**

This course is a continuation of DANC-193, Jazz Dance II, at a higher level of proficiency. A continuation of jazz dance technique with emphasis on performance of styles used on the concert stage, television and motion pictures. Expanded movement vocabulary involving sequences of greater complexity. Course will introduce choreographic explorations of jazz dance for the concert stage. Prerequisite: DANC-193. (3 hours weekly)

### **DANC-298 Intermediate Alexander Technique**

#### **1 Credit**

This course follows DANC-198 (The Alexander Technique) and continues the study and practice of Alexander's work with the Self as a mind/body unity. Recognizing the spiral nature of this type of learning, whereby we revisit the same activities and principles but at a deeper level, this course contains the same daily activities as the first course such as sitting, standing, walking, breathing and constructive rest. There is emphasis on the particular performance or everyday activity of most interest to the student, whether that be in music, dance, drama, athletics, public speaking, computer work or anything involving complex co-ordination. Prerequisite: DANC-198 or LFIT-198. (2 hours weekly) NOTE: Also listed as LFIT-298.

## **ECONOMICS**

### **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 under-



## 2009-2010 COURSE DESCRIPTIONS

stand 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 (Social and Behavioral Sciences 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)

## EDUCATION

### **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. This Praxis I Review Course is designed to help students prepare for the Praxis I Reading/Writing Test. Passing scores on a basic skills test are required for: 1) an AAT degree, 2) admission to a four-year Teacher Education program, and 3) teacher certification in Maryland and most other states. Passing scores of basic skills tests are: Praxis I-177 in Math, 177 in Reading, 173 in Writing or total composite score of 527; or, SAT-composite score of 1100 in Math and Verbal (prior to 4/95, the SAT score equivalent is 1000); or, ACT-composite score of 24; or, GRE-composite score of 1000. Students must pass the Praxis I exam if they have not received passing scores on another basic skills test. Students majoring in the Teacher Education transfer programs are required to submit scores from Praxis I or other approved basic skills tests (SAT, ACT, GRE) to the Social Sciences Division Office prior to the completion of the 30th credit hour. Credit count certification individuals, conditional teachers, and teacher education majors could benefit from this course. (Campus Web course)

### **EDUC-102 Praxis I Review Course– Math Test**

#### **1 Credit**

This course is designed to prepare the student for Praxis I: Academic Skills Assessments in the area of math. This Praxis I Review Course is designed to help students prepare for the Praxis I Math Test. Passing scores on a basic skills test are required for: 1) an AAT degree, 2) admission to a four-year Teacher Education program, and 3) teacher certification in Maryland and most other states. Passing scores of basic skills tests are: Praxis I – 177 in Math, 177 in Reading, 173 in Writing or total composite score of 527; or, SAT – composite score of 1100 in Math and Verbal (prior to 4/95, the SAT score equivalent is 1000); or, ACT – composite score of 24; or, GRE – composite score of 1000. Students must pass the Praxis I exam if they have not received passing scores on another basic skills test. Students majoring in the Teacher Education transfer programs are required to submit scores from Praxis I or other approved basic skills tests (SAT, ACT, GRE) to the Social Sciences Division Office prior to the completion of the 30th credit hour. 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 young 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 early childhood and elementary education, and nursing. This course meets the MSDE Human Growth and Development requirement for Generic Special Education Infant/Primary, and Generic Special Education Elementary/ Middle. This course fulfills Part 1 (of 2 Parts) of the Child Care Certificate required for Child Care Teacher–Preschool. EDUC-112 is required to complete the 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, creative dramatics, language, movement, cooking, math and science. This course meets the Maryland State Department of Education Teaching Methodology requirement for an initial certificate in Early Childhood Education. This course fulfills Part 2 (of 2 Parts) of the Child Care Certificate required for Child Care Teacher–Preschool. EDUC-111 is required to complete the Child Care Certificate. (3 hours weekly)

### **EDUC-113 Working with Infants and Toddlers**

#### **3 credits**

This course introduces the philosophy and implementation of infant and toddler caregiving in a group setting. This RIE (Magda Gerber) influ-



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## 2009-2010 COURSE DESCRIPTIONS

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enced course reviews care routines, appropriate activities, and group management techniques. The health, safety and nutritional needs of infants and toddlers are also examined. Upon completion of this course, EDUC-111, and EDUC-112, the student meets the coursework requirements for the position of Infant/Toddler Child Care Teacher in a child care center. (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, videos, classroom activities, classroom visits, field placements and guest speakers. Furthermore, the student will explore some contemporary issues and problems affecting young children and learning, such as stress, sexism, homelessness, abuse, neglect and poverty. 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 currently 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 5-12 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 Child Care Teacher-School Age 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 Secondary 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, Generic Special Education Elementary/Middle, and Generic Special Education Secondary/Adult. 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-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 is designed specifically for secondary school teachers as it outlines the essentials of the reading processes necessary for secondary students to become proficient learners of content. 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 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 for 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

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## 2009-2010 COURSE DESCRIPTIONS

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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. Prerequisite: EDUC-201. (3 hours weekly)

### **EDUC-205 Materials for 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

Designed specifically for teachers with secondary certification, this course builds upon the foundational theories and knowledge of reading from the prerequisite course Methods of Teaching Reading in the Content Area, Part I. Participants will take theory into practice as they become familiar with and demonstrate in class best practices of how to integrate the teaching of reading of content area material with content-specific knowledge. Topics covered in this course will include using assessment to know the learner, putting metacognitive theory into practice, and differentiating instruction for all students. Participants will leave the course with multiple hands-on strategies they can immediately use to make content reading accessible and successful for their students. 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 webbing, collecting and preparing a variety of activities and materials using the Project Approach to planning. 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 is the study of practical application of management procedures for early care and education programs including the role of the administration, planning, operating, supervising, and evaluating programs. Special focus is on philosophy, types of programs, policies, fiscal management, regulations, staff selection, training and management, food service, equipment, materials and parent and community involvement. Prerequisites: EDUC-111, EDUC-112. (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 learn respectful ways to interact with young children during various scenarios. 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

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 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

Participants will explore the multi-varied world of measurement and evaluation. The overall purpose is to look at measurement and student performance as it aligns to instruction and curriculum. In addition, the participant will examine the role that validity, reliability, test bias, and item construction play in ensuring a good and meaningful assessment instrument. This course will review Criterion Referenced Test (CRT), Norm Referenced Test (NRT), and Performance Assessment. Emphasis will be given on the common type of scoring often associated with these forms of assessment. Participants will become familiar with the concept of a formal testing program, which encompasses state and local mandated assessments. In addition, this course will look at the federal No Child Left Behind initiative and its impact on Maryland Public Schools. Participants will be introduced to current scientific research. This course meets the Maryland State Department of Education Assessment of Students 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 Early Childhood and Elementary Education** 3 credits

This class prepares prospective and non-certified early childhood and elementary school teachers

## 2009-2010 COURSE DESCRIPTIONS

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 Early Childhood Education or 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. 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. This course meets the Maryland State Department of Education Teaching Methodology requirement for an initial certificate in Secondary Education. (3 hours weekly)

### **EDUC-290 Special Education General Methods Birth-12<sup>th</sup> 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-8<sup>th</sup> Grade 3 Credits**

Students develop knowledge and skills in planning lessons for diverse learners, teaching oral language, writing, reading, mathematics, and content area material to students with special needs in both early childhood and elementary

settings. In addition, students will explore special topics including inclusion, transitioning, and social skills development. 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. (3 hours weekly)

### **EDUC-292 Special Education Methods 6<sup>th</sup> Grade-12<sup>th</sup> Grade 3 Credits**

This course presents current practices in teaching students with special needs in grades 6 through 12. Students will review/demonstrate a variety of teaching techniques in the areas of functional skills, managing the learning environment, reading, writing, mathematics, and the content areas. Special focus is placed on transition education and services for adolescents. This course meets the Maryland State Department of Education Curriculum and Methodology of Instruction requirement for an initial certificate in Generic Special Education Secondary/Adult. (3 hours weekly)

### **EDUC-293 Special Education Assessment Part I Birth-12<sup>th</sup> 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-12<sup>th</sup> 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-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 Thevenin'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: Eligible to enroll in MATH-061. (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, unshielded twisted pair (UTP), and fiber optic cables in accordance with current industry and EIA/TIA standards. (2 hours lecture, 3 hours lab)

### **ELEC-213 Digital Circuits 4 Credits**

Principles of solid state devices will be utilized to study logic circuitry. The student will analyze, design, build and troubleshoot logic gates, pulse and switching circuits, arithmetic circuits,



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## 2009-2010 COURSE DESCRIPTIONS

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counters, registers, input/output, clock and control circuits, and memory units. Digital TTL integrated circuits and other logic families will be compared. The principles learned will be applied to various digital instruments and digital computer circuitry. Prerequisite: ELEC-107 or ELEC-112. (3 hours lecture, 3 hours lab)

### EMERGENCY MEDICAL TECHNICIAN/PARAMEDIC

#### EMSP-105 Emergency Medical Technician 7 credits

Students will be able to properly perform the various psychomotor (field) skills utilized by emergency medical technician level prehospital care providers in the care of sick or injured persons. This course prepares the student for the Maryland and National Registry EMT certification written and practical examinations and follows the guidelines established for EMT training by the DOT/NHTSA/HRSA national standard curriculum. In addition to EMT certification, course completion for CPR for the health care practitioner is an expected outcome of this course. Participation in the ride along component of this course requires completion of the Health Sciences Division Health Data Form available on the HCC website. A criminal background investigation will be required. Per Maryland Law you must be at least 18 years of age (or 16-18 with signed parental permission) to take EMSP-105. Prerequisite: ENGL-093 or appropriate score on English placement test. (4 hours theory, 9 hours lab)

#### EMSP-160 Prevention and Management of Emergency Situations 6 Credits

Students will apply the 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, 1 hour 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 EMTs (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



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## 2009-2010 COURSE DESCRIPTIONS

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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 or MATH-182. (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 or MATH-182. (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 MATH-182 or equivalent. (3 hours weekly)

### **ENES-159 Programming Concepts for Engineers** 4 Credits

This course will introduce students to intermediate principles of software development and will include high level languages, object-oriented design, documentation, data structures, graphs

and dynamic memory allocation. Students will become experienced in software applications in electrical and computer engineering, and software development in teams. Programs will utilize the C and Java languages under the Windows/cygwin environment. Software development projects will involve relevant engineering topics, such as analysis of digital and analog circuits, cryptography, bioinformatics, embedded software, game programming, image processing, and wireless sensor networks. Prerequisite: ENES-100. (4 hours lecture)

### **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 or MATH-182 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 Kirchoff's laws, node and mesh analysis, superposition, Thevenin 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-241 Numerical Techniques in Engineering** 3 Credits

This course is an introduction to computational and mathematical techniques used for solving problems in a variety of engineering applications. Students will develop an understanding of error analysis, problem conditioning and stability of

algorithms. Topics include numerical solution of nonlinear equations, matrix algebra, Gaussian elimination, matrix inversion, iterative computation of eigenvalues, splines, and numerical integration. Vector spaces and linear transformations, LU factorization, similarity transformation and diagonalization, interpolation and data fitting are also studied. Using current real-world industry problems, students will gain hands-on experience and problem solving skills critical to their success as engineers in the computer age. Prerequisites: ENES-159 and MATH-150 or MATH-182. (2 hours lecture, 2 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. Prerequisites: ENES-100 and MATH-133. (4 hours weekly)

### **ENES-271 Introduction to MATLAB** 3 Credits

This course is designed to introduce numerical methods to engineering students. Students will develop the skills to generate readable, compact, and verifiably correct MATLAB programs to obtain numerical solutions to a wide range of engineering models and to display the results with fully annotated graphics. Students will learn structured programming. Prerequisites: ENES-100 and MATH-150 or MATH-182. (2 hours lecture, 2 hours lab)

## 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 tests. (4 hours weekly in class and lab)

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## 2009-2010 COURSE DESCRIPTIONS

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### **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 paragraphs at an intermediate proficiency level. Contemporary reading selections and discussion activities will serve to prepare students to compose narrative, descriptive and expository paragraphs and essays. Grammatical skills will be developed through formal instruction, group editing and computer-assisted instruction. This course will meet for four hours per week. 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 two 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 086/087 Academic Advanced ESL Reading, Writing and Grammar Combined** 8 Credits

ENGL-086/087 Combined is a fully integrated approach to teaching reading, composition, and grammar. Working with one instructor, students will strengthen their reading skills with emphasis on academic material. 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 the assigned materials orally and in writing. In composition, students will acquire the English language skills needed to write multi-paragraph essays at a level of correctness and fluency appropriate for an advanced learner of English who will soon enroll in a freshman composition class. Relevant grammatical skills will be developed through instruction, group editing, and computer-assisted instruction. The class meets for eight hours per week including four hours of individualized lab work. Prerequisite: Appropriate score on English

placement tests. Co-requisite: ENGL-106 or FYEX-100. (8 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 materials orally and in writing. Prerequisite: Appropriate score on English placement tests or successful completion of ENGL-083; Co-requisite: ENGL-106 or FYEX-100. (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 successful 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 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 developmental course designed to strengthen students' writing skills. Beginning with sentences and progressing to paragraphs, students learn to construct clearly written, logically organized, grammatically cor-

rect 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 or FYEX-100. (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: FYEX-100. (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

## 2009-2010 COURSE DESCRIPTIONS

networked, computerized environment. Prerequisite: Appropriate score on English placement tests or successful completion of ENGL-094. (4 hours weekly)

### **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)

### **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. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly) NOTE: Also listed as MASS-126.

### **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 by men and women 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—including fiction, nonfiction and writings from the American Revolution. 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 explore a variety of genres, such as poetry, letters, and drama, and study major authors such as Shakespeare as well as texts representing diverse perspectives of men and women in English literature. 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 through diverse perspectives, including authors such as Austen, Beckett, Blake, Eliot, Hardy, Joyce, Tennyson, Wordsworth, Woolstonecraft, Woolf, and Yeats. 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



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## 2009-2010 COURSE DESCRIPTIONS

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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/ Fine Arts 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 THET-209.

### **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 Shakespearian 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 then 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 (Literature/Humanities Core)**

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-214 Middle Eastern Literature**

#### **3 Credits (Literature/Humanities Core)**

Middle Eastern Literature in English translation will examine major works by Arab and Arab-American writers from the advent of World War II to the present. The course will introduce students to major Middle East literary topics and themes, most notably from those countries that felt the greatest impact of Western influence, signaling a change in literary technique and theme: Egypt, Palestine, Saudi Arabia, Syria, Iran and Iraq. Genres studied will include the novel/, the short story, poetry and historical nonfiction necessary for understanding the broad social, cultural and political changes wrought by Western presence, including the changing roles of women in Arab/Islamic culture. The 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)



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## 2009-2010 COURSE DESCRIPTIONS

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### **ENGL-217 The English Bible as Literature**

#### **3 Credits (Literature/Humanities/ Fine Arts Core)**

The English Bible as Literature studies the King James version of the English Bible as literature, providing necessary background to understand the books of the Bible in historical and cultural context, including the questions of authorship, canonization, and translation. The course also emphasizes the types of literature to be found in the Bible, including narrative, poetry, biography, history, epistolary writing, wisdom literature, prophetic literature, and apocalyptic literature. In addition, the course explores the influence the Bible has had on other literature and on different disciplines, such as art, music, film, and contemporary popular culture. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

### **ENGL-218 Introduction to Film and Literature**

#### **3 Credits (Literature/Humanities/ Fine Arts Core)**

Introduction to Film and Literature is a comparative study of films and the literary sources upon which they are based, with special attention given to basic differences between genres. Students are introduced to the formalist conventions and characteristics, terms and concepts, and critical theory of film and literature in order to master skills in interpretation, analysis, and critical evaluation. The course explores a variety of styles, periods, and forms, but individual sections of the course may focus on a genre, topic, or theme. This course is writing intensive. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly) NOTE: Also listed as FILM-218.

### **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. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly) NOTE: Also listed as MASS-221.

### **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-240 Applied English Grammar**

#### **3 Credits**

Students of Applied English Grammar will analyze the grammar, syntax, history, and conventional usage of the English language, including its definitions, functions and relationships among its words; the types, styles, and logic of its sentences; and effective use of punctuation. Students will apply these principles through editing, reading, writing, speaking, and critical thinking activities and assignments. Prerequisite: ENGL-121 or ENGL-101. (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. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly) NOTE: Also listed as THET-250.

### **ENGL-251 Shakespeare from Page to Screen**

#### **3 Credits (Literature/Humanities/ Fine Arts Core)**

This course focuses on reading, analyzing and interpreting Shakespeare's plays as they have been adapted to film; understanding them as products of specific historical, cultural and artistic currents, as performance text meant for production within the constraints of the medium of film. Prerequisite: ENGL-121. (3 hours weekly) NOTE: Also listed as FILM-251 and THET-251.

## **ENTREPRENEURSHIP**

### **ENTR-100 Introduction to the Entrepreneurial Process**

#### **2 Credits (Interdisciplinary and Emerging Issues Core)**

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 Entrepreneurship and Creativity**

#### **3 Credits (Interdisciplinary and Emerging Issues Core)**

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 21<sup>st</sup> 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

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## 2009-2010 COURSE DESCRIPTIONS

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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 Starting Your Own Business I** **3 Credits**

ENTR-103 provides the entrepreneur with a guide through the process of business start up or enhancement. Following the completion of the ENTR-103, 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. Pre-requisites: Eligibility to enroll in ENGL-121. (3 hours weekly)

### **ENTR-154 Introduction to eBay®** **1 Credit**

This course serves as an introduction to online auctioneering using eBay®.com. After successful completion of this course, the student will be able to understand effective bidding strategies when purchasing items as well as how to maximize opportunity for success in selling items listed for sale on eBay®.com. Familiarity with a computer, the Internet, and email 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 may be done outside of class (except tests) if student has compatible software. Credit will only be granted for one of the following: ENTR-154 or ENTR-205.

### **ENTR-205 eBay® and Other Online Auction Tools** **3 Credits**

This course serves as an introduction to online auctioneering by utilizing various online auction-

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## 2009-2010 COURSE DESCRIPTIONS

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eering websites as business 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 as marketing, sales, inventory management, and finance and trace the impacts that these components have when operating as an online auction business. Credit will only be granted for one of the following: ENTR-154 or ENTR-205.

### **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 -215 Taking Innovation to Market** 3 Credits (Interdisciplinary and Emerging Issues Core)

Students will work in peer teams under the guidance of entrepreneurial mentors to complete the facets of developing innovations. Students will learn the phases of transforming innovation to the business world. This will include identifying, assessing, marketing, and determining licensure of innovations. Students will examine real-life technology overviews prepared by participating research labs and work with team members, inventors, and mentors to take an innovation to the marketplace. Through these processes, team work, decision-making, and analyses will be prime areas of learning. (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)

## **ENVIRONMENTAL SCIENCE**

### **ENST-200 Fundamentals of Soil Science** 4 Credits

This course provides an introduction to the basic principles of soil science. The physical, chemical and biological properties of soils will be emphasized and soil classification, genesis, distribution, ecology and plant-soil relationships will be examined. The laboratory component will introduce students to field methods used in soil science, including soil survey, soil analysis and soil management. Field trips to local sites will be included. Prerequisite: CHEM-101. (3 hours lecture, 3 hours lab)

### **ENST-233 Introduction to Environmental Health** 3 Credits

This course examines the impact that environmental factors such as air, water and food have on human health and well-being, and how people influence the quality of their environment. Students will learn about how human evolution and prosperity results in challenges associated with pollution, overpopulation, health economics, environmental policy, and other issues. Environmental health tools, such as epidemiology, toxicology, policy, and regulation will be applied to current issues of concern. (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)

### **EXSC-209 Sport and Exercise Nutrition** 3 Credits

This course will apply the basic nutritional theories, principles, and concepts to participation in fitness and sports activities. The requirements necessary for participation and performance enhancement for all levels of athletic and exercise performance will be examined. Students will learn to apply the various sports nutrition concepts for recreational to elite level athletes. Course content includes energy systems, hydra-



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## 2009-2010 COURSE DESCRIPTIONS

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tion, pre-and post-event nutrition, ergogenic aids, weight management and body composition issues of athletes. (3 hours weekly)

### **EXSC-210 Sport and Exercise Psychology**

**3 Credits**

This course will provide the student with the opportunities to study human behavior in sport and exercise settings. It is designed to provide the students with the information about research in the field of sport psychology as well as practical knowledge to become a more effective fitness instructor, athlete, athletic administrator, physical educator, personal trainer, or coach. It will examine theories of individual personality and explore the social phenomenon associated with sport participation. (3 hours weekly)

### **EXSC-220 Introduction to the Martial Arts**

**(3 credits)**

This course is designed to provide the student with a comparative study of the diverse martial arts systems of the world. Martial arts of various regions and cultures will be examined including those of Ancient Greece and Rome, Southeast Asia, East Asia, Africa, South America, Europe, and North America. This course will examine the physical, psychological, historical, anthropological, and social influences of the martial arts on global societies. The impact of gender, culture, and competition on the development and variation of indigenous martial arts will be investigated. The role martial arts have played and play in the development of fine and performance arts will also be examined. (3 hours weekly)

### **EXSC-230 Philosophy of the Martial Arts**

**(3 credits)**

This course will examine the philosophical bases of the martial arts of the world, including those of Ancient Greece and Rome, Southeast Asia, East Asia, Africa, South America, Europe, and North America. The impact various philosophical systems have had on the development of the martial arts will be investigated. Conversely, the influence martial arts may have had on the development of the philosophical systems themselves will be reviewed. (3 hours weekly)  
NOTE: Also listed as PHIL-230.

### **EXSC-250 Exercise Science Internship**

**3 Credits**

This course will involve the practical application of knowledge and skills to an exercise science setting. Specific emphasis on the development of a professional practices demonstrating understanding of personal training, fitness development, and

administrative practices related to occupations related to exercise sciences. This Internship must cover a period of a minimum of 12 consecutive weeks. Prerequisites: EXSC-101, EXSC-200, EXSC-210, and HEED-200. (3 hours weekly)

## **FARSI**

### **FARS-101 Elementary Farsi I**

**4 Credits (Humanities Core)**

In this introductory course, students learn to listen, speak, write and read at a beginning level. They also learn about the diverse cultures of the Farsi-speaking world. Students will become familiar with the Farsi script and sound system, develop a working vocabulary, and learn rudimentary grammatical concepts. This course may be offered as self-instructional/tutor assisted. (2 hours weekly)

### **FARS-102 Elementary Farsi II**

**4 Credits (Humanities Core)**

In this second-semester course, students will continue to master the sounds, structures, and script of the Farsi language, and continue to develop the four basic language skills. They will further develop vocabulary for everyday situations while learning additional grammatical concepts. Students will be involved with various aspects of Farsi-speaking culture. This course may be offered as self-instructional/tutor-assisted. (2 hours weekly)

## **FILM**

### **FILM-101 Introduction to Film**

**3 Credits (Fine Arts/Humanities Core)**

This course is an introduction to the history of film as well as to the vocabulary and analytical skills with which to approach the study of motion pictures. The course will examine film form, style, and industry practices through readings, film screenings, and discussions, learning to watch films with the goals of critical thinking, thoughtful discussion, and interpretive writing. (3 hours weekly)

### **FILM-139 Principles of Film and Media Production**

**3 Credits**

This course is an interdisciplinary study of film and media production. Emphasis is on the overview of the various types of media production a film/video student could pursue in the commercial, corporate, or artistic world. (3 hours weekly) NOTE: Also listed as MASS-139.

### **FILM-171 Introduction to the American Cinema**

**3 Credits (Fine Arts/Humanities Core)**

As a result of taking this course, the student should be able to demonstrate knowledge of aesthetic principles as they apply to the film as an art medium. The student will view a wide variety of selected films including films directed by women and directors of color. Films will be discussed in class. The student will show a prescribed level of mastery of technical terms and concepts on examination. (3 hours weekly)

### **FILM-172 Introduction to World Cinema**

**3 Credits (Fine Arts/Humanities Core)**

This course will focus on the thematic and technical concerns of great European and Asian directors from the Soviet Eisenstein's ground-breaking ideas about editing in the 1920s to Rainer Werner Fassbinder's founding of the New German Cinema in the 1970s. Films from Japan, Italy, France, Sweden, Brazil and India will be featured. (3 hours weekly)

### **FILM-204 Middle Eastern Film**

**3 Credits (Fine Arts/Humanities Core)**

This course is an interdisciplinary study of contemporary Middle Eastern society and culture through the medium of film. The aim of the course is to show the interconnection between artistic expression and the historical, social, and cultural realities within the Middle East from the 1960s to the present. (3 hours weekly)

### **FILM-205 Italian Film**

**3 Credits (Fine Arts/Humanities Core)**

This course is an interdisciplinary study of contemporary Italian society and culture through the medium of film. The aim of the course is to show the interconnection between artistic expression and the historical, social and cultural realities of Italy from 1945 to the present. Special emphasis on the movement of Italian neorealism and post-neorealism with reference to some major Italian writers (Verga, Pirandello, Moravia, C. Levi, etc.) and their influential works. (3 hours weekly)  
NOTE: Also listed as ITAL-205.

### **FILM-206 French Film**

**3 Credits (Fine Arts/Humanities Core)**

This course is an interdisciplinary study of contemporary French society and culture through the medium of film. The aim of the course is to trace the history of film in France, and show the



## 2009-2010 COURSE DESCRIPTIONS

interconnection between artistic expression and the historical and cultural realities of France from the dawn of cinema in the early 1900s to the present, with special emphasis on the French New Wave movement with reference to some major French directors (Truffaut, Renoir, Godard) and their influential works. (3 hours weekly) NOTE: Also listed as FREN-206.

### **FILM-207 German Film** **3 Credits (Fine Arts/Humanities Core)**

This course is an interdisciplinary study of contemporary German society and culture through the medium of film. The aim of the course is to show the interconnection between artistic expression and the historical, social, and cultural realities within Germany from the 1900s to the present. (3 hours weekly) NOTE: Also listed as GERM-207.

### **FILM-208 Asian Film** **3 Credits (Fine Arts/Humanities Core)**

This course is an interdisciplinary study of contemporary Asian society and culture through the medium of film. The aim of the course is to show the interconnection between artistic expression and the historical, social, and cultural realities within Asia from the 1960s to the present. (3 hours weekly)

### **FILM-209 Scandinavian Film** **3 Credits (Fine Arts/Humanities Core)**

This course is an interdisciplinary study of contemporary Scandinavian society and culture through the medium of film. The aim of the course is to show the interconnection between artistic expression and the historical, social, and cultural realities within Scandinavia from the 1960s to the present. (3 hours weekly)

### **FILM-210 Russian Film** **3 Credits (Fine Arts/Humanities Core)**

This course is an interdisciplinary study of Russian society and culture through the medium of film. The aim of the course is to show the interconnection between artistic expression and the historical, social, and cultural realities within Russia from the 1920s to the present. (3 hours weekly). NOTE: Also listed as RUSS-210.

### **FILM-211 African Film** **3 Credits (Fine Arts/Humanities Core)**

This course is an interdisciplinary study of various African societies and cultures through the medium of film. The aim of the course is to show

the interconnection between artistic expression and the historical, social, and cultural realities within various African countries from the 1920s to the present. (3 hours weekly).

### **FILM-212 The Films of Alfred Hitchcock** **3 Credits**

This course is an introduction to the films of Alfred Hitchcock. Students will view a variety of Hitchcock's films which span his career from *Easy Virtue* in 1928 to *Family Plot* in 1976. Supplemental videos will present some of Hitchcock's working practices and examples of his work in TV. Readings will include critical analyses. (3 hours weekly)

### **FILM-213 Silent Film** **3 Credits**

This course focuses on the development of visual language, genres, social attitudes and acting style of the silent film era. Major films and significant directors will be covered. This is a detailed critical guide to several silent motion picture projects, from Eadweard Muybridge's initial motion photography experiments in 1877 to the 1997 silent film *The Taxi Dancer*. (3 hours weekly)

### **FILM-214 The Art of the Documentary** **3 Credits**

This course explores the history of documentary film by considering major directors, aesthetics, and social contexts. The purpose of this course is to acquaint students with a history of the development of documentary film from its roots in 19th-century art forms to its role in current events, to examine various styles and techniques of documentary and to analyze the contribution of the documentary as a persuasive means of communication to achieve social and political goals. (3 hours weekly)

### **FILM-215 History of Avant-Garde Film** **3 Credits**

This course is an interdisciplinary study of the history of avant-garde film. Works include documentary, experimental, and autobiographical film, travelogues, archival newsreels, animation, and other forms of nonfiction cinema. Students will study the traditions, aesthetics, influences, and historical content of these films as a viable form of creative cinema. (3 hours weekly)

### **FILM-217 The History of Science Fiction Film** **3 Credits**

Science fiction movies have entertained us, frightened us, and made us think of all kinds of possible problems and opportunities in the

universe. This course will look at the history of such films and will include some of the underlying themes about society and politics. We will watch, discuss, and research some of the most serious—and some of the silliest—sci-fi films produced. (3 hours weekly) NOTE: Also listed as HIST-217.

### **FILM-218 Introduction to Film and Literature** **3 Credits (Literature/Fine Arts/Humanities Core)**

Introduction to Film and Literature is a comparative study of films and the literary sources upon which they are based, with special attention given to basic differences between genres. Students are introduced to the formalist conventions and characteristics, terms and concepts, and critical theory of film and literature in order to master skills in interpretation, analysis, and critical evaluation. The course explores a variety of styles, periods, and forms, but individual sections of the course may focus on a genre, topic, or theme. This course is writing intensive. Prerequisite: ENGL-121. (3 hours weekly) NOTE: Also listed as ENGL-218.

### **FILM-251 Shakespeare from Page to Screen** **3 Credits (Literature/Fine Arts/Humanities Core)**

This course focuses on reading, analyzing and interpreting Shakespeare's plays as they have been adapted to film, and understanding them as products of specific historical, cultural and artistic currents, as performance text meant for production within the constraints of the medium of film. Prerequisite: ENGL-121. (3 hours weekly) NOTE: Also listed as THET-251 and ENGL-251.

### **FILM-260 Film and Philosophy** **3 Credits**

An exploration and comparison of philosophical approaches explored within the art form of film. Focus is on major theories of reality (metaphysics), knowledge (epistemology) and value (axiology) and on the canons of film studies. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as PHIL-260.

### **FILM-270 Women and Film** **3 Credits (Fine Arts/Humanities Core)**

An interdisciplinary study of women in film, this course will review a wide variety of movies written and/or directed by women, featuring women, and dealing with women's issues. This course draws on the arts, media, and popular culture in examining the impact of gender expectations on shaping societal roles. Prerequisite: Eligible

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## 2009-2010 COURSE DESCRIPTIONS

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to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as WMST-270.

### 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 prepared 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-106 Credit Management** 3 Credits

This course provides financial literacy skills and resources in consumer areas such as credit and money management, avoidance of financial traps, restoration of impaired credit, financial institutions' credit worthiness decision-making, home ownership and preservation, and the selection of appropriate sources of credit. It will involve both theory and application. Prerequisite: FNPL-101. (3 hours weekly)

#### **FNPL-108 Financial Planning for Retirement** 3 Credits

This course is designed to deliver an understanding of the fundamental elements used to design a retirement plan strategy. Students will learn to review an individual financial situation, develop financial goals for retirement and appropriate means to achieve those goals, and to identify and manage the various risks to that plan during the accumulation and payout phases. 'Decoding' of Social Security, Medicare/Medicaid, and lifestyle choice options will also be included. The emotional, relationship-changing impact of the retirement decision will also be explored. Prerequisite: FNPL-101. (3 hours weekly)

#### **FNPL-110 Estate Planning and Elder Law** 3 Credits

This course will explore the complexities of financial planning for later years of life. Course activities will focus on specifics in the field of elder law and estate planning, and will include such items as basic legal concepts of elder law, relocation decisions, long term care insurance issues, future changes to Maryland tax laws, the challenges of joint ownership, and wills. Prerequisite: FNPL-101. (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-advise or advise others in financial investments in the following areas: long-term securities; stocks and bonds; limited income securities; treasury bills; mutual funds. An overview 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)

#### **FNPL-206 Banking and Financial Planning** 3 Credits

As an introduction to banking essentials, this course will present many aspects of the field, from legal issues and ethical concerns such as privacy, consumer lending, and the role of the Federal Reserve as agent and bank regulator to contemporary concerns such as loan maintenance and foreclosure negotiations. Non-deposit bank services such as investments & trusts will also be explored. Prerequisites: BMGT-100 and FNPL-101. (3 hours weekly)

#### **FNPL-210 Financial Planning Seminar** 1 Credit

This course is designed to be a project-oriented, capstone course for the financial planning curriculum. It will combine all major program concepts into an individualized application, such as: preparation of a comprehensive financial plan; a

workplace internship; deeper exploration of one aspect of personal financial planning; or other similar items. A written and oral report will serve as the project outcome. Prerequisites: BMGT-205 and FNPL-206. (1 hour 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 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)

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## 2009-2010 COURSE DESCRIPTIONS

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### **FINE-103 Introduction to the Creative Arts**

#### **3 Credits (Fine Arts/Humanities Core)**

This course will introduce the students to the basic elements, principles, processes, materials, and inherent artistic qualities of theater, music, dance, and the visual arts. Focus is on experiential learning using a creative dramatics approach. The course is geared toward students planning to work with elementary-age children as teachers, caregivers, and others specializing in child development. This course is a requirement for all transfer students pursuing the AAT Elementary Education degree. (3 hours weekly)

### **FINE-114 History and Culture of Hip-Hop**

#### **3 Credits**

This course will expose students to the elements of Hip-Hop culture, including graffiti, emceeing, deejaying, and dance forms like locking, popping, and b-boying. The influence of West African culture will be discussed as will Hip-Hop's American roots, its development and history, and its influence on American and world culture. (3 hours weekly) NOTE: Also listed as DANC-114.

### **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.

## FIRST-YEAR EXPERIENCE

### **FYEX-100 First Year Experience**

#### **2 Credits (Interdisciplinary and Emerging Issues Core)**

First Year Experience 100 engages students in a highly interactive, critical thinking experience and in a meta-cognitive pursuit to understand themselves as intentional learners and as civic and global citizens. Through self-assessment, reading, writing, and reflection, students develop habits of mind necessary to engage in academic inquiry, creative and critical thinking, and scholarly discourse with integrity and civility; develop their ability to articulate their long-term goals as related to their own beliefs and values; and strengthen their capacity to appreciate diversity and effective intercultural and interpersonal communication. ESL sections of the course provide international students with an essential and unique orientation to and understanding of the American higher education system, culture, and technology. (2 hours weekly)

## FRENCH

### **FREN-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. (4 hours weekly)

### **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. (4 hours weekly)

### **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. (4 hours weekly)

### **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. (4 hours weekly)

### **FREN-206 French Film**

#### **3 Credits (Fine Arts/Humanities Core)**

This course is an interdisciplinary study of contemporary French society and culture through the medium of film. The aim of the course is to trace the history of film in France, and show the interconnection between artistic expression and the historical and cultural realities of France from the dawn of cinema in the early 1900s to the present, with special emphasis on the French New Wave movement with reference to some major French directors (Truffaut, Renoir, Godard) and their influential works. (3 hours weekly) NOTE: Also listed as FILM-206.



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## 2009-2010 COURSE DESCRIPTIONS

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### GEOGRAPHY

**GEOG-101 Introduction to World Geography**  
**3 Credits (Social and Behavioral Sciences Core)**

This course will focus on the effects of spatial relationships on the earth's human population. 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)

### GEOLOGY

**GEOLOG-107 Introduction to Physical Geology**  
**3 Credits (Science Core)**

This course is designed as an introduction to the composition and structure of the earth, its rocks and minerals, surface erosional and depositional features, and the agents that form them. Topics

include plate tectonics, volcanoes, weathering and erosion, earthquakes, streams and groundwater, glaciers, shorelines, faults and geologic structures. For Introduction to Physical Geology Laboratory, see GEOL-117. (3 hours lecture)

**GEOLOG-108 Historical Geology**  
**3 Credits (Science Core)**

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. Geologic features such as rocks and fossils are used to interpret and date past events. The formations and geologic periods of North America will be emphasized. (3 hours lecture)

**GEOLOG-115 Regional Geology**  
**4 Credits**

Regional Geology is a course which examines the major geological provinces of North America with regard to their topographic features and major rock structures. Basic concepts of physical and/or historical geology will be further developed to provide students with better understanding of geological processes in their present day expression. An emphasis will be placed on the local provinces of Maryland, Pennsylvania and Virginia. Four field trips are planned to study the geological features of the local provinces. Prerequisite: GEOL-107. (3 hours lecture, 3 hours lab)

**GEOLOG-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: GEOL-107. (3 hours lab)

**GEOLOG-118 Historical Geology Laboratory**  
**1 Credit (Science Core)**

In this laboratory course, students will analyze rock and fossil data, and apply the basic principles of stratigraphy to reconstruct geologic events. Geologic maps and cross-sections illustrating the geologic provinces of North America will be interpreted. There will be several field trips to local sites. Pre- or co-requisite: GEOL-108. (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 conversation specialists. (4 hours weekly)

**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. (4 hours weekly)

**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. (4 hours weekly)

**GERM-202 Intermediate German II**  
**4 Credits (Humanities Core)**

In GERM-202, 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. (4 hours weekly)

**GERM-207 German Film**  
**3 Credits (Fine Arts/Humanities Core)**

This course is an interdisciplinary study of contemporary German society and culture through the medium of film. The aim of the course is to show the interconnection between artistic expression and the historical, social, and cultural realities within Germany from the 1900s to the present. (3 hours weekly) NOTE: Also listed as FILM-207.



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## 2009-2010 COURSE DESCRIPTIONS

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### GREEK

#### **GREK-101 Elementary Modern Greek I 4 Credits (Humanities Core)**

In this introductory course, students learn to listen, speak, write and read at a beginning level. They also learn about the diverse cultures of the Greek-speaking world. Students will become familiar with the Greek script and sound system, develop a working vocabulary, and learn rudimentary grammatical concepts. This course may be offered as self-instructional/tutor assisted. (2 hours weekly)

#### **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. This course may be offered as self-instructional/tutor assisted. (2 hours weekly)

### HEALTH CARE

#### **HEAL-105 Drug Calculations 1 Credit**

Students will develop skills in the metric, apothecary and household systems of measurement. Drug calculation problems will provide the student with the opportunity to practice conversions between systems. Students will perform the computations necessary to administer medications in liquid, tablet, and capsule form. Prerequisite: MATH-060 or appropriate score on math placement test. (2 hours weekly for 7 weeks). NOTE: Also listed as MATH-105.

#### **HEAL-108 Developing Professional Behaviors 2 Credits**

Health care has undergone significant changes and faced many challenges in the past few decades. The allied health care provider must be adept at meeting the needs of the complex system and the client population using new technology as well as traditional skills of patient care. This course offers allied health care providers the opportunity to acquire skills and expertise in the concepts that influence professional practice

and delivery of care. The course focuses on preparing the student to be an integral member of the healthcare system, providing the student with tools to communicate, verbally and in writing, with staff, peers, patients and their families and developing student skills to succeed in the academic and work setting including creating an appropriate self care system. (2 hours weekly)

#### **HEAL-110 The Health Care Professional 2 Credits**

The role of the health care professional is explored and includes an overview of careers in the health care system. Common issues to be studied include environmental health concerns, infection control, legal and ethical trends and professional responsibility. A major focus will include medical terminology and application of professional practices to both hospital and pre-hospital environments. Communication skills will include the effect of interpersonal relationships and the impact of working with diverse populations. Computerization and the use of technology in the health care field will be explored. (2 hours weekly)

### HEALTH EDUCATION

#### **HEED-100 Introduction to Lifetime Fitness 1 Credit (Interdisciplinary and Emerging Issues Core)**

This course is designed to provide the student with the principles and methods necessary to maintaining personal fitness and health. The concept of wellness, and the roles of physical fitness, nutrition, weight management, and stress play in personal wellness development are examined. Participation in labs, classroom activities, and take-home assignments will assist the student in evaluating their personal fitness levels as well as developing a strategy for improvement. (1 hour weekly)

#### **HEED-101 Health and the World of Risk 1 Credit (Interdisciplinary and Emerging Issues Core)**

This course will introduce students to the world of risk behavior as it relates to personal health. Through the examination of health and risk theory students will better understand why individuals make seemingly irrational and often dangerous decisions related to their personal health. Some of the familiar themes that will be explored include sexual risk taking, drug use and abuse, nutrition and others. Students will

participate in the development and implementation of a campus health event during this course. (1 hour 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

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## 2009-2010 COURSE DESCRIPTIONS

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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, physiology, anatomy, ecology, psychology, and sociology into a meaningful dialogue that will motivate the student to modify their health practices to a high level of effective and enjoyable living. (3 hours weekly)

### **HEED-116 Fundamentals of Spiritual Awareness**

#### **3 Credits**

This course, based on Eastern thought, will provide the student the opportunity to understand one's spiritual 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 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 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

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## 2009-2010 COURSE DESCRIPTIONS

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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-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 (complimentary 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)

### **HEED-132 The History and Practice of Reiki**

#### **1 credit**

This course integrates the concepts and theory of Reiki with hands-on practice and an appreciation of the spirit. Students will be exposed to underlying philosophy of this healing tradition originating in Japan. Healing practices grounded in energy medicine such as Reiki require a different way of knowing. The influences of energy, spirit and the body are explored as being foundational for successful therapeutic intervention. This process draws directly on the unique connection between the healer and the client. The History and Practice of Reiki will be used to introduce practitioners to self-treatment, treatment of oth-

ers, and the understanding of energy, spirit, and body connection. Students will be prepared for Reiki I certification. (1 hour weekly)

### **HEED-135 Introduction to Holistic Health**

#### **3 Credits**

This course is designed to provide the student an understanding of Holistic Health. Class participants will define and examine holistic health, CAM (complementary and alternative medicine), allopathic, and integrative medicine. Students will explore the five major types of CAM: alternative medical systems, mind-body interventions, biologically based treatments, manipulative and body-based methods, and energy therapies. Through discussion, lecture, participation, research, and guest speakers the student will demonstrate comprehension of holistic health and the role CAM, allopathic medicine and the patient have in maintaining health. (3 hours weekly)

### **HEED-136 Introduction to Energy Therapies**

#### **3 credits**

This course is designed to expose students to the foundation of energy medicine. Energy therapies are the basis of a growing number of Eastern and Western healing approaches that are used to promote health, healing and well-being. It combines scientific and rational knowledge with intuitive understanding of energy in the body and in the environment. Working with the body's energy, students will use various energy therapy practices to explore the concept of healing and disease prevention. Upon completion of the course students will have an understanding of how multisensory experiences redefine what and how we know our bodies and the healing process. Consumers of health care are increasingly savvy about the benefits of complimentary approaches to health care. Health care providers need to be in the best position 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)**

The purpose of "Introduction to Conflict Resolution: Science and Art" is 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) NOTE: Also listed as CRES-155.

### **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 pos-



## 2009-2010 COURSE DESCRIPTIONS

sibly 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 and 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) NOTE: Also listed as NUTR-211.

### **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) NOTE: Also listed as PUBH-230.

## HEBREW

### **HBRW-101 Elementary Hebrew I 4 Credits (Humanities Core)**

In this introductory course, students learn to listen, speak, write and read at a beginning level. They also learn about the diverse cultures of the Hebrew-speaking world. Students will become familiar with the Hebrew script and sound system, develop a working vocabulary, and learn rudimentary grammatical concepts. This course may be offered as self-instructional/tutor assisted. (2 hours weekly)

### **HBRW-102 Elementary Hebrew II 4 Credits (Humanities Core)**

In this second-semester course, students will continue to master the sounds, structures, and script of the Hebrew language, and continue to develop the four basic language skills. They will further develop vocabulary for everyday situations while learning additional grammatical concepts. Students will be involved with various aspects of Hebrew-speaking culture. This course may be offered as self-instructional/tutor-assisted. (2 hours weekly)



## 2009-2010 COURSE DESCRIPTIONS

### 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 Russia 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-202 Issues in History** **3 Credits (Social and Behavioral Sciences Core)**

This course is designed to allow students to study the historical background to current social, economic, cultural, and political issues. The specific topic, which may change from semester to semester, will be selected by the history faculty based on current events that are in the public consciousness. The thrust of this course is to offer students the historical basis for timely issues and events. Prerequisite: ENGL-121. (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-208 History of Africa** **3 Credits (Social and Behavioral Sciences Core)**

The student will be able to describe the major features of the development of Africa's history from prehistoric times up to the formation of modern African nation states. The course will include a detailed study of Africa's geography and its impact on Africa's cultures. The student will be able to analyze the major trends of Africa's history; early cultures and civilizations, spread of Christianity and Islam, early European contacts, impact of neo-imperialism, decolonization following World War II, and the current status of African nation states. Prerequisite: ENGL-121. (3 hours weekly)

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## 2009-2010 COURSE DESCRIPTIONS

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### **HIST-209 History of the Middle East** **3 Credits (Social and Behavioral Sciences Core)**

The student will be able to describe the historical development of the Near East from the earliest major civilizations through the twentieth century. This will include the spread of the Roman Empire and Christianity, the rise and spread of Islam, the impact of the Ottoman Empire, the division of the "Middle East" following World War I, and current religious, political, and international challenges of the area. Prerequisite: ENGL-121. (3 hours weekly)

### **HIST-210 History of Latin America** **3 Credits (Social and Behavioral Sciences Core)**

The student will be able to describe the political, economic, cultural and social development of Latin America from prehistoric time up to the present day. The course will include a detailed study of Latin America's geography and its impact on Latin American cultures. The student will be able to analyze the major trends of Latin American history, early cultures and civilizations, spread of European contacts, impact of European conquest and colonization, and the development of independent Latin American nation-states. Prerequisite: ENGL-121. (3 hours weekly)

### **HIST-211 Asian Civilization - China, Japan and Korea** **3 Credits (Social and Behavioral Sciences Core)**

This study of East Asian history 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 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> 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 technetronic 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 personages 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)

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## 2009-2010 COURSE DESCRIPTIONS

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### **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-110 Introduction to Casino Management**

#### **3 Credits**

This introductory course acquaints the student to the unique traits of the casino industry. The student will have the opportunity to contrast and compare the casino industry with other segments of the hospitality 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-116 Casino Organization and Culture**

#### **2 Credits**

This introductory course acquaints the student with the organizational structure, the organizational culture, and the ethical responsibility toward disordered gambling of modern casinos. Prerequisites: HMGT-101 and HMGT-110. (2 hours 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, in-

dustry 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)



## 2009-2010 COURSE DESCRIPTIONS

### **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-235 Casino Marketing** **3 Credits**

This introductory course acquaints the student with factors affecting the effective marketing of a modern casino. The external environment is explored along with the decisions made by individual consumers. The student is exposed to segmentation, positioning, the Service-Profit Chain, and revenue management as well as ethical considerations affecting marketing decisions. Prerequisites: HMGT-101 and HMGT-110. (3 hours weekly)

### **HMGT-243 Managing the Housekeeping Operation** **1 Credit**

This course assists students with the development of practical applications of housekeeping operation including the planning, organizing, staffing, and control techniques required to assure quality service. The course examines appropriate personal and professional prac-

tices, career opportunities, and organizational structures within a housekeeping department. Prerequisites: HMGT-101 and HMGT-242. (1 hour weekly)

### **HMGT-245 Casino Surveillance Operations** **3 Credits**

This course acquaints the student with Casino Surveillance. It specializes in on-site casino surveillance and security. The student is exposed to work done in corporate and Native American casinos related to Surveillance, Security and Gaming Regulation agencies. Prerequisites: HMGT-101 and HMGT-110. (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 carets, 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-255 Casino Operations** **3 Credits**

This course acquaints the student with the various games and gaming devices used in a casino. The techniques used to protect the games and gaming devices, casino floor layout criteria, department organization, and performance analysis are explored. The student will learn the basics of casino mathematics. Prerequisites: HMGT-101 and HMGT-110. (3 hours weekly)

### **HMGT-260 Fundamentals of Wines, Spirits, and Beers** **3 Credits**

This course provides an overview of production, origins, purchasing, and responsible service of wines, spirits, and beers. There will also be an emphasis on the principles of matching fine

wines and beers with appropriate menu items. Prerequisites: HMGT-101 and HMGT-250. (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



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## 2009-2010 COURSE DESCRIPTIONS

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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, historical and economic), as well as incorporate some of the important philosophies (humanities) for and against community service as put forth by thinkers such as John Dewey. In addition, the course will also address the role of the arts in community (humanities). Emerging issues of community and service, such as the increase in individualism, the privatization of social services, and the changes in the city of Columbia, will also be covered. Students will be required to complete 20 hours of service within the community. (3 hours weekly)

### **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**. While this course focuses on a broad range of personal development topics, it will re-emphasize team-building and the learning community concept. Decision-making and consequential thinking will be a major focus. (2 hours weekly)

### **HMDV-206 Silas Craft Collegians Seminar V** **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 issues introduced in HMDV-205 as well as returning to any of the other topics of the Silas Craft Collegians Seminar that re-emerge as issues. Leadership skills will be a major new focus. (2 hours weekly)

### **HMDV-207 Silas Craft Collegians Seminar VI** **1 Credit**

This course is a special one credit course for students enrolled in the **Silas Craft Collegians Program**. It will continue the examination of leadership skills including conflict resolution. In addition, it will focus on the pressures and issues related to the upcoming transfer of the students to four-year institutions. (2 hours weekly)

### **HMDV-250 Scholars Seminar III** **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 HMDV-151. The seminar 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.

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## 2009-2010 COURSE DESCRIPTIONS

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### 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. Prerequisite: HUMS-110. (1 hour theory, 6 hours lab)

### HUMANITIES

#### **HUMN-102 The Psychology of Happiness: A Humanities Approach**

**3 Credits (Humanities Core)**

This course will examine the paradigm shift from pathology to strength-based and resiliency efforts to enhance optimism, decrease stressors and increase subjective well-being. The format of the course will be didactic, participatory, experiential and interactive, with assigned readings, activities, testing and analysis to create an environment that is conducive to learning new concepts, skills and applications in the growing

field of "happiness." While field study in this area is often labeled Positive Psychology, this course will introduce those ideas through background reading, but delve more deeply into the practical skills that students can apply in daily living to enhance happiness and subjective well-being. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

#### **HUMN-111 Leadership Development Studies: A Humanities Approach**

**3 Credits (Humanities and Interdisciplinary Core)**

This course is designed to provide emerging and existing leaders the opportunity to explore the concept of leadership and to develop and improve their leadership skills. Instructors will use a variety of learning techniques that may include, but are not limited to, integration of humanities into the study of leadership, dialogue, experiential exercises, literature, films, and shared analysis. Students taking this course will gain a foundational understanding of the concept of leadership theory while developing a personal philosophy of leadership and an awareness of the moral and ethical responsibilities of leadership. The course provides the opportunity to develop essential leadership skills through study, observation, and application. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### INTERIOR DESIGN

#### **INDS-101 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 by Interior Design professionals. This 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. (4 hours weekly)

#### **INDS-103 Residential Interior Design**

**3 Credits**

This course is an overview of the principles and elements of Residential Interior Design. The student will come to recognize the basic skills used in the Interior Design profession for designing residential interiors. 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. Prerequisite or Co-requisite: INDS-101 or ARTT-115. (4 hours weekly)

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## 2009-2010 COURSE DESCRIPTIONS

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### **INDS-104 Drafting and Space Planning for Interior Design** **3 Credits**

This course covers the functional, aesthetic, and spatial design of interior spaces. The vocabulary and drafting skills used by professionals in the interior design industry will also be covered. Students will examine environmental, interior and architectural problem solving through space analysis, planning, and decoration of hypothetical contract and residential projects. Prerequisite: ARTT-109 and INDS-101 or ARTT-115. (4 hours weekly)

### **INDS-110 Interior Design II - Commercial** **3 Credits**

This course is an overview of the principles and elements of Commercial Interior Design. The student will come to recognize the basic skills used in the Interior Design profession for designing commercial interiors. 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. Prerequisite: INDS-101 or ARTT-115 and INDS-104 or ARTT-116. (4 hours weekly)

### **INDS-112 Historical Interiors** **3 Credits**

This course will cover furniture, interiors, architecture, methods and materials from the Renaissance to the present. Field trips to museums and/or historic homes are included. Students will develop their own reference files. (3 hours weekly)

### **INDS-120 Materials and Resources for Interior Design** **3 Credits**

This course is a comprehensive study of textiles, furniture, and interior finish materials. The characteristics, life expectancies, specifications, and methods for estimating the quantities and costs of the materials used in interior design will be covered. Students will learn about the sources of specifications and other information needed to make professional estimates for interior design projects. Prerequisite: INDS-101 or ARTT-115. (4 hours weekly)

### **INDS-201 Business Practices for Interior Design** **3 Credits**

This course will cover professional interior design organizations, business practices, ethics, staffing, and procedures for setting up an interior design practice. The student will work with a client on a project from contact to presentation. Oral communications and graphic skills are

emphasized. This course may require field trips. Prerequisite: INDS-110. (4 hours weekly)

### **INDS-210 Rendering for Interior Design** **3 Credits**

Students will develop free hand sketching techniques and the ability to draw interiors and architectural subjects from observation. The student will also learn the conventions of perspective and the representation of architectural and interior subjects for the presentation of design proposals. Prerequisite: ARTT-109. (4 hours weekly)

### **INDS-260 Interior Design Internship** **3 Credits**

This course is designed to give the advanced Interior Design student 135 hours of practical experience in an interior design work environment. The faculty instructor and industry employer will provide and coordinate course objectives, applicable experiences, and the final evaluation. The student will maintain a written journal of internship experiences and make a final report and presentation. Prerequisite: INDS-201 and INDS-210. (1 hour weekly plus field experience)

## **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. (4 hours weekly)

### **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, that reflects personal goals for learning Italian. (4 hours weekly)

### **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. (4 hours weekly)

### **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. (4 hours weekly)

### **ITAL-205 Italian Film** **3 Credits (Fine Arts/Humanities Core)**

This course is an interdisciplinary study of contemporary Italian society and culture through the medium of film. The aim of the course is to show the interconnection between artistic expression and the historical, social and cultural realities of Italy from 1945 to the present. Special emphasis on the movement of Italian neorealism and post-neorealism with reference to some major Italian writers (Verga, Pirandello, Moravia, C. Levi, etc.) and their influential works. (3 hours weekly) NOTE: Also listed as FILM-205.

## **KOREAN**

### **KORE-101 Elementary Korean I** **4 Credits (Humanities Core)**

In this introductory course, students learn to listen, speak, write and read at a beginning level. They also learn about the diverse cultures of the Korean-speaking world. Students will become familiar with the Korean script and sound system, develop a working vocabulary, and learn rudimentary grammatical concepts. This course may be offered as self-instructional/tutor assisted. (2 hours weekly)

### **KORE-102 Elementary Korean II** **4 Credits (Humanities Core)**

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 self-instructional/tutor-assisted. (2 hours weekly)

### **KORE-201 Intermediate Korean I** **4 Credits (Humanities Core)**

In this 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



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## 2009-2010 COURSE DESCRIPTIONS

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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 self-instructional/tutor-assisted. (2 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 may be offered as in self-instructional/tutor-assisted. (2 hours weekly)

## **LIFE FITNESS**

### **LFIT-105 Belly Dancing** **1 Credit**

This course will focus on training students to understand and perform belly dance. Movement includes basic isolation and moves with the head, shoulders, arms, hands, chest, belly, hips, and feet as well as techniques which incorporate the entire body. Students will also learn about the different music, history, and culture of this dance style. Students will demonstrate mastery of belly dance through choreographed and non-choreographed class performances. (2 hours weekly) NOTE: Also listed as DANC-105.

### **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



## 2009-2010 COURSE DESCRIPTIONS

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-130 Mixed Martial Arts** **1 Credit**

This course is designed to introduce the student to the combat sport of mixed martial arts. Mixed martial arts combine the techniques and practices of striking and grappling arts. The techniques from the three ranges (stand-up, clinch, groundwork) used in the sport of mixed martial arts will be trained. The training methods, strategies, and techniques of Muay Thai/Thai Boxing, Brazilian Jujitsu, Russian Sambo, Japanese Shootwrestling, and Western Catch as Catch Can Wrestling will be examined and trained. (2 hours weekly)

### **LFIT-131 Martial Arts of Southeast Asia** **1 Credit**

This course is designed to introduce the student to the Southeast Asian martial arts of the Philippines, Indonesia, and Burma. The techniques and methods of Pentjak Silat (Indonesia), Kali/Escrima/Arnis (Philippines), and Bando (Burma) will be examined and trained. Bando (Burmese martial art): Bando is a composite system which includes the traditional Burmese martial arts of Bama Lethey (Burmese Boxing), Thaing (combat self-defense method), Banshay (weapons), and Naban (grappling). Pentjak Silat (Indonesian martial art): Pentjak means to train for fighting and silat means the actual fighting. One can not have pentjak without silat. Many styles of pentjak silat exist in Indonesia, including Serak, Harimau, and Mande Muda. Kali (Filipino martial art): Other versions or names for these martial arts include escrima, arnis, armas de mano, and many others. Class practice will include weapon, striking, throwing, and grappling techniques. Class time will be divided between empty hand and weapons training. (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-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) NOTE: Also listed as DANC-198.

### **LFIT-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 or LFIT-197. (2 hours weekly) NOTE: Also listed as DANC-199.

### **LFIT-298 Intermediate Alexander Technique** **1 Credit**

This course follows LFIT-198 (The Alexander Technique) and continues the study and practice of Alexander's work with the Self as a mind/body unity. Recognizing the spiral nature of this type of learning, whereby we revisit the same activities and principles but at a deeper level, this course contains the same daily activities as the first course such as sitting, standing, walking, breathing and constructive rest. There is emphasis on the particular performance or everyday activity of most interest to the student, whether that be in music, dance, drama, athletics, public speaking, computer work or anything involving complex co-ordination. Prerequisite: DANC-198 or LFIT-198. (2 hours weekly) NOTE: Also listed as DANC-298.

## 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. (3 hours weekly) NOTE: Also listed as ENGL-126.

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## 2009-2010 COURSE DESCRIPTIONS

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### **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. Prerequisite: ARTT-130 or MASS-130. (4 hours weekly) NOTE: Also listed as ARTT-131.

### **MASS-139 Principles of Film and Media Production**

#### **3 Credits**

This course is an interdisciplinary study of film and media production. Emphasis is on the overview of the various types of media production a film/video student could pursue in the commercial, corporate, or artistic world. (3 hours weekly) NOTE: Also listed as FILM-139.

### **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-150 Introduction to Radio I**

#### **3 Credits**

This course is an introduction to the radio industry standards and production. Students will learn the basic workings of a radio station, program-

ming, writing, recording, editing and announcing skills. Students will also learn about the different types of radio stations, the evolution of radio and challenges of the future. (4 hours weekly)

### **MASS-151 Introduction to Radio II**

#### **3 Credits**

This course is an in depth study of radio programming for news. Students will design, develop and produce a news format radio show. The emphasis will be on news gathering, story line up, writing and announcing the news. Students will work as a team throughout the semester. Prerequisite: MASS-150. (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. (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. (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. Prerequisite: ARTT-130 or MASS-130. (4 hours weekly)

### **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 utilize software such as Adobe Photoshop and After Effects to create compositions. Prerequisite: ARTT-112. (4 hours weekly) NOTE: Also listed as ARTT-223.

### **MASS-230 Television Production 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. Prerequisite: ARTT-131 or MASS-131. (4 hours weekly)

### **MASS-231 Television Production 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. Prerequisite: MASS-230. (4 hours weekly)

### **MASS-250 Radio Production I**

#### **3 Credits**

This course builds on the skills learned in Introduction to Radio I and II through hands-on radio production and programming. Students will work as a team in a real internet radio lab and will be able to produce and air a quality music-based radio show. Prerequisite: MASS-151. (4 hours weekly)

### **MASS-251 Radio Production II**

#### **3 Credits**

This advanced course concentrates on information-based talk radio. Students will produce an NPR style feature, produce and publish a podcast, and conduct a one hour talk show in the college radio lab. Students will work on interviewing skills and learn about different types of talk formats. The importance of research and show preparation will be discussed. Prerequisite: MASS-250. (4 hours weekly)

### **MASS-260 Designing for Interactive Environments**

#### **3 Credits**

This course studies interactive design principles through analysis and creation of interface designs for websites, multimedia presentations,

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## 2009-2010 COURSE DESCRIPTIONS

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DVD menus, and other forms of interactive media. Design applications, architecture, navigation, usability, and content are explored, as well as typography, imagery, and layout techniques. Prerequisite: ARTT-112. (4 hours weekly) NOTE: Also listed as ARTT-260.

### **MASS-261 Digital Video** **3 Credits**

This course will include the 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 the video production for new media. Prerequisite: CMSY-126 or CMSY-129. (4 hours weekly) NOTE: Also listed as ARTT-261.

### **MASS-270 Multimedia Authoring and Design I** **3 Credits**

This course is an overview and introduction to creating multimedia animations and presentations. Taught from a design perspective, students will use Adobe Flash to draw and animate vector-based art, import and animate raster-based images, and storyboard and implement basic interactivity using ActionScript. Projects will be exported for publication on the web and CD-ROM. Prerequisite: ARTT-112. (4 hours weekly) NOTE: Also listed as ARTT-270.

### **MASS-271 Multimedia Authoring and Design II** **3 Credits**

This course is a continuation of Multimedia Authoring and Design I. The underlying scripting language in Adobe Flash, ActionScript, is emphasized. In addition to vector and raster-based art, students will use sound and video in presentations, games, and animations. Taught from a design perspective, students will employ ActionScript to produce dynamic content, interactive animation, and advanced interaction components, providing a richer, more involved presentation and user experience. Prerequisite: ARTT-270 or MASS-270. (4 hours weekly) NOTE: Also listed as ARTT-271.

### **MASS-280 Web Design and Production I** **3 Credits**

This course is an overview and introduction to creating websites. Taught from a design perspective, students will use Adobe Photoshop and Dreamweaver to create detailed sitemaps, design interfaces, produce web graphics, and construct complete websites ready for publishing on the web. Emphasis is on a thorough understanding of HTML and solid, reliable site construction using

Adobe Dreamweaver. Prerequisite: ARTT-112. (4 hours weekly) NOTE: Also listed as ARTT-280.

### **MASS-281 Web Design and Production II** **3 Credits**

This course is a continuation of Web Design and Production I. Taught from a design perspective, students will explore basic multimedia production in Adobe Flash and include multimedia components, as well as advanced behaviors and Javascripts, into websites using Adobe Dreamweaver. Students will also examine CSS layout, template-driven websites and dynamic content using PHP. Prerequisite: ARTT-280 or MASS-280. (4 hours weekly) 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. Prerequisites: ENGL-093 or appropriate score on the English placement test. (2 hours weekly)

### **MATH-061 Basic Algebra & Geometry** **4 Credits**

In this course students will be introduced to algebraic topics such as working with integers, simplifying numeric expressions with exponents, combining similar terms, multiplying polynomials and evaluating algebraic expressions. They will learn to distinguish among examples of the commutative, associative and distributive properties. Students will solve first degree equations, solve and graph linear inequalities, graph lines and investigate slope and the x- and y- intercepts. They will become familiar with elementary topics in geometry such as basic definitions. Application problems will include perimeter, area, and angle measurement. This course is taught using computer assisted instruction. Prerequisites: MATH-060 or appropriate score on the math placement test; and ENGL-093 or appropriate score on the English placement test. (4 hours weekly)

### **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 develop 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 linearequations will be solved graphically and algebraically. Methods of factoring second-degree polynomials and applications involving factoring will also be included. Students will solve quadratic equations and related applications using factoring and the quadratic formula. Application problems will include the use of the Theorem of Pythagoras. This course is taught using computer-assisted instruction. PRQ: MATH-061 or appropriate score on math placement test. (4 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



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## 2009-2010 COURSE DESCRIPTIONS

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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-105 Drug Calculations** **1 Credit**

Students will develop skills in the metric, apothecary and household systems of measurement. Drug calculation problems will provide the student with the opportunity to practice conversions between systems. Students will perform the computations necessary to administer medications in liquid, tablet and capsule form. Prerequisite: MATH-060 or appropriate score on math placement test. (2 hours weekly for 7 weeks) NOTE: Also listed as HEAL-105.

### **MATH-108 Business Math** **3 Credits**

In this course, students will develop skills in the practical applications of arithmetic and mathematical concepts appropriate to the various occupational programs in business. The student will develop the ability to work with percentages, proportions, ratios, tables, charts, graphs, and the scientific calculator in the solution of business problems. The student will also be able to represent data by the use of basic statistical measures. This learning program will also acquaint students with some of the terminology of business and some of the ways in which they can benefit as consumers by an increased awareness of simple business mathematics. Prerequisite: MATH-061 or appropriate score on math placement test. (3 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, num-

ber 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 for students in the elementary education and early childhood education programs. Students will study the structural aspects of mathematics and the "why" of arithmetical computations. Topics include sets, functions, logic, numeration 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 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 on problem-solving techniques including the appropriate use of calculators and computers. Prerequisite: MATH-070 or appropriate math placement score. (4 hours weekly) (Concepts I, II may be taken in either order but sequential order is recommended.)

### **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 De Moivre's theorem. The use of a graphing calculator is required (TI-83 plus or TI-84 recommended). Prerequisite: MATH-131. (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)



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## 2009-2010 COURSE DESCRIPTIONS

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### **MATH-145 Business Calculus** **3 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 and learn about continuous and discontinuous functions. They will be able to find derivatives and integral of polynomial, rational, radical, exponential, logarithmic and some special functions. They will use the chain rule and the rules dealing with operations in finding derivatives and u-substitution in finding definite and indefinite integrals. Applications dealing with optimization, related rate, revenue, cost, profit, supply and demand and areas will be presented. Graphing functions will be an integral part of the course and will contain a discussion of asymptotes, increasing, decreasing, concavity, maximum and minimum. Theorems will be used in the class to justify and explain the concepts. Some of the theorems may 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, MATH-181 or MATH-145.** Prerequisite: MATH-131 or equivalent. (3 hours weekly)

### **MATH-181 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 integrals 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, the squeeze theorem and the fundamental theorem of calculus. Implicit differentiation, differentials and summations of area will be used when appropriate. A graphing calculator is recommended. The use of a computer algebra system will be an integral part of the course. **Credit will only be granted for one of the following: MATH-140, MATH-181 or MATH-145.** Prerequisite: MATH-135 or MATH-133 or equivalent. (4 hours weekly)

### **MATH-182 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 hyperbolics, inverse trig, inverse hyperbolics, 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, MATH-181 or equivalent. MATH-145 does not fulfill prerequisite requirements. (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-182 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, MATH-181 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, MATH-182 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, MATH-181, 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-182, or equivalent. (3 hours weekly)

## **METEOROLOGY**

### **METO-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)

### **METO-112 Meteorology Laboratory** **1 Credit (Science Core)**

This course is a laboratory study of weather variables, atmospheric motion, precipitation and topics in modern weather science. In this course, students will acquire and interpret basic meteorological data, to study atmospheric

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## 2009-2010 COURSE DESCRIPTIONS

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phenomena. The construction and analysis of weather maps will be used with an emphasis on weather forecasting. Pre- or co-requisite: METO-111. (2 hours lab)

### 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 maintains 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 (MCSA) 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 that are 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 Windows Internet Name Service (WINS); 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 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-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 an interactive tool that simulates real-life scenarios that the target audience may encounter. Students are given the task of col-

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## 2009-2010 COURSE DESCRIPTIONS

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lecting 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 moonlighter 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-107 American Popular Music**

#### **3 Credits (Fine Arts/Humanities Core)**

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 (Fine Arts/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



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## 2009-2010 COURSE DESCRIPTIONS

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music in ritual and ceremony, as transmitter of culture and as a social and political tool. (3 hours weekly)

### **MUSC-110 Music Theory, Musicianship & Keyboard Skills 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 the study of musical structure that combines written work, ear-training, keyboard skills, and sight singing. After a very brief review of notation, rhythm, major and minor scales, and key signatures, the student will develop knowledge and understanding of the following: 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, and musical form in melody, as well as the appropriate functional keyboard skills. (4 hours lecture, 3 hours lab and additional practice time)

### **MUSC-111 Music Theory, Musicianship & Keyboard Skills 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 rhythmic, harmonic and melodic reading and dictation will be continued, along with sight singing and keyboard skills. Prerequisite: MUSC-110. (4 hours lecture; 3 hours lab and additional practice 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-116 Musicianship for the Musical Theater**

**3 Credits**

Musicianship for the Musical Theater is a one semester course required of all Musical Theater Majors. It is an intensive approach to teaching students the aural skills that enable them to sing music at sight, a process that usually takes place

over a period of four semesters in a traditional music program. As such, students in this class must be able to read music, as it does not include the fundamentals of music reading. After a brief review of musical notation, the student will learn solfège and its applications through standard ear training exercises, then progress to literature from operetta and musical theater through the mid 1900s. After these basic skills are developed, more difficult musical theater literature from 1950 through the present will be studied. Exposure to Musical Theater repertoire and learning music without assistance will be stressed. It is strongly recommended that students possess basic music reading skills equivalent to MUSC-100 Fundamentals of Music. (3 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, one hour lab weekly)

### **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, one hour lab weekly)

### **MUSC-119 Applied Music**

**1 Credit**

First semester of private college level study. (1 half-hour lesson per week, one hour lab weekly)

### **MUSC-120 Applied Music**

**1 Credit**

Second semester of private college level study. (1 half-hour lesson per week, one hour lab weekly)

### **MUSC-121 Introduction to Music**

**Technology**

**2 Credits**

This course is an introduction to the terminology, concepts, and basic skills needed to work with computer-based music applications and basic MIDI (synthesizer) technology used in core music classes. The order in which these projects are presented is intended to correspond to curricula in the music department, although non-music major students may enroll in this class. The course is also designed to give students a background that will allow them to more easily incorporate additional technology which they will find in the world of music and music education. It is strongly recommended that students take this class during their first semester of matriculation into the music curriculum. (2 hours weekly)

### **MUSC-122 Jazz Improvisation I**

**2 Credits**

This course offers a step by step approach to the art and science of jazz improvisation by focusing on the basic elements of music: sound, rhythm, melody, harmony, and form. The student will learn how to create and develop musical ideas and play them in a jazz style. The course will include basic ear training exercises as well as some transcription of jazz solos. The student will develop a greater awareness of musical style and structure through the use of a variety of listening exercises. The student must be able to read music and possess basic technical proficiency on his/her instrument. (2-3 hours weekly)

### **MUSC-123 Jazz Improvisation II**

**2 Credits**

This course is a continuation of Jazz Improvisation I. The student will learn how to improvise in various jazz styles over standard chord progressions. The course will include ear training exercises and transcription of jazz solos of different styles. The student will develop a greater awareness and understanding of multiple jazz styles through a variety of listening and performance exercises. Prerequisite: MUSC-122. (2-3 hours weekly)

### **MUSC-126 Lyric Diction I – Italian/Latin**

**2 Credits**

The first in a series of courses designed for singers and choral conductors who wish to improve their linguistic skills and knowledge of Italian/Latin, as applied through the use of the International Phonetic Alphabet (IPA), as well as expanding their knowledge of standard vocal repertoire. (3 hours weekly)

### **MUSC-127 Lyric Diction II - English**

**2 Credits**

The second in a series of courses designed for singers and choral conductors who wish to improve their linguistic skills and knowledge of English, as applied through the use of the International Phonetic Alphabet (IPA), as well as expanding their knowledge of standard vocal repertoire. Prerequisite: MUSC-126. (3 hours weekly)

### **MUSC-131-134 Major Ensemble –**

**Chorus I, II, III, IV**

**1 Credit**

Each of these ensembles offers a performance-oriented exposure to both traditional and contemporary styles in each of their respective genres. Special attention will be given to those musicianship skills which are crucial to effective ensemble performance. (2-3 hours weekly)



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## 2009-2010 COURSE DESCRIPTIONS

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### **MUSC-141-144 Major Ensemble – Chamber Singers, I, II, III, IV** **1 Credit**

Each of these ensembles offers a performance-oriented exposure to both traditional and contemporary styles in each of their respective genres. Special attention will be given to those musicianship skills which are crucial to effective ensemble performance. (2-3 hours weekly)

### **MUSC-151-154 Major Ensemble – Jazz Ensemble I, II, III, IV** **1 Credit**

Each of these ensembles offers a performance-oriented exposure to both traditional and contemporary styles in each of their respective genres. Special attention will be given to those musicianship skills which are crucial to effective ensemble performance. (2-3 hours weekly)

### **MUSC-158 Jazz Theory** **3 Credits**

Jazz Theory is a one-semester course required of all students seeking a Certificate of Proficiency in Music Performance–Jazz Studies and suggested for those students interested in Jazz Theory. It continues the integrated approach to musical structure that combines written work, ear training, keyboard skills, and sight singing that was established in Music Theory I and II. Selected topics include the study of typical jazz chord structures, Major, melodic minor, diminished, and whole tone harmonic structure, slash chords, harmonic and melodic analysis, blues forms, and re-harmonization. Prerequisite: MUSC-111. (4 hours weekly)

### **MUSC-159 Jazz History** **3 Credits**

The purpose of this course is to examine the development of Jazz music from its origins to present day. Students will explore the different eras, styles, artists, literature and social issues associated with Jazz music. The class will include audio and video recordings to illustrate the stylistic differences and development of each era. Upon completion of this course, students will not only have a strong understanding of the history of Jazz music; they will also have improved listening skills for a greater appreciation of this American art form. (3 hours weekly)

### **MUSC-161 Introduction to Music Therapy and Practice, Part I** **2 Credits**

Introduction to Music Therapy and Practice, Parts I and II, is a two-semester course designed to introduce the student to the profession of Music Therapy. In Introduction to Music Therapy and Practice, Part I, the student will study basic

concepts of Music Therapy including definition, history, man as a musical being, the functions of music and the use of music as a treatment tool. Students will also study the concepts of the treatment process and research as it applies to music therapy. Students will begin a Music Therapy Professional Portfolio. (3 hours weekly)

### **MUSC-162 Introduction to Music Therapy and Practice, Part II** **2 Credits**

Introduction to Music Therapy and Practice, Parts I and II, is a two-semester course designed to introduce the student to the profession of Music Therapy. As the second half of a two-part course, MUSC-162 is designed to explore the populations served by music therapists in greater depth and to introduce students to approaches upon which music therapy practices are based. Students will add papers, readings, observations and techniques pertinent to these populations in their Music Therapy Professional Portfolio. (3 hours weekly)

### **MUSC-171-174 Major Ensemble – Guitar Ensemble I, II, III, IV** **1 Credit**

Each of these ensembles offers a performance-oriented exposure to both traditional and contemporary styles in each of their respective genres. Special attention will be given to those musicianship skills which are crucial to effective ensemble performance. (2-3 hours weekly)

### **MUSC-181-184 Major Ensemble – Specialized Instrumental Ensembles I, II, III, IV** **1 Credit**

Each of these ensembles offers a performance-oriented exposure to both traditional and contemporary styles in each of their respective genres. Special attention will be given to those musicianship skills which are crucial to effective ensemble performance. (2-3 hours weekly)

### **MUSC-185 Instrumental Techniques – Brass** **2 Credits**

This course introduces students to the brass instrument family. Students will learn about the instruments' historical and acoustical background as well as how to play each instrument. Basic concepts of teaching, methods and suggested materials for use, and techniques of individual and classroom instruction will also be introduced. Students should possess musicianship skills and proficiency on one or more instruments/voice. (3 hours weekly)

### **MUSC-186 Instrumental Techniques – Woodwinds** **2 Credits**

This course introduces students to the woodwind instrument family. Students will learn about the instruments' historical and acoustical background as well as how to play each instrument. Basic concepts of teaching, methods and suggested materials for use, and techniques of individual and classroom instruction will also be introduced. Students should possess musicianship skills and proficiency on one or more instruments/voice. (3 hours weekly)

### **MUSC-187 Instrumental Techniques – Strings** **2 Credits**

This course introduces students to the string instrument family. Students will learn about the instruments' historical and acoustical background as well as how to play each instrument. Basic concepts of teaching, methods and suggested materials for use, and techniques of individual and classroom instruction will also be introduced. Students should possess musicianship skills and proficiency on one or more instruments/voice. (3 hours weekly)

### **MUSC-188 Instrumental Techniques – Percussion** **2 Credits**

This course introduces students to the percussion instrument family. Students will learn about the instruments' historical and acoustical background as well as how to play basic rudiments for each instrument. Basic concepts of teaching, methods and suggested materials for use, and techniques of individual and classroom instruction will also be introduced. Students should possess musicianship skills and proficiency on one or more instruments/voice. (3 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)

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## 2009-2010 COURSE DESCRIPTIONS

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### **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 Pre-Professional Experience I**

#### **2 Credits**

This course will serve as an orientation to the role of the music teacher in the school and community. It will aim to provide an introduction to music teaching for general music teachers and music specialists. It equips students with musical skills and a range of learning experiences and teaching strategies for use in the classroom. Students will be introduced to both theoretical and practical aspects of music and to music curriculum practices and procedures. On-site

school visits at elementary, middle and high school levels form the basis for discussion and exploration of all facets of the music education profession. (3 hours weekly)

### **MUSC-198 Pre-Professional Experience II**

#### **2 Credits**

This course will serve as a continuation of MUSC-197 Pre-Professional Experience I and students will continue to explore the world of music education, through both theory and practice. It will continue laying a foundation for music education, focusing on secondary schools. It will equip students with musical skills and a range of learning experiences and teaching strategies for use in the secondary classroom. Regular on-site school visits at elementary, middle and high school levels form the basis for discussion and exploration of all facets of the music education profession. Prerequisite: MUSC-197. (3 hours weekly)

### **MUSC-202 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. 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-111. (3 hours weekly)

### **MUSC-203 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-207 Music Therapy Techniques**

#### **2 Credits**

This course provides the student with an introduction to methods and techniques of music therapy through lecture and classroom experiences. Students will learn basic principles upon which music therapy techniques have been developed and practice these techniques in the classroom with their peers. Prerequisite: MUSC-161 and MUSC-162. (3 hours weekly)

### **MUSC-208 Music Therapy in Education**

#### **3 Credits**

Music Therapy in Education is designed to present and explore theoretical foundations as well as practical methods of the uses of music therapy in schools. This course will present an overview of music education and special education and examine the role of music therapy in schools. It is designed for music therapy students, music educators and special education teachers. Music therapy students will continue to expand their Music Therapy Professional Portfolios with papers, readings, observations and techniques. (3 hours weekly)

### **MUSC-210 Music Theory, Musicianship and Keyboard Skills 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 non-harmonic tones and secondary dominants, augmented and Neapolitan sixth chords, foreign modulations and extended chords. The study of form will be continued through chosen examples. All facets of ear training, sight singing, and keyboard skills will be continued. Prerequisite: MUSC-111. (4 hours lecture, 3 hours lab and additional practice time)

### **MUSC-211 Music Theory, Musicianship and Keyboard Skills 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, melodic dictation, and keyboard skills will be continued.

## 2009-2010 COURSE DESCRIPTIONS

Prerequisite: MUSC-210. (4 hours lecture, 3 hours lab and additional practice time)

### **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, one hour lab weekly)

### **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, one hour lab weekly)

### **MUSC-219 Applied Music** **1 Credit**

Third semester of individual study program. (1 half-hour lesson per week, one hour lab weekly)

### **MUSC-220 Applied Music** **1 Credit**

Fourth semester of individual study program. (1 half-hour lesson per week, one hour lab weekly)

### **MUSC-223 Musical Theater Workshop** **1 Credit**

This course is intended as a culminating course for the musical theater track in the theater major. Students will have the opportunity to use the skills learned in previous classes in an integrative environment where they will move, act, and express through the media of lyric and music. They will develop, rehearse, and perform assigned scenes from the standard musical repertoire, both in class and as part of a public performance either in a college production or musical revue. Students will also be coached by a professional in the field on preparing and performing an audition piece. Prerequisites: THET-141, DANC-115, and MUSC-118. (3 hours weekly) NOTE: Also listed as THET-223.

### **MUSC-224 Music Therapy Practicum I** **1 Credit**

This two semester course sequence of MUSC-224 and MUSC-225 Music Therapy Practicum II provides exposure to the clinical practice of music therapy through on-site visits with board-certified music therapists working in various settings both on and off campus. To obtain vital "hands on" experience, students will participate in weekly clinical experiences. Written assignments and classroom discussions will allow the students to gain clarity and insight into the practical experience of being a music therapist. Students will append their Music Therapy Profes-

sional Portfolios with practical techniques gained during clinical visits. Prerequisites: MUSC-161 and MUSC-162. (3 hours weekly)

### **MUSC-225 Music Therapy Practicum II** **1 Credit**

This two-semester course sequence (with MUSC-224 Music Therapy Practicum I) provides exposure to the clinical practice of music therapy through on-site visits with board-certified music therapists working in various settings both on and off campus. To obtain vital "hands on" experience, students will participate in weekly clinical experiences. Written assignments and classroom discussions will allow the students to gain clarity and insight into the practical experience of being a music therapist. Students will append their Music Therapy Professional Portfolios with practical techniques gained during clinical visits. Prerequisites: MUSC-224. (3 hours weekly)

### **MUSC-226 Lyric Diction III - German** **2 Credits**

The third in a series of courses designed for singers and choral conductors who wish to improve their linguistic skills and knowledge of German, as applied through the use of the International Phonetic Alphabet (IPA), as well as expanding their knowledge of standard vocal repertoire. Prerequisite: MUSC-127. (3 hours weekly)

### **MUSC-227 Lyric Diction IV - French** **2 Credits**

The fourth in a series of courses designed for singers and choral conductors who wish to improve their linguistic skills and knowledge of French, as applied through the use of the International Phonetic Alphabet (IPA), as well as expanding their knowledge of standard vocal repertoire. Prerequisite: MUSC-226. (3 hours weekly)

## **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-130/NURS-131.

### **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-122 131, 133, 135, 145 or higher. (4 hours theory, 2 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-130/NURS-131. 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-22, -131, -133, -135, -145 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



## 2009-2010 COURSE DESCRIPTIONS

ADN: BIOL-107, BIOL-203, CHEM-103, MATH-122, -131, -133, -135, -145 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 responses 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 responses 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 PSYC-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 PSYC-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 (obstruction, 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, and 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-130/NURS-131 and NURS-132. (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 the 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



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## 2009-2010 COURSE DESCRIPTIONS

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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, 1.85 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 leadership and management in nursing to promote quality patient care outcomes. Students will develop 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 competently care for a small group of patients within the nursing care team and in a variety of health care settings. Prerequisites: NURS-233 and NURS-234; Pre- or Co-requisite: NURS-230 (2.15 hours theory, 1.85 hours lab)

## **NUTRITION**

### **NUTR-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 nutrition and health, 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 computerized dietary analysis project. (3 hours weekly) NOTE: Also listed as HEED-211.

## **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 numbers and fractions, do accumulative and constant multiplication and division, percentages, complements and chain discounts, gross and net profit, mark up, proration and interest problems. 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 proofreading 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 English 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. Prerequisite: 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 software. 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 Experience 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 operative 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, Access, 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 procedures 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 (except 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 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

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## 2009-2010 COURSE DESCRIPTIONS

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time during the school year. All of the work for this course (except tests) may be done outside 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 reports 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 reports 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 Introduction to Logic** **3 Credits (Humanities Core)**

An introduction to both the practice and study of reason. Taking the essence of reason to be argument—a set of premises supporting a conclusion—the basic notions of validity, truth, soundness, strength and cogency will be studied and applied to ordinary language, culminating in a survey of what are known as informal fallacies. Two elements of formal symbolic logic will then be studied and practiced: categorical syllogism (Aristotelian and Boolean) and propositional logic (not including predicate logic). These elements have a distinctly mathematical feel; the final element of the course will return to a less formally rigorous study of inductive logic, scientific method and reason in general. (3 hours weekly)

### **PHIL-103 Introduction to Ethics** **3 Credits (Humanities Core)**

Upon completion of this course students will be familiar with most important ethical theories of Western philosophy. Students will have the necessary tools to discuss and evaluate various contemporary moral issues, as well as a moral ethical stance. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### **PHIL-104 Introduction to Religious Studies**

#### **3 Credits (Humanities Core)**

An introduction to the academic study of religion which explores the nature and variety of religious experience, the role of religion in the lives of individuals and communities, forms of ritual/rites/worship, the use of myths, symbols, and practices in guiding everyday living, religion's role in the construction of meaning, and the reciprocal relationship between religion and culture. Drawing on insights from the humanities and social sciences, this course is interdisciplinary in focus and worldwide in scope, covering religious experience in Asia, Africa, and the West. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### **PHIL-110 Introduction to Chinese Taoism**

#### **1 Credit**

An interdisciplinary introduction to Chinese Taoism, using the methods and categories of philosophy but including the historical and cultural milieu of China, traditional Chinese landscape painting as expressive of Taoist philosophy and an examination of the wisdom texts Tao Te Ching and Chuang-tzu. Prerequisite: Eligible to enroll in ENGL-121. (1 hour weekly)

### **PHIL-111 Introduction to Japanese Zen Buddhism**

#### **1 Credit**

An interdisciplinary introduction to Japanese Zen Buddhism, using the categories and methods of philosophy but including the historical and cultural milieu of Japan, Zen painting, haiku, and sand gardens, and ancient, medieval, and modern Zen wisdom texts from around the world. Prerequisite: Eligible to enroll in ENGL-121. (1 hour weekly)

### **PHIL-112 Introduction to African Philosophy**

#### **1 Credit**

An interdisciplinary introduction to African philosophy using the categories and methods of Western philosophy but including the historical and cultural milieu of Africa as well as African visual arts and proverbs, African drumming, dance, and song as repositories of and ways to express African philosophy. Prerequisite: Eligible to enroll in ENGL-121. (1 hour weekly)

### **PHIL-116 Fundamentals of Spiritual Awareness**

#### **3 Credits**

This course, based on Eastern thought, will provide the student the tools to understand one's spiritual 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. The student will also have the opportunity to explore intuition, dreams, and synchronicity. Upon completion of this course one will gain an understanding of spirituality, self-awareness, and self-responsibility. (3 hours weekly) NOTE: Also listed as HEED-116.

### **PHIL-140 The Philosophy and Practice of Tai Chi**

#### **3 Credits**

This course is designed to provide the student with the skills necessary to instruct the martial art of Tai Chi. The student will be provided with the means of developing the physical and teaching skills needed to instruct the Beijing or Simplified Form of Tai Chi for fitness and stress management. (4 hours weekly) NOTE: Also listed as HEED-140.

### **PHIL-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

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## 2009-2010 COURSE DESCRIPTIONS

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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 HEED-141.

### **PHIL-201 Religions of the World** **3 Credits (Humanities Core)**

A study of the major religions of the world with emphasis on their origins, development, and significance in the modern world as well as their sacred texts. Focus is on Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### **PHIL-202 Critical Thinking and Creative Problem Solving** **3 Credits (Humanities Core)**

Students will study ideas designed to help them improve their thinking skills of thinking critically, reasoning clearly, using language precisely, and creatively solving problems. The importance of solid evidence and logical reasoning will be studied in a variety of contexts. Emphasis will also be on applying thinking skills to everyday practical problems, academic problems, personal problems, and social problems. Primary and secondary sources will be used from newspapers, books, television, and other media. Prerequisite: ENGL-121. (3 hours weekly)

### **PHIL-260 Film and Philosophy** **3 Credits**

An exploration and comparison of philosophical approaches explored within the art form of film. Focus is on major theories of reality (metaphysics), knowledge (epistemology) and value (axiology) and on the canons of film studies. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as FILM-260.

## **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 takehome 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 explain (often using a model) 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, Feby-Perot, Twyman-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 optical 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)



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## 2009-2010 COURSE DESCRIPTIONS

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### 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 phenomenon 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)

#### **PHYS-106 Earth and Space Science 4 Credits (Science Core)**

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 skill 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 (Science Core)**

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 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 (Science Core)**

General Physics 110 is the first semester of a three-semester calculus-based physics course mainly for physics, physical science, engineering and related science majors. The course will enable the student to solve problems, using calculus methods when applicable, for the

major concepts in physics to include: measurement; vector concepts; laws of motion, force, energy; principles of mechanics and statics; linear momentum; rotation; and fluid statics and dynamics. 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: Eligible to enroll in ENGL-121; Pre- or Co-requisite: MATH-140 or MATH-181. (3 hours lecture, 3 hours lab)

#### **PHYS-111 General Physics II (Calculus) 4 Credits (Science Core)**

General Physics 111 is the second 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: oscillatory motion; wave motion; sound; electrostatics; DC and AC circuits; magnetism; and electro-magnetic interactions. 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: PHYS-110; eligible to enroll in ENGL-121; Pre- or Co-requisite: MATH-150 or MATH-182. (3 hours lecture, 3 hours lab)

#### **PHYS-112 General Physics III (Calculus) 3 Credits**

General Physics 112 is the final 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 to express mathematically and/or explain the physical phenomena involved. Prerequisite: MATH-150 or MATH-182 and PHYS-111, and eligible to enroll in ENGL-121. (2 hours lecture, 3 hours lab)



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## 2009-2010 COURSE DESCRIPTIONS

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### POLITICAL SCIENCE

#### **POLI-101 American Federal Government**

##### **3 Credits (Social and Behavioral Sciences Core)**

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)

#### **POLI-201 Comparative Government** **3 Credits (Social and Behavioral Sciences Core)**

The student will be able to compare and contrast the political, military, social, and economic characteristics of governments in three different environments. They are: nations in transition (developing Third World States to be selected in class); countries in a western democratic setting (United States, Britain and France) and post Cold War communist governments. The student will also be able to examine and evaluate modern political thought and ideologies such as rational philosophies; liberal and conservative doctrines; socialistic and Marxist ideologies; Fascism, anarchism, terrorism and nationalism. Prerequisite: ENGL-121 or ENGL-101. (3 hours weekly)

#### **POLI-202 International Relations and Contemporary Foreign Policy** **3 Credits (Social and Behavioral Sciences/Interdisciplinary and Emerging Issues Core)**

The purpose of this course is to introduce the student to the study of American foreign policy. The course will explore the nature of foreign policy, the idea of national interest, the historic impulses driving foreign policy in the US, the crucial historical challenges shaping American foreign policy, the institutional context of American foreign policy and will investigate the principle challenges facing American policy makers today and in the future. Prerequisite: ENGL-121. (3 hours weekly)

### PORTUGUESE

#### **PORT-101 Elementary Portuguese I** **4 Credits (Humanities Core)**

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. This course may be offered as self-instructional/tutor assisted. (2 hours weekly)

#### **PORT-102 Elementary Portuguese II** **4 Credits (Humanities Core)**

PORT-102 is a continuation of beginning Portuguese. Students continue to develop the four basic language skills, particularly oral communication. Students will look inside the cultures of the Portuguese speaking world. They will develop a project that reflects personal goals for learning Portuguese. This course may be offered as self-instructional/tutor assisted. (2 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

## 2009-2010 COURSE DESCRIPTIONS

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)

### **PSYC-205 Women and Psychology** **3 Credits**

This course will examine the history of women in psychology. Additionally, women's lives and experiences will be explored from a lifespan developmental perspective which includes psychological, social, and biological influences. Students will examine current research on a variety of topics and critically evaluate the literature. Pre-requisite: PSYC-101. (3 hours weekly) Also listed as WMST-205.

## **PUBLIC HEALTH**

### **PUBH-101 Introduction to Public Health** **3 Credits (Interdisciplinary and Emerging Issues Core)**

Introduction to Public Health is a survey course designed to introduce students to public health topics such as biostatistics, epidemiology, environmental and occupational health, behavioral health, health policy and administration, maternal and child health, and ethics. The course provides methodology for understanding health and health policy matters at a population level and exposes students to various occupations in the field of public health. Course content will include guest lecturers who serve in a public health field and possible site visits to Public Health institutions. (3 hours weekly)

### **PUBH-210 Epidemiology** **3 Credits**

Epidemiology introduces students to the principles and methods public health practitioners employ to determine transmission, distribution, occurrence, and detection of communicable and non-communicable diseases and injury within a population. Epidemiology provides evidence-based data which may point to an association between exposure and development of a disease, leading researchers to further investigate a cause-and-effect relationship through laboratory experiments (i.e. tobacco use and lung cancer). Public policy measures (i.e. smoking tobacco ban) and control of diseases (i.e. SARS) benefit from epidemiologic measures by providing population and individual risk estimates. Course

content will include guest lecturers who employ epidemiologic principles in their public health work. Case studies of disease outbreaks will be highlighted (i.e. food-borne illness outbreak) to allow students to practice the methods used by epidemiologists. Prerequisite: MATH-138. (3 hours weekly)

### **PUBH-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) NOTE: Also listed as HEED-230.

### **PUBH-280 Global Health** **3 Credits**

This course is designed to introduce students to: [1] current and emergent issues that affect the health of the global population, [2] indicators and tools used to assess population health, and [3] measures taken to address the burden of disease. The far-reaching goal of this course is to provide resources and information to motivate citizens to take action toward ensuring equitable global health care. (3 hours weekly)

## **RADIOLOGIC TECHNOLOGY**

### **RADT-101 Introduction to Procedures** **4 Credits**

Students will explore introductory aspects related to the science of radiologic technology. This course is an overview of the history of x-ray, career opportunities, medical and legal ethics associated with the practice of radiologic technology, death and dying, patient care management, and basic radiation protection. Pre-requisites: Eligibility for ENGL-121; MATH-131, -133, -135, -145 or higher; BIOL-101, BIOL-203, and -204. Pre- or Co-requisite: PHYS-101. (2.5 hours theory, 6 hours on-campus lab)

### **RADT-111 Radiologic Procedures I** **3 Credits**

This course continues the study of terminology and techniques required to produce quality radiographs. Included are appropriate patient-care procedures, basic exposures, positioning techniques, principles of equipment use and

radiation protection. Pre-requisite: RADT-101. Co-requisite: RADT-112. (2 hours theory, 4 hours on-campus lab)

### **RADT-112 Clinical Radiography I** **4 Credits**

Supervised use of energized equipment in the on-campus laboratory and clinical laboratory centers to produce quality radiographic images of upper and lower extremities, chest and abdomen. Pre-requisite: RADT-101. Co-requisite: RADT-111. (16 clinical lab hours)

### **RADT-121 Radiologic Procedures II** **4 Credits**

This course will continue the study of radiographic procedures in greater depth with the addition of radiographic examinations focusing on the vertebral column, thoracic cage, pelvic girdle, skull and body systems requiring the administration of contrast materials. Pre-requisite: RADT-111; RADT-112. Co-requisite: RADT-122; RADT-123. (2 hour theory, 8 hour college lab)

### **RADT-122 Clinical Radiography II** **4 Credits**

Under supervision, students will use energized equipment in the on-campus laboratory and clinical laboratory centers to develop competency in positioning, producing and processing radiographic images to include the vertebral column, thoracic cage, pelvic girdle, skull and body systems requiring administration of contrast materials. Pre-requisite: RADT-111; RADT-112. Co-requisite: RADT-121; RADT-123. (16 clinical lab hours)

### **RADT-123 Imaging Equipment and Modalities** **3 Credits**

This course introduces X-ray physics, circuitry and various types of radiographic equipment. Concepts of X-ray production, interaction of X-rays with matter, beam characteristics, image intensification and radiographic accessories. A review of image quality and the evaluation of radiographic equipment and accessories is emphasized. Content is designed to establish a knowledge base in radiographic, fluoroscopic, mobile and tomographic equipment and design. The course will also provide a basic knowledge of quality control. Pre-requisite: RADT-111; RADT-112. Pre- or Co-requisite: RADT-121; RADT-122. (3 hours theory)

## 2009-2010 COURSE DESCRIPTIONS

### **RADT-212 Clinical Radiography III** **6 Credits**

Under supervision, students will use energized equipment in the on-campus laboratory and clinical laboratory centers to develop competency in positioning, producing and processing radiographic images and studies to include mammography, myelography, sialography, arthrography, and other special procedures. The clinical focus will be on anatomy, special techniques, positioning, equipment, and image evaluation technique and quality assurance. Pre-requisite: RADT-121; RADT-122, RADT-123. (24 clinical lab hours)

### **RADT-231 Radiologic Procedures IV** **4 Credits**

This course is the study of advanced radiographic procedures with the addition of computed tomography, digital radiography, ultrasonography, magnetic resonance imaging, interventional radiography and computer applications in radiology. It includes study of pathologic disorders and their respective impact on radiography. Pre-requisite: RADT-212. Co-requisite: RADT-232. (2 hour theory, 8 hour on-campus lab)

### **RADT-232 Clinical Radiography IV** **6 Credits**

Under supervision, students will use energized equipment in the on-campus laboratory and clinical laboratory centers to develop competency in positioning, producing and processing radiographic images and studies to include computed tomography, digital radiography, magnetic resonance imaging, ultrasonography, and other complicated special procedures performed on ventricular, vascular and other body systems. Pre-requisite: RADT-212. Co-requisite: RADT-231. (24 clinical lab hours)

### **RADT-251 Radiation Biology and Protection** **2 Credits**

This course presents principles of cell radiation and the responsibility of the radiographer to protect patients, personnel and the public from the effects of radiation. Content is designed to provide an overview of the principles of the interaction of radiation with living systems. Radiation effects on molecules, cells, tissues and the body as a whole are presented. Factors affecting biological response are presented, including acute and chronic effects of radiation. Additional topics included calculations of permissible radiation dosage and the effect of federal/state laws and regulations on radiation protection. Emphasis will also be placed on preparing students for the national certification examination. Pre-requisite:

RADT-231; RADT-232. Co-requisite: RADT-252. (2 hour theory)

### **RADT-252 Clinical Radiography V** **6 Credits**

This course is an advanced clinical practicum which will provide supervised experience in a clinical agency; comprehensive application of previously taught skills and concepts in preparation for entry into practice. Pre-requisite: RADT-231; RADT-232. Co-requisite: RADT-251. (24 hours clinical)

## **RETAILING**

### **RETL-103 Retail Merchandising** **3 Credits**

This class will acquaint students with the current world of retailing, giving a broad overview of retail store operations. It will involve a site visit to a local retailer, learning the use of current standard marketing techniques such as social networking and guerrilla marketing, goods pricing techniques, and reinforcement of the importance of an effective business plan. Also included will be the basic concepts of retailing, such as: historical and future perspectives, physical facility layouts, and team management principles. (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)

### **RETL-201-202 Retail Work Experience I and II** **3 or 4 Credits**

See COOP-201-202 Cooperative Education Work Experience I and II.

## **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. This course may be offered as self-instructional/tutor assisted. (2 hours weekly)

### **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. This course may be offered as self-instructional/tutor assisted. (2 hours weekly)

### **RUSS-201 Intermediate Russian I** **4 Credits (Humanities Core)**

In this 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. This course may be offered as self-instructional/tutor assisted. (2 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 may be offered as self-instructional/tutor assisted. (2 hours weekly)

### **RUSS-210 Russian Film** **3 Credits (Fine Arts/Humanities Core)**

This course is an interdisciplinary study of Russian society and culture through the medium of film. The aim of the course is to show the interconnection between artistic expression and the historical, social, and cultural realities within Russia from the 1920s to the present. (3 hours weekly) NOTE: Also listed as FILM-210.



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## 2009-2010 COURSE DESCRIPTIONS

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### SOCIOLOGY

#### **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 The Sociology of the Family** **3 Credits**

The Sociology of 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 does 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: Eligible to enroll in ENGL-121 (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 social, and political infrastructures that drive the emerging global issue under study. Prerequisite: Eligible to enroll in ENGL-121. (3 hours 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. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as HEED-130.

#### **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 AGNG-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)

#### **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



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## 2009-2010 COURSE DESCRIPTIONS

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and global conflicts, including examination of how or if these conflicts might be resolved in a non-violent manner. Prerequisite: SOCI-101 or SOCI-102. (3 hours weekly) NOTE: Also listed as CRES-225.

### SPANISH

#### **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 conversational specialists. (4 hours weekly)

#### **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. (4 hours weekly)

#### **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. (4 hours weekly)

#### **SPAN-202 Intermediate Spanish II** **4 Credits (Humanities Core)**

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. (4 hours weekly)

#### **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)**

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. (4 hours weekly)

#### **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 sequence 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 pairs 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 appropriateness 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

## 2009-2010 COURSE DESCRIPTIONS

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, resonance, 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 to 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-101 Introduction to Acting** **3 Credits (Fine Arts/Humanities Core)**

An introduction to the actor's art through exercises, improvisations and scripted work designed to boost self confidence in oral and physical communication skills as well as foster imaginative responses to the creative theatre process. (3 hours weekly)

### **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 play-writing, 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. Prerequisite: Eligible to enroll in ENGL-121. (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-251 Shakespeare from Page to Screen** **3 Credits (Literature, Fine Arts/Humanities Core)**

This course focuses on reading, analyzing and interpreting Shakespeare's plays as they have been adapted to film, and understanding them as products of specific historical, cultural and artistic currents, as performance text meant for production within the constraints of the medium of film. Prerequisite: ENGL-121. (3 hours weekly) NOTE: Also listed as FILM-251 and ENGL-251.

### **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)

## 2009-2010 COURSE DESCRIPTIONS

### **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 students will demonstrate these skills by studying the physical habits of other students in the class. The students 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 18<sup>th</sup> 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-177 Stage Combat** **2 Credits**

In this course, students will learn the basics of safety and partnering techniques in unarmed and sword combat for the stage. Students must work diligently to create a safe environment while portraying a character in a fight performance. Topics covered include punches, reactions, vocals, knaps, sword attacks, parries, and sword tricks. The class will also introduce students to the art of quarterstaff fighting. Students will demonstrate these skills in final performances. Prerequisite: THET-141 (3 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. (3 hours weekly) NOTE: Also listed as ENGL-209.

### **THET-223 Musical Theater Workshop** **1 Credit**

This course is intended as a culminating course for the musical theater track in the theater major. Students will have the opportunity to use the skills learned in previous classes in an integrative environment where they will move, act, and express through the media of lyric and music. They will develop, rehearse, and perform assigned scenes from the standard musical repertoire, both in class and as part of a public performance either in a college production or musical revue. Students will also be coached by a professional in the field on preparing and performing an audition piece. Prerequisites: THET-141, DANC-115 and MUSC-118. (3 hours weekly). NOTE: Also listed as MUSC-223.

### **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. (3 hours weekly) NOTE: Also listed as ENGL-250.

### **THET-251 Shakespeare from Page to Screen** **3 Credits**

Shakespeare and Film focuses on reading, analyzing and interpreting Shakespeare's plays as they have been adapted to film; understanding them as products of specific historical, cultural and artistic currents, as performance text meant for production within the constraints of the medium of film. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as FILM-251 and ENGL-251.

### **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, resonance, 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



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## 2009-2010 COURSE DESCRIPTIONS

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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)

### **THET-270 Theater Juried Auditions**

#### **1 Credit**

This course is a capstone course for the performance theater track in the theater major. The course will be run as an independent study in which each student will be paired with a theater professional to prepare a resume and audition piece for both professional work and application to transfer institutions. The culmination of the course will be the presentation of the audition piece and resume to a jury comprised of departmental instructors and theater professionals. Students will meet for one hour each week with their instructor but will be expected to put significant time into their preparation outside of these meetings. Prerequisites: Current enrollment in or completion of THET-142. (1 hour 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 types of wireless communication systems will be presented. The numerous problems in selecting the method of transmission and reception will be considered, and the impact of noise, power, and impedance on system performance will be addressed. Specific circuits unique to this branch of electronics will be examined. Pre- or Co-requisite: ELEC-213 and WCOM-110. (2 hours lecture, 3 hours lab)

### **WCOM-200 Wireless LANs** **3 Credits**

Upon completion of this course, the student will apply the principles of wireless data com-

munications, 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 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 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 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 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-205 Women and Psychology** **3 Credits**

This course will examine the history of women in psychology. Additionally, women's lives and experiences will be explored from a lifespan developmental perspective which includes psychological, social, and biological influences. Students will examine current research on a variety of topics and critically evaluate the literature. Pre-requisite: PSYC-101. (3 hours weekly) NOTE: Also listed as PSYC-205.

### **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. (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



## 2009-2010 COURSE DESCRIPTIONS

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. (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. (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. (3 hours weekly) NOTE: Also listed as HIST-228.

**WMST-270 Women and Film**  
**3 Credits (Fine Arts/Humanities Core)**

An interdisciplinary study of women in film, this course will review a wide variety of movies written and/or directed by women, featuring women, and dealing with women's issues. This course draws on the arts, media, and popular culture in examining the impact of gender expectations on shaping societal roles. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as FILM-270.



# College Staff

(Date after name indicates year of initial employment at Howard Community College)

## ADMINISTRATIVE STAFF

### **Kathleen B. Hetherington (1999)**

A.A.S., Community College of Philadelphia; B.S.S., Pennsylvania State University; M.S., Villanova University; Ed.D., Widener University  
*President*

### **Lynn C. Coleman, CPA (1986)**

B.S., Michigan State University; M.B.A., Clark Atlanta University  
*Vice President of Administration and Finance*

### **Thomas J. Glaser (2000)**

A.A.S., Alfred State College; B.S., Empire State College; M.S., Syracuse University  
*Vice President of Information Technology*

### **Cynthia J. Peterka (2007)**

M.S., University of Utah; M.L.A., Johns Hopkins University; Ph.D., University College, University of Maryland  
*Vice President of Student Services*

### **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*

### **Sarah F. Angerer (2005)**

B.A., Trinity College; M.A., Johns Hopkins University  
*Grants Coordinator/Writer*

### **Randall R. Bengfort (1989)**

B.S., B.A., Iowa State University; M.A., University of Maryland College Park  
*Director of Marketing and Communications*

### **Michele S. Bilello (2000)**

B.S., Pennsylvania State University; M.S., Johns Hopkins University  
*Capital Programs Administrator*

### **Llatetra D. Brown (2004)**

B.A., Adelphi University; M.A., New York University  
*Director of Student Life*

### **Judith C. Bulliner (2000)**

A.A., Anne Arundel Community College; B.A., University of Maine; M.S., Johns Hopkins University  
*Director of Records, Registration, & Veterans' Affairs*

### **Katrina M. Burton, CPA (2008)**

B.B.A., Howard University  
*Director of Accounting for Capital, Payroll & Accounts Payable*

### **Christele Noelle Cain (2005)**

A.A., A.A., Howard Community College; B.S., Stevenson University  
*Acting Director of International Education*

### **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  
*Associate Vice President of Finance*

### **Michael T. Driscoll (2005)**

B.A., University of Maryland Baltimore County; M.A., Hood College  
*Associate Director of Records, Registration, & Veterans' Affairs*

### **Linda E. Emmerich (2007)**

A.A., Community College Baltimore County-Catonsville; A.B., Goucher College; M.S., Johns Hopkins University  
*Director of Development Research & Special Projects*

### **Jean M. Frank (1989)**

B.S., University of Maryland-College Park; M.S., Johns Hopkins University  
*Associate Director of Institutional Research*

### **Nancy S. Gainer (2008)**

B.A., Regis College; M.A., Emerson College;  
*Executive Director of Public Relations*

### **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  
*Director, Academic Support Services*

### **Debra A. Greene (2008)**

B.S., Howard University; M.A., New York University  
*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*

### **Kathleen M. Jones (1990)**

R.N., St. Francis Hospital School of Nursing; B.S.Ed., California University of Pennsylvania; M.S., University of Maryland At Baltimore  
*Continuing Education Nursing & Allied Health Program Director*

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## COLLEGE STAFF

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**David C. Jordan (2008)**

B.S., University of Maryland College Park;  
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Professional in Human Resources (SPHR)  
*Associate Vice President of Human Resources*

**Cheryl-Anne M. Juba (1999)**

A.A., Community College Baltimore County-  
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*Senior Network Engineer*

**Margaret J. Kahlor (1992)**

A.A., Howard Community College; B.A.,  
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M.A., American University; Certified Trainer in  
Quantum Technique  
*Executive Producer, Television Services  
Director*

**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*

**Sung H. Lee (1997)**

B.S., University of Maryland Baltimore County;  
Nortel Certification, Microsoft Certified  
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Engineer (MCSE)  
*Director of Student Computer Support*

**Becky G. Lessey (1993)**

B.S., University of Illinois; M.Ed., University of  
Maryland-College Park  
*Director, Basic Skills and Special Populations  
Programs*

**Barbara B. Livieratos (1987)**

B.S., Castleton State College; M.A., University  
of Maryland  
*Associate Director, Planning, Research, &  
Organizational Development*

**Mary A. Livingston (2007)**

B.S., Lehigh University  
*Database/Systems Engineer*

**Janice L. Marks (1986)**

B.A., University of Maryland; M.A., Bowie  
State University; National Certified Counselor;  
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*Associate Vice President for Student  
Development*

**Melissa L. Matthey (1981)**

B.A., University of Maryland Baltimore County;  
M.A., College of Notre Dame of Maryland  
*Director of Development/Executive Director,  
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**Kenneth McGlynn (2008)**

A.A., Community College Baltimore County-  
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*Director of Security Services*

**Kimberly A. McNair (2003)**

B.S., M.A., Towson University  
*Director, Welcome Center & Executive  
Associate to the Vice President of Student  
Services*

**Charles W. Nightingale (2002)**

*Executive Director of Capital Projects and  
Facilities*

**Jefferson J. On (2003)**

B.S., University of Maryland-College Park; EMC  
Proven Professional EMCPA Associate in  
Information Storage and Management  
*Systems Engineer*

**Emily M. Bonham Owen (2005)**

B.A., The College of William and Mary in  
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*Associate Director of Admissions (Nursing and  
Allied Health)*

**Peter W. Phelps (1995)**

B.S., M.E., Ohio University; M.B.A., Loyola  
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*Network Administration Coordinator*

**Kimberley J. Pins (1999)**

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*Director, Children's Learning Center*

**Dorothy B. Plantz (1996)**

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Michigan State University  
*Director of Transfer Center*

**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;  
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Licensed Psychologist  
*Associate Director of Counseling and Career  
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**Vidyanidhi 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; Certificate, National  
Association of Collegiate Women's  
Athletic Association  
*Director, Athletics*

**Jane A. Sharp (2001)**

B.A., St. Edwards University; M.S., Johns  
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*Marketing Manager*

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A.A., Broward Community College; B.A.,  
Florida Atlantic University; M.S., Kansas State  
University  
*Director of Testing*

**Michael Stebbins (2005)**

B.F.A. M.F.A., University of Wisconsin-  
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*Producing Artistic Director, Rep Stage*

**Roger F. Stott (1999)**

B.A., University of the South; M.P.M., University  
of Maryland-College Park; M.S., Towson  
University  
*Web Enterprise Services Manager*

**Martha Sunderland (1994)**

B.S. University of Maryland  
*Director of Accounting*

**Arla J. Webb (1977)**

*Director of Auxiliary Services*

**Linda C. Wu (1999)**

B.S. University of Maryland, M.S., Villa Julie  
College  
*Director, Administrative Information Systems*

**Karlynn K. Young (2001)**

A.S., Owens Community College; B.S.,  
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Human Resources (SPHR); Organizational  
Coaching Certificate  
*Director of Human Resources*

**Erin M. Yun (2002)**

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University College, University of Maryland  
*Director of Board Relations/Special Projects*

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## COLLEGE STAFF

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### PROFESSIONAL/ TECHNICAL STAFF

**Sangita B. Aghera (2002)**

A.A., Girl's Technology College  
*Customer Accounts Analyst*

**Jodi L. Allaire (2000)**

A.A., Howard Community College  
*President's Office Technology Manager*

**Grace M. Anastasiadis (2007)**

A.A., Howard Community College; B.A.,  
University of Maryland College Park  
*Student Arts Specialist and Props/Wardrobe  
Manager*

**Brenda L. Anderson (1999)**

*Office Manager/Financial Aid Information  
Analyst*

**Althea D. Augoustatos (1990)**

*Basic Skills Program and Budget Assistant*

**Angela Denise Bailey (2004)**

A.A., Community College Baltimore County-  
Catonsville  
*Preschool Teacher*

**Mary O. Barton (2007)**

A.A., Prince George's Community College;  
B.A., Towson University; M.A., Fuller  
Theological Seminary  
*ESL Intake/Assessment Specialist*

**Pamela L. Bauer (2008)**

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College  
*Retention Specialist*

**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 (Kids on  
Campus)*

**Bradford Beachum (2005)**

A.A.S., Howard Community College  
*Senior UNS Computer and Network Support  
Technician*

**Daryl H. Beard (1988)**

*Educational Technology/Computer Specialist*

**Robin A. Becker-Cornblatt (2004)**

B.A., Lafayette College; J.D., New York  
University  
*Assistant Director of Admissions (Nursing &  
Allied Health)*

**Lorraine Beegle (2004)**

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Akron  
*ELI Admissions Specialist*

**A. David Blachowicz (2008)**

B.S., Towson University  
*Horowitz Center Technical Director*

**Dennis J. Bivens (1999)**

A.A., Black Hawk College; B.A., University of  
Arkansas  
*Systems Support Technician*

**Anita M. Blake (2005)**

B.A., University of Montana; M.B.A., University  
of New Haven  
*Assistant Director, Career Links Program*

**Scott A. Bohandy (1997)**

A.A., Howard Community College; B.A.,  
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*AV Equipment Services Manager*

**Simone H. Breuninger (2001)**

A.A., Fayetteville Technical Community College  
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**Janelle Marie Broderick (2003)**

A.A., A.A., Howard Community College; B.A.,  
University of Maryland Baltimore County  
*Horowitz Center Manager*

**Celeste Brown (1988)**

*Lead Evening Cashier*

**Erinn K. Brown (2007)**

B.A., University of Maryland-College Park  
*Accounting & Customer Service Assistant*

**Donna L. Brunne (1998)**

B.A., Nipissing University  
*Executive Assistant to the VP of Academic  
Affairs*

**Debra Y. Butler (1999)**

B.A., Goucher College  
*Technical Supervisor*

**Margaret J. Butler (1995)**

*Accounting Assistant, Continuing Education*

**Patricia A. Bylsma (2000)**

B.A., University of Maryland  
*Assistant Director of Admissions  
(International)*

**Melissa L. Cahill (2000)**

A.A., Howard Community College; B.S.,  
Towson University; Professional in Human  
Resources (PHR)  
*Employment Manager & Acting Benefits  
Manager*

**Carolyn Cain (1980)**

*Office Supervisor*

**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; M.A. Hood College  
*Admissions & Academic Advisor (Outreach)*

**Clara M. Casey (2008)**

*SCS Computer/Network Support Technician*

**Mary Kay Casciaro-Bien (1985)**

*Athletic and Fitness Office Manager*

**Apichart Chalungsooth (2002)**

B.A., Payas University; M.A., Northern Illinois  
University  
*Library Technology & Systems Specialist*

**Frederica A. Coffey (1984)**

B.A., Mt. Holyoke College  
*Senior Testing Specialist*

**Dennis L. Collier (1986)**

*Facilities Operations Manager*

**Kevin M. Collins (1998)**

*Auxiliary Services Assistant*

**Linda L. Collins (2003)**

*Assistant Accounts Payable Supervisor*

**Jon S. Cooper (2008)**

Nationally Registered Emergency Medical  
Technician Paramedic  
*Basic Life Support Program Manager*



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## COLLEGE STAFF

---

**Laura J. Cripps (2008)**

B.A., University of Sheffield; M.A., University of Durham; Ph.D, University of Leicester  
*Interim Academic Advisor*

**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 and Facility Operations Services Technician*

**Maria R. D'Amato (2004)**

*Sales Manager*

**Joyce A. Danzig (2006)**

B.S., Frostburg State University  
*Foundation Accounting Specialist*

**Nanette M. Deberry (2007)**

B.A., Winston-Salem University; M.S., Towson University; M.S., Capella University  
*Instructional Technologist*

**Sandra K. Delaney (1999)**

B.A., University of Colorado At Boulder  
*Business Training Contracts Specialist I*

**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*

**Penny L. DeYoung (1995)**

*Payroll Specialist*

**Alaka S. Dharmadhikari (1986)**

M.S., Bhopal University  
*Accounts Receivable, Cashiering & Collections Supervisor*

**Nanette E. Douglas (1995)**

A.A., Howard Community College  
*Executive Assistant to the Vice President of Administration and Finance*

**Jason Dry (2003)**

A.A., Montgomery College  
*Senior SCS Computer and 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; M.A., Bowie State University  
*Program Manager, Professional Development and Training*

**Nassim Ebrahimi (2009)**

B.S., B.S., University of Maryland-College Park; M.S., Ph.D., The Pennsylvania State University;  
*Research Associate*

**Carol A. Egan (2004)**

B.S. B.S., University of Maryland-College Park; M.S., University of Phoenix  
*Programmer/Analyst*

**Erin E. Eitemiller (2003)**

A.A., Howard Community College  
*Office Supervisor*

**Bobby Chaunce Eldridge (2005)**

*Server Administrator*

**Jackie E. Ely-Boyd (2007)**

B.S., University College, University of Maryland  
*Systems Administrator, Student Computer Support*

**Wendell E. Epps (2007)**

*Facility Set-Up Supervisor*

**Joanne L. Erickson (2000)**

B.A., Frostburg State University; Certified Program Planner (CPP)  
*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 - Education Technology*

**Linda A. Evans (2007)**

B.S., Frostburg State University; M.S., Johns Hopkins University  
*Basic Skills Workplace & Registration Coordinator*

**Yvonne Everett (1993)**

A.A., Howard Community College; Mediation & Conflict Resolution and Restorative Dialogue Certificate  
*VPSS Office Executive Assistant*

**Jeffrey S. Fairbanks (2007)**

B.M., M.F.A., California State University-Fullerton  
*Lead Instructional Technologist*

**Roxanne C. Farrar (1990)**

B.F.A., Southern Methodist University; M.S., Southern Illinois University; Certified Program Planner (CPP)  
*Continuing Education Coordinator*

**Christine Ferraro (2008)**

A.A., Howard Community College; B.S.N., University of Maryland Baltimore County  
*Assistant Manager, Nursing & Health Laboratories*

**Kathy B. Fisher (1992)**

A.A., Howard Community College; B.S., Towson University  
*Physical Sciences Laboratory Manager*

**Rodney A. Freeman (1996)**

*Painting Supervisor*

**Crystal S. French (1996)**

A.S., Prince George's Community College; B.S., University of Maryland College Park  
*SCS Network Specialist - Gateway*

**Sharon A. Frey (1984)**

A.A., Catonsville Community College  
*Library Administrative Assistant*

**Suzanne M. Friedman (2003)**

B.S., M.A., Ph.D., University of Maryland-College Park  
*Assistant Director, Mental Health Counseling*

**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)**

*SCS Network Administrator - Main*

**Wanda W. Garcia (1994)**

A.A., Howard Community College; B.S., Columbia Union College  
*Web Enterprise Engineer*

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## COLLEGE STAFF

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**Schnell R. Garrett (2006)**

B.A., Kentucky State University; M.A., Bowling Green State University  
*Assistant Director of Student Life*

**Nicole Gabrielle Gavaghan (2006)**

B.A., University of Maryland Baltimore County  
*Assistant Director, Records, Registration, & Veterans' Affairs*

**Suzanne Rosch Geckle (2004)**

B.S., University of Delaware; M.S., University of Maryland-College Park  
*Senior IT Help Desk Technician*

**Willie J. Gibson (1997)**

A.A., Miami Dade Community College; B.S., University of Florida  
*Network Engineer*

**Dennis M. Gilbert (2007)**

B.B.A., M.B.A., Baruch College  
*Mediation Program Coordinator*

**Dorothy E. Gleit (1997)**

B.A., M.S., Brooklyn College  
*Executive Program Assistant, Rouse Scholars*

**Heidel K. Goldenman (2003)**

B.A., Hood College  
*ELI Information Specialist*

**Annette Gonzales (2007)**

B.A., University of Maryland; M.A., University of Baltimore  
*Instructional Designer*

**Teresa L. Graham (1998)**

A.A., Howard Community College  
*Continuing Education Operations Analyst*

**Jennifer P. Gray (2005)**

B.A., Mary Baldwin College  
*Transcript Evaluator*

**Karen R. Gregoire (2007)**

A.A., Montgomery College  
*Administrative Office Associate*

**Patricia M. Grim (1985)**

*Supervisor, Print Shop*

**Deborah A. Gubisch (2005)**

*Payroll Manager*

**Farida P. Guzdar (1989)**

B.A., University of Calcutta  
*Executive Assistant to the President*

**Amy Haflett (2007)**

B.S., M.Ed., Towson University; Early Childhood Education Certification, Community College of Baltimore County  
*Curriculum Specialist*

**Carla B. Hairston (2009)**

B.A., Hood College; M.A., University of Maryland Baltimore County  
*Web Site Development Specialist*

**Anna Hamilton (2003)**

B.S., University of Maryland Baltimore County  
*SCS Technical Support Analyst*

**Regina M. Hanlon (2006)**

*Office Associate V*

**Jason G. Harris (2005)**

CER, Rets Technical Center  
*SCS Computer and Network Support Technician*

**Kelvin L. Harris (2000)**

A.A., Catonsville Community College; B.S., University of Baltimore  
*Evening/Weekend Services Administrator*

**Lori A. Hartley (2007)**

B.A., Dickinson College; M.A., University of Maryland-College Park  
*International Student Admissions Officer & Academic Advisor*

**Patricia A. Harwood (2003)**

*Office Associate V*

**Andrew David Hatcher (2007)**

*Help Desk Technician*

**Michael Anthony Hatcher (2004)**

A.A., A.A., Howard Community College  
*Senior SCS Computer and Network Support Technician*

**Sheri S. Hawes (2007)**

B.A., College of Notre Dame of MD; M.A., University of Baltimore  
*Co-op/Internship Manager*

**Arnette D. Haywood (1985)**

*Lifelong Learning Administrative Associate*

**Linda E. Heinbauch (1977)**

A.A., Howard Community College  
*Office Supervisor*

**Susan C. Hellenbrand (2004)**

B.S., University of Wisconsin Madison  
*Research Specialist*

**Errick M. Henlon (1992)**

*Facility & Athletic Operations-Leagues & Intramural Professional*

**Tabitha Y. Herry (2005)**

B.S., University of Maryland Baltimore County; M.S., Towson University  
*Programmer/Analyst*

**Christopher W. Heston (2008)**

A.A., Howard Community College  
*Inventory Coordinator & Accounting Analyst*

**Theresa M. Heston (1993)**

*Accounting Clerk-Financial Aid*

**Emily A. Hicks (2007)**

B.A., Franciscan University of Steubenville  
*ESL Instructor*

**Brigitte M. Hisky (2006)**

B.S., Towson University  
*Reference Assistant*

**Natasha N. Hodge (2006)**

B.S., Devry University  
*Help Desk Technician*

**Raymond J. Hoffmann (2008)**

*Senior Producer/Director*

**Gail Robin Hollander (2004)**

B.A., State University of New York at Binghamton; M.L.S., University of Maryland College Park  
*Reference/Information Literacy Librarian*

**Marsha Holton (2008)**

A.A., College of Southern Maryland; B.S., Columbia Union College  
*Cardiovascular Technology Clinical Assistant*

**Anthony J. Hoos (1995)**

A.A.S., Howard Community College; B.A., The Pennsylvania State University; M.S., University of Maryland University College  
*Television Services Traffic Coordinator  
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 II*

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## COLLEGE STAFF

---

**Lucy H. Hunter (1983)**

B.S., Northwestern University; M.S. Johns Hopkins University  
*Reading Specialist/Advisor*

**Martha R. Hunter (2009)**

B.S., The Pennsylvania State University; M.Ed., Western Carolina University; M.Ed., Appalachian State University  
*Counselor, Student Support Services*

**Tanya N. Icaza (2007)**

B.A., B.S.N., University of Central Florida  
*Clinical Coordinator*

**Marie Janiszewski (2007)**

B.S., Towson University; M.A., University of Louisville  
*Assistant Director of Financial Aid, Scholarships*

**Richard G. Jenkins (1989)**

*Carpenter/Renovations Foreman*

**James R. Jennings (2003)**

A.A.S., Baltimore International College  
*Executive Chef*

**Kimberlee L. Jewer (2008)**

B.A., Baltimore International College  
*Catering Manager*

**Beverly H. Johnson (1993)**

B.A., University of Pennsylvania; M.A., Columbia University  
*Director of Technical Training & Business Services*

**Danielle S. Johnson (2008)**

A.B., University of Georgia; M.S., Georgia State University  
*Admissions & Academic Advisor (Nursing & Allied Health)*

**Julie M. Jones (2000)**

A.A.S., Howard Community College  
*Audience Services Manager and Website Designer*

**Maria G. Jones (2006)**

*Accounting Assistant for AR/Cashiering*

**Heather Joseph (2003)**

*Executive Assistant to the Vice President of Information Technology*

**Linda L. Kazanow (1999)**

A.A.S., Howard Community College  
*Senior Programmer/Analyst*

**Vera Keiner (1997)**

A.A., Howard Community College; B.A., University of Illinois at Chicago  
*Biological Sciences Laboratory Manager*

**Joan B. King (1994)**

B.A., Swarthmore College; M.S.W., University of Pennsylvania  
*Assistant Director/Counselor, Student Support Services*

**Susan C. Kirker (1998)**

B.A., Gettysburg College  
*Circulation Desk Manager*

**Delores Kiser-Mbah (2008)**

B.A., M.A., Ed.D., Morgan State University  
*Admissions & Academic Advisor (Nursing & Allied Health)*

**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)**

*Producing Artistic Director-Student Arts Collective*

**Katherine Krasney (2007)**

Certified Medical Assistant  
*Sales & Events Coordinator*

**Michelle L. Kreiner (2005)**

A.A., The Community College of Baltimore County  
*Preschool Teacher*

**Amy Maria Krug (2006)**

B.A., University of Maryland Baltimore County; M.L.S., University of Maryland-College Park  
*Public Services Librarian/Asst. Director of Library*

**Jyotsna S. Kshirsagar (1991)**

B.A., University of Pune  
*Purchasing Assistant*

**Susan J. Kuipers (2002)**

A.A., Orange Coast College  
*Cashiering Coordinator*

**Catherine LaFerriere (2005)**

B.S., Carnegie Mellon University  
*Learning Assistance Center Math Specialist*

**Leigh A. Lawrie (2008)**

B.A., University of Kansas; M.A., The George Washington University  
*Evening/Weekend Services Administrator*

**Carla M. Lawson (2007)**

A.A., Howard Community College; B.S., Towson University; M.S., University of Baltimore  
*Coordinator, Silas Craft Collegians Program*

**Cheoleon Lee (2009)**

B.S., Kon-Kuk University; M.A., University of Florida; Ph.D., University of California Riverside  
*Research Associate*

**Katherine Marie Leite (2006)**

B.A., Nazareth College Rochester; M.A., American University  
*ESL Grant Program Coordinator/Instructor*

**Stephanie L. Lemghari (2001)**

A.A., Howard Community College; Certified Program Planner (CPP)  
*Data Evaluation & Report Specialist*

**Christine R. Lewis (2007)**

B.A., Samford University; M.A., San Francisco State University; M.A., Golden Gate Baptist Theological Seminary  
*ESL Instructor*

**Michele L. Lewis (2002)**

*Human Resources Information Specialist*

**Tricia Anissa Lewis (2006)**

A.A., Howard Community College  
*Admissions & Advising Information Specialist (OE)*

**Robert R. Leyva (2007)**

B.A., Mount Saint Mary's University  
*Admissions & Academic Advisor (Outreach)*

**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 & HRIS Manager*

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## COLLEGE STAFF

---

**Linda L. Lowery (1983)**

R.N., Saint Agnes School of Nursing  
*Textbook Manager*

**Meredith A. Lowman (2006)**

A.A., Howard Community College; B.A., M.Ed.,  
University of Maryland-College Park  
*Intake-Assessment and Literacy Specialist*

**Gina M. Lyon (2006)**

A.A., Howard Community College  
*Administrative Office Associate*

**Gregory M. MacPhee (1996)**

A.A., Howard Community College; B.A.,  
Governors State University  
*Admissions & Academic Advisor (Outreach)*

**Noriko Maitland (2007)**

M.A. Ed., University Northern Iowa  
*International Student Admissions Officer &  
Academic Advisor*

**Danielle J. Malloy (2008)**

B.A., College of Notre Dame of Maryland  
*Television Production Assistant*

**Michael A. Malloy (1996)**

A.A., Baltimore City Community College  
*SCS Computer and Network Support Technican*

**Dawn M. Malmberg (1994)**

*Office Associate V*

**Robert R. Marietta (1980)**

B.A., Eckerd College; M.F.A., The George  
Washington University  
*Facility Renovations, Sustainability, and Safety  
Manager*

**Melanie Martin (2005)**

A.A., Villa Julie College  
*Preschool Teacher*

**Paul Martin (2002)**

B.S., M.A., University of Maryland College  
Park; National Certified Counselor (NCC)  
*Career Counselor*

**Joseph A. Mason (2001)**

B.S., University of Maryland; M.A., Michigan  
State University; Licensed Professional  
Counselor  
*Assistant Director of Silas Craft Collegians  
Program*

**Tijuana D. Mayo (2001)**

A.A.S., Southside Virginia Community  
College; B.S., Saint Paul's College  
*Records and Registration Specialist*

**Kentricia F. McCleese (2008)**

A.A.S., University of the District of Columbia;  
B.S., Columbia Union College  
*Radiology Technology Clinical Coordinator*

**Marjorie P. McDonald (2001)**

*Office Supervisor*

**Laura Wells McHugh (2006)**

B.A., M.Ed., University of Maryland-College  
Park  
*Rouse Scholars Freshman Coordinator*

**Kathleen M. McSweeney (1998)**

B.A., Boston College, M.A., George Washington  
University  
*Assistant Director of Disabled Student Services*

**Karina Meier (2007)**

Microsoft Office Specialist in Word,  
PowerPoint, Outlook, & Excel 2003; Microsoft  
Certified Application Specialist for Office Word  
2007  
*Office Associate V*

**Carl A. Merritt (1999)**

B.F.A., University of Maryland Baltimore  
County  
*Promotion/Producer Animation Graphic  
Design*

**Susan L. Miller (1996)**

*Gateway Campus Administrator*

**William H. Moody (2005)**

*Chief Electrician*

**Eric S. Moore (2007)**

*Master Theatre Electrician & Key Technician*

**Melanie M. Moore (2002)**

A.A., Howard Community College  
*Executive Office Associate*

**Melinda J. Moore (2002)**

*Office Associate V*

**Geren W. Mortensen (2008)**

Certificate, TESST  
*Television Technician/Audio Visual Engineer*

**Stephen P. Musselman (1985)**

B.S., Frostburg State University  
*Assistant Director of Facility and Athletic  
Operations*

**Sean P. Nagowski (2007)**

A.A.S., Baltimore International College  
*Sous Chef*

**Kristin L. Navarro (2006)**

B.S., University of Wisconsin Madison; M.A.,  
The Catholic University of America  
*Continuing Education Child Care &  
Special Projects Specialist*

**Shirin Nazma (2005)**

B.S., University of Dhaka; M.A., Ohio State  
University; Ph.D., University of Illinois At  
Chicago  
*Research Associate*

**Thomas E. Nesser, Jr. (2003)**

*Chief Plumber*

**Mary E. Newberger (1996)**

A.A., Community College Baltimore County-  
Catonsville; B.A., College of Notre Dame of MD  
*IT Services Administrator*

**Julie K. Newton (2008)**

A.A., Howard Community College; B.A.,  
University of Maryland Baltimore County  
*Preschool Teacher*

**Laura K. Nicholls (2006)**

*Accounting Analyst*

**Cheryl D. Nitz (1996)**

R.N., B.S., University of Maryland  
*Nursing & Health Laboratory Manager*

**Nona G. Nourbakhsh (2008)**

*Preschool Teacher*

**Donna M. O'Brien (1983)**

*Accounts Payable/Purchasing Supervisor*

**Tonya M. Osmond (2003)**

B.A., M.A., Virginia Tech; Certificate of  
Advanced Graduate Studies (CAGS), University  
of Maryland College Park; Licensed Clinical  
Professional Counselor (LCPC)  
*Assistant Director, Career & Employment  
Counseling*

**Elaine G. Ott (2005)**

B.S., University of New Mexico  
*Senior Testing Specialist*

**Julia L. Painton (2005)**

B.A., Vassar College; M.A.T., Johns Hopkins  
University  
*Disabled Student Services Counselor*

**Tracie L. Palm (2005)**

B.S., Indiana University of Pennsylvania;  
M.S., Johns Hopkins University  
*Coordinator of Co-Curricular Programs*



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## COLLEGE STAFF

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**Carol J. Parreco (2003)**

B.S., University of Maryland College Park;  
M.A., University of Maryland Baltimore County  
*Director of Service Learning*

**Susan P. Pazornick (1999)**

B.S., University of Maryland-College Park  
*Admissions & Advising Information Specialist  
(Transcript Evaluation)*

**Michael D. Popp (2004)**

*Maintenance Manager*

**Rebecca C. Price (1989)**

B.A., Kansas State University; M.A., San Jose  
State University  
*Director, ESL and ELI*

**Melissa M. Prinz (2008)**

B.S., Bowling Green State University  
*Preschool Teacher*

**Patricia J. Quinn (2008)**

A.A., Howard Community College; B.F.A.,  
Northern Illinois University; M.S., Johns  
Hopkins University  
*Continuing Education/BTC Program Assistant*

**Lisa F. Ragland (2005)**

B.S., The College of William and Mary in  
Virginia; M.S., Virginia Commonwealth  
University  
*Admissions & Academic Advisor (Nursing &  
Allied Health)*

**Linda E. Rampolla (2007)**

A.A., Howard Community College  
*Office Associate V*

**Carol L. Rea (2000)**

*Rider School Program Assistant*

**Linda K. Reed (1986)**

*Office Associate V*

**Gail R. Reno (1996)**

*Purchasing/Office Associate V*

**Cheryl M. Reynolds (1984)**

A.A., Howard Community College  
*Financial Aid Specialist*

**Olayta L. Rigsby (2007)**

B.A., East Carolina University; M.A., SUNY  
at Buffalo University At Buffalo State  
University of New York  
*Records, Registration, and Veterans' Affairs  
Coordinator*

**James F. Robbins (1984)**

A.A., Howard Community College, B.S.,  
University of Maryland  
*Admissions & Academic Advisor*

**Regina E. Roberts (2003)**

*Career Programs Administrative Assistant*

**Kathryn Boyer Rockefeller (2007)**

B.S., McDaniel College; J.D., University of  
Maryland School of Law  
*Interim Director, Mediation & Conflict  
Resolution Center*

**Loretta A. Rockwell (1988)**

A.A., A.A., Howard Community College  
*Registration Assistant - A*

**Irma I. Rosado (1997)**

*Counseling & Career Services Information  
Specialist*

**Linda Catalina Ruiz-Rojas (2005)**

*Registration Assistant - B*

**Tara M. Rupp (2006)**

B.O., B.S., University of Florida  
*Wellness Coordinator*

**Kimberly J. Ryan (2005)**

B.A., Simpson College  
*Admissions & Advising Information Specialist  
(Transfer & Articulation)*

**Malena L. Schmidt (1999)**

A.A.S., Howard Community College  
*Office Supervisor*

**Linda Schnapp (1992)**

B.A., M.A., Brooklyn College; M.Ed., Ph.D.,  
University of Maryland  
*Assistant Director of Project Access*

**Cynthia Louise Schultz (2009)**

B.A., University of Maryland Baltimore County  
*Financial Aid Counselor*

**Nicholas K. Schuyler (2000)**

*Lead SCS Computer and Network Support  
Technician*

**Jane Scott (2002)**

B.S., Indiana University of Pennsylvania; M.S.,  
Johns Hopkins University  
*Academic Advisor*

**Michael F. Scrivener (2007)**

B.S., Towson University  
*Media Specialist*

**Katherine M. Seagroves (1999)**

B.S., North Carolina Wesleyan College; M.S.,  
Middle Tennessee State University  
*Facility and Athletic Operations-Fitness  
Professional*

**Elizabeth M. See (2003)**

B.S., York College of Pennsylvania  
*Research Analyst*

**Paul E. Setter (2008)**

A.A., Broward College  
*Senior Testing Specialist*

**Parul K. Shah (2004)**

M.A., University of Maryland-College Park;  
M.S., Maharaja Sayajirao University of Baroda  
*LAC Tutor Coordinator*

**Anjna Sharma (1998)**

A.A., Howard Community College; A.A.S., B.S.,  
B.Ed., M.A., Panjabi University  
*Programmer/Analyst*

**Narinder Sharma (2002)**

B.S., Kanpur University  
*Welcome Center Supervisor*

**Neetika Sharma (2003)**

A.A., A.A., A.A., Howard Community College;  
B.S., Towson University  
*Gateway Technology Program Administrator*

**Christine B. Sharpe (2008)**

B.A., American University; M.A., University of  
Maine At Augusta  
*ESL Program Assistant and Instructor*

**Robin C. Shipman (2000)**

A.A., A.A., Howard Community College  
*Preschool Teacher*

**Margaret J. Skaggs (2000)**

B.A., Ladycliff College; M.Ed., Columbus  
College  
*Basic Skills Instructional Specialist*

**Jane F. Small (1995)**

B.A., Stonehill College  
*Coordinator of Transcript Evaluation & Degree  
Audit*

**Mark C. Smedley (2007)**

*Production Coordinator*

**Michael A. Smith (1977)**

*Engineering Supervisor*

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## COLLEGE STAFF

---

**Valerie T. Smith (1996)**

A.A., Essex Community College  
*Senior Network Administrator*

**Michael Snell (1992)**

*Evening Engineer*

**Jae Hyun Suh (2000)**

B.S., University of Maryland Baltimore County  
*Senior SCS Computer and Network Support Technician*

**Eva Surowiec (2002)**

M.S., University of Agriculture and Technology  
*Admissions & Advising Information Specialist (Academic & Transfer)*

**Christi R. Sutton (2007)**

B.A., University of Maryland Baltimore County  
*Creative Services Coordinator*

**Christopher Michael Taddeo (2008)**

*UNS Computer and Network Support Technician*

**Jacqueline L. Taylor (2001)**

A.A., Howard Community College  
*Development Associate*

**Clinton T. Thomas (2007)**

*HVAC Mechanic III*

**Scott M. Thomas (2000)**

*Lead UNS Computer and Network Support Technician*

**Christy Thomson (2001)**

A.A., Community College Baltimore County-Catonsville; B.S., Towson University; M.A., Hood College  
*Assistant Director of Admissions (Outreach)*

**Rocio I. Toledo (2008)**

A.A., Howard Community College  
*Preschool Teacher*

**Vicky L. Trail (1976)**

*Publications Assistant*

**Margaret W. Tricoli (2005)**

B.S.N., Dyouville College  
*Clinical Coordinator*

**Audrey B. Tutko (2006)**

A.A., Catonsville Community College  
*Records, Registration, & Veterans' Affairs Office Supervisor*

**J. Lee Tydings (2007)**

B.A., University of Baltimore  
*Gift Processor*

**Karen Vadnais (1992)**

B.A., University of Delaware; M.A., Towson University  
*HCC-TV Senior Producer/Director*

**Lynda L. Verzier (1995)**

A.A., Catonsville Community College  
*Scheduling and Information Specialist*

**Kiran Vidyasagar (2002)**

A.A.S., Anne Arundel Community College  
*Financial Aid Information Analyst*

**Lev Volynskiy (2003)**

M.S., University of Technology  
*Associate Project Manager*

**Lynn P. Voyton (2005)**

B.A., University of North Carolina-Chapel Hill; M.A., Loyola College  
*Graduation and Grading Specialist*

**Chun-I Wang (2005)**

B.S., Central Connecticut State University; M.S., Texas A&M University College Station  
*ESL Information Specialist*

**Whitney D. Weber (2008)**

B.A., Miami University of Ohio; M.A.T., Alliant International University  
*ELI Instructor*

**Margaret Ramsay Wedde (2003)**

B.B.A., Temple University  
*Office Supervisor*

**Jay A. Weinrich (2005)**

*Electronic Maintenance Technician*

**Jeffrey C. Wible (2006)**

CER, Rets Technical Center  
*Network Engineer II*

**Jonathan M. Wiley (2004)**

B.A., University of Maryland Baltimore County  
*International Enrollment Information Specialist*

**Mary J. Wilson (2006)**

*Sales Manager*

**Michelle Renee Wilson (1988)**

*Mailroom Supervisor*

**Christine D. Witmer (2007)**

B.A., Ohio University; M.S., McDaniel College  
*ESL Instructor*

**Paula A. Wolkowitz (2005)**

B.S., Russell Sage College; M.A.T., Lynchburg College  
*Lifelong Learning Specialist*

**Minah Woo (2000)**

B.S., Philadelphia College of Bible; M.A., Biblical Theological Seminary; M.A., College of Notre Dame of Maryland  
*ELI Program Coordinator*

**Caroline E. Wood (2007)**

B.A., Drew University  
*Assistant Director of Testing*

**Andre A. Wright (1986)**

*Facility Services Manager*

**Brandon Lawrence Yerrid (2006)**

*Educational Technology/Computer Technician*

**Josief Zilberman (2008)**

M.S.E, University of Bucharest  
*Research Support Assistant*

**Martha E. Zilvetty (2004)**

*Preschool Teacher*

## FACULTY

**James A. Adkins (1999)**

B.A., M.A., University of Maryland College Park; M.F.A., Maryland Institute, College of Art  
*Professor, Art; Director of Studio Arts*

**Betty B. Anderson (2001)**

B.S., M.S., Brigham Young University; Graduate Certificate, George Washington University  
*Associate Professor, Mathematics*

**Ella J. Angell (2006)**

A.A., Greenfield Community College; B.S.N., Columbia Union College; M.S.N., University of Maryland Baltimore County  
*Assistant Professor, Nursing*

**Margaret R. Armitage (1976)**

A.B., The Catholic University of America; M.S., St. Bonaventure University; National Certified Counselor (N.C.C.)  
*Professor, Psychology*

**Gabriel B. Ayine (1995)**

B.S. University of Cape Coast; M.Phil., University of Ghana; Ph.D. Howard University; Graduate Certificate, George Washington University  
*Associate Professor, Mathematics*

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**Rebecca E. Bafford (2006)**

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*Assistant Professor, Art/Director, Art Galleries*

**Russell L. Baker (1991)**

B.S., M.S., Fredonia State College  
*Professor, Mathematics*

**Lyudmila Bard (2007)**

B.S., M.S., University of Maryland Baltimore County  
*Instructor, Biology*

**Susan R. Bard (1971)**

A.B., Goucher College; M.S., University of Maryland  
*Professor, Biology*

**Renee B. Barger (2008)**

M.F.A., George Mason University  
*Instructor, Dance; Coordinator of Dance*

**Anjula Batra (2000)**

B.A., Wellesley College; M.S., University of Illinois at Urbana-Champaign  
*Associate Professor, Business and Computers, Portfolio Assessment*

**Robin Bauer (2002)**

B.A., Stetson University; M.A., University of Colorado at Boulder  
*Associate Professor, Spanish*

**David A. Beaudoin (2003)**

B.F.A., Frostburg State University; M.F.A., University of Baltimore  
*Associate Professor, Mass Media; Associate Division Chair, Arts & Humanities; Director of Digital Arts*

**James E. Bell (1971)**

A.B., Ph.D., University of Minnesota  
*Professor, Psychology*

**Darrin K. Berkley (2006)**

B.A., Colgate University; M.A., Millersville University  
*Assistant Professor, Mathematics*

**Cheryl L. Berman (1987)**

B.A., M.A., University of Maryland  
*Professor, World Languages*

**Hanael Bianchi (2007)**

B.A., Franciscan University of Steubenville; M.A., University of Connecticut  
*Instructor, History*

**John Bouman (1983)**

B.A., Indiana University of Pennsylvania; M.A., University of Maryland  
*Professor, Economics*

**Barbara Brickman (2001)**

B.A., York College of Pennsylvania; M.A., University of Maryland  
*Assistant Professor, Arts & Humanities*

**William Brown (1994)**

B.S., Morgan State University; M.A., Ph.D., Johns Hopkins University  
*Professor, Chemistry*

**David Buck (2007)**

B.S., Baptist Bible College; M.Ed., Temple University  
*Assistant Professor, English*

**Guy G. Bunyard (1993)**

B.S., Stanford University; M.A., California State University, Long Beach,  
*Associate Professor, Mathematics*

**Angel C. Burba (1999)**

B.S., M.S., University of Maryland Baltimore County; Certificate: Public Policy Administration  
*Associate Professor, Emergency Medical Services; Paramedic and EMS Program Director*

**Georgene A. Butler (1992)**

B.S.N., University of Maryland School of Nursing; M.S., University of Maryland; Ph.D., University of Maryland Baltimore  
*Professor, Nursing; Director of Nursing*

**Frederick W. Campbell (2005)**

A.A., Baltimore City Community College  
B.A., University of Baltimore; M.A., Villanova University  
*Assistant Professor, History*

**Kasi S. Campbell (1984)**

B.S., Indiana University of P.A.; M.A., University of Connecticut  
*Assistant Professor, Theatre*

**Jerrold I. Casway (1971)**

B.A., M.A., Temple University; Ph.D., University of Maryland  
*Professor, History; Division Chair, Social Sciences/Education; Director, Rouse Scholars Program*

**Bhuvana Chandran (2007)**

M.D., University of Madras  
*Assistant Professor, Biology*

**Peter D. Collier (2003)**

B.F.A., M.A., Maryland Institute, College of Art  
*Assistant Professor, Art*

**Alice R. Conn (2004)**

B.A., University of Wisconsin; M.S., Johns Hopkins University  
*Assistant Professor, English*

**Barbara G. Cooper (1991)**

B.A., M.A., University of Maryland; Ph.D., University of Maryland College Park  
*Professor, English*

**Pamela M. Cornell (1978)**

B.S., M.A.C.T., S.C.T., Murray State University; Ph.D., Virginia Polytechnic Institute; Certificate in Coaching for Professional and Personal Mastery  
*Professor, Human Development and Psychology; Director, Salas Craft Collegians Program*

**Andrea D. Dardello (1993)**

M.A., B.A., Mississippi State University; Ph.D., University of Maryland, College Park  
*Professor, English*

**Valerie L. Davies (2003)**

B.S., M.S., George Mason University  
*Assistant Professor, Nursing*

**Evelyn Del Rosario (2008)**

B.A., M.A., J.D., University of Baltimore  
*Instructor, Criminal Justice*

**Jessica DiPalma (2003)**

B.S.N., Trinity College of Quezon City, Philippines; M.S. University of Maryland  
*Assistant Professor, Nursing*

**John C. Esenway (2000)**

B.S., University of Nigeria; M.B.A., University of Lagos, M. Engr., University of Maryland-College Park  
*Associate Professor, Mathematics*

**Rachael L. Farrell (2008)**

A.A., College of Southern Maryland; B.S.N., University of Phoenix; M.S.N., Walden University  
*Instructor, Nursing*

**Patrick L. Finley (1987)**

B.G.S., University of Maryland; M.A., George Washington University; Ph.D. University of Maryland College Park  
*Associate Professor, Health and Life Fitness*

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A.S., Gwynedd-Mercy College; B.S., Pennsylvania College of Technology; M.Ed., Penn State Harrisburg  
*Associate Professor, Cardiovascular Technology; Director, Cardiovascular Technology*

**Greg E. Fleisher (2005)**

B.S., Shepherd College; M.S., North Carolina State University  
*Assistant Professor, Sociology/Assistant Director of Rouse Scholars Program*

**Scott Foerster (2003)**

B.A., Harvey Mudd College; M.S., Claremont Graduate School  
*Assistant Professor, Engineering*

**Susan H. Frankel (1982)**

B.S., University of Maryland; M.S., Johns Hopkins University  
*Professor, English*

**Daniel Friedman (1970)**

B.S., University of Maryland; M.S., Syracuse University  
*Professor, Chemistry; Division Chair, Science and Technology*

**Mary Beth E. Furst (2007)**

B.B.A., Loyola College; M.B.A.,  
*Instructor, Business*

**Yifei Gan (1992)**

B.F.A., M.F.A., Southwest China Teachers University; M.S., University of Tennessee  
*Professor, Art*

**Jennifer F. Garner (2008)**

B.A., College of Wooster  
*Instructor, English*

**Margaret H. Garroway (1991)**

B.A., State University of New York At Binghamton; M.Ed., Northeastern University  
*Assistant Professor, English*

**Evelyn F. Gary (2007)**

B.S., SUNY Health Science Center at Brooklyn SUNY Downstate Medical Center; M.A., Metropolitan College of New York  
*Associate Professor, Radiologic Technology*

**Brian E. Gray (1997)**

B.S., University of Michigan; M.A., University of Montana  
*Professor, Mathematics*

**Mark H. Grimes (1993)**

B.A., Frostburg State University; M.A., West Virginia University  
*Associate Professor, English*

**Rita Guida (1986)**

B.A., University of Maryland; M.M.S., Loyola College  
*Professor, English*

**Yoseph Gutema (1993)**

B.S., Pacific University; M.S., University of Idaho; Ph.D., Washington State University  
*Associate Professor, Economics*

**Andrew M. Haag (2007)**

B.S., Towson University  
*Instructor, Theatre*

**Lensa Hailu (2008)**

B.A., Mt. Holyoke College; M.A., Ph.D., University of Pittsburgh, Pittsburgh  
*Assistant Professor, Sociology*

**Tara J. Hart (1997)**

B.A., Bucknell University; M.A., Ph.D., University of Maryland College Park  
*Professor, English; Division Chair, English/World Languages*

**Lee L. Hartman (1980)**

B.S., University of Maryland; M.A., M.L.A., Johns Hopkins University  
*Professor, Arts & Humanities*

**Roger R. Hartman (1993)**

B.A., Indiana University; B.S.E.E., Sec. Cert., Cleveland State University; Diploma, Engineering Science, Westinghouse School Applied Engineering; M.S., Johns Hopkins University  
*Associate Professor, Mathematics*

**Michael Heffren (2000)**

B.A., King's College; M.A., Ph.D., Rutgers University  
*Professor, Social Sciences*

**David M. Hinton (1992)**

A.A., Rets Technical Training Center; B.S., University of Phoenix  
*Associate Professor, Computer Aided Design*

**Stephen J. Horvath (1997)**

B.S., M.A., Indiana University of Pennsylvania  
*Professor, English; Associate Vice President of Academic Affairs*

**Jeanette M. Jeffrey (2002)**

A.A., Community College Baltimore County-Catonsville; B.S., Towson University; M.S., M.P.H., Johns Hopkins University  
*Associate Professor, Health/Life Fitness*

**Elizabeth K. Johnson (2009)**

B.S.N., University of Pennsylvania; M.S.N., University of Maryland Baltimore County  
*Instructor, Nursing*

**David M. Karn (2004)**

B.S., M.B.A., Mount Saint Mary's University  
*Assistant Professor, Business and Management*

**Joanne F. Kearns (2005)**

B.S., Villanova University; M.S., Johns Hopkins University  
*Assistant Professor, Office Technology*

**Brian F. Kelley (2008)**

B.A., Southern Connecticut State University; Certified Public Accountant (CPA)  
*Instructor, Accounting*

**Kathleen M. Kenney (2001)**

B.S., M.Ed., Towson University  
*Assistant Professor, Early Childhood Education*

**Deborah P. Kent (1994)**

B.M., M.M., Mississippi College; D.M.A., The Peabody Conservatory of the Johns Hopkins University  
*Professor, Music; Director of Music*

**Sunhee Kim (2007)**

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*Instructor, Mathematics*

**Virginia K. Kirk (1971)**

B.A., M.A., Michigan State University; M.A., University of Baltimore  
*Professor, Arts & Humanities; Director of Distance Learning*

**Judith E. Kizzie (2005)**

B.A., St. Ambrose University; M.B.A., University of Pittsburgh, Pittsburgh; Ph.D., University of Iowa  
*Associate Professor, Business/Entrepreneurial Studies*

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*Assistant Professor, Mathematics*

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B.A., University of Florida; M.A., George Washington University  
*Professor, Teacher Education; Director of Teacher Education*

**John A. Lafferty (2002)**

B.A., Beloit College; M.A., Catholic University of America; M.S.W., University of Maryland  
*Assistant Professor, Computer Systems*

**Beverly A. Lang (1993)**

A.A., Community College Baltimore County-Catonsville; B.S., University of Baltimore; M.S.N., Johns Hopkins University; Adult Nurse Practitioner (ANP)  
*Professor, Nursing*

**Frederic L. Lang (2007)**

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*Assistant Professor, Mathematics*

**Valerie E. Lash (1982)**

A.A. Essex Community College Baltimore; B.A., M.A., The Catholic University of America; M.A., Morgan State University  
*Professor, Theatre; Division Chair, Arts & Humanities; Founding Director, Rep Stage*

**Richard L. Leith (2008)**

B.A., University of Maryland Baltimore County; M.A., University of Maryland College Park  
*Acting Assistant Professor, English*

**William E. Lowe (2002)**

B.A., Appalachian State University; M.A., Virginia Polytechnic Institute & State University  
*Assistant Professor, English*

**Dorothy E. Luquette (2003)**

B.S. Northeastern University; B.S., M.S. Towson University  
*Assistant Professor, Biology*

**Sharon K. Lyon (2002)**

B.S., College of William & Mary; M.S., University of North Carolina  
*Professor, Physical Science*

**Theresa A. Madden (1991)**

B.A., Silver Lake College; M.A., University of Chicago  
*Professor, English*

**Barbara F. Maestas (2005)**

B.A., Elmira College; M.A., Western New Mexico University  
*Assistant Professor, Teacher Education*

**Jennifer M. Male (2006)**

B.A., University of Oxford; M.F.A., Virginia Commonwealth University  
*Assistant Professor, Theatre and Stage Movement; Coordinator of Musical Theatre and Stage Movement*

**Sandra R. Mallare (2000)**

A.A.S., Jamestown Community College; B.S., M.S., State University College of New York  
*Assistant Professor, English*

**Vladimir G. Marinich (1970)**

B.A., City College of New York; M.A., New York University; C.A.S., Johns Hopkins University  
*Professor, History*

**Ryna Marie May (2006)**

A.A., Howard Community College; B.A., University of Baltimore; M.A., University of Maryland-College Park  
*Assistant Professor, English*

**Hsien-Ann Meng (2007)**

B.Mus., M.M., M.M., Peabody Institute; D.M.A., University of Maryland-College Park  
*Instructor, Music*

**Paula J. Mikowicz (1989)**

B.A., State University of New York at Albany; M.S., Johns Hopkins University  
*Associate Professor, Mathematics*

**Helen B. Mitchell (1974)**

B.A., Hood College; M.Ed., M.M.S., Loyola College; Ph.D., University of Maryland  
*Professor, Philosophy; Director of Women's Studies*

**Lynette Mooney (2007)**

B.S., University of Maryland-College Park; B.S., M.A., Towson University  
*Assistant Professor, Art History*

**Susan Morgan (2006)**

A.A., Cuyahoga Community College; B.S., Cleveland State University; Ph.D., The Pennsylvania State University  
*Assistant Professor, Chemistry*

**Donna M. Musselman (1990)**

B.S.N., University of Maryland at Baltimore; M.S.N., Medical College of Virginia of Virginia Commonwealth University; Graduate Certificate, Johns Hopkins University  
*Professor, Nursing*

**Benjamin C. Myers (2002)**

B.M., University of Hartford; M.M., D.M.A., New England Conservatory of Music  
*Associate Professor, Music*

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B.S.N., Vanderbilt University; M.S., Michigan State University  
*Instructor, Nursing*

**Vinitha A. Nithianandam (1989)**

B.E. University of Madras; M.S., University of Scranton; CISCO Remote Access, Multilayer Switching & Internetwork Troubleshooting Certifications; Certified CISCO Network Professional  
*Professor, Computer Support Technology and Electronics/Telecommunications*

**Elizabeth M. Noble (2005)**

B.S., Salem State College; M.A., College of Notre Dame of MD; Certified Integral Coach  
*Assistant Professor, Entrepreneurial and Coaching Studies*

**Patrick J. O'Guinn (1993)**

B.S., San Jose State University; J.D., University of California, Hastings College of Law; Mediation Certificate  
*Professor, Criminal Justice and Business Law*

**Jude C. Okpala (1997)**

B.A., Bigard Memorial Seminary; M.A., Howard University; Ph.D., Howard University  
*Associate Professor, English*

**Jeremy N. O'Roark (2006)**

B.A., University College, University of Maryland; M.A., Pennsylvania State University Berks Campus  
*Assistant Professor, English*

**Jennifer L. Penniman (1995)**

B.S., M.Ed., University of Maryland  
*Professor, Mathematics*

**Sharon J. Pierce (1990)**

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*Professor, Nursing; Division Chair, Health Sciences*

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*Professor, Physical Science*

**Rita E. Pyuzza (2007)**

B.S.N., M.S.N., University of Maryland School of Nursing  
*Instructor, Nursing*

**David S. Rader (2000)**

B.S., Ohio State University  
*Associate Professor, Technology*

**Ann M. Repka (2003)**

B.S., St. Joseph's University; Ph.D., Medical College of Pennsylvania  
*Assistant Professor, Biology*

**Frances D. Reynolds (2006)**

B.S.N., University of Virginia;  
M.S.N., University of Phoenix  
*Assistant Professor, Nursing*

**Pedram Sadeghian (2007)**

B.A., Transylvania University; M.S., Ph.D., University of Louisville  
*Instructor, Computer Science*

**Abdelrahim Salih (2007)**

B.S., M.A., University of Khartoum; Ph.D., University of Bayreuth  
*Assistant Professor, Arabic*

**Bernadette B. Sandruck (1991)**

B.S., Towson University; M.S., Johns Hopkins University; Ed.D., University of Maryland College Park  
*Professor, Mathematics; Division Chair, Mathematics*

**Sarah C. Saxer (2007)**

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*Assistant Professor, ESL*

**Sharon L. Schmickley (1980)**

B.S., Springfield College; M.S., Southern Connecticut State University; Certified Integral Coach  
*Professor, Computer Systems; Division Chair, Business and Computer Systems*

**Dale Schnepf (2005)**

A.A., Essex Community College; B.S., University of Maryland College Park; M.S., University College, University of Maryland  
*Assistant Professor, Computer Systems*

**Maureen E. Schuler (2007)**

B.A., University College, University of Maryland; Ph.D., University College, University of Maryland  
*Assistant Professor, Psychology and Human Development*

**Stephanie B. Seaman (2000)**

B.S., Salisbury State University  
*Assistant Instructor, Office Technology*

**Laura C. Sessions (1997)**

A.A., Anne Arundel Community College; B.A., University of Maryland-College Park; M.S.N., Johns Hopkins University  
*Associate Professor, Nursing*

**John A. Siebs (2001)**

B.S., University of Oregon; M.A., University of Michigan; Cisco Certified Network Associate (CCNA); Cisco Academy Instructor (CCAI)  
*Assistant Professor, Technology*

**Patricia R. Sipe (1994)**

B.S.N., Russell Sage College; .Ed., Teachers College, Columbia University; Certified Nurse Educator (CNE)  
*Professor, Nursing*

**Jennifer L. Stanford (1997)**

B.S.N., George Mason University; M.S.N., University of Maryland  
*Professor, Nursing*

**Janene C. Starr (2002)**

B.S., University of Maryland-College Park; M.S., Towson University  
*Associate Professor, Photography; Coordinator of Photography*

**Consuelo F. Stewart (1991)**

B.S., Towson University; M.S., Johns Hopkins University  
*Professor, Mathematics*

**Jennifer A. Stott (2008)**

B.S., Vanderbilt University; M.S., University of South Florida  
*Instructor, Physical Science*

**Jean E. Straka (2004)**

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*Professor, Nursing*

**William L. Straube (2005)**

B.A., Knox College; Ph.D., University of Maryland-College Park  
*Assistant Professor, Biology*

**Kristina J. Suter (1999)**

B.M., Mansfield State College; M.M., Michigan State University; D.M.A., University of Maryland  
*Associate Professor, Music*

**Catherine W. Sutton (1998)**

B.A., The Catholic University of America; M.B.A., Loyola College; Microsoft Office User Specialist Master Certificate; Microsoft Office 2000 Master Instructor; Certificate in Instructional Technology; Microsoft Certified Application Specialist for Office Access & PowerPoint 2007  
*Professor, Office Technology*

**Jean M. Svacina (1999)**

B.A., University of Wisconsin; M.A., Ph.D., University of Illinois  
*Professor, English as a Second Language; Associate Division Chair, English and World Languages*

**Susan Keach Sweeney (1981)**

B.A., Upsala College; M.A., University of Maryland; Senior Professional in Human Resources (SPHR); Mediation Certification; Certification in Coaching and Organizational Learning; Certification for Professional and Personal Mastery  
*Associate Professor, Human Development*

**Mark Tacyn (2005)**

B.A., Manhattan College; M.A., University of Notre Dame; Ph.D., University of Maryland-College Park  
*Assistant Professor, History*

**Loretta Tokoly (2005)**

B.S., Canisius College; M.S., M.A., Villanova University; Ph.D., Temple University  
*Assistant Professor, Mathematics*

**Caroline E. Torcaso (2006)**

B.S., Georgetown University; Ph.D., University College, University of Maryland  
*Assistant Professor, Mathematics*

**Patricia J. Turner (1974)**

B.A., University of Maryland; M.S., Towson University  
*Professor, Anatomy/Physiology; Associate Division Chair, Science and Technology*

**Patricia Van Amburg (1988)**

B.A., Nazareth College; M.M.S., Loyola College  
*Professor, English*

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## COLLEGE STAFF

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**Ezekiel A. Vifansi (2001)**

B.A., Franklin College; M.A., University of Leeds; Ph.D., Purdue University  
*Assistant Professor, English*

**Philip J. Vilardo (1993)**

B.A., Penn State University; M.A., Ph.D. Johns Hopkins University  
*Professor, Sociology*

**Rozaliya Volynskiy (2002)**

M.S., Magnitogorsk State University  
*Professor, Computer Science*

**Janice A. Weinberger (1999)**

B.S., University of Maryland; M.S., George Washington University  
*Assistant Professor, Biology*

**Gregory J. Wentz (2008)**

A.O.S., Culinary Institute of America  
*Instructor, Culinary Arts*

**Martha J. Westhaver (1996)**

B.A., University of Maryland Baltimore County; M.A., University of Baltimore  
*Associate Professor, Arts and Humanities; Director of Fine Arts*

**Lisa A. Wilde (2000)**

B.A., Carleton College; M.F.A., D.F.A., Yale School of Drama  
*Associate Professor, Theatre; Director of Theatre Arts; Rep Stage Literary Manager & Resident Dramaturg*

**Linda D. Wiley (1990)**

B.S., M.S., Towson University; M.Ed., West Chester University  
*Professor, English*

**Jane M. Winer (1979)**

B.F.A., M.F.A., University of Arizona  
*Professor, Art & Humanities*

**Angela H. Wood (2006)**

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*Associate Professor, English*

**Wei Xie (1997)**

B.S., Shandong Medical University; M.S., University of Missouri-Kansas City  
*Assistant Instructor, Chemistry/Physics*

**Amelia Yongue (2002)**

B.A., University of North Carolina; B.A., East Carolina University; M.A., Georgetown University  
*Assistant Professor, English*

**Laura Y. Yoo (2005)**

B.A., Boston College; M.A., Georgetown University  
*Assistant Professor, English*

### ADJUNCT FACULTY

*On a rotating basis, adjunct faculty who have made a long-term contribution to HCC will be highlighted in this section.*

**Aaron Altscher (2007)**

B.S., M.B.A., University of Mary Washington  
*Adjunct Instructor, Business*

**Grace Anastasiadis (2006)**

A.A., Howard Community College; B.A., University of Maryland  
*Adjunct Instructor, Theatre*

**Gail Baptiste (2005)**

B.S., M.S., University of Wisconsin Stevens Point  
*Senior Adjunct Instructor, Nutrition*

**Linda Barnes (2004)**

B.S.N., University of Pennsylvania; M.S.N., University of Maryland  
*Senior Adjunct Instructor, Nursing*

**Andrew Bowie (2003)**

B.A., University of Maryland, Baltimore County; A.A., Community College of Baltimore County-Catonsville  
*Adjunct Instructor, Mathematics*

**Karen Brandt (2003)**

B.S., M.S., Towson University  
*Adjunct Instructor, Mathematics*

**Jack Bridner (1996)**

B.S., Frostburg State College; M.A., Ph.D., University of Maryland  
*Senior Adjunct Instructor, History*

**Todd Butler (1999)**

B.S., M.M., Towson University  
*Master Adjunct Instructor, Music*

**Linda Bunyard (2004)**

B.S., University of New Hampshire; M.S., University of Memphis  
*Senior Adjunct Instructor, Nutrition*

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# INDEX

## A

Academic Advising, 41  
Academic Amnesty, 39  
Academic Freedom, 35  
Academic Honesty, 40  
Academic Information, 31  
Academic Persistence, 38  
Academic Probation, 38  
Academic Procedures, 35  
Academic Standards, 38  
Academic Support, Counseling and Career Services, 43  
Academic Suspension, 38  
Accelerated Cardiovascular Program for Hospital Trainees, 115  
Accounting, 90, 171  
Accreditation, 1  
Admissions, 41  
Admissions Policies and Procedures, 1  
Adult Learners, 14  
Advanced Cardiovascular Imaging and Interventional Therapies, 116  
Advanced Placement Exam, 34  
Advising, Student, 41  
Affirmative Action, 1  
Aging Services, 116, 171  
Alumni Association, 2  
American Sign Language, 172  
American Studies, 153  
Anthropology, 154, 172  
Arabic, 112, 172  
Architectural and Construction Management, 136, 173  
Architecture, 69  
Art, 69, 174  
Art History, 70  
Arts, 5  
Arts Administration, 71  
Arts and Humanities Division Programs, 69-88  
    Architecture, 69  
    Art, 69  
    Art History, 70  
    Arts Administration, 71  
    Communications Studies, 75  
    Dance Performance, 76  
    Film Studies, 77  
    Gaming and Simulation Design, 77  
    Graphic Design, 78  
    Interdisciplinary Studies, 78  
    Interior Design, 80  
    Liberal Arts, 80  
    Mass Media Design and Production, 81  
    Multimedia Design, 82  
    Music, 82  
    Music Performance-Jazz, 83  
    Music Performance-Voice, 83  
    Music Therapy, 84  
    Philosophy and Religious Studies, 84  
    Photography, 85  
    Television Production, 85  
    Theatre, 86  
    Theatre/Performance, 87  
    Theatre/Technical, 87  
    Transfer Studies, 88  
    Web Design, 88  
Associate of Applied Sciences Degree, 31  
Associate of Arts Degree, 31  
Associate of Arts in Teaching Degree, 31  
Astronomy, 179  
Athletic Training, 117  
Athletics, 46  
Attendance Policy, 37  
Audit, 38

## B

Basic Skills, 53  
Bioinformatics, 137, 179

Biology, 179  
Biomedical Engineering, 138, 181  
Biotechnology, 139  
Board of Trustees, ii, 2  
Business, 181  
Business Administration, 91  
Business in the Virtual Environment, 92  
Business Management, 91  
Business Management in the Virtual Environment, 91  
Business Training, 53  
Business and Computers Division Programs, 90-111  
    Accounting, 90  
    Business Administration, 91  
    Business Management, 91  
    Business in the Virtual Environment, 92  
    Computer Science, 92  
    Culinary Management, 93  
    E-Commerce Designer, 94  
    E-Commerce/E-Business, 94  
    Entrepreneurship, 95  
    Financial Planning, 97  
    Hospitality Management, 98  
    Information Systems Management–Office Systems, 98  
    Information Systems Management–Programming/Technical Systems, 99  
    Information Technology, 99  
    International Business, 100  
    Internet and Core Computing (IC3), 101  
    Internet Professional, 101  
    Legal Office Assistant, 102  
    Medical Transcriptionist, 103  
    Microsoft Certified Systems Engineer (MCSE) Windows Server 2003, 103  
    Microsoft Certified Application Specialist, 104  
    Network Engineer, 104  
    Network Security, 105  
    Network Security Administration, 105  
    Office Assistant, 106  
    Office Automation Specialist, 107  
    Office Technology, 107  
    Professional Coaching, 108  
    Professional Organizational Coaching, 109  
    Retailing, 110  
    Web Developer, 110  
    Webmaster, 111

## C

Calendar, iii  
Campus Crime Reports, 10  
CampusWeb Courses, 33  
Cancellation of Courses, 38  
Cardiac Monitoring and Analysis, 117  
Cardiovascular Technology, 118, 122, 184  
Career Links, 44  
Career Services, 43  
Certificate of Proficiency, 31  
Challenge Exams, 34  
Chemical Dependency, 126  
Chemistry, 185  
Child Care Services, 43  
Chinese, 185  
Cisco, 100, 140, 186  
Closing of College, Emergency, vii, 3  
Clubs, 46  
Code of Conduct, 5  
College Level Examination Program, 34  
College Maps, 275-276  
College Profile, 1  
Communications Studies, 73  
Community and School Health, 124  
Complementary Medicine and Holistic Health, 125  
Computer-Aided Design, 140, 187  
Computer Forensics, 187  
Computer Science, 92  
Computer Services, 5  
Computer Support Technology, 141  
Computer Systems, 188  
Computer Technology Forensics, 100  
Conflict Resolution, 154, 194  
Continuing Education, 53  
Cooperative Education, 43, 194  
Core Requirements, 57  
Costs, 19  
Counseling, Career, 43  
Counseling, Personal, 43  
Course Codes, 61  
Course Descriptions, 171-252  
    Accounting (ACCT), 171  
    Aging Services (AGNG), 171  
    American Sign Language (AMSL), 172  
    Anthropology (ANTH), 172  
    Arabic (ARAB), 172  
    Architectural and Construction Management (ARCM), 173  
    Art (ARTT), 174  
    Astronomy (ASTR), 179  
    Bioinformatics (BFMT), 179  
    Biology (BIOL), 179  
    Biomedical Engineering (BMET), 181  
    Business (BMGT), 181  
    Cardiovascular Technology (CARD), 184  
    Chemistry (CHEM), 185  
    Chinese (CHNS), 185  
    Cisco (CSCO), 186  
    Computer-Aided Design (CADD), 187  
    Computer Forensics (CFOR), 187  
    Computer Systems (CMSY), 188  
    Conflict Resolution (CRES), 194  
    Cooperative Education (COOP), 194  
    Criminal Justice (CRIM), 194  
    Culinary Management (CMGT), 195  
    Dance (DANC), 196  
    Economics (ECON), 198  
    Education (EDUC), 199  
    Electronics (ELEC), 202  
    Emergency Medical Technician/Paramedic (EMSP), 203  
    Engineering (ENES), 203  
    English (ENGL), 204  
    Entrepreneurship (ENTR), 208  
    Environmental Science (ENST), 210  
    Exercise Science (EXSC), 210  
    Farsi (FARS), 211  
    Film (FILM), 211  
    Financial Planning (FNPL), 213  
    Fine Arts (FINE), 213  
    First-Year Experience (FYEX), 214  
    French (FREN), 214  
    Geography (GEOG), 215  
    Geology (GEOL), 215  
    German (GERM), 215  
    Greek (GREK), 216  
    Health Care (HEAL), 216  
    Health Education (HEED), 216  
    Hebrew (HBRW), 219  
    History (HIST), 220  
    Horticulture (HORT), 221  
    Hospitality Management (HMGT), 222  
    Human Development (HMDV), 223  
    Human Services (HUMS), 225  
    Humanities (HUMN), 225  
    Interior Design (INDS), 225  
    Italian (ITAL), 226  
    Korean (KORE), 226  
    Life Fitness (LFIT), 227  
    Mass Media (MASS), 228  
    Mathematics (MATH), 230  
    Meteorology (METO), 232  
    Microsoft (MSFT), 233



# INDEX

## Course Descriptions (*continued*)

Music (MUSC), 234  
Nursing (NURS), 238  
Nutrition (NUTR), 240  
Office Technology (OFFT), 240  
Philosophy (PHIL), 241  
Photonics (PHOT), 242  
Physics (PHYS), 243  
Political Science (POLI), 244  
Portuguese (PORT), 244  
Psychology (PSYC), 244  
Public Health (PUBH), 245  
Radiologic Technology (RADT), 245  
Retailing (RETL), 246  
Russian (RUSS), 246  
Sociology (SOC), 247  
Spanish (SPAN), 248  
Speech (SPCH), 248  
Telecommunications (TELE), 249  
Theatre (THET), 249  
Wireless Communications (WCOM), 251  
Women's Studies (WMST), 251  
CPA Examination, Preparation for, 90  
Credit for Prior Learning, 33  
Credit Free Division, 53  
Criminal Justice, 155, 194  
Culinary Management, 93, 195  
Curricula, 57  
Curriculum Advisory Committees, 269  
Curriculum Profile, 62  
CustomClass, 38, 53

## D

Dance, 196  
Dance Performance, 76  
Dean's List, 35  
Developmental Disabilities, 126, 127  
Developmental English and Mathematics, 57  
Dietetics, 130  
Directory for Assistance, vii  
Disabled Student Services, 44  
Distance Learning, 32  
Diversity Statement, 57  
Diversity Studies, 78  
Dropping Classes, 37  
Drug and Alcohol-Free Campus, 11

## E

Early Childhood Development, 156  
Early Childhood Education, 157  
Early Closing Policy, 3  
Early Enrollment, 13  
Early Entrance, 41  
E-Commerce Designer, 94  
E-Commerce/E-Business, 94  
Economics, 198  
Education, 199  
Educational Technology Services (Audio Visual), 5  
Educational Foundation, 2  
Electives, 60  
Electronics, 202  
Electronics Technology, 142  
Elementary Education, 158  
Emergency Medical Technician/Paramedic, 119, 123, 203  
Employment, Counseling, 43  
Engineering, 143, 203  
English, 113, 204  
English as a Second Language, 53  
English/World Languages Division Programs, 112-114  
    Arabic, 112  
    English, 113  
    Journalism, 113  
    Spanish, 114  
Entrepreneurship, 95, 208  
Environmental Science, 144, 210

Equal Opportunity, 1  
Ethics Across the Curriculum, 36  
Excelsior College Consortium, 42  
Exercise Science, 120, 210

## F

Faculty, 261  
Farsi, 211  
Fees, 19  
Film, 211  
Film Studies, 77  
Financial Aid, 25, 43  
Financial Literacy, 23  
Financial Planning, 91, 97, 213  
Fine Arts, 213  
Fine Arts Studies, 79  
First-Year Experience, 214  
Food Science, 131  
Foundation, HCC Educational, 2  
French, 214  
Freshman Focus, 41

## G

Game Room, 45  
Gaming and Simulation Design, 77, 81  
General Education and Liberal Learning, 36  
General Education Requirements, 57  
General Educational Development (GED), 53  
General Studies, 159  
Geography, 215  
Geology, 215  
German, 215  
Gerontology, 116  
Gifted and Talented Students, 14  
Global Economics, 161  
Grade Point Average, 39  
Grading System, 39  
Graduation Petitions, 31  
Graphic Design, 70, 78  
Greek, 216

## H

HCC-TV, 5  
Health Care, 216  
Health Care for the Professional, 122  
Health Care Management & Administration, 124  
Health Career Clinical Programs, 14  
Health Education, 124, 216  
Health Science Division Programs, 115-134  
    Accelerated Cardiovascular Program for Hospital Trainees, 115  
    Advanced Cardiovascular Imaging and Interventional Therapies, 116  
    Aging Services, 116  
    Athletic Training, 117  
    Cardiac Monitoring and Analysis, 117  
    Cardiovascular Technology for Allied Health Professionals, 118  
    Cardiovascular Technology—Invasive Technologist, 118  
    Emergency Medical Technician/Paramedic, 119  
    Exercise Science, 120  
    Health Care for the Professional, 122  
    Health Care Management and Administration, 124  
    Health Education, 124  
    Human Services, 125  
    Licensed Practical Nursing, 127  
    LPN Pathway Sequence, 128  
    Nursing, 128  
    Nursing—Accelerated, 129  
    Nutrition, 130  
    Physical Therapist Assistant, 131  
    Public Health, 132  
    Radiologic Technology, 132  
    Respiratory Care, 133  
    Surgical Technology, 134

Hebrew, 219  
High School Students, 13, 41  
History, 162, 220  
Home Schooled Students, 14  
Honor Societies, 35  
Honors, Graduation with, 35  
Honors Program, 35  
Horticulture, 144, 221  
Hospitality Management, 97, 222  
Human Development, 223  
Human Services, 125, 225  
Humanities, 225

## I

Incomplete Grades, 39  
Information Systems Management, 98  
Information Technology, 99  
Insurance, Medical, 3  
Interdisciplinary Arts Administration, 71  
Interdisciplinary Studies, 78  
Interior Design, 80, 225  
International Baccalaureate Exam, 34  
International Business, 100  
International Citizens, 17  
International Studies, 162  
Internet and Core Computing, 101  
Internet Professional, 101  
Internships, 43  
Interpersonal and Organizational Communications, 74, 75  
Italian, 226

## J

Job Assistance, 43  
Journalism, 113  
Journalism and Media Communications, 74, 75

## K

Kids on Campus, 53  
Korean, 226

## L

Late Opening Policy, 3  
Laurel College Center, 4  
Learning Assistance Center, 44  
Learning Outcomes Assessment and Accountability, 36  
Legal Office Assistant, 102  
Letter of Recognition, 31  
Liberal Arts, 80  
Library, 4  
Licensed Practical Nurse, 127  
Life Fitness, 227  
Life Science, 145  
Loans and Scholarships, 27  
LPN Pathway Sequence, 128

## M

Maps, 275-276  
Martial Arts, 121  
Mass Media, 228  
Mass Media Design and Production, 81  
Massage Therapy, 123  
Master List, Programs of Study, 66  
Mathematics, 135, 230  
Mathematics Division Programs, 135  
    Mathematics, 135  
Media Arts Administration, 73  
Mediation & Conflict Resolution Center, 4  
Medical Insurance, 3  
Medical Transcriptionist, 103  
Mental Health, 126  
Meteorology, 232  
Microsoft, 233  
Microsoft Certified Application Specialist, 104  
Microsoft Certified Systems Engineer, 103  
Military Personnel and Veterans, 17

# INDEX

- Mission Statement, 1  
Multimedia Design, 81, 82  
Music, 82, 234  
Music Performance, 83  
Music Therapy, 84  
Musical Theatre Performance, 86
- N**  
NA Grade, 37  
Network Engineer, 104  
Network Security, 105  
Network Security Administration, 105  
New Student Orientation, 41  
Non-Credit Courses, 53  
Nondiscrimination, equal opportunity and affirmative action, 1  
Notary Services, 4  
Nursing, 128, 238  
Nursing Acceleration Challenge Exam, 34  
Nutrition, 130, 240  
Nutritional Science, 131
- O**  
Office Assistant, 106  
Office Automation Specialist, 107  
Office Technology, 107, 240  
Online Courses, 32
- P**  
Parking, 3  
Pay for College, 19  
PC Maintenance, 145  
PC/Network Hardware/iNet, 99  
Performing Arts Administration, 72  
Personal Counseling, 43  
Personal Training, 120, 122  
Philosophy, 241  
Philosophy and Religious Studies, 84  
Photography, 70, 85  
Photonics, 146, 242  
Physical Science, 147  
Physical Therapist Assistant, 131  
Physics, 243  
Placement Testing, 31  
Police Science, 163  
Political Science, 244  
Portuguese, 244  
Practical Nursing, 127  
Pre-Allied Health, 147  
Pre-Dentistry, 148  
Pre-Medical Technology, 148  
Pre-Medicine, 149  
Pre-Nuclear Medicine Technology, 149  
Pre-Optometry, 150  
Pre-Pharmacy, 150  
Pre-Veterinary Medicine, 151  
Probation, 38  
Professional and Business Communications, 74, 75  
Professional Coaching, 108  
Professional Organizational Coaching, 109  
Proficiency Exams, 34  
Program Selection, 57  
Programming, 99  
Programs of Study, 65-169  
    Accounting–Preparation for the CPA Exam, 90  
    Aging Services, 116  
    Aging Services Management Option, 116  
    American Studies, 153  
    Anthropology, 154  
    Arabic, 112  
    Architectural and Construction Management, 136  
    Architecture, 69  
    Art, 69  
    Art History, 70  
    Art History Research Option, 70  
    Programs of Study (*continued*)  
    Art History Research/Studio Option, 70  
    Arts Administration, 71  
    Athletic Training, 117  
    Bioinformatics, 137  
    Biomedical Engineer Field Technician, 138  
    Biomedical Engineer Specialist, 138  
    Biomedical Engineering, 139  
    Biotechnology, 139  
    Business Administration, 91  
    Business in the Virtual Environment, 92  
    Business Management, 91  
    Cardiac Monitoring and Analysis, 117  
    Cardiovascular Imaging and Interventional Therapies, Advanced, 116  
    Cardiovascular Program, Accelerated, for Hospital Trainees, 115  
    Cardiovascular Technology (Health Care for the Professional Option), 122  
    Cardiovascular Technology for Allied Health Professionals, 118  
    Cardiovascular Technology–Invasive Technologist, 118  
    Chemical Dependency (Human Services Option), 126  
    Cisco (Information Technology Option), 100  
    Cisco Certified Networking, 140  
    Communications Studies, 73  
    Community and School Health (Health Education Option), 124  
    Complementary Medicine and Holistic Health (Health Education Option), 125  
    Computer Forensics (Criminal Justice Option), 155  
    Computer Science, 92  
    Computer Support Technology, 141  
    Computer Technology Forensics (Information Technology Option, Associate's Degree), 100  
    Computer-Aided Design Technology, 140  
    Conflict Resolution, 154  
    Criminal Justice, 155  
    Culinary Management, 93  
    Dance Performance, 76  
    Developmental Disabilities (Human Services Option), 126  
    Dietetics (Nutrition Option), 130  
    Diversity Studies (Interdisciplinary Studies Option), 79  
    Early Childhood Development, 156  
    Early Childhood Education, 157  
    Ecological Technology Design (Environmental Science Option), 144  
    E-Commerce Designer, 94  
    E-Commerce/E-Business, 94  
    Electronics Technology, 142  
    Elementary Education, 158  
    Elementary Education/Generic Special Education PreK-12, 159  
    Emergency Medical Technician (Health Care for the Professional Option), 123  
    Emergency Medical Technician/Paramedic, 119  
    Engineering, 143  
    English, 113  
    Entrepreneurship, 95  
    Environmental Science, 144  
    Exercise Science, 120  
    Film Studies, 77  
    Financial Planning (Certificate), 97  
    Financial Planning (Business Management Option), 91  
    Fine Arts Studies (Interdisciplinary Studies Option), 79  
    Food Science (Nutrition Option), 131  
    Gaming and Simulation Design (Certificate), 77  
    Gaming and Simulation Design (Mass Media Design Option), 81  
    General Studies, 159  
    General Studies – Business/Technology Emphasis, 160  
    General Studies for Certificate Students, 160  
    General Studies – Science Emphasis, 161  
    Programs of Study (*continued*)  
    Gerontology (Aging Services Option), 116  
    Global Economics, 161  
    Graphic Design (Certificate), 78  
    Graphic Design (Art Option, Associate's Degree), 70  
    Health Care for the Professional, 122  
    Health Care Management and Administration, 123  
    Health Education, 124  
    History, 162  
    Horticulture, 144  
    Hospitality Management, 97  
    Human Services, 126  
    Information Systems Management–Office Systems, 98  
    Information Systems Management–Programming Technical Systems, 99  
    Information Technology, 99  
    Interdisciplinary Arts Administration Option, 72  
    Interdisciplinary Studies, 78  
    Interior Design, 80  
    International Business, 100  
    International Office Assistant (Office Technology Option), 108  
    International Studies, 162  
    Internet and Core Computing (IC3), 101  
    Internet Professional, 101  
    Interpersonal and Organizational Communications Option, 74  
    Journalism, 113  
    Journalism and Media Communications Option, 74  
    Legal Office Assistant (Certificate, Letter of Recognition), 102  
    Legal Office Assistant (Office Technology Option), 108  
    Liberal Arts, 80  
    Licensed Practical Nursing, 127  
    Life Science, 145  
    LPN Pathway Sequence, 128  
    Martial Arts (Exercise Science Option), 121  
    Mass Media Design and Production, 81  
    Massage Therapy (Health Care for the Professional Option), 123  
    Mathematics, 135  
    Media Arts Administration Option, 72  
    Medical Transcriptionist, 103  
    Mental Health (Human Services Option), 126  
    Microsoft Certified Systems Engineer (MCSE) Windows Server 2003, 103  
    Microsoft Certified Application Specialist, 104  
    Multimedia Design (Mass Media Design Option), 81  
    Multimedia Design (Certificate), 82  
    Music, 82  
    Music Performance, 83  
    Music Therapy, 84  
    Musical Theatre Performance (Theatre Option, Associate's Degree), 86  
    Network Engineer, 104  
    Network Security, 105  
    Network Security Administration, 105  
    Nursing, 128  
    Nursing, Accelerated, 129  
    Nutrition, 130  
    Nutritional Science (Nutrition Option), 131  
    Office Assistant (Office Technology Option), 108  
    Office Assistant (Certificate), 106  
    Office Automation Specialist, 107  
    Office Management/Supervision (Office Technology Option), 107  
    Office Technology, 107  
    PC Maintenance (A+ Certification) with Network Emphasis, 145  
    PC/Network Hardware/iNet (Information Technology Option), 99  
    Performance (Theatre Option), 86  
    Performing Arts Administration Option, 72

# INDEX

## Programs of Study (continued)

Personal Training Option (Exercise Science Option), 120  
Philosophy and Religious Studies, 84  
Photography (Art Option), 70  
Photography (Certificate), 85  
Photonics Technology, 146  
Physical Science, 147  
Physical Therapist Assistant, 131  
Police Science, 163  
Pre-Allied Health, 147  
Pre-Dentistry, 148  
Pre-Medical Technology, 148  
Pre-Medicine, 149  
Pre-Nuclear Medicine Technology, 149  
Pre-Optometry, 150  
Pre-Pharmacy, 150  
Pre-Veterinary Medicine, 151  
Professional and Business Communications Option, 75  
Professional Coaching, 108  
Professional Organizational Coaching, 109  
Programming (Information Technology Option), 99  
Psychology, 163  
Public Health, 132  
Radio Production (Mass Media Design Option), 81  
Radiologic Technology (Health Care for the Professional Option), 123  
Radiologic Technology, 132  
Respiratory Care, 133  
Retailing, 110  
Secondary Education, 164  
Secondary Education–Chemistry, 165  
Secondary Education–English, 165  
Secondary Education–Mathematics, 166  
Secondary Education–Physics, 166  
Secondary Education–Spanish, 167  
Social Sciences, 167  
Social Services (Human Services Option), 125  
Sociology, 168  
Spanish, 114  
Speech and Written Communications Option, 76  
Sports and Fitness Management (Exercise Science Option), 121  
Sports Coaching (Exercise Science Option), 121  
Studio Art (Art Option), 69  
Surgical Technology, 133  
Teacher Education Professional Training, 168  
Technical Theatre (Theatre Option), 86  
Telecommunications Technology, 152  
Television and Radio Production (Mass Media Design Option), 81  
Television Production (Mass Media Design Option), 81  
Television Production (Certificate), 85  
Theatre, 86  
Transfer Studies, 88  
Video/Multimedia Design (Art Option), 70  
Visual Arts Administration Option, 72  
Webmaster, 111  
Web Design (Certificate), 88  
Web Design (Mass Media Design Option), 81  
Web Developer (Certificate), 110  
Web Development (Information Technology Option), 100  
Wireless Communications Technology, 152  
Women's Studies (Interdisciplinary Studies Option), 79  
Psychology, 163, 244  
Public Health, 132, 245

## Q

Quality Point Average, 39

## R

Radio Production, 81  
Radiologic Technology, 123, 132, 245

Readmission, 18, 39  
Records, 37, 42  
Refunds, Tuition, 20  
Registration and Enrollment, 38, 42  
Respiratory Care, 133  
Retailing, 110, 246  
Retention Services, 44  
Rouse Scholars Program, 35, 41  
Russian, 246

## S

Schoenbrodt Honors Program, 35  
Scholarships and Loans, 27  
Science and Technology Division Programs, 136-152  
Architectural and Construction Management, 136  
Bioinformatics, 137  
Biomedical Engineer Field Technician, 138  
Biomedical Engineer Specialist, 138  
Biomedical Engineering, 139  
Biotechnology, 139  
Cisco Certified Networking, 140  
Computer-Aided Design Technology, 141  
Computer Support Technology, 141  
Electronics Technology, 143  
Engineering, 143  
Environmental Science, 144  
Horticulture, 144  
Life Science, 145  
PC Maintenance (A+ Certification) with Network Emphasis, 145  
Photonics Technology, 146  
Physical Science, 147  
Pre-Allied Health, 147  
Pre-Dentistry, 148  
Pre-Medical Technology, 148  
Pre-Medicine, 149  
Pre-Nuclear Medicine Technology, 149  
Pre-Optometry, 150  
Pre-Pharmacy, 150  
Pre-Veterinary Medicine, 151  
Telecommunications Technology, 151  
Wireless Communications Technology, 152  
Secondary Education, 164  
Semester Schedule, 38  
Senior Citizen, Tuition Waiver for, 23  
Services for Students with Disabilities, 44  
Sexual Harassment, 10  
Silas Craft Collegians Program, 41  
Smoking on Campus, 4  
Social Sciences, 167  
Social Sciences/Teacher Education Division Programs, 153-169  
American Studies, 153  
Anthropology, 154  
Conflict Resolution, 154  
Criminal Justice, 155  
Early Childhood Development, 156  
Early Childhood Education, 157  
Elementary Education, 158  
Elementary Education/Generic Special Education PreK-12, 159  
General Studies, 159  
General Studies-Business/Technology Emphasis, 160  
General Studies for Certificate Students, 160  
General Studies-Science Emphasis, 161  
Global Economics, 161  
History, 162  
International Studies, 162  
Police Science, 163  
Psychology, 163  
Secondary Education, 164  
Secondary Education–Chemistry, 165  
Secondary Education–English, 165  
Secondary Education–Mathematics, 166

## Social Sciences/Teacher Education Division Programs

(continued)  
Secondary Education–Physics, 166  
Secondary Education–Spanish, 167  
Social Sciences, 167  
Sociology, 168  
Teacher Education, 168  
Social Services, 125  
Sociology, 168, 247  
Spanish, 114, 248  
Speech, 248  
Speech and Written Communications, 74, 75  
Sports and Fitness Management, 121  
Sports Coaching, 121  
Staff, 253  
Statewide Instructional Programs, 55  
Student Academic Complaint Procedures, 37  
Student Address Change, 3  
Student Code of Conduct, 5  
Student Government Association, 45  
Student Health and Insurance, 3  
Student ID Cards, 3  
Student Injuries, 3  
Student Judicial Process, 8  
Student Life, 45  
Student Newspaper, 45  
Student Program Board, 45  
Student Records, Confidentiality, 36  
Student Residency, 2  
Student Responsibilities, 60  
Student Support Services, 29, 44  
Studio Art, 69  
Surgical Technology, 133  
Suspension, 38

## T

Teacher Education, 168  
Technical Theatre, 86  
Telecommunications, 249  
Telecommunications Technology, 151  
Television and Radio Production, 81  
Television Production, 81, 85  
Test Center, 44  
Theatre, 86, 249  
Traffic Rules and Regulations, 3  
Transfer Evaluations, 17  
Transfer Information and Advising, 17, 42  
Transfer Policies, 47  
Transfer Studies, 88  
Tuition and Fees, 19  
Tuition Payment Plan, 22  
Tuition Refunds, 20  
Tuition Waivers, 23

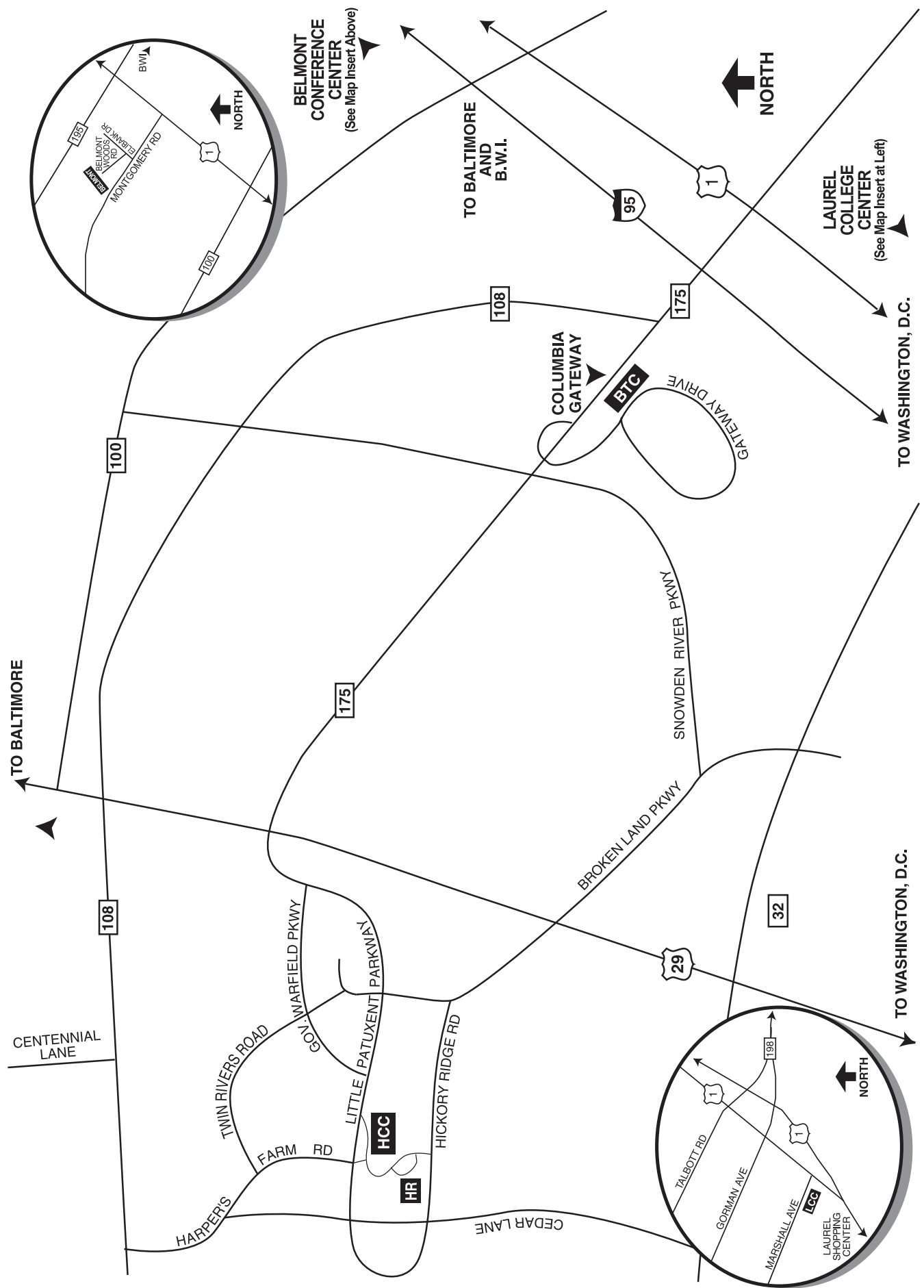
## V

Veterans Affairs, 42  
Veterans Benefits, 22  
Video/Multimedia Design, 70  
Vision Statement, 1  
Visual Arts Administration, 72  
Vocational Support Services, 44

## W

Web Design, 81, 88  
Web Developer, 110  
Web Development, 100  
Webmaster, 111  
Website, vii, 32  
Welcome and Information Center, 4, 43  
Wellness Center, 45  
Wireless Communications, 152, 251  
Withdrawal from Classes, 37  
Women's Studies, 79, 251

# COLLEGE LOCATION

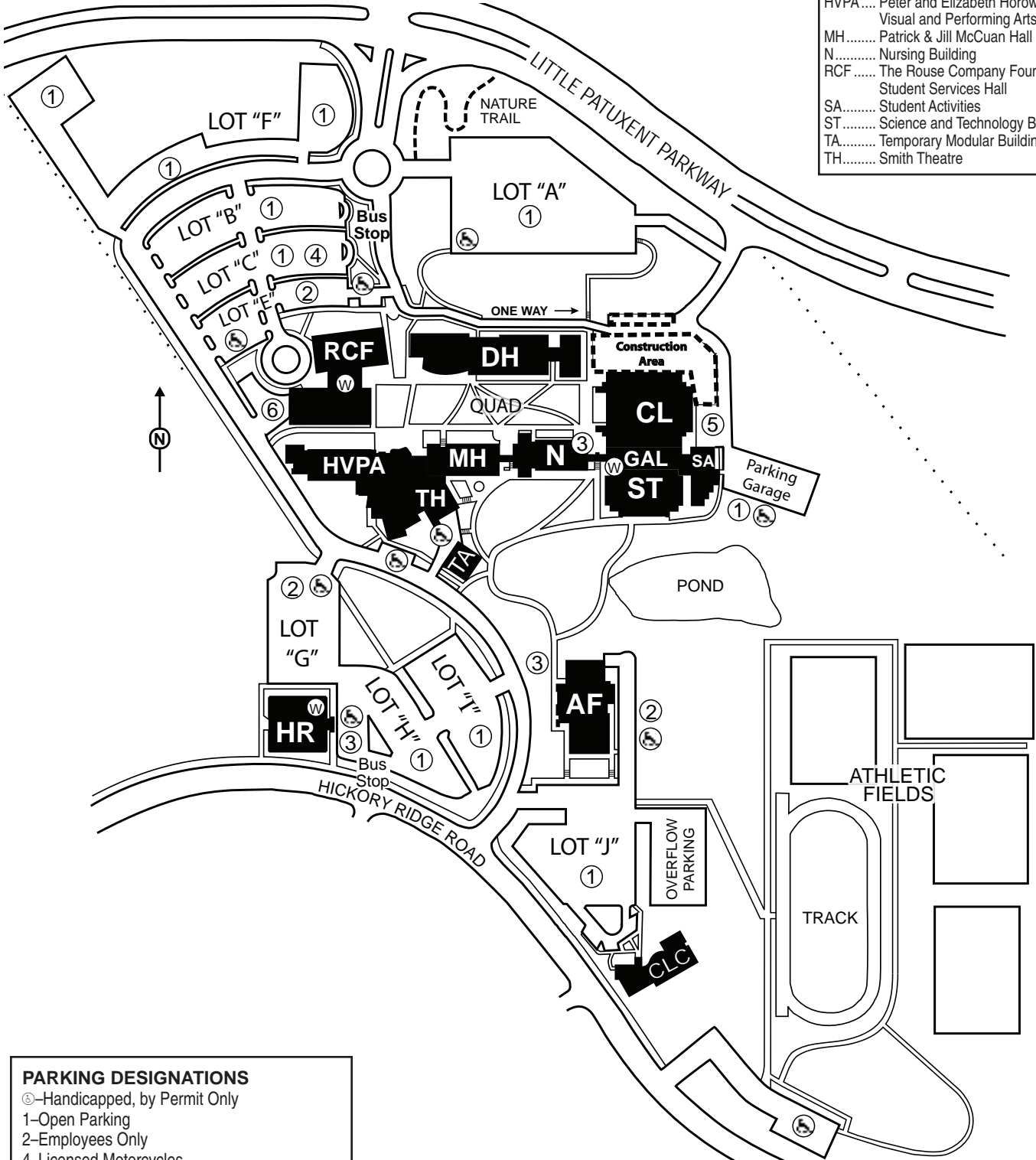




# COLLEGE MAP

## BUILDING LOCATION CODES

AF.....	Athletic & Fitness Center
CL.....	James Clark Jr. Library Building
CLC.....	Children's Learning Center
DH.....	Mary Ellen Duncan Hall for English, Languages & Business
GAL.....	Galleria
HR.....	Hickory Ridge Building
HVPA....	Peter and Elizabeth Horowitz Visual and Performing Arts Center
MH.....	Patrick & Jill McCuan Hall
N.....	Nursing Building
RCF.....	The Rouse Company Foundation Student Services Hall
SA.....	Student Activities
ST.....	Science and Technology Building
TA.....	Temporary Modular Buildings
TH.....	Smith Theatre



## 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.

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## NOTES

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## NOTES

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## NOTES

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## NOTES

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