



**C A T A L O G 2012 • 2013**

June, 2012

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

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Social Security Administration  
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Secretary-Treasurer  
President  
Howard Community College

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# 2012-2013 ACADEMIC CALENDAR

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## CREDIT PROGRAMS

### Fall 2012

August 25 . . . . . Regular Weekend Classes Begin  
August 27 . . . . . Classes Begin  
September 1-3 . . . . . Labor Day – COLLEGE CLOSED  
November 21-25 . . . . . Thanksgiving Recess for Students – NO CLASSES  
November 22-25 . . . . . Thanksgiving Recess for Faculty and Staff – COLLEGE CLOSED  
December 9 . . . . . Classes End  
December 10-17 . . . . . Exams  
December 24 – January 1 . . . . . Winter Break

### Winter Intersession 2013

January 2 . . . . . Classes Begin  
January 21 . . . . . MLK, Jr., Day Observed – COLLEGE CLOSED  
January 25 . . . . . Classes End

### Spring 2013

January 26 . . . . . Regular Weekend Classes Begin  
January 28 . . . . . Classes Begin  
March 30 – April 5 . . . . . Spring Recess – COLLEGE CLOSED  
May 10 . . . . . Classes End  
May 11-17 . . . . . Exams  
May 22 . . . . . Commencement  
May 27 . . . . . Memorial Day Observed – COLLEGE CLOSED

### Summer 2013

#### TEN-WEEK SESSION

May 28 . . . . . Classes Begin for Ten-Week Session  
July 4 . . . . . Independence Day Observed – COLLEGE CLOSED  
August 2 . . . . . Classes End for Ten-Week Session

#### FIRST FIVE-WEEK SESSION

May 28 . . . . . Classes Begin  
July 1 . . . . . Classes End

#### EIGHT-WEEK SESSION

June 12 . . . . . Classes Begin for Eight-Week Session  
July 4 . . . . . Independence Day Observed – COLLEGE CLOSED  
August 7 . . . . . Classes End for Eight-Week Session

#### SECOND FIVE-WEEK SESSION

July 3 . . . . . Classes Begin  
July 4 . . . . . Independence Day Observed – COLLEGE CLOSED  
August 7 . . . . . 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.*

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# DIRECTORY FOR ASSISTANCE

Area Code: 443    Main Number: 518-1000    TTY/STS: Use MD Relay 711    [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  
518-1200; adm-adv@howardcc.edu

## Alumni Affairs

Director of Development  
518-1970; alumni@howardcc.edu

## Art Galleries

Director, Rouse and Art Department Galleries  
518-4189

## Athletics

Director of Athletics  
518-4671

## Business Training Center

518-4808

## Calendar of Activities

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

## Career Links (Single Parents and Displaced Homemakers)

Coordinator, Career Links  
518-1340

## Children's Learning Center

518-4150

## Computer Labs

CL-129: 518-4504  
DH-110: 518-4602

## Conflict Resolution

Mediation and Conflict Resolution Center  
518-1888

## Continuing Education

518-1700

## Counseling & Career Services, Job Assistance, Cooperative Education, Internships

Assistant Director of Career Services  
518-1340

## Counseling/Crisis Intervention

Mental Health Counselor  
518-1340

## Distance Learning/Online Courses

Director of Distance and Alternative Learning  
518-1590

## Educational Foundation

Executive Director, HCC Educational Foundation  
518-1970; foundation@howardcc.edu

## Equal Opportunities & Affirmative Action

Director of Human Resources  
518-1100

## Faculty Hiring

Director of Human Resources  
518-1100

## Financial Aid Services (Financial Aid, Scholarships, Loans, Work Study)

Director of Financial Aid Services  
518-1260; finaid@howardcc.edu

## Horowitz Center

Managing Director  
518-1490

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

518-4465

## Library

518-1460

## Music Institute

Coordinator  
518-4871

## Public Relations and Marketing

Executive Director of Public Relations and Marketing  
518-1800

## Records & Registration

Director of Records and Registration  
518-1240; records-registration@howardcc.edu

## Retention Services

Coordinator of Retention  
518-1320

## Services for Students with Disabilities

Disability Counselor  
518-1300

## Student/Alumni Arts

Producer/Director  
518-4515; studentarts@howardcc.edu

## Student Employment

Director of Financial Aid Services  
518-1260

## Student Support Services

Assistant Director of Student Support Services  
518-4619, TDD: 518-4023

## Testing

Director of the Test Center  
518-4856; testcenter@howardcc.edu

## Theatre and Rep Stage

Box Office  
518-1500; repstage@howardcc.edu  
Managing Director  
518-4451

## Transcripts

Director of Records and Registration  
518-1240

## Transfer Information and Advising

Associate Director of Advising & Transfer  
518-1220; Adm-Adv@howardcc.edu

## Tuition and Fees/Student Billings/Refunds

Supervisor of Accounts Receivable  
518-1861

## Tutoring

Assistant Director, Academic Support Services  
518-1320

## Use of College Facilities

Facilities Use Manager  
518-4047

## Veterans Affairs

Assistant Director of Records and Registration  
518-1240; veteransaffairs@howardcc.edu

## Welcome & Information Center

Director of the Welcome & Information Center  
518-1000

## Emergency Closing Announcements

HCC closings or delayed openings are announced via:

- HCC Mobile Alert System text or email message ([www.howardcc.edu/alert](http://www.howardcc.edu/alert))
- Web site homepage ([www.howardcc.edu](http://www.howardcc.edu))
- Phone switchboard recorded message (443-518-1000)
- Most Baltimore-Washington radio & TV stations and/or websites



# Brandy

**GOAL:**  
**Transfer to Four-Year School**

When Brandy enrolled in another Maryland community college after graduating from high school, she admits that she wasn't quite ready for college. "I just didn't have high goals for myself," she says. "At least not initially."

That changed when Brandy decided to give college another try and enroll at Howard Community College. "At first, I didn't want to come to HCC because I felt it would be just like high school, but it's turned out to be the best decision I've ever made. I don't know if you can find a better support system anywhere."

Brandy discovered a love for community service through the HCC's Center for Service Learning. She has participated in two of the college's "alternative break" trips, volunteering at an animal shelter in Texas and a children's orphanage in the Dominican Republic.

Brandy was recently awarded the Schulte Travel scholarship, and will spend her summer working with an orphanage in Nicaragua. "I really just want to help others," the nursing student and peer leader says. After graduating from HCC, Brandy plans on transferring to the University of Baltimore to earn her four-year degree.

# GetThere



# General Information

## COLLEGE PROFILE

Howard Community College (HCC) offers a wide range of academic pursuits and extra-curricular activities for students of all ages and walks of life.

More than 10,000 students pursue studies at HCC in a variety of academic programs leading to transfer to four-year colleges or immediate employment upon graduation. An additional 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, and state-of-the-art multimedia computer labs for mathematics, 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 labs and 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 hardball, softball, soccer, track, and lacrosse.

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, genetic information, 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.

### Values

Innovation, Nurturing, Sustainability, Partnerships, Integrity, Respect, Excellence, Service

## ACCREDITATION AND MEMBERSHIP

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

The college's associate degree nursing and practical nurse certificate programs are fully accredited by the National League for Nursing Accrediting Commission. Upon approval of the Maryland Board of Nursing, 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 Emergency Medical Technician/Paramedic Program is accredited by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions. Successful completion of the program leads to eligibility to take state and national certification examinations.

The Radiologic Technology Program is accredited by The Joint Review Committee on Education in Radiologic Technology, 20 North

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## GENERAL INFORMATION

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Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182, 312-704-5300, mail@jrcert.org.

Howard Community College is an accredited institutional member of the National Association of Schools of Music.

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.

### 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 and is responsible for 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. (HCECF) is a nonprofit, 501(c)(3) organization that raises funds to support student scholarships, programs and the facilities of Howard Community College.

The HCECF Board of Directors invests, manages, and disperses funds, assists donors in making gifts appropriate to the college, and advises planned giving prospects. The HCECF 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 443-518-1970 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 and former students to stay connected with the college and participate in activities to support

and enrich the institution. The Association is administered through the Development Office. For information, call 443-518-1970 or visit [www.howardcc.edu/alumni](http://www.howardcc.edu/alumni).

### STUDENT RECORDS POLICY

**CONFIDENTIALITY**—Howard Community College's policies concerning confidentiality are written and published in accordance with the amended federal **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, student identification photos, 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. Students may request their directory information be withheld by submitting a written request via the appropriate form from the Office of Records, Registration and Veterans' Affairs.

The college honors such requests for the current term in which the request is submitted.

**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.

**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 review their records should contact the Office of Records and Registration (RCF-233, 443-518-1240, [records-registration@howardcc.edu](mailto: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

## GENERAL INFORMATION

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.

### Transcripts and Enrollment Verification

**TRANSCRIPTS**—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 charge (subject to change) per transcript. Students may access the National Student Clearinghouse directly from the Office of Records and Registration website ([www.howardcc.edu/register](http://www.howardcc.edu/register)). 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 website ([www.howardcc.edu/register](http://www.howardcc.edu/register)).

Students may view and print *unofficial* copies of their transcripts 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.

### 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 or legal domicile 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 legal residency for tuition classification purposes. *The statement need not be notarized, but must be affirmed as being true, correct, and complete to the best of the student's knowledge and belief.* The college is entitled to request more than one form of proof including government issued ID, and a photo ID. Students who refuse or fail to properly complete such a statement and do not provide requested proof, 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 18)
- 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 19) and for Prince George's County residents taking HCC classes at the Laurel College Center (page 6)
- State law allows the three month residency requirement to be waived for individuals and their dependents relocating to Maryland due to Base Realignment and Closure (BRAC). 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. specific procedures must be followed.

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 their ability to establish legal residence/domicile in accordance with state law. Refer to page 20 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, BRAC, 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**

## GENERAL INFORMATION

subject to further college disciplinary measures. In addition, a person may be charged with perjury in a criminal action.

### Change of Address and Other Contact Information

Students must provide accurate contact and legal residency information to the college and update it when a change has occurred. To officially change a name, address, telephone number (home, cell, work), 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/address](http://www.howardcc.edu/address).

Students whose immigration/citizenship status has changed should come in person to the Office of Admissions and Advising. See Academic Persistence and Catalog Requirements on page 41 for information about change of learning program.

### 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.) Students with injuries or illnesses can contact Security at 443-518-5500, or for emergencies call 911.

### 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, ID NUMBERS AND IDENTITY PROTECTION

Howard Community College has established processes to enable student to protect identity and confidentiality rights. Students are expected to have their college photo ID cards with them at all times when on campus. If a security officer requests that a student to show their ID, they are expected to comply. These cards are required to transact most college business, to utilize certain college facilities, such as, but not limited to, the athletic and fitness center and computer labs and to attend college functions. They are also required to check out materials from the HCC Library.

ID cards are issued to students at the Security Office (RCF-117) after registering for classes. Students must have their card re-validated following registration each term.

To obtain an ID card, you need:

- Proof of HCC enrollment (tuition receipt or class schedule)
- A valid photo ID

- Vehicle Parking Permit Number and Vehicle Tag Number

**All students are responsible for knowing their student ID number, which is required for many transactions.** Whenever possible, students are urged to provide their student ID number rather than their social security number (SSNs should only be provided when required; for example, for certain financial aid documents.) Students are also strongly advised to safely maintain all documents that have identifying information on them, especially ID or SSN.

### 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 receiving a Howard Community College parking citation and possible removal at the owner's or operator's expense. Vehicle and traffic violations include the following:

- Pedestrians must be given the right of way at all times.
- Vehicle speed and manner of operations should be conducive to safe operation with consideration of weather and road conditions and pedestrian traffic. Maximum speed is 20 miles per hour.
- All traffic signs must be obeyed at all times.

### 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

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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.
- Parking is limited to designated parking areas only; as it is impossible to mark all areas of the college where parking is prohibited. Lack of space is not considered a valid excuse for violation of these regulations.
- Vehicles may park only in the areas to which they are assigned and must display the appropriate hang-tag permit or dashboard temporary pass indicating authorization.
- Vehicles must park in such a manner as to use only one parking space.
- Vehicle operators must notify the security office if they need to leave their vehicle in the college's parking lot overnight. However, the college is not responsible for theft of or damage to the vehicle or to the contents of the vehicle.

The fact that an operator parks a vehicle in violation of any regulation without receiving a citation, does not mean that the applicable regulation is no longer in effect.

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

Motorcycles are permitted to park within a single space or in the designated "Motorcycle Only" parking area on the second, third and fourth floors of the parking garage at the Burrill Galleria entrance. In addition, motorcycles are permitted to park within a single space or in the designated "Motorcycle Parking Only" area on level 1 and level 2 of the West parking garage near the Hickory Ridge building. All levels of the West Garage have red marked areas that are for motorcycle parking.

### Parking Permits

All vehicles parked on campus must display a valid parking permit. Students must register their vehicle and obtain a parking permit from the 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. 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 \$50.

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 \$40 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 Directory of Security Services.

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, or after hours in designated areas and lots, 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/Skateboards

Bicycle racks are placed in various locations throughout the campus and are to be used by all non-licensed two-wheel vehicles.

Students will not be permitted to bring bicycles into buildings or secure them to lampposts,

sign posts or fences under any circumstances. Staff members are permitted to disassemble the front wheel of the bicycle and secure it in their office. Under no circumstances will bikes be left in hallways or stairwells. Violators will be subject to confiscation of vehicles and/or fine of \$50.

Skateboarding, rollerblading and similar activities are not permitted on campus.

## SMOKING ON CAMPUS

Howard Community College is a smoke and tobacco free environment. Therefore, smoking and the use of tobacco products is prohibited. The following smoke and tobacco free policy applies to all members of the college community including but not limited to students, faculty, staff, parents, visitors, contractors, and vendors. Smoking and the use of tobacco products is prohibited on all college owned, leased, and controlled properties including parking lots and garages, and at all college-sponsored activities. Smoking is prohibited in all vehicles. Faculty, staff and students are expected to observe smoking and tobacco policies of neighboring organizations, facilities and adjacent neighborhoods.

**Smoking** is defined as the lighting, burning or use of tobacco or any other material in any type of smoking device or equipment.

**Tobacco** includes but is not limited to smoking tobacco, chew, snuff, snus, and dipping tobacco. Cigarettes, electronic cigarettes, clove cigarettes, cigars, pipes, hookahs, bidis, blunts, cigarillos, smokeless tobacco or any item which simulates any of the previously mentioned products are also prohibited.

### Citations

HCC Security will issue a citation in the amount of \$50 for each incident of smoking or tobacco use. In addition to receiving a citation from the college, students and employees may be subject to disciplinary action for code of conduct violations and all persons are subject to additional fines imposed by Howard County. Howard County can impose a fine up to \$250 for smoking within 15 feet of any doorway. College related penalties must be paid to the college Cashier's office during regular business hours. Grades will be held if not paid in full. Parents, visitors, contractors and vendors will be subject to fines, and will be asked to leave campus if they refuse to adhere to the rules.

### Appeals

Persons who feel they have received a smoking and tobacco use citation unjustly may appeal in writing to the Director of Security.

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### 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.

### WELCOME AND INFORMATION CENTER

The Welcome and Information Center operates the campus switchboard and also staffs counter service locations throughout the campus, including the Rouse Company Foundation Student Services Hall (RCF), 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 catalog 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 443-518-1000 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 current HCC student identification card, a photo identification card from another academic institution, or an *unexpired* government-issued photo identification document (e.g., driver's license, passport) with a current 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 1,000 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 one of eight Regional Higher Education Centers in Maryland. The center was founded in 2001 by Howard Community College and Prince George's Community College, which offer credit and noncredit classes at the LCC. Four-year partners are Notre Dame of Maryland University, Towson University, the University of Maryland University College, Morgan State University and the University of Maryland College Park. The seven institutions form a higher education community that, working collaboratively, provides convenient and multi-level higher education opportunities to people who live and work in the Baltimore-Washington corridor. For information, visit [www.laurelcollegecenter.org](http://www.laurelcollegecenter.org).

### 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 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.

### MOUNT AIRY COLLEGE CENTER FOR HEALTH CARE EDUCATION

Opening in fall 2012, the Mount Airy College Center for Health Care Education is a partnership between Carroll Community College, Frederick Community College and Howard Community College to provide affordable health care programs in a convenient location. The new state-of-the-art center will offer credit degree programs, noncredit allied health courses, certi-

fication preparation, and continuing professional education in a number of high-demand health care occupations. All courses will be available to students from Carroll, Frederick and Howard Counties at in-county tuition rates. For information visit [www.howardcc.edu/mtairy](http://www.howardcc.edu/mtairy).

### 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

HCC provides a variety of computer services and state of the art classrooms and labs to meet the changing technology needs of students and faculty.

### Technology Help Desk

The Technology Help Desk is the central point of contact for students with questions or problems with student email, HCC Express, wireless internet, Canvas, and other computer-related issues. Contact the Help Desk at 443-518-4444, use online forms at [www.howardcc.edu/helpdesk](http://www.howardcc.edu/helpdesk), or email [helpdesk@howardcc.edu](mailto:helpdesk@howardcc.edu). You

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may also visit the Help Desk in rooms CL-129 and DH-100 when the computer labs are open. See hours under Computer Study Labs, below.

### Student email

The college provides each registered credit and ESL student with an HCC email account. Students access email by logging in with their HCC Login ID and password. Student email addresses consist of the student's HCC Login ID followed by @howardcc.edu.

### HCC Express.net

HCC Express provides services such as online registration and bill payment, class availability, and personal information such as class schedules, advising assignment, financial aid and scholarship status, and grades. Anyone can use HCC Express to register for noncredit classes or view course availability. Other features require login to access. HCC Express login accounts are created for credit students after initial admission and registration. Students access HCC Express by logging in with their HCC Login ID.

### HCC Login ID and Password

The office of Admissions and Advising informs credit students of their HCC Login ID and password by mail or in person after processing application materials. New non-credit students must either register in person or by fax the first time in order to have an HCC Login ID created for HCC Express. Non-credit students are not provided HCC email accounts. If a student forgets his or her HCC Login ID and/or password, he or she may retrieve it by presenting a photo ID at the Technology Help Desk, Registration, or Admissions and Advising. The HCC Express Welcome Guest page provides links to online assistance: "What's My User ID," and "What's My Password."

### Computer Study Labs

The college provides two open computer study labs for use by registered credit students and alumni members. Help Desk technicians and lab aids are on site to assist with software, hardware and technical problems. Students access lab computers by logging in with their HCC Login ID and password.

### Lab Locations & Hours of Operation

*Fall & Spring Semesters*

Room DH-110 443-518-4602

Monday-Thursday 8 a.m.-11 p.m.

Friday 8 a.m.-10 p.m.

Saturday 9 a.m.-5 p.m.

Sunday 1-10 p.m.

Room CL-129 443-518-4504

Monday-Thursday 8:30 a.m.-6 p.m.

Friday 8:30 a.m.-1 p.m.

### Wireless Internet Access

HCC's free wireless Internet (HCCOPEN) is accessible to HCC registered credit students in most non-classroom areas on campus. Locations include the Cafe on the Quad, the DH lounge, HR building, and the Burrill Galleria. Students access HCCOPEN by logging in with their HCC Login ID and password when prompted after opening the web browser.

### Internet Cafe

Computers and personal work spaces are located inside the Cafe on the Quad for students to enjoy a beverage or lunch while working on group projects or surfing the Internet in a casual and comfortable atmosphere. Other informal locations of open computers include the DH Lounge and Student Life, 2nd level. Students access these computers by logging in with their HCC Login ID and password.

### Student File Storage (StudentWeb)

Each student is allocated network storage space for a personal StudentWeb folder. This enables storage and retrieval of files associated with classes from any computer with Internet access, on or off campus. Visit the computer labs or contact the Help Desk for assistance in setting up a StudentWeb folder.

## THE ARTS

The arts at HCC come alive in the Peter and Elizabeth Horowitz Visual and Performing Arts Center. 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 technical theatre opportunities to students, alumni, and local artists, via full-length productions, showcases and special events. HCC's Student Arts Collective also features an improv group, free workshops, open mics, original works and more.

HCC's Arts and Humanities Division also presents Student Arts performances at the close of the fall and spring semesters, and includes student showcases of exhibits, dance recitals, music concerts and more. The HCC Music Concert Series includes guest artists, faculty concerts, student ensembles and spotlight concerts. 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.

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 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 AND HCC-RADIO

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. HCC-Radio, The Dragon, is a student based internet streaming radio station, offering a diverse programming schedule incorporating a mix of public radio style, talk programs and an eclectic mix of music.

## STUDENT 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.
4. Columbus State Community College, Ohio
5. National Center for Higher Education Risk Management (NCHERM)

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### Purpose of the Disciplinary System

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

The objectives of the conduct process at Howard Community College are:

1. To protect members of the campus community from harm resulting from the indiscretions of the few members of the community who are unable, or unwilling, to respect the rights of others;
2. To create an environment that enhances the opportunity for learning;
3. To protect the rights of members of the college community; and
4. To assure students due process when they have been accused of violating college rules and/or regulations

### Procedural Protections

Students accused of disciplinary violations are entitled to the following procedural protections:

- To be informed of the specific complaints against them.
- To be allowed to request an informal resolution of the complaint.
- To be allowed reasonable time to prepare a response.
- To hear and respond to all evidence upon which a charge is based.
- To call and question relevant witnesses.
- To be assured of privacy, 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 not responsible until proven responsible 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 student conduct 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, lab, or office disruption" means behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of class, lab or college business. 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, college owned or controlled

property, and all college departments, programs and college sponsored activities.

- 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 applicants and persons taking courses at the institution, both full-time and part-time, pursuing credit and noncredit programs sponsored by the institution.
- The term "college premises" means buildings or grounds owned, leased, operated, controlled, or supervised by the college.
- The terms "college-sponsored activity" means any activity on or off college premises that is specifically initiated or supervised by the college.
- The term "complainant" usually means a person who filed the complaint against the student/respondent. In matters of serious misconduct requiring a hearing by the discipline committee, the complainant may be the vice president of student services or designee recommending suspension or expulsion.
- The term "respondent" is defined as the student accused of violating the Student Code of Conduct.
- The term "preponderance of evidence" means information that would lead a reasonable person to conclude that it is more likely than not that a student violated the Student Code of Conduct
- The term "will" is used in the imperative sense. The term "may" is used in the permissive 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 will normally 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



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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.)
- Sexual assault, sexual harassment, or sex offenses as defined by Maryland state law (see section on sexual harassment).
- Physical abuse, threat, harassment, aggressive or threatening behaviors, 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.
- Theft or unauthorized 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, equipment, 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, disruptive, obscene or indecent conduct on college-owned or controlled property, or at off-campus functions sponsored by, or participated in by the college.
- Illegal manufacture, distribution, sale, possession or use of illicit drugs and the illegal use of alcohol and habit-forming drugs or chemicals, or the abuse or misuse of prescriptions or over-the-counter medications or chemicals on college-owned or controlled property.
- Drunkenness or being under the influence of illegal drugs on college-owned or controlled property or during an off-campus college sponsored activity.
- 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 knives, 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, office, 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).
- Excessive smoking violations (see section on smoking)
- 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

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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 fails to comply with or violates the rules of the college or laws of the state of Maryland or of the United States.

### Standards of Classroom Behavior

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

*Commentary:*

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

## STUDENT JUDICIAL PROCESS

### Policy

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

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

### Case Referrals

Any member of the college community may refer a student, student group, or organization suspected of violating this code to the vice president of student services 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 vice president of student services 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 complaint at least two business days prior to the scheduled conference.
- Reasonable access to the case file prior to and during the conference. The case file consists of materials which would be considered "educational records," pursuant to the Family Educational Rights and Privacy Act of 1974. Personal notes of college staff members or complainants are not included.
- An opportunity to respond to the evidence and to call appropriate and relevant witnesses.
- A right to be accompanied by a person of his or her choosing, as defined in this code.

*Commentary:*

*The conference procedure is designed to reduce unnecessary proceduralism and contentiousness in disciplinary proceedings. A disciplinary conference will normally consist of an informal, non-adversarial meeting between the respondent and the vice president of student services or designee. Complainants would not be required to participate, unless questioning 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 impose judicial sanctions based on presented evidence in the absence of the respondent. This type of disciplinary action may 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 will become immediately effective without prior notice whenever there is evidence that the continued presence of the student at the college poses a substantial and immediate threat to him/herself or to others, or to the stability and continuance of normal college functions. A student placed on interim suspension who is unable to complete course work for the semester in which the interim suspension was issued will be given a "W" grade(s).

A student suspended on an interim basis will 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 will be formed at the beginning of each semester at the request of the vice president of student services or designee. The committee consists of, but is not limited to five members. Three members will be faculty and/or administrators, one of whom will serve as chair. Two members will be students. A quorum consists of the chair and two members of the committee, at least one of whom will be a student.

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

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Members of this committee who do not feel that they can render an impartial decision 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. The assistant to the vice president of student services or designee serves as a recorder during discipline hearings. Hearings will be taped or transcribed. A copy of the tape will be made available to the respondent upon written request.

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

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

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

The respondent has the right to be accompanied and advised by a person of his or her choosing. Only the respondent, the complainant, and witnesses 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. The chairperson of the committee will have the duty of maintaining order at the hearing and will have the right to exclude any party or witness from the hearing, temporarily or permanently.

### Order of Presentation:

1. Chairperson's opening remarks.
2. Opening statements of complainant and respondent, if desired by each.

3. Presentation of evidence by complainant, then respondent.
4. Questions by members of the hearing panel.
5. Closing statement by the complainant and the respondent.
6. Private deliberation by the committee.
7. Committee decision.

Evidence will 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 will decide how much weight, if any, will 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 sanction phase of the hearing will consider evidence of pattern behavior.

- Any party may present witnesses subject to the right of questioning 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, the complainant and the respondent will 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 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 decision in writing within two business days.

### Institutional Sanctions

Significant mitigating or aggravating factors will 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 by the respondent to the president or designee. The appeal must be in writing, sent to the office of the vice president of student services by certified mail, return receipt requested. The appeal must be received by the office of the vice president of student services 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 vice president of student services 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 vice president of student services or a designee will be subject to inspection, in accordance with the Family Educational Rights and Privacy Act. New evidentiary hearings will not be conducted in appeal.

The following standards will apply when appeals are considered:

- Sanctions may be reduced or removed 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

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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 will be voided if the student is found innocent of the charges. Voided files will be so marked, will not be kept with active disciplinary records, and will not leave any student with a disciplinary record. Voided files will normally be destroyed after three years.

The files of students found guilty of any charge will normally be retained as a disciplinary record for seven years from the date of the letter providing notice of final disciplinary action. Files of students who are suspended or expelled will be maintained indefinitely.

Disciplinary records may be voided by the vice president of student services 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 will be through the office of the vice president of student services and the division chair will be notified. An expelled student has no right to complete academic work.

### 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 of-

fenders. 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.

### Stalking and Harassment Policy

Stalking, cyber stalking, and harassment are criminal offenses under Maryland state law. Stalking, cyber stalking, and harassment are prohibited at Howard Community College (HCC). HCC is committed to providing a safe and secure learning and working environment that is free from stalking, harassment, and other threats. An individual who is found guilty of stalking is guilty of a misdemeanor and, if convicted, is subject to penalty according to state law.

Howard Community College and the State of Maryland define stalking as "a malicious course of conduct that includes approaching or pursuing another where the person intends to place or knows, or reasonably should have known, the conduct would place another in reasonable fear of serious bodily injury, an assault in any degree,

rape or sexual offense, false imprisonment, and/or death."

Harassment is defined by the college as intentionally following another person in or about a public place or maliciously engaging in a course of conduct that alarms or seriously annoys the person with the intent to do so after receiving a reasonable warning or request to stop.

Stalking, cyber stalking, and harassment behaviors may include, but are not limited to, the following:

- Repeated, unwanted/unsolicited contact that includes face-to-face contact, telephone calls, voice messages, text messages, electronic mail, instant messages, written letters, or unwanted gifts;
- Repeated, unwanted/unsolicited communication on public and college community internet sites;
- Disturbing messages online;
- Persistent physical approaches or requests for dates, meetings, etc.;
- Threats that create fear for one's life or safety, or fear for the safety of one's family, friends, roommates, or others;
- Unwanted touching;
- Pursuing or following another person; repeatedly showing up or waiting outside a person's home, classroom, place of employment, or car;
- Using surveillance or other types of observation, either in person or through the use of electronic devices or software to track or obtain private information;
- Harassing another person, either in person or through a third party;
- Use of threatening gestures;
- Trespassing or breaking into a person's car or residence; or
- Vandalism destruction of a person's personal property.

The scope of the HCC stalking and harassment policy applies to all students, employees, and visitors equally. Engaging in stalking (including cyber stalking) and harassment is a violation of HCC standards of conduct. The college reserves the right to administer additional sanctions to an offender if the incident affects the academic or work environment of the college. College disciplinary procedures are independent of any and all criminal procedures. A substantiated charge against an employee of the college will subject that employee to disciplinary action, which may include dismissal. A substantiated charge against a student or employee of the college will subject that person to disciplinary action.

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### Sexual Harassment

Howard Community College recognizes 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 college condemns such illegal activity and is strongly committed to promoting an educational and work environment free from sexual harassment. For the purpose of these guidelines, the board adopts the sexual harassment definition promulgated by the United States Equal Employment Opportunity Commission (EEOC).

It is 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 is also 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—Unwelcome 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 or to staff constitute sexual harassment when:

- submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's education or employment;
- submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
- such conduct has the purpose or effect of substantially interfering with an individual's academic 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;
- suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, etc.;
- displaying pornographic or sexually suggestive images in a place or manner where others could view such images and be offended;
- using sexually suggestive language in a place or manner where others could hear such language and be offended.

Procedures are established to handle complaints made under the provision of this policy. The procedures provide that: 1) 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) persons filing complaints of sexual harassment will be protected against reprisals, but that the deliberate filing of false accusations of sexual harassment will be condemned and may lead to possible disciplinary action.

A substantiated charge against an employee or student of the college will subject that person to disciplinary action.

Students alleging that sexual harassment has occurred should refer complaints to the vice president of student services.

### 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 Educational 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.

Any student who alleges a violation of the college policy on Non-discrimination, Equal Employment Opportunity, Equal Educational Opportunity, Affirmative Action or Sexual Harassment should file a complaint with the vice president of student services. In cases where a complaint has been made against a student, 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. The decision of the vice president of student services is final.

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 will comply with the Family Educational Rights and Privacy Act of 1974 (FERPA).

Persons filing complaints of harassment or discrimination 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.

### Drugs and Alcohol On Campus

The board of trustees of Howard Community College directs the college to provide a drug-free, healthy, safe and secure educational environment. Employees are expected and required to be in appropriate mental and physical condition for work. 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, sale, possession, or use of illicit drugs and the illegal use of alcohol on campus or as a part of any Howard Community College activity whether on or off college premises is prohibited, in accordance with all applicable federal, state, and local laws. Violations of this policy by employees or students will result in disciplinary action consistent with college policies and procedures. In addition, any violations may have legal consequences consistent with federal, state, and local law. The college will cooperate with appropriate health and law enforcement agencies.

The college recognizes drug or alcohol abuse as an illness and major health problem as well as a potential safety and security issue. Students and employees who need help in dealing with such problems are encouraged to use community or campus assistance programs. Voluntary participation in an assistance program in and of itself will not jeopardize continued employment or enrollment at the college and will not be noted in the personnel or student record provided that job or classroom performance or behavior is consistent with established standards. However, voluntary participation in an assistance program will not prevent disciplinary action for violation of this policy, nor will it prevent corrective action for performance or behavior problems in the workplace or classroom before, during, or after participation in an assistance program.

Employees, as a condition of employment, must abide by the terms of this policy and report any crimes for which they have been convicted under a criminal drug statute for violations occurring on or off college premises. Reports of convictions must be made immediately to the employee's supervisor.



# Mark

**GOAL: Computer-Aided Design (CAD) Certification**

As a result of the depressed economy, the housing market took a dive, and Mark's employer, a home builder, announced layoffs – including his. When considering what to do next, he searched for a way to put his creative and artistic talents to use. His grandfather and uncle were draftsmen, and he thought that today's version of that profession – computer-aided design – might be his ticket to an interesting new career. "Having never attended college, I was hesitant to tackle an advanced level of studying and homework," he says. However, after meeting with an HCC advisor, Mark decided to give it a try. Over the next two years, Mark earned straight A's as he completed his courses, and was also inducted into the national community college honor society Phi Theta Kappa. Upon earning his certification, Mark was hired by another engineering firm, KCI Technologies, where he has since been promoted from CAD technician to designer.

# GetThere

# Admissions Policies and Procedures

The college offers all residents of its service area access to high-quality instruction that results in the growth of knowledge, skills, and critical thinking abilities necessary for success as a transfer student, in a career, and as a citizen. The college values the diversity of its student population. It provides a variety of educational opportunities at a reasonable cost. It incorporates multiple teaching and academic delivery strategies and student services. It calls upon students to accept responsibility for their individual growth, and maximize their use of the many resources provided for them. The college maintains an open-door policy of admission. Persons who have the ability to benefit from the college's credit learning programs will be admitted on a space-available basis without regard to race, ethnic background, gender, age, religion, marital status, sexual orientation, political persuasion, or disability, except as prescribed by law. *Additional entry requirements exist for certain programs.* Howard Community College reserves the right to refuse or revoke admission to individuals who pose a present or future safety risk to students, faculty and staff as well as campus visitors.

Although admitted to the college, students may not enroll in particular programs or courses unless they have the necessary educational background. When such requirements exist, the college, within its available resources, will create programs and services to assist unqualified students in meeting the requirements. All students will be offered assistance in planning a program of learning in accordance with their academic background and goals. Each student bears the ultimate responsibility for selecting a program of learning and for utilizing programs and services available to assist them in achieving their goals.

**Standard admissions procedures** include:

- completing and submitting the Application for Admission and \$25 one-time, non-refundable application fee (waived under certain circumstances; see later on page).
- providing proof of identification (i.e., photo I.D.); the college can request more than one form of ID, including government-issued IDs.
- providing proof of legal residence upon request. The college may ask for proof such as government-issued documents (i.e., driver's licenses, passports, lease, utilities bill or others). Post office box addresses are not sufficient proof of their legal residence.

(International citizens must provide proof of their immigration status. Original documents must be presented.) See page 3 for more details regarding proof of legal residence. *Please note: Students who refuse or fail to provide proof of their residency 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 admissions to the college.

*Application fees differ for some programs. They are waived for active duty military personnel and their dependents; veterans; Freshman Focus applicants; Early Entrance applicants; Rouse and STEM Scholar applicants who are National Merit Scholars; and students eligible for the SAT, ACT, ACT and College Bound application fee waiver programs, which are based on financial need. Applicants to the various selective and competitive admissions clinical nursing and allied health programs pay an additional \$25 application fee.* See page 23 for more information.

Any applicant involved in previous, current or pending disciplinary action at another school or postsecondary institution or criminal action is required to indicate this information on HCC's application for admission. Students who indicate they are involved in prior, current or pending disciplinary or criminal actions may be placed in a pending admissions status until their individual circumstances have been reviewed, further documentation is provided if requested, and conditions of admission, if any, are determined.

**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. Students planning to enroll in Mid-Maryland Allied Healthcare Education Consortium Programs or in programs offered at Mount Airy College Center for Health Care Education 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, STEM Scholars, Silas Craft Collegians, Freshman Focus and Early Entrance Programs (see page 45 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 page 35 for more information).

Placement test results are generally available following the completion of the test. 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 (page 35).

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 should 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; 443-518-1200, select #3). Information is also available on the college's website at [www.howardcc.edu/admissions](http://www.howardcc.edu/admissions).

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### 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** application, high school transcripts, and proof of legal residency upon request. 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 45 for additional information). The college also receives grant funding for special programs for high school students. These programs can have additional requirements. More information is available from the Office of Admissions and Advising.

**EARLY ADMISSION**—This full-time option is available for *high school seniors* only. It 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 **Early Entrance** application, high school transcripts, college entrance exam scores, and proof of residency. Students must also submit a letter of consent from their high school principal and any other required public, private or home school officials. The college also requires an 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 to credit courses on a **case-by-case** basis. Requirements for admission include submission of the college's **Early Entrance** 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 the college's highest level college preparatory math class. *Continuing Education noncredit courses are not available to students younger than 16 years old unless the courses are specifically designated for youth. (Please refer to Kids on Campus and Home Schooling sections of the noncredit schedule of classes.)*

### Home Schooled Students

High school juniors and seniors who are home schooled must follow **Concurrent Enrollment Early Entrance procedures** (this page). 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 the Office of Admissions and Advising (RCF-242; 443-

518-4599; [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 hybrid courses (combining online and traditional class sessions), online courses, and telecourses are offered to minimize the time traveling to and from class. To enable students to accelerate their academic and career programs, 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. HCC's Office of Continuing Education and Workforce Development offers a number of compact class offerings some of which lead to certification, and Continuing Education Units (CEUs) that enhance employment opportunities and advancement. HCC also offers classes that create 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 and masters programs in several different fields. Noncredit programming is also available at the Laurel College Center (and other locations throughout the county). At the Mount Airy College Center for Health Care Education, Howard Community College has entered a partnership with Carroll Community College and Frederick Community College to offer selected lab science courses and several allied health programs. For more information about the course and program offerings at Mount Airy, please contact the Office of Admissions and Advising. HCC has other unique partnerships with four-year institutions with a primary focus on higher education for adult learners, such as the Excelsior College Consortium (see page 46).



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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 preparation, and a childcare center 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 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 access to online registration, *unofficial* transcripts, and viewing of grades and financial aid awards. Payment via HCC Express is also possible along with many other services.

The college provides services for military personnel, veterans and their dependents. These include an application fee waiver for active duty military, their dependents and for veterans; a veterans affairs office to assist with veterans benefits; a veterans deferred payment plan; and a veterans student organization. HCC seeks to assist those relocating to the region as a result of the Base Realignment and Closure program (BRAC). 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 in Maryland. See page 3 for more information.

HCC evaluates prior learning earned through military training and experience. Information regarding the college's credit for prior learning policies is available on page 37. HCC's Test Center offers a broad range of tests for credit for prior learning, such as CLEP and Dantes Subject Standardized Test (DSST) and also offers industry certification exams through Microsoft, Pearson VUE, Castle Worldwide Testing, ISO-Quality Testing and others (see page 38).

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 areas, fitness classes, 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. The college's website for adult learners is [www.howardcc.edu/adultlearners](http://www.howardcc.edu/adultlearners).

For further information, please contact the Office of Admissions and Advising (RCF-242; [adm-adv@howardcc.edu](mailto:adm-adv@howardcc.edu); 443-518-1200; select #3) or the Office of Continuing Education and Workforce Development (443-518-1700) or [www.howardcc.edu/adultlearner](http://www.howardcc.edu/adultlearner).

### Military, Veterans, BRAC Personnel and Dependents

Howard Community College welcomes the opportunity to assist military personnel, their families, and veterans in achieving their academic goals. HCC has been named as one of *Military Advanced Education's Top Military Friendly Colleges and Universities*. 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 and their qualified dependents are eligible to pay in-state tuition regardless of legal residence. Active duty personnel and dependents residing in Howard County are eligible to pay in-county tuition.

MARYLAND NATIONAL GUARD MEMBERS—Active Maryland National Guard personnel 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. Guard personnel should consult with their commanding officers, the Office of Records, Registration and Veterans Affairs or the Office of Admissions and Advising for additional information.

VETERANS—The college has Veterans Affairs services offered through the Office of Records, Registration and Veterans Affairs. It also has a Veterans Deferred Payment Plan. An honorably discharged veteran of the United States Armed Forces is exempt from paying out-of-state tuition, regardless of legal residency, if: a) the veteran presents the college with documentation that he or she attended a public or private secondary school in Maryland for a specified number of years; and b) 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 Veterans Affairs services and a Veterans Deferred Payment Plan.

The Office of Admissions and Advising has designated advisors to serve veterans with their academic planning. More information about veterans' benefits is located on page 26.

BRAC—Individuals and their dependents relocating to Maryland due to Base Realignment and Closure (BRAC) are entitled to a waiver of the three month residency requirement based on State law. Those residing in Howard County will be entitled to in-county tuition; those residing elsewhere in Maryland are entitled to in-state tuition rates. Specific procedures must be followed, including completion of the college's BRAC certification form. For more information, please contact the Office of Admissions and Advising (RCF-242; [www.howardcc.edu/admissions/apply](http://www.howardcc.edu/admissions/apply); [adm-adv@howardcc.edu](mailto:adm-adv@howardcc.edu); 443-518-1200, select 3.)

Military, veterans and BRAC personnel should contact the Office of Admissions and Advising for information pertaining to enrollment, transcript evaluation, and tuition assistance as appropriate. Also see *Military Education and Training* (page 37) and *Pay for College* (pages 23-28). Further information regarding National Guard tuition discounts and veterans affairs is available through the Office of Records, Registration and Veterans Affairs at [www.howardcc.edu/register](http://www.howardcc.edu/register). Military personnel should also refer to the Veterans Affairs section on page 26. Further information is also available at [www.howardcc.edu/admissions](http://www.howardcc.edu/admissions) and [www.howardcc.edu/pay](http://www.howardcc.edu/pay).

### Health Career Clinical Programs

Admissions requirements and procedures for health career clinical programs vary by program. Articulation agreements and partnerships between Howard Community College and other community colleges may also be factors in admission for specific programs. Tuition requirements are subject to adjustments based on state laws and regulations related to Health Workforce Shortage Incentive Programs.

HEALTH SCREENING, CRIMINAL BACKGROUND CHECK AND DRUG SCREENING—Students admitted to the clinical portion of HCC's nursing and 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*. Students who incur any break in the sequence of study will be required to obtain a re-check through the authorized vendor prior to re-admission or re-enrollment. Students who have not fulfilled health requirements, the criminal background check 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

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## ADMISSIONS POLICIES AND PROCEDURES

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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's administration, faculty and staff do not receive any information about the students' results. Information is forwarded directly from the vendor to the clinical agency.

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 WORKFORCE SHORTAGE PROGRAMS**—To address critical shortages, the State of Maryland has designated certain learning programs as **Health Workforce Shortage 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 Workforce Shortage Programs *do not* entitle students to in-county admissions benefits to clinical programs. **Some of HCC's Nursing and Allied Health programs are currently designated as Health Workforce Shortage Programs. A list is available at <http://fha.dhmdh.gov>. Laws, regulations and policies regarding these programs are subject to change.**

**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**. Legal residents of Maryland can enroll in such programs as degree-seeking students at the in-county tuition rate. At the present time, HCC does not have any Statewide Instructional Programs. However, other programs offer similar (though not identical) benefits such as the Health Workforce Shortage Incentive Programs. Some HCC programs previously designated as statewide instructional programs have been designated as Health Workforce Shortage Incentive Programs. Designation as a Health Workforce Shortage Program and related benefits are subject to change.

**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 443-518-4438 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) or Mount Airy 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 advisor regarding options for other health-related majors. *All other international citizens legally entitled for admission to the college may select Nursing, Allied Health, MMAHEC or Mount Airy College Center for Health Care Education 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** (for licensed LPNs only). 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 (for RN Day only). The Accelerated Program's clinical coursework is offered over a 14-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 *ranked* according to specific criteria. *Applicants to the clinical component of all HCC's nursing programs must take the college's clinical nursing admissions assessment and obtain the required score or higher. (See page 19 for more information.)*

Admission to the Traditional Program is *selective* based upon the fulfillment of specific prerequisites, GPA requirements, and other criteria 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 criteria 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 (LPN) Certificate Program**. The selection process is similar to that of the traditional RN A.A. 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 clinical sessions on weekends or evenings; 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 in the Baltimore-Washington region.

**Prospective applicants must attend the appropriate 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.

In addition to standard application procedures, supplemental application procedures are required for clinical coursework. **All clinical nursing applicants must take the English placement exam unless they have earned a bachelors degree in the United States.**

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## ADMISSIONS POLICIES AND PROCEDURES

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**All clinical nursing applicants must also take the nursing admissions assessment regardless of prior education.** Acceptance to clinical coursework is based upon fulfillment of all prerequisite courses, GPA requirements, time limitations for science prerequisites, results on the required nursing admission assessment, 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.* Please note graduates who successfully complete the nursing courses of the program they were admitted to 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 or Registered Nurse licensure.**

**CLINICAL NURSING ADMISSION ASSESSMENT**–Admission to the clinical portion of HCC’s nursing programs requires the successful completion of a nursing admissions assessment. The assessment administered varies based on the clinical program for which a student seeks admission. There are test fees.

**Accelerated RN, Traditional RN and LPN Programs**–Students seeking admission to the clinical portion of the Accelerated RN, Traditional RN and LPN programs must receive a specified composite score on the admissions assessment administered for these programs. This assessment may be taken up to three times within a 12-month period. The assessment fee, is \$65 and must be paid each time the exam is taken.

**LPN Pathways Program**–Applicants to the LPN Pathways Program are also required to take an admission assessment as part of the qualifying process for the *clinical component of the program.* The exam fee is \$65.00.

Assessments, assessment fees, and retest policies are *subject to change.* Test fees are set to cover the cost of the exams and the cost of administering them. *All testing fees must be paid at the Cashier’s Office (RCF-213) or online prior to the specific test administration date.* Students must also submit the required paperwork to the Office of Admissions and Advising prior to the testing deadline. More detailed information about these assessments is available through nursing information sessions, program publications, the web ([www.howardcc.edu/admissions/apply/alliedhealth/testing.html](http://www.howardcc.edu/admissions/apply/alliedhealth/testing.html)) or by contacting the Office of Admissions and Advising (RCF-242; [alliedhealth@howardcc.edu](mailto:alliedhealth@howardcc.edu); 443-518-4230, [www.howardcc.edu/admissions/apply](http://www.howardcc.edu/admissions/apply)).

**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 fulfill certain prerequisites depending on the option they select. Legal residents of other Maryland counties are entitled to the same tuition and admissions benefits as in-county residents at the present time. Fulfillment of the terms and conditions of specific articulation agreements and clinical site partnerships are admissions factors for some applicants. Prospective applicants should contact the Office of Admissions and Advising or the CVT program director (443-518-1560).

**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 (443-518-1560) for more information. All applicants to clinical coursework must provide a high school diploma or General Education Development (GED) diploma as part of the admissions process. 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 Services-Paramedic clinical coursework beyond EMS-P-105. International (F1) students may select the EMS-P degree as a learning program. Prospective students should contact the Office of Admissions and Advising or the EMS-P program director (443-518-1560) for more information.

**ADDITIONAL ALLIED HEALTH PROGRAMS**–Pending approval by the Maryland Higher Education Commission (MHEC) Howard Community College will be offering additional allied health programs including Dental Hygiene (A.A.S.), Medical Laboratory Technician (A.S. and A.A.S.), Physical Therapy Assistant (A.A.S.) and Diagnostic Medical Sonography (A.A.S). Students will be required to complete specific prerequisite courses for admission into the clinical portion of these programs. Admission to these programs is selective with a specific

number of clinical seats. More information about these programs is available at the Howard Community College website ([www.howardcc.edu/admissions/apply/alliedhealth](http://www.howardcc.edu/admissions/apply/alliedhealth)) or by contacting the Office of Admissions and Advising.

**MID-MARYLAND ALLIED HEALTHCARE EDUCATION CONSORTIUM**–Howard Community College is a participant in the **Mid-Maryland Allied Healthcare Education Consortium (MMAHEC)**, along with Carroll Community College (CCC) and Frederick Community College (FCC). Various combined degree and certificate options, admissions, and in-county tuition benefits are available in selected clinical health career programs for students at consortium institutions. HCC students who are legal residents of Howard County will be treated as in-county students for 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.

**MT. AIRY COLLEGE CENTER FOR HEALTH CARE EDUCATION**–Howard Community College, along with Carroll Community College and Frederick Community College, is entering a partnership at the Mount Airy College Center for Health Care Education for selected clinical allied health programs. More information about these programs is available at [www.howardcc.edu/mtairy](http://www.howardcc.edu/mtairy), or by contacting the Office of Admissions and Advising.

Admission to clinical coursework is based upon procedures and criteria agreed upon by consortium institutions. Students complete general education and other prerequisite coursework through their home institution. They then apply for admission to clinical coursework offered at the appropriate consortium institution.

**Howard Community College, and when appropriate, its partners, reserves the right to revise 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 443-518-4230 or [alliedhealth@howardcc.edu](mailto:alliedhealth@howardcc.edu). Information is also available on the college’s web site at [www.howardcc.edu/admissions/apply](http://www.howardcc.edu/admissions/apply). Prospective students are strongly advised to attend appropriate information sessions**

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and are required to do so for the Nursing and Radiologic Technology programs.

## Transfer Students

Students planning to transfer to Howard Community College should arrange to meet with an 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 catalogs and other documentation necessary for evaluating their transcripts. The Transcript Evaluation Request Form is available in the Office of Admissions and Advising or online at [www.howardcc.edu/admissions/transcript-eval/form.html](http://www.howardcc.edu/admissions/transcript-eval/form.html).

**FOREIGN 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 nationally accredited services is available in the Office of Admissions and Advising and on the website ([www.howardcc.edu/admissions/apply/intl/intltranscript.html](http://www.howardcc.edu/admissions/apply/intl/intltranscript.html)). Information regarding such services is available in the Office of Admissions and Advising.

Details regarding credit for prior learning policies are provided on page 37.

## 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.

## 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 as follows.

**F1 STUDENTS**—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 and those seeking a change of status to F1.*

**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 and 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, **\$27,000** is the cost

for a year of study for credit programs. Costs are subject to change.

4. Official secondary school transcripts verifying graduation and grades.
5. College/university transcripts (if applicable) translated into English.
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 INSTITUTE (EI)**—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 EI 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 Institute include submission of:

1. The English Application and a \$100 non-refundable application fee. Students may be assessed additional fees for special shipping.
2. Proof of high school graduation/college attendance. Students planning to pursue degree studies at HCC are strongly advised to provide high school transcripts.
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, 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.
4. Proof of health insurance for care in the United States is 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 Winter/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 Institute to degree or certificate

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## ADMISSIONS POLICIES AND PROCEDURES

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programs, must meet all requirements (see this page) 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 verification of their immigration status at the time of application. Photocopied credentials are **not** acceptable. Students *without* the appropriate documentation of immigration status will be admitted, but will be charged the *out-of-state* tuition rate. *At the time of this publication, state legislation regarding the eligibility of undocumented students for in-state tuition was in process. Undocumented students who believe they are eligible to pay in-state tuition rates should contact the Office of Admissions and Advising.* Students in the United States on B1 or B2 visas or F2 status are required to meet with the international admissions staff in Admissions and Advising.

Tuition for international citizens enrolled in credit classes and programs is based upon immigration and legal residency/domicile status.

International citizens with Permanent Resident, Refugee or Asylee status who reside in Howard County are entitled to in-county or in-state tuition. 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, but are generally not eligible for financial aid (though some scholarships may be available). HCC's Financial Aid Services unit verifies eligibility for financial aid and scholarships.

**Change of Immigration/Citizenship Status**—Students whose immigration status has changed as well as those who have become naturalized citizens should complete a Change of Immigration/Citizenship Status Form with an international admissions advisor.

**For further information:** Prospective F1 students interested in degree and certificate programs should contact HCC's Office of Admissions and Advising at 443-518-4420 or [intlstudent@howardcc.edu](mailto:intlstudent@howardcc.edu). Those interested in the English Institute should contact 443-518-1680 or [ei@howardcc.edu](mailto:ei@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; 443-518-1200, 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 resi-

dency provided upon request. *The application fee will be waived.*

**READMISSION TO THE CLINICAL PORTION OF NURSING AND ALLIED HEALTH PROGRAMS**—Readmission to a clinical nursing or allied health program is contingent upon specific criteria, submission of a supplemental readmission application, and available space. Readmit students may have to complete various curricular components and demonstrate competencies through examination. *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 clinical student handbook for their program to determine procedures for re-entry to clinical coursework. For further information, contact the Office of Admissions and Advising.

**REINSTATEMENT**—Students who are suspended from the college for academic reasons as of a specific semester, and who want to return for that semester, must submit a letter requesting approval to do so to the Reinstatement Committee. This letter and any supporting information should be submitted to HCC's Office of Retention Services. Students who were suspended and have been out for one or more semesters may also have to update their admissions information. They must also make an appointment to meet with the Retention Coordinator. (All students who are in academic suspension status must contact Retention Services in the Learning Assistance Center, 443-518-1320 in either case.) Information about academic standing (including academic warning, probation and suspension) policies is available on page 42. Students who have not been enrolled for five or more academic years may be eligible for academic amnesty (page 43).



# Christine

**GOAL:**  
**Pediatric Nurse Practitioner**

How does a single mother of three little girls juggle quality parenting, full-time work, and college classes – and still manage to study and get good grades? Ask Christine. She earned a bachelor’s degree in speech therapy, married, and moved to Anne Arundel County, where she worked in a public school until her third child was born. Soon after, she was divorced and needed a larger income to support her three daughters, now 9-, 5-, and 2-years-old. Christine decided to pursue an earlier desire to become a nurse as a student at HCC. She credits the flexibility of the college’s Certified Nursing Assistant program, the available and supportive faculty, the stress relief offered through the Wellness Center, her positive attitude, and the support of her family with helping her succeed. “HCC gives you all the help, resources, and flexibility to move you along the path to reach your goal,” she says.

# GetThere

# 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 catalog 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
- **financial literacy**

Detailed information about **financial aid and scholarships** 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 and Workforce Development (443-518-1700; 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 3), 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 3 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
Howard County Resident	\$124	\$1860
Maryland Resident-Other County	\$207	\$3105
Out of State Resident	\$252	\$3780

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

The rates that international citizens pay are based upon their ability to establish legal residence/domicile. (see page 20). **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 in another state 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. Out of state and out of county tuition requirements may be waived, in accordance with state law, for individuals and their dependents relocating to Maryland due to the Base Realignment and Closure (BRAC) initiative. (See page 27). Certain tuition discounts apply for members of the Maryland National Guard (see page 26). Legal residents of Maryland (and qualified out of state residents under very specific circumstances) enrolled in the college's Health Personnel Shortage Incentive Grant Programs, Mid-Maryland Allied Healthcare (MMAHCEC) and Statewide Instructional Programs as degree-seeking students are entitled to in-county rates for clinical coursework under specific conditions. Legal residents of Prince Georges County are entitled to in-county tuition benefits when enrolled in HCC courses at the Laurel College Center.

### 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, veterans, Early Entrance Program and Freshman Focus Program applicants, and Rouse Scholars applicants who are Maryland Distinguished Scholars, National Merit Scholars. HCC participates in the SAT, ACT and College Bound 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
STARTALK 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.

\*\*Application fees and payments may vary for special college programs.

\*\*\*Grant funded program; application fee waived for financial need.

\*\*\*\*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.*

These and other fees are listed in the catalog and website Pay for College section [www.howardcc.edu/pay](http://www.howardcc.edu/pay) and on HCC Express.

#### 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,

## PAY FOR COLLEGE

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 webpage 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 descriptions 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:

Transcript Evaluation Fee	
Single Learning Program .....	\$15
Multiple Learning Programs .....	\$25
Proficiency Exam Fee .....	50% of course tuition (no fees)
Nursing Admissions Assessment Fee .....	\$55
Nursing Acceleration Challenge Exam Fee ..	\$130
<i>*All fees are subject to change.</i>	

### 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.....	\$50
Smoking Violation .....	\$50
Insufficient Funds Check Service Charge ....	\$25
Collection Costs (added to balance) .....	25% of balance
<i>*Fines are subject to change.</i>	

### 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 Tuition 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 \$1,800 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 catalog section, and consult the college web site ([www.howardcc.edu/pay](http://www.howardcc.edu/pay)) to learn about the various resources available to them to help with the direct and indirect costs of attendance. **HCC's college cost calculators are available on the same website.**

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

## 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/pay](http://www.howardcc.edu/pay)). In matters related to payments and refunds, students are considered to hold seats until they **officially** drop a class.

### Payment

Students can learn the amount of their bills on HCC Express, 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, fees and other payments made by an insufficient funds check may result in cancellation of classes during the registration period as well as a \$25.00 insufficient funds check 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., Tuition Payment Plan, 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-212)—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)

–**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 29-34.** Changes to a course load (dropping, adding, withdrawals, non-attendance, unofficial withdrawals, etc) can have a significant impact on a student's financial aid award(s). Applicants and recipients of federal, state, and institutional awards are obligated to carefully read and review the catalog's financial aid section. *Once a student's financial aid has been awarded, it is essential they consult Financial Aid Services regarding any changes 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 appropriate term's Schedule of Classes publication and on the college's web site ([www.howardcc.edu/pay](http://www.howardcc.edu/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 of tuition, the consolidated fee and course fees is issued to students who officially drop classes by the end of the first week of classes. (This does not include the application fee.)
  - 75% Refund Eligibility**—A 75% refund of *tuition and the consolidated fee only* (no course fees) 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 the consolidated fee only* (no course fees) 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/pay](http://www.howardcc.edu/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.
- **Emergency Workers**—Emergency workers undergoing a change in assignment, hours or location *as a result of a national emergency* are eligible to receive 100 percent tuition, fees, and book refunds or petition for an incomplete grade. More information is available at [www.howardcc.edu/register/forms.html](http://www.howardcc.edu/register/forms.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.

**Refund Method**—The college has partnered with **Higher One**, a financial services company focused solely on higher education, to provide *electronic refund* services to students. Effective summer 2011, financial aid and tuition refunds will be disbursed to credit and certain noncredit students via the refund choice selected by students. Students should visit [www.hccconnectcard.com](http://www.hccconnectcard.com) to choose their preferred method of refund delivery using the information included with the HCC Connect card they will receive in the mail. This electronic refund service will provide students with faster access to their refunds as well as more control over how and where their refunds are delivered. For more information on this refund service, please visit [www.hccconnectcard.com](http://www.hccconnectcard.com), email [hccconnectcard@howardcc.edu](mailto:hccconnectcard@howardcc.edu), call 443-518-1862, or stop by the Finance Office (RCF-201) or the Cashier's Office (RCF-212).

### 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, UnionPay, 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) Office of Student Financial Assistance awards millions of dollars of financial assistance in the form of *grants and scholarships* for Maryland residents. See pages 31-32 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, Freshman Focus, Rouse Scholars Program or the STEM (Science, Technology, Engineering and Math) learning community. 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 29-34, 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; 443-518-1260).

### PAYMENT PLANS

- **Tuition Payment Plan**—Howard Community College offers a flexible payment plan. This plan is administered by an outside company called Nelnet Business Solutions, located in Lincoln, Nebraska. The tuition 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 to pay for college can also use the plan to pay for any remaining balances. The plan's enrollment dates and plan duration are different for each major semester. The plan participation fee is \$25 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, Discover and UnionPay) to make monthly payments on your behalf. More information, including a brochure, is

available at [www.howardcc.edu/payment-plan](http://www.howardcc.edu/payment-plan), or by contacting the Cashier's Office (RCF-212, 443-518-1863).

- **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 Tuition Payment Plan. *The VDPP allows tuition and fee payments for the fall, winter/spring, and summer 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 winter/spring. Students who have not resolved their financial obligations by those dates will not be eligible to register for subsequent academic terms.* For more information, contact the Veterans' Affairs Office located in the Office of Records, Registration and Veterans Affairs (RCF-239; 443-518-4514; [veteransaffairs@howardcc.edu](mailto:veteransaffairs@howardcc.edu)).

### MILITARY ASSISTANCE AND NATIONAL GUARD DISCOUNTS

- **Active Duty Military**—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 or military education websites.*
- **Maryland National Guard**—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. Guard members should consult with their commanding officers or HCC's Office of Admissions and Advising for additional information. See page 27 for more information about BRAC.

### MILITARY SPOUSE CAREER ADVANCEMENT (MyCAA)

MyCAA (Military Spouse Career Advancement Account) is a career and education initiative sponsored by the U.S. Department of Defense which enables eligible spouses to receive financial assistance towards training and/

or job readiness courses. MyCAA pays tuition for education and training courses, and professional licenses, certifications and credentials. Only spouses of military personnel holding specific pay grades are eligible to participate in the program. These grades are: E1-E5, W1-W2, and O1-O2. Students will need to register for the program at the MyCAA website: <https://aiportal.acc.af.mil/mycaa/>.

### 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, Registration and Veterans Affairs by the Assistant Registrar (VA certifying official). 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; 443-518-4514; [veteransaffairs@howardcc.edu](mailto:veteransaffairs@howardcc.edu)).

Veterans are strongly encouraged to utilize Howard Community College's *Veterans Deferred Payment Plan* as well as the *Tuition Payment Plan* (information on 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 earlier on this page for information regarding each plan). *Veterans or dependents utilizing the Post-9/11 GI Bill should contact the Assistant Registrar (who is HCC's VA Certifying Official) at 443-518-4514.* 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 catalog and the section immediately following, by visiting the Office of Records, Registration and Veterans Affairs or Financial Aid Services, and on the college's *Pay for College* website ([www.howardcc.edu/admissions/pay](http://www.howardcc.edu/admissions/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, Registration and Veterans Affairs 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 coordinator of Veterans Affairs. 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 program at Howard Community College as outlined in the college catalog. 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, Registration and Veterans Affairs 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 catalog cannot be accepted as documentation.

VA regulations require that all students receiving VA educational benefits meet the college's academic satisfactory progress standard (page 32). Students who receive a grade of NA or W may be subject to repaying funds received for the course to the Veterans Administration. Students who receive a 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, Registration and Veterans Affairs 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. 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, Registration and Veterans Affairs after completion of the tutorial assistance. The tutor must verify the information reported by the applicant, certify that individualized tutorial assistance was given to the applicant and certify 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, Registration and Veterans Affairs (RCF-233; 443-518-1240; veteransaffairs@howardcc.edu).

### TUITION WAIVERS

#### • **Senior Citizens**

Tuition is waived for students 60 years of age or older residing in Maryland, but senior students are obligated to pay all additional college fees. Any paperwork required for the waiver is due to the office of records and registration at the time of registration.

#### • **Retired & Disabled**

Tuition is waived for students who are disabled and no longer in the workforce as defined by the Social Security or Railroad Retirement Acts, but they are obligated to pay all additional college fees. For all credit terms starting after Oct. 1, 2011, new eligibility requirements and limitations apply to this waiver that may reduce the amount of tuition waiver previously available to students with disabilities.

A few important changes in the legislation include the following:

- Students are first required to complete a Free Application for Federal Student Aid (FAFSA) application in order to be eligible to receive a tuition waiver.
- The college is required to apply any financial grants or scholarships you receive towards tuition before the tuition waiver is applied.
- The waiver now limits students to taking up to 6 or up to 12 credits per semester, depending on a student's educational goals.
- The waiver is no longer available for noncredit classes or letter of recognition programs.
- The college must receive a completed "Certification for Tuition Waiver" form, verified annually by Social Security Administration prior to each academic year.

For additional information concerning this tuition waiver, please contact the Finance Office at 443-518-4765. Or, you may visit the Finance Office in person, located in the Rouse Company Foundation Student Services Hall (RCF) Room 202B.

- **Tuition Waiver for Foster Care Recipients**-Students who meet the following criteria may be eligible to receive a tuition waiver:

- 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 13th birthday and then adopted after the 13th 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. Specific procedures must be followed. For more information contact the Office of Admissions and Advising (RCF-242; www.howardcc.edu/pay; adm-adv@howardcc.edu).

### D.C. TUITION ASSISTANCE GRANT (DC TAG) PROGRAM

Public College Option for Undergraduate Students: Provides up to \$10,000 per year for five years. Funds the financial difference between in-state and out-of-state tuition at participating public colleges throughout the United States.

#### **Who is Eligible?**

Students who graduated from high school or earned a GED on or after January 1, 1998, resided in the District of Columbia for a minimum of 12 months prior to enrolling in college, enrolled in college within 3 years of high school graduation (or GED completion), are U.S. citizens or eligible non-citizens and have been accepted at an eligible college or university.

#### **How Do I Apply?**

Complete the D.C. One Application, available at DC-CAP centers, the Greater Washington College Info Center, the D.C. TAG website or by calling the DC Tuition Assistance Grant Program Office at (202) 727-2824.

### D.C. COLLEGE ACCESS PROGRAM (DC-CAP) LAST DOLLAR AWARDS

Provides college "last dollar" award scholarships of up to \$2,000 per year (up to five years), to DC public high school students, to help make up the difference between a student's resources, financial aid and actual college expenses.

#### **Who is Eligible?**

You must be a graduate of a DC Public High School from 2001 to the present.

## PAY FOR COLLEGE

### How Do I Apply?

- Submit a completed DC-CAP Authorization form
- Complete the FAFSA, DC TAG & DC LEAP Applications
- Submit copies of the following: Student Aid Report (SAR), Financial Aid Award Letter, and grades for the previous semesters/years in college

NOTE: The minimum GPA requirement to be eligible for the award is a 2.0 cumulative GPA.

Students whose GPA falls below a 2.0 are encouraged to contact the Retention Office for academic counseling.

### 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.



# 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.gov](http://www.fafsa.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 Higher Education Commission, Office of Student Assistance (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, General Education Development Certificate (GED), or completed homeschooling at the secondary level.
- 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 are not in an overpayment status for any Federal aid program at any post-secondary institution or have exceeded the aggregate loan limits.

*\*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. Note that not all programs at HCC are eligible—check the Schedule of Classes for eligibility.*

## Verification

The U.S. Department of Education (USDOE) selects certain financial aid applicants to 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 a corrected Student Aid Report (SAR) sent from the USDOE.

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. Failure to turn in documents will result in a cancellation of aid. Students will then owe disbursed funds back to the USDOE or HCC. 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 USDOE 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	Expected Family Contribution (EFC)
Equals	Financial Aid Eligibility (Need)

To determine the Expected Family Contribution (EFC), the calculation formula used is the Federal Methodology as 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 HCC

For a Howard County student living at home with parents, the following Cost of Attendance (COA) budget represents the estimated student cost for nine months. (Based on the credit hour weighted average of all students attending HCC at a rate of \$123 per credit tuition costs without individual course lab fees)

Tuition and Fees*	\$2,859
Books and Supplies	1,800
Room and Board	7,906
Personal	1,600
Transportation	750
<b>Total Budget</b>	<b>\$14,915</b>

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

*\*Tuition figures are based on an estimated 2012-13 fee schedule. All tuition and fees are subject to change.*

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# FINANCIAL AID POLICIES AND PROCEDURES

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## 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:

- A 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.
- The 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 winter/spring semesters. Awards will be adjusted to actual enrollment prior to disbursement.** Financial aid awards can be viewed on HCC Express.

## Winter/Spring Awards

For financial aid purposes, winter and spring classes are combined to determine enrollment status and award eligibility. For example, if you register for 3 credits in the winter and 6 credits in the spring you are eligible for aid as a three-quarter time (9 credits) student.

## Summer Awards

For financial aid purposes, all summer session classes are combined when determining eligibility. For example, if you register for 3 credits in summer session one and 3 credits in summer session two you are eligible for aid as a half-time (6 credits) student. Students who wish to be considered for financial aid must be registered in order for their eligibility to be determined.

## Bookstore Notifications

Federal regulations require institutions to provide eligible students with a method to purchase needed books and supplies. Students who have a completed financial aid file and have been awarded financial aid (grants, scholarships, federal loans) in excess of their tuition and fees will be able to use the excess aid in the HCC bookstore. Bookstore purchases are limited to

\$900 per semester or the amount of the excess aid, whichever is lower. Purchases are limited to required or optional books and supplies for registered coursework and bus passes. When a student uses financial aid funds to purchase books and supplies, the charges will appear on the student's HCC account. Students may check HCC Express to determine their excess funds.

## 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 winter/spring semesters. Any financial aid funds over and above tuition, fees, and bookstore charges will be refunded. All students will be required to go on-line and select a preferred refund option. The options are direct deposit to the HCC Connect Card or direct deposit to the banking institution of choice. Refer to the refund section for more information. Any Federal PLUS Loans, over and above tuition, fees, and bookstore charges are refunded to the parent or student depending on the parent's refund preference as indicated on their loan application.

Federal Stafford Loan and Federal PLUS Loan funds are applied directly to the student account. Loan disbursements received by Electronic Fund Transfer (EFT) do not require an 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 be paid semi-monthly 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).

## Developmental Coursework

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.

## Repeating Coursework

Federal financial aid programs can only pay for one repeat of a passed course (passed meaning grade "D" or higher). For example, if a student enrolls and earns a grade of "D" in a course, the student's enrollment status for financial aid will include that course attempt. If a student enrolls a second time in the same course, the course will be included in the student's enrollment status for financial aid. If the student enrolls for a third time financial aid will not include the course in the student's enrollment status.

## 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:

Grade 1 = 1-29 completed credits

Grade 2 = 30 or more completed credits

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

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## FINANCIAL AID POLICIES AND PROCEDURES

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### GRANTS

**Federal Pell Grant**—Pell Grant is a Title IV program offering need-based grants ranging up to \$5,550, dependent upon appropriations by Congress, student eligibility and level of enrollment. Students can only receive the Pell Grant for up to 12 semesters or the equivalent.

**Federal Supplemental Educational Opportunity Grant (FSEOG)**—FSEOG is a Title IV program offering grant funds for students demonstrating exceptional financial need. Grants are 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 \$1200 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.

**Iraq and Afghanistan Service Grant (IASG)**—IASG is for eligible students whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2011. The student must be ineligible for a Federal Pell Grant due only to having less financial need than is required to receive Pell funds. The student must also be under 24 years old or enrolled in college at least part-time at the time of the parent's or guardian's death. The grant award is equal to the amount of a maximum Pell Grant for the award year, not to exceed the cost of attendance for the award year.

**Child Care Career and Professional Development Fund (CCCPDF) Grant**—The CCCPDF grant is a federal grant awarded to Howard Community College to pay for tuition, books and fees of degree seeking child care providers. All applicants must have one year of experience in child care, be credentialed with MSDE, and majoring in one of the following: Early Childhood Development AAS, Early Childhood Education AAT, Elementary Education AAT or Elementary Education/Special Education AAT. Grant recipients must maintain a 2.75 GPA and remain credentialed and employed in child care while pursuing their degree. Grantees must also commit to staying in child care in the state of Maryland for the period equal to the degree completion time after leaving Howard Community College or the tuition, books and fees will convert to a loan. Students are required to apply annually for the grant and file the Free Application for Federal Student Aid (FAFSA). All applicants should contact Barbara Miller at Howard Community College at [bmiller@howardcc.edu](mailto:bmiller@howardcc.edu) for more information.

### SCHOLARSHIPS

**Maryland State Scholarship Program**—The Maryland Higher Education Commission, Office of Student Assistance 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, 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. Additionally, some scholarships require full-time (12+ credit hours) enrollment. Please check with the Office of Student Assistance at 800-974-0203 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 for new and returning students. Awards range from \$100 to \$2500, 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 \$5000 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 443-518-4450.

### 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. Priority is given to those who apply by the March 1 priority deadline. 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. Priority is given to those who apply by the March 1 priority deadline. 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 where federal aid eligibility requirements apply. Loan applicants must be actively enrolled in at least six credits. Students must maintain satisfactory academic progress. Students must follow the directions on the HCC website (under Pay for College—Apply for a loan) in order to be awarded a loan. The loan base limit for a first year in an associate degree program (0-29 credits completed) is \$3500. The base loan limit for a second year in an associate degree program (30 or more credits completed) is \$4500. "Dependent" (as defined by the FAFSA) students have additional Unsubsidized Stafford Loan eligibility of \$2000. "Independent" (as defined by the FAFSA) students have additional Unsubsidized Stafford Loan eligibility of \$6000. Annual and aggregate limits apply. The interest rate for a subsidized loan (need-based) is 6.8% (subject to change by Congress). The interest rate for an unsubsidized loan (non need-based) is 6.8% (subject to change by Congress). 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 the Stafford loan program at HCC are required to complete loan 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 enrolled at least half-time (6 credits or more). The student and the parent must meet the general eligibility requirements for federal student

# FINANCIAL AID POLICIES AND PROCEDURES

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 7.9% (subject to change by Congress).

Dependent students whose parents' have been denied a PLUS loan may be eligible for additional unsubsidized loan funds.

All originated Federal Student and Parent loans will be submitted to the National Student Loan Database System (NSLDS), and will be accessible by guaranty agencies, lenders, and schools determined to be authorized users of the data system.

## Satisfactory Academic Progress Standards

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

Financial aid recipients are required to be in good academic 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 every semester: fall, winter/spring, and summer. Failure to maintain satisfactory academic progress each semester will result in the cancellation of all financial aid awards. Federal regulations require HCC to evaluate all students for satisfactory academic progress each semester regardless of whether or not they receive financial aid. Satisfactory academic progress is evaluated based on the student's cumulative academic record, from the date of entry to the college. Per federal regulations, financial aid SAP calculations does not look at academic amnesty. Therefore, your college cumulative GPA may be different than your financial aid cumulative GPA.

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
31-40	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 timeframe 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 coursework. Up to 30 required developmental course credits will be added to the program length when determining compliance with the maximum timeframe requirement.

Students who change academic programs or pursue additional degrees/certificates will have their allowable maximum timeframe adjusted on an exception basis. Students who exceed their maximum timeframe will bypass the Financial Aid Warning status and are immediately placed on Financial Aid Restriction. Aid eligibility may be limited or terminated for excessive program changes.

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

### Treatment of W, I, L, N, and NA 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 and impacts GPA.
4. An audit "N" grade is not considered attempted coursework. It is not included in the GPA calculation or completion rate determinations.
5. A grade of "NA" is obtained by the failure to attend class (non-attendance) This grade is reported to records and registration by the faculty member. NA grades are not eligible for financial aid. Therefore your financial aid may be reduced or canceled based on the number of NA classes that have been reported for the semester.
6. The highest grade earned in a course that is repeated will count in the GPA computation, but every repeated attempt will be included in completion rate determinations.

Only students currently awarded aid will receive a notification if they are on warning or restriction.

### Evaluation of Satisfactory Academic Progress Standards

**FINANCIAL AID WARNING**—A student who fails to meet the prescribed minimum requirements for satisfactory academic progress will be placed on Financial Aid Warning for the subsequent semester attended. During the semester the student is on warning, he or she is eligible for financial aid. At the end of the Financial Aid Warning semester, the student must meet the prescribed minimum standards or the student will be placed on Financial Aid Restriction.

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

**FINANCIAL AID ACADEMIC PLAN**—A student who appeals the status of Financial Aid Restriction and whose appeal is granted may be placed on Academic Plan status. Students on this status will have their academic progress reviewed at the end of each semester and must continually meet the terms of the academic plan as outlined in the letter granting the appeal, or again meet the Satisfactory Academic Progress standards. If a student fails to meet the terms of the Academic Plan, the student loses financial aid eligibility



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## FINANCIAL AID POLICIES AND PROCEDURES

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and is returned to the status of Financial Aid Restriction.

**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 Appeals Committee approves the appeal. The student is placed on a Financial Aid Academic Plan.

**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. The appeal must include an explanation of why the student failed to meet the satisfactory academic progress standards and what has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation. The basis on which a student may file an appeal may include the death of a relative, an injury or illness of the student, or other special circumstances. Appeals that do not contain these two required elements will be denied.

If the appeal is denied 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 responsible for the cost incurred.

A student who fails to follow the terms of the Academic Plan and loses aid eligibility a second time may appeal the status of Financial Aid Restriction a second time. Second appeals will only be accepted if an exceptional mitigating circumstance occurred while the student was on an Academic Plan. If a second appeal is granted, the student will be required to follow the terms of the revised Academic Plan based on a graduation audit of his or her academic record, in addition to any other terms established by the Financial Aid Appeals Committee. If a student fails to meet the terms of the Academic Plan following the second appeal, he or she loses financial aid eligibility, and the Financial Aid Restriction status cannot be appealed.

### 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 the Learning Assistance Center. Further information regarding these services is available on page 48 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 catalog (page 40).

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:

$$\frac{\text{Number of days in attendance}}{\text{Number of days in period of enrollment}}$$

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

The percentage of the period of enrollment 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, Iraq and Afghanistan Service 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 return 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.

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## FINANCIAL AID POLICIES AND PROCEDURES

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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 faculty.

### 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 the IRS Data Retrieval tool when completing their 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 select Pay for College.
- Financial Aid Services provides workshops during the year, both on campus and in the community. The office also offers “You Can Afford College” events that include both Friday and Saturday events.



# Academic Information

Howard Community College offers areas of study that lead to an associate degree, certificate, or letter of recognition. Students may enter a program designed for transfer to a four-year institution, or one that prepares for immediate entry to or advancement in a career. For assistance, contact the Office of Admissions and Advising.

## ASSOCIATE DEGREES

- The *Associate of Arts (A.A.)* degree recognizes mastery in the arts and sciences.
- The *Associate of Science (A.S.)* degree recognizes mastery in science or technology.
- The *Associate of Applied Science (A.A.S.)* degree is designed primarily to lead to immediate employment.
- The *Associate of Arts in Teaching (A.A.T.)* degree is designed for transfer to a four-year institution to obtain a baccalaureate degree and teacher certification.
- The *Associate of Science in Engineering (A.S.E.)* degree is designed for transfer to a four-year institution to obtain a baccalaureate degree in engineering.

Associate degrees consist of general education courses, area-specific courses, and electives. To qualify for an associate degree, students must complete at least 60 credits in their program and earn a minimum of a “C” (2.0) overall quality point average. A minimum of 15 credits 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.

Completion of an A.A.T. degree requires a cumulative quality point average of at least 2.75 in the specified program of study, and a passing score on an approved basic skills test (pages 171-173).

Completion of an A.S.E. degree requires a grade of “C” or better in certain courses. See program requirements for details (page 149).

## CERTIFICATE

The college offers certificates for those who wish to gain a credential for acquired knowledge, skills, and abilities focused in specific discipline areas. Most certificates are designed to assist students with goals for upgrading skills for immediate

application in employment. Students must earn a minimum of a “C” (2.0) overall quality point average, and a minimum of 25 percent of the credits must be completed at Howard Community College.

## 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 certificates and degrees. 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, AS, AAS, AAT, or ASE degree or certificate are responsible for filing a graduation petition with the Office of Records, Registration and Veterans Affairs. The petition includes a review of the student’s completion of degree or certificate requirements. The petition must be initially reviewed and signed by an academic advisor prior to submission for final review to the Office of Records, Registration and Veterans Affairs. The deadlines for submitting graduation petitions are: May graduation–March 15 (April 15th for students wishing to walk in May Commencement); Summer 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 Science degree, Associate of Applied Science degree, Associate of Arts in Teaching degree, Associate of Science in Engineering degree, or a Certificate 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 then 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 and any other requirements prior to the May ceremony, as well as those who need to complete up to two courses during the subsequent summer term, may 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 analysis of student progress. The scores will not be part of any student’s academic record. The exams are administered in the HCC Test Center.

## PLACEMENT TESTING AND DEVELOPMENTAL EDUCATION 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/testcenter](http://www.howardcc.edu/testcenter)).

### 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 tests 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 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 41 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 test.

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 non-English as a Second Language (ESL) developmental reading, writing, and/or math coursework at another community college are eligible for a placement test exemption.

d. **Standardized Tests**

- **SAT Tests**—Students do not have to take the reading or writing placement tests if they received a score of 550 or higher on the SAT Critical Reading test. A score of 550 or higher results in an English placement into ENGL-121 (College Composition). (Students who took the SAT prior to March 2005 do not need to take the reading or writing placement tests if they received an SAT Verbal score of 550 or higher.) The math placement test is waived for students with an SAT Math score of 550 or higher. This results in placement into MATH-122, 127, 128,

138, 141 and 143. (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 test.*

- **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 test. 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-122, 127, 128, 138, 141 and 143. (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 test.*

- **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) tests may receive placement test waivers based upon the test 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 test. 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; 443-518-1200, select #3; adm-adv@howardcc.edu).

### Mandatory Developmental Education Courses

Students who require developmental education or basic skills coursework should enroll in the appropriate course(s). The required developmental education and basic skill sequence varies for each student based upon their skills in English and mathematics. Enrollment in developmental education or basic skills courses

should 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 developmental education 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 sequence. For more information about the REACH Program, visit or contact the Office of Admissions and Advising (RCF-242; adm-adv@howardcc.edu; 443-518-1000; select #3).

## ELEARNING

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. eLearning courses are offered online via the Internet.

All eLearning courses meet the same objectives as the on-site course, are as academically rigorous, and transfer to other institutions. HCC recognizes that providing eLearning 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, visit [www.howardcc.edu/elearning](http://www.howardcc.edu/elearning).

## 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 a dedicated course website.

Students should be familiar with e-mail and accessing the Internet. Also, students must have access to the necessary computer technology, an Internet provider, and web browser.

## Hybrid Courses

Hybrid 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 **allied health** career programs offered at Mt. Airy College Center for Health Care Education and programs included in the Mid-Maryland Allied Healthcare Education Consortium. *Clinical coursework is generally not accepted if completed more than two years ago. Time limitations exist for science courses. Depending on the allied 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 443-518-1220.

Students may contact the Office of Admissions and Advising for further information (RCF-242; 443-518-1200, select #3; [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/forms](http://www.howardcc.edu/admissions/forms).

### Traditional Prior Learning

COLLEGE AND UNIVERSITY CREDIT—Credit may be granted for coursework completed at accredited colleges and universities. Transfer credit is granted based upon a student's learning program. A grade of "C" or higher is required for any coursework that is prerequisite to allied health career clinical courses, programs offered at Mt. Airy College Center for Health Care Education, 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 a foreign transcript evaluation service nationally accredited in the United States and submit an official copy of the results to HCC's 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 services 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 HCC's 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 bachelor degree. The nontraditional credit limit can be increased proportionally when 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 the 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.

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 at 443-518-1520.

**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. Howard Community College's Test Center administers some of these exams to its current and prospective students. More information about the HCC Test Center can be found at [www.howardcc.edu/testcenter](http://www.howardcc.edu/testcenter). 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 College Board 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 College Board at [www.collegeboard.com/student/testing/ap/about.html](http://www.collegeboard.com/student/testing/ap/about.html). 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 at [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 at its test center.* For more information about the Test Center, visit [www.howardcc.edu/testcenter](http://www.howardcc.edu/testcenter) or call 443-518-1280. Additional information regarding CLEP can be obtained by contacting the Office of Admissions and Advising or the College Board's webpage at <http://clep/Collegeboard.org>.

**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. *Howard Community College administers DSST examinations at its test center.* Students may earn three credits for each examination based upon their scores and the American Council of Education's (ACE) score recommendations. For more information about the Test Center, visit [www.howardcc.edu/testcenter](http://www.howardcc.edu/testcenter) or call 443-518-1280. Additional information regarding DSST can be obtained by contacting the Office of Admissions and Advising or the DSST webpage at [www.getcollegecredit.com](http://www.getcollegecredit.com).

**Excelsior College Exams**—

Students may complete subject based exams developed and offered through Excelsior College and Pearson VUE. *Students must receive a grade of "C" or higher for these examinations to be equated to HCC courses. Exams are administered through the HCC Test Center.* For more information and a list of accepted exams, please contact the Office of Admissions and Advising. Additional information regarding the Excelsior College examinations can be found at [www.excelsior.edu](http://www.excelsior.edu). More information about the HCC Test Center can be found at [www.howardcc.edu/testcenter](http://www.howardcc.edu/testcenter) or at 443-518-1280.

**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 some, 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.

**HESI LPN-RN Mobility Exam**—

Howard Community College administers the HESI LPN-RN Mobility Exam as one part of the process of determining advanced standing in the LPN Pathways Program. This exam is produced by Elsevier and is designed to facilitate LPN to RN career mobility. The exam is one method to assess prior learning and experience in the nursing field. It is used by HCC in combination with other requirements to award clinical nursing transfer credit and advanced standing in the LPN Pathways Program. Further information 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 24 college-level credits completed
- A GPA of 3.2 or better at another institution for applicants who are transferring to HCC, with a minimum of six but no more than 24 college-level credits completed.

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 Honors recognition at graduation.

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 honors and leadership program is for incoming high school seniors and has specific criteria for admission. For further details, see page 45.

#### Dean's List

Students who have maintained at least 12 semester hours with a *semester* grade point average of 3.5 or better are eligible for nomina-

tion 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.

#### 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.

#### 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 3.2 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 graduate with honors. Students who have a grade point average of 3.75 or above will graduate with high honors. Those students who have a 4.0 grade point average will graduate with highest honors.

#### STEM Scholars Program

The STEM scholars program is a challenging honors program that brings together high-achieving students interested in pursuing majors in science, technology, engineering, and mathematics. Students in this learning community focus on learning and practicing the technical, ethical, and communication skills needed to enter and succeed in these dynamic fields. Students enrolled in this program complete a one-credit seminar each semester in which they hone their skills in research, communication, teamwork, and career planning. Opportunities for mentorship, service learning, and cultural and recreational experiences are provided. This program has specific criteria for selective admissions which include academic performance, test scores, letters of recommendation, and an essay. For more information on the application process and admission requirements, please refer to: [www.howardcc.edu/admissions](http://www.howardcc.edu/admissions).

### 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.

### 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 may be required to take a standardized test of general education skills.

### 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 into 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 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 coming in person at the Office of Records, Registration and Veterans' Affairs **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. These dates are also posted on the HCC website. The percent of refund depends upon the date that the class is officially dropped. Students using HCC's Tuition Payment Plan **must make the appropriate adjustments to their payment plan account (contact the Finance Office for assistance.)** 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. See page 24 for more information.

**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 eligibility has been certified under the GI Bill, **must** notify the VA Certifying Official in the Office of Records, Registration and Veterans Affairs when dropping classes. Failure to do so may result in overpayment from the Veterans Administration.

### 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 and Veterans benefits.*

### Official Withdrawal

A student who wishes to **officially** withdraw from a course must complete and submit a withdrawal form to the Office of Records, Registration and Veterans Affairs 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 Winter/Spring terms. The schedule of classes publication will list each semester's withdrawal deadlines. They are also posted on HCC's website. Information regarding withdrawal is also available through the Office of Records, Registration and Veterans Affairs and the Office of Admissions and Advising.

**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 eligibility has 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 24 and 32). *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 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 request using the appeal form available online and from the Office of Records, Registration and Veterans Affairs ([www.howardcc.edu/register](http://www.howardcc.edu/register)), along with supporting documentation. Appeals must be submitted no later than the end of the seventh week of the next full semester. The appeals committee makes its determination based on documentation of extenuating circumstances as cited in the student's appeal request. Students whose appeals are denied are entitled to submit a second appeal to the Registrar.

### 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** and do not have enrollment sanctions related to academic standing or the Student Code of Conduct. *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 (some exceptions can apply to nursing and allied health programs).* Students who take more than two calendar years off must be readmitted to the college (page 21) 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 or as specified for a course meeting fewer than 15 weeks. 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 that 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. Students may take up to 8 credits per semester as CustomClasses. For more information, call 443-518-4659, or visit [www.howardcc.edu](http://www.howardcc.edu) and Search on "CustomClass."

### Cancellation of Courses

Howard Community College builds its schedule of courses based on enrollment trends and community needs. The college may cancel any course at its sole discretion. Sometimes, we may need to cancel a course due to insufficient enrollment. Remember to register early to help us avoid cancelling a course. If you are affected by a course cancellation, you will be notified.

### 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.

### Academic Schedule (Full-Time/Part-Time)

A full-time student schedule for either the fall term or the spring session of the winter/spring term generally consists of 12 to 18 credit hours. Students registered for fewer than 12 credit hours are classified as part-time. Schedules in excess of 18 credit hours must be approved by an academic advisor. Except in very extraordinary circumstances, such approval will not extend beyond a load of 21 credits and will be based upon a student's demonstrated ability to be successful with a full load of 18 (non-audit) credits. During the summer term, students enrolled in a session of fewer than 10 weeks may take a maximum of eight credits per session but not greater than 12 credits across sessions of fewer than 10 weeks.

Certain allied health programs, during the clinical phase, may be considered full-time with fewer than 12 credits.

# ACADEMIC INFORMATION

## 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 32 for further information.

A student who has not achieved minimum cumulative GPA standards after 12 or more cumulative attempted credits 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. It is recommended that students on academic probation meet with their assigned academic probation advisor at least once prior to registration for the next semester. Students on academic probation will be limited to eight credits. Students who achieve at least a 2.00 semester grade point average remain on academic probation until reaching good standing. Those who do not 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 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 the first academic suspension.

**SUSPENSION APPEAL**—Details of the appeals process are included in the letter notifying the student of suspension. If the student's appeal is granted, the student will be reinstated and placed 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.

**REINSTATEMENT AFTER SUSPENSION**—A student who has been suspended and has not enrolled for one major semester or one full calendar year must contact retention services. Upon reinstatement, the student will be 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 21.

## 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	Credit Hour	Quality Points Per 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, dental hygiene, diagnostic medical sonography, emergency medical services, medical laboratory technician, physical therapist assistant, and radio-

F	0	logic technology prerequisites and clinical coursework.) 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 some 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.

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NA None Never Attended. This grade is assigned to students who register for a course and do not report or participate within the first 20% 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, registration and veterans' affairs. An official transcript may be obtained from the office of records, registration and veterans' affairs. Students who have not met all of their financial obligations will have transcripts and grades withheld until such obligations are satisfied.

### Repeat Policy

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 purpose 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 the first semester back 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 utilize academic amnesty *once*.
- 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's academic goals. The student submits a Request for Academic Amnesty Form 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 29-34.
- For further information, contact Financial Aid Services (RCF-222, [finaid@howardcc.edu](mailto:finaid@howardcc.edu), 443-518-1260).

## ACADEMIC HONESTY

### Definition

Academic honesty means the use of one's own thoughts and materials in writing papers, taking 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 borrowing others' words or ideas. Intentional or unintentional use of another's words or ideas without giving credit 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 an 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

## ACADEMIC INFORMATION

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 or designee 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 or designee 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 or designee will notify the student of the “F” in the course. The vice president of student services or designee will notify the registrar that the student is to receive an “F” for the course. The vice president of student services or designee 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 or designee 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 or designee will notify the registrar 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

The Office of Admissions and Advising assists students with all aspects of standard, selective and competitive admissions processes. It provides all students admitted to the college with 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 include academic and transfer advising for new and currently enrolled students; and transcript evaluation and course clearances for all students based upon coursework completed at other postsecondary institutions, military training and experience, other designated organizations, and specific national examination programs (see page 38).

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 highly 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, service learning, cultural and recreational experiences and travel opportunities, including study abroad. Rouse Scholars and program faculty and staff work closely with transfer institutions. A number of scholarships are specifically designated for this program. 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. (Some applicants may also be requested to take the college's English placement exam.) In certain circumstances, consideration will be given to students for whom traditional indicators of success are not always valid.

**STEM SCHOLARS PROGRAM**—The STEM Scholars Program is a highly selective and challenging honors learning community for students interested in pursuing majors in science, technology, engineering and mathematics and wish to transfer to four-year colleges and universities at the end of their sophomore year. This program will combine academic research opportunities, mentorships, service learning, leadership opportunities and cultural experiences to provide students with a challenging academic program to prepare for transfer. Admission to this program is competitive based on academic performance, intellectual interests, test scores, letters of recommendation, an essay and other indicators of academic excellence and leadership potential.

**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. Admission 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 and achievement of academic, transfer, career and graduation goals. 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 opportunities to be tested, advised, and registered early, prior to the hectic pace and more limited course selection and availability of general registration. Added emphasis is placed on assisting students in paying for college and preparing for specific majors with unique requirements, such as nursing, allied health, business, teacher education and oth-

ers. Students taking advantage of this program complete the college registration process prior to high school graduation and prior to all new students. They also benefit from the program's excellent record of fostering academic success.

**EARLY ENTRANCE PROGRAM**—Enrollment opportunities in credit coursework 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 winter/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. (See page 16.)* **Different requirements exist for participation in Continuing Education (noncredit) classes.** *Generally, students must be 16 years of age or older to participate in noncredit courses with the exception of HCC's Kids On Campus Program and selected other programming.*

**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 page 16. For further information, please contact 443-518-4599 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 in-person New Student Orientation programs are conducted prior to the fall and spring terms. An online orientation is provided as a supplement to the in-person sessions and can be found at [www.howardcc.edu/orientation](http://www.howardcc.edu/orientation). 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 catalog 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 early in 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 also places a strong focus on helping students reach completion goals, particularly graduation and transfer. Students are also assisted with identifying various alternatives to earn certificates, degrees and/or transfer goals.

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 or an academic success coordinator and take additional steps.**

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 catalog year. Further information is available through the Office of Admissions and Advising at 443-518-1200, then select #3, or [adm-adv@howardcc.edu](mailto:adm-adv@howardcc.edu), or [www.howardcc.edu/advising](http://www.howardcc.edu/advising).

#### 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 and visit the Transfer Center regularly to ensure they are meeting general and specific requirements, application deadlines, and other criteria right from the start.*

The **Transfer Center** is part of the Office of Admissions and Advising (RCF-242). 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 winter/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.

- **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 specific career fields and related academic preparation, including transfer.
- **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 public colleges and universities, and several private institutions in Maryland.
- **CollegeView**—A computer program offering virtual tours of North American college campuses.
- **Transfer Library**—A collection of guidebooks, catalogs, DVDs, 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.
- **Transfer Institution Visits**—Visits to other institutions are organized based on interest and special transfer initiatives.

For further information, visit or contact the Transfer Center located within the Office of Admissions and Advising (RCF-242; 443-518-1220; [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. Excelsior College is accredited by the Middle States Commission on Higher Education, the same body that accredits HCC. Students may transfer **up to 90 credits** earned at HCC to Excelsior, and may be eligible for

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## STUDENT SERVICES

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discounted rates on Excelsior's tuition and fees. Excelsior provides generous transfer benefits to students who have earned college credits through traditional and nontraditional avenues, including classroom instruction, military training and experience, employment experience, and CLEP, DSST, and Excelsior College exams, (all of which are administered through HCC's TEST Center). Students can complete the bachelor's degree programs 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 (443-518-1220; [transfer@howardcc.edu](mailto:transfer@howardcc.edu)).

### RECORDS AND REGISTRATION

The Office of Records, Registration and Veterans Affairs oversees all forms of registration, including online (HCC Express) and in-person registration services. The 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, Registration and Veterans Affairs also administers the graduation process, including the graduation petition process, issuance of diplomas and certificates, and commencement. Students must 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 35, or by contacting the Office of Records, Registration and Veterans Affairs.

The Office of Records, Registration and Veterans Affairs also assists members of the Maryland National Guard with eligibility verification for tuition discounts. It assists qualified spouses of active duty personnel with accessing Military Spouse Career Advancement Accounts (MyCAA).

More information is available on page 17, through the office's website or by contacting the office directly (RCF-233; 443-518-1240; [records-registration@howardcc.edu](mailto:records-registration@howardcc.edu)).

### VETERANS AFFAIRS

Howard Community College is particularly concerned with the academic, career and personal advancement of men and women who are veterans of the United States Armed forces and their qualified dependents. Veterans benefits are administered through the Office of Records, Registration and Veterans Affairs. The unit assists veterans, active duty military, and reservists. It also assists the dependents of veterans who

are disabled or deceased while on active duty military service.

Services include working with veterans and their qualified dependents to initiate processes necessary to activate and maintain their benefits, arrange participation in HCC's Veterans Deferred Payment Plan (see page 26) and tutorial services (*in addition to tutorial services the college provides to all students*). Veterans Affairs staff also facilitate access to other college services such as academic advising, other forms of financial assistance (including financial aid, scholarships and work-study; financial literacy), disability support services, personal counseling, and many other college services. The assistant registrar for veterans affairs serves as the advisor of the veterans student association.

For more information about veterans benefits, visit [www.howardcc.edu/admissions/pay/veterans\\_benefits/index.html](http://www.howardcc.edu/admissions/pay/veterans_benefits/index.html) or contact the Office of Records, Registration and Veterans Affairs (RCF-233; 443-518-1240; [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 must be enrolled in programs leading to a degree or certificate awarded by Howard Community College to be eligible for financial aid. Detailed information regarding financial aid and scholarships is located on pages 29-34. For further information, visit or contact the Financial Aid Services Office (RCF-222; 443-518-1260; [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/pay](http://www.howardcc.edu/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. *Students may obtain a copy of their schedule (proof of ID required). They may also submit Change of Information Forms at the Welcome Center's main location.* Notary services, voter registration information, and various college publications, such as the catalog and credit and noncredit class schedules, student handbook, and campus maps, are also available through the Welcome and Information Center. Prospective students are welcome to take the college's iPod tour. 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 443-518-1000 or visit the main Welcome and Information Center location (RCF, first floor).

The main Welcome Center location also has Sorenson VRS video phone services for students and visitors who are deaf or hearing impaired.

To reach the Welcome and Information Center, call the college's main number at 443-518-1000 (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 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 443-518-4150.

### 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 443-518-1340. 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 443-518-1340.

### **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 443-518-1340.

### **Personal Counseling**

College can sometimes be a difficult and stressful time for students. With students trying to juggle school, work, and family responsibilities, there are times when these demands can be overwhelming. Personal counseling provides an opportunity to talk with an objective professional about your concerns. What is discussed with a personal counselor will remain confidential and will not be shared with others. There is short-term individual counseling, as well as crisis intervention, available to students who are struggling with a variety of issues. Personal counseling services are free of charge to HCC students. In addition, there are educational resources available on a wide range of mental health issues, as well as information and referral to community programs and services. Personal counselors are available by appointment. To schedule an appointment or for further information, contact the Counseling and Career Services Office, room RCF-302, or call 443-518-1340. 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 443-518-1320.

### **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 443-518-1300 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 443-518-1300 or 443-518-4606 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 RCF-302. 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.



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### 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 443-518-1320.

### 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 443-518-4954 or 443-518-1340.

### TEST CENTER

The Test Center is located in RCF-359 and provides the college community and members of the larger community with secure, accessible, and professional testing services and resources. The Test Center 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 Iso-Quality Testing, Pearson VUE, and Castle. It also offers proctoring services for students attending other national and international postsecondary institutions.

The Test Center also administers the college's clinical nursing admissions assessments. These exams must be taken to complete application requirements for the nursing program's clinical segment. Assessment fees for the exam must be paid to the Cashier's Office in order to sit for any nursing assessment. See page 24 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 (e.g. driver's license, passport) with a current photo. *No exceptions to this policy will be made.*

Food and drink are not permitted at 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 additional 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, nursing assessments, and other non-HCC exams in order to cover administrative expenses. Proctoring fees are paid at the Cashier's Office (RCF-212). 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 web site: (<http://www.howardcc.edu/testcenter>).

Registered HCC students who are taking HCC distance or hybrid courses and would like to test at other institutions must obtain approval from the course instructor, complete the off-site testing application, identify a National College Testing Association (NCTA) partner institution, and obtain permission from a Test Center supervisor at HCC for testing arrangements. Students are responsible for any fees charged by other institutions for proctoring services.

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. Further information is available on the Test Center website at [www.howardcc.edu/testcenter](http://www.howardcc.edu/testcenter) or by contacting the center directly at [testcenter@howardcc.edu](mailto:testcenter@howardcc.edu) or 443-518-1280.

### STUDENT LIFE

Student Life is comprised of the Student Government Association (SGA), the Student Program 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, experiential 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 National Aquarium, and the Maryland Science Center.

All Student Life programs are funded by student-generated fees.

Email Address: [studentlife@howardcc.edu](mailto:studentlife@howardcc.edu)

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

For further information, call 443-518-1420.

### 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, 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

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structure and how to get involved, call or stop by the Student Life or Student Government offices. Email address: SGA@howardcc.edu.

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

For further information, call 443-518-4573.

### 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.

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

For further information, call 443-518-4845.

### The HCC Times

The student newspaper is published monthly by students for the college community. The editor and staff work 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.

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

For further information, call 443-518-4937.

### 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 well-being 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 443-518-4950.

Location: CL 178

### The Game Room

The Game Room is equipped with a wide-screen TV, pool tables, table tennis, and video game systems free of charge for students. Board games and tables are also provided for student enjoyment. See the Assistant Game Room Manager or Coordinator of Co-Curricular Programs, or stop by the Student Life office for details.

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

For further information, call 443-518-1420.

### 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 at SGA@howardcc.edu 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, 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 443-518-1380.

### 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 athletic scholarships available 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/athletics](http://www.howardcc.edu/athletics).

# 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.
- (6-1) "Associate of Science in Engineering (A.S.E.\*)" means a degree that recognizes a mastery in engineering and that:
  - (a) Meets the lower-level degree academic content, outcomes, and requirements for engineering education, similar to the first two years of a parallel baccalaureate program in engineering education;
  - (b) Requires at least a 2.0 on a 4.0 grade scale in all courses required by the degree program in computer science, engineering, mathematics, and the physical and natural sciences; and
  - (c) If conferred, transfers without further review or course-by-course match by Maryland public and participating independent four-year institutions into a parallel baccalaureate program, except that transfer students may be treated like native students with regard to credits earned through Advanced Placement (AP), International Baccalaureate (IB), and transcribed credits.
- (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;

## STUDENT TRANSFER POLICIES

- (c) Applications of qualitative and quantitative data to social issues; and
  - (d) Interdependence of individuals, society, and the physical environment.
- (18) "Transfer student" means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution which is applicable for credit at the institution the student is entering.
- III. General Education Requirements for Public Institutions.
- A. While public institutions have the autonomy to design their general education program to meet their unique needs and mission, that program shall conform to the definitions and common standards in this chapter. A public institution shall satisfy the general education requirement by:
- (1) Requiring each program leading to the A.A. or A.S. degree to include not less than 30 and not more than 36 semester hours, and each baccalaureate degree program to include not less than 40 and not more than 46 semester hours of required core courses, with the core requiring, at a minimum, course work in each of the following five areas:
    - (a) Arts and humanities
    - (b) Social and behavioral sciences,
    - (c) Biological and physical sciences,
    - (d) Mathematics, and
    - (e) English composition; or
  - (2) Conforming with COMAR 13B.02.02.16D(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-

## STUDENT TRANSFER POLICIES

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 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

## STUDENT TRANSFER POLICIES

at the community college in fulfillment of the receiving institutions'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;
  - (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

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## STUDENT TRANSFER POLICIES

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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'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.

A black and white portrait of Kang Hun, a man with dark hair and glasses, wearing a dark polo shirt. He is looking directly at the camera with a slight smile. The background is a blurred pattern of geometric shapes.

# Kang Hun

**GOAL:**  
**Develop English Skills**

When Kang Hun left South Korea to pursue a career in the United States, he realized that he needed to improve his English language skills to help him find a position in the competitive U.S. job market. Following a recommendation from a family member, Kang Hun enrolled in the English Institute, HCC's award-winning, intensive English learning program. A year later, he emerged with a Business English Certificate, a strong command of the English language, and a job offer from a leading technology company.

# GetThere



# Continuing Education and Workforce Development

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

Students can take courses to enhance their careers or to explore a personal interest or hobby. Parents can enroll their children in 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
- Other Professions

## COMPUTERS & INFORMATION TECHNOLOGY

- Computer Basics
- Office Applications
- Databases
- Accounting & Finance
- Project Management
- Desktop, Web Video Graphics
- Internet & Web Site Development
- Collaboration
- Cyber Security

## HEALTH CARE CAREERS

- 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
- ESL courses for job preparation

## LIFESTYLE & LEISURE

- Arts, Crafts, & Hobbies
- Dancing and Music
- Finance & Investment
- History & Culture
- Home & Garden
- Languages
- Special Interest and Family Life

## LIFESTYLE & LEISURE (*continued*)

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

## MOTORCYCLE RIDING (Rider School)

- Basic Rider
- Absolute Beginner Basic Rider
- Alternate Basic Rider
- Extra Practice
- Total Control Licensing
- 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 443-518-4659.)

For brochures and information on the Division of Continuing Education & Workforce Development, call 443-518-1700, or visit [www.howardcc.edu](http://www.howardcc.edu) and click on “Continuing Education.”



**Mark**

**GOAL:  
Art Teacher**

## *2011-2012 Outstanding Student of the Year*

When Mark was laid off in 2005 after a long, successful career as a photograph-retouching specialist, he was left scrambling for work in a tight job market. But despite losing his job, marriage, and financial security, Mark never lost hope, eventually deciding to enroll at Howard Community College to follow his dream of becoming an artist. “One of the biggest things that made me come back...was that, as I always tell people, when one door closes, another opens,” he says. After successfully juggling his roles as a parent, full-time employee at the Howard County Department of Parks and Recreation and part-time student, Mark will graduate from HCC as a member of the Phi Theta Kappa honors society with a 3.57 grade-point average and an associate’s degree in elementary education. He plans to transfer to the University of Maryland, College Park and eventually become an art teacher.

# GetThere

## 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
- Forest Technology
- Hotel & Restaurant Management
- Professional Golf Management
- Tree Care Technology

### **Anne Arundel Community College**

- Alternative & Sustainable Energy Systems
- Homeland Security Management
- Hotel/Restaurant Management
- Intelligence Analytics
- Paralegal Studies
- Special Education Support
- Transportation, Logistics & Cargo Security

### **Cecil Community College**

- Government Contracting
- Supply Chain Management
- Transport & Logistics
- Visual Communications

### **College of Southern Maryland**

- Commercial Vehicle Operator
- Nuclear Engineering Technology
- Security Management

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

- Advanced Geospatial Applications
- Air Traffic Control
- Automotive Technology
- Aviation Management
- Child and Youth Care Practitioner
- Construction Craft Professional
- Construction Management
- Flight Attendant
- Flight Training
- Geospatial Applications
- Horticulture
- International Tourism
- Interpreter Preparation
- Labor Studies

- Landscape Design and Installation
- Mortuary Science
- Nursery and Greenhouse Production
- Printing Management Technology
- Recreation, Parks and Tourism
- Survey Technology
- Tourism Diversity
- Tourism Sales and Marketing
- Travel Management
- Turf and Landscape Maintenance

### **Frederick Community College**

- Emergency Management

### **Garrett Community College**

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

### **Hagerstown Community College**

- Alternative Energy Technology
- Digital Instrumentation & Process Control
- Facilities Maintenance Technology
- Industrial Technology

### **Harford Community College**

- High Performance Manufacturing
- Technical/Professional Studies

### **Montgomery College**

- Fire & Arson Investigation
- Fire & Emergency Services Management
- Fire Prevention Technology
- Graphic Design
- Studio Art
- Technical Writing

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

- Theatre & Entertainment

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

- Criminal Justice
- Hotel-Motel-Restaurant Management



# Lillian

**GOAL:**  
Special Education Teacher

Lillian has come a long way since she left school when she was 17, before graduation. She worked for years in customer service, moved to Columbia, and raised four children on her own. When it came to her children's education, she set the bar higher and her advice was taken seriously. Lillian's oldest daughter earned her high school diploma through HCC and continued on to earn bachelor's and master's degrees. Her youngest daughter also attended HCC. "When my children encouraged me to go back to school, I had no confidence in myself," says Lillian. "However, I decided to enroll at HCC, and when my daughters' teachers became my teachers, everything changed. I already had a bond with them." After completing the National External Diploma Program through HCC, she completed the college's 90-hour childcare certification program. And, as a result of a work-study position helping adult students who have developmental disabilities, Lillian is now taking credit classes in education and early childhood development to achieve her new goal of teaching children with special needs.

# GetThere

# Curricula

## PROGRAM SELECTION

The college offers a number of curricula leading to the associate of arts degree, the associate of science degree, the associate of science in engineering degree, the associate of arts in teaching degree, the associate of applied science degree, the certificate, and the letter of recognition. Each curriculum has been designed to accomplish specific purposes as indicated in the description section of the curriculum 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 prerequisites 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 Developmental Education Policies" on page 35 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 mathematics material before completing mathematics 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 30-36 credits from the general education core as designated in the specific curriculum and delineated below. Also, see STUDENT TRANSFER POLICIES on page 51. 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 30-36 credit general education core requirement for the Associate of Arts, Associate of Science, and Associate of Science in Engineering degrees. 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\*

\*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 American 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/THET-216	Contemporary Drama: Topics in Diversity
ENGL-217	The English Bible as Literature
ENGL/FILM-218	Introduction to Film and Literature
ENGL-219	Asian Literature
ENGL-226	World Literature I
ENGL-227	World Literature II

## CURRICULA

ENGL-228	Introduction to Memoir and Autobiography	FINE-101	Humanities Through the Arts	ARTT-123	African Art and Architecture
ENGL/THET-250	Shakespeare from Page to Stage	FINE-102	Arts, Cultures, and Ideas	ARTT-140	Photography Appreciation
ENGL/FILM/THET-251	Shakespeare from Page to Screen	FINE-103	Introduction to the Creative Arts	ARTT-143	History of Photography
FILM/ENGL-218	Introduction to Film and Literature	FINE/WMST-193	Introduction to Women's Studies: Women, Art, and Culture	BMGT/SPCH-142	Business Development and Sales for Emerging Leaders
THET/ENGL-209	Modern Drama	FINE-200	20th Century Arts, Culture and Ideas - Rouse	BMGT/SPCH-175	Business Communications
THET/ENGL-216	Contemporary Drama: Topics in Diversity	FREN/FILM-206	French Film	DANC-103	Dance History Through Criticism
WMST/ENGL-212	By and About Women	GERM/FILM-207	German Film	DANC-190	Dance Appreciation
<b>Arts Core</b>		ITAL/FILM-205	Italian Film	ENGL/TVRD-126	Introduction to Journalism
ARTT-101	Two-Dimensional Basic Design	MUSC-100	Fundamentals of Music	ENGL-200	Children's Literature
ARTT-103	Art Appreciation	MUSC-101	Music Appreciation	ENGL-201	American Literature I
ARTT-104	Art History I	MUSC-102	Music Appreciation Literature	ENGL-202	American Literature II
ARTT-105	Art History II	MUSC-107	American Popular Music	ENGL-203	English Literature I
ARTT-108	Environmental Design: Introduction to the Built Environment	MUSC-108	African American Music	ENGL-204	English Literature II
ARTT-109	Drawing I	MUSC-145	Music Technology in Society	ENGL-205	The Short Story
ARTT-122	History of Modern Art	MUSC-202	Music Literature in Context I	ENGL-206	African American Literature
ARTT-123	African Art and Architecture	MUSC-203	Music Literature in Context II	ENGL-207	Ethics in Literature
ARTT-140	Photography Appreciation	MUSC-230	History of Western Art	ENGL-208	Contemporary American Poetry
ARTT-143	History of Photography	MUSC-231	Music I: Ancient Worlds to the Baroque	ENGL/THET-209	Modern Drama
DANC-103	Dance History Through Criticism	MUSC-232	History of Western Art Music II: Classical to End of Nineteenth Century	ENGL-210	Introduction to Fiction, Poetry, and Drama
DANC-190	Dance Appreciation	MUSC-234	History of Western Art Music III: The Twentieth Century	ENGL-211	Science Through Science Fiction
ENGL/THET-209	Modern Drama	PHIL/FILM-260	Tunes in 'Toons	ENGL/WMST-212	By and About Women
ENGL/THET-216	Contemporary Drama: Topics in Diversity	RUSS/FILM-210	Film and Philosophy	ENGL-213	Latin American Literature
ENGL-217	The English Bible as Literature	THET-101	Russian Film	ENGL-214	Middle Eastern Literature
ENGL/FILM-218	Introduction to Film and Literature	THET-102	Introduction to Acting	ENGL/THET-216	Contemporary Drama: Topics in Diversity
ENGL/THET-250	Shakespeare from Page to Stage	THET-102	Acting I	ENGL-217	The English Bible as Literature
ENGL/FILM/THET-251	Shakespeare from Page to Screen	THET-125	Text Analysis	ENGL/FILM-218	Introduction to Film and Literature
FILM-101	Introduction to Film	THET-131	Theatre Appreciation	ENGL-219	Asian Literature
FILM-171	Introduction to the American Cinema	THET-190	Theatre History I	ENGL-226	World Literature I
FILM-172	Introduction to World Cinema	THET-191	Theatre History II	ENGL-227	World Literature II
FILM-203	Indian Film	THET-202	Acting II	ENGL-228	Introduction to Memoir and Autobiography
FILM-204	Middle Eastern Film	THET/ENGL-209	Modern Drama	ENGL/THET-250	Shakespeare from Page to Stage
FILM/ITAL-205	Italian Film	THET/ENGL-216	Contemporary Drama: Topics in Diversity	ENGL/FILM/THET-251	Shakespeare from Page to Screen
FILM/FREN-206	French Film	WMST/FILM-270	Women and Film	FILM-101	Introduction to Film
FILM/GERM-207	German Film	<b>Humanities Core</b>		FILM-171	Introduction to the American Cinema
FILM-208	Asian Film	ARTT-101	Two-Dimensional Basic Design	FILM-172	Introduction to World Cinema
FILM-209	Scandinavian Film	ARTT-103	Art Appreciation	FILM-203	Indian Film
FILM/RUSS-210	Russian Film	ARTT-104	Art History I	FILM-204	Middle Eastern Film
FILM-211	African Film	ARTT-105	Art History II	FILM/ITAL-205	Italian Film
FILM/ENGL-218	Introduction to Film and Literature	ARTT-108	Environmental Design: Introduction to the Built Environment	FILM/FREN-206	French Film
FILM/PHIL-260	Film and Philosophy	ARTT-109	Introduction to the Built Environment	FILM/GERM-207	German Film
FILM/WMST-270	Women and Film	ARTT-122	Drawing I	FILM-208	Asian Film
			History of Modern Art	FILM-209	Scandinavian Film
				FILM/RUSS-210	Russian Film
				FILM-211	African Film

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FILM/ENGL-218	Introduction to Film and Literature	PHIL-202	Critical Thinking and Creative Problem Solving	GEOG-102	Elements of Cultural Geography	
FILM/PHIL-260	Film and Philosophy	PHIL/HUMN-203	Civility and the Virtue Tradition	HIST-111	American History to 1877	
FILM/WMST-270	Women and Film	PHIL/FILM-260	Film and Philosophy	HIST-112	American History Since 1877	
FINE-101	Humanities Through the Arts	SPCH-105	Fundamentals of Public Speaking	HIST-121	The Ancient World: Prehistory to The Middle Ages	
FINE-102	Arts, Cultures, and Ideas	SPCH-110	Interpersonal Communication	HIST-122	Western Civilization and the Pre-Modern World	
FINE-103	Introduction to the Creative Arts	SPCH/BMGT-142	Business Development and Sales for Emerging Leaders	HIST-123	Western Civilization and the Modern World	
FINE/WMST-193	Introduction to Women's Studies: Women, Art, and Culture	SPCH/BMGT-175	Business Communications	HIST-201	Europe in the Twentieth Century	
FINE-200	20th Century Arts, Culture and Ideas - Rouse	THET-101	Introduction to Acting	HIST-202	Issues in History	
HIST-111	American History to 1877	THET-102	Acting I	HIST-208	History of Africa	
HIST-112	American History Since 1877	THET-125	Text Analysis	HIST-209	History of the Middle East	
HIST-121	The Ancient World: Prehistory to The Middle Ages	THET-131	Theatre Appreciation	HIST-210	History of Latin America	
HIST-122	Western Civilization and the Pre-Modern World	THET-190	Theatre History I	HIST-211	Asian Civilization-China, Japan, and Korea	
HIST-123	Western Civilization and the Modern World	THET-191	Theatre History II	HIST-213	History of Modern Russia	
HUMN-101	Introduction to the Humanities	THET-202	Acting II	HIST-216	History of the Indian Subcontinent	
HUMN-102	The Psychology of Happiness: A Humanities Approach	THET/ENGL-209	Modern Drama	HIST-218	History of Southeast Asia	
HUMN-111	Leadership Development Studies: A Humanities Approach	THET/ENGL-216	Contemporary Drama: Topics in Diversity	HIST-219	History of Australia and the Pacific Rim	
HUMN/PHIL-203	Civility and the Virtue Tradition	TVRD/ENGL-126	Introduction to Journalism	HIST-226	History of African American Experience	
MUSC-100	Fundamentals of Music	WMST/ENGL-212	By and About Women	POLI-101	American Federal Government	
MUSC-101	Music Appreciation	Any course with an AMSL, ARAB (except ARAB-220), CHNS, FARS, FREN, GERM, GREK, HBRW, HNDI, ITAL, KORE, PORT, RUSS, SPAN (except SPAN-221) or TURK prefix.			POLI-201	Comparative Government
MUSC-107	American Popular Music	<b>HISTORY CORE</b>			POLI-202	International Relations and Contemporary American Foreign Policy
MUSC-108	African American Music	HIST-111	American History to 1877	PSYC-101	General Psychology	
MUSC-145	Music Technology in Society	HIST-112	American History Since 1877	SOCI-101	Introduction to Sociology	
MUSC-202	Music Literature in Context I	HIST-121	The Ancient World: Prehistory to The Middle Ages	SOCI-102	Social Problems	
MUSC-203	Music Literature in Context II	HIST-122	Western Civilization and the Pre-Modern World	SOCI-204	Social Change	
MUSC-230	History of Western Art Music I: Ancient Worlds to the Baroque	HIST-123	Western Civilization and the Modern World	<b>SCIENCE CORE</b>		
MUSC-231	History of Western Art Music II: Classical to End of Nineteenth Century	<b>SOCIAL AND BEHAVIORAL SCIENCES CORE</b>			ASTR-104	Elementary Astronomy
MUSC-232	History of Western Art Music III: The Twentieth Century	<i>No more than ONE history course can be taken in this area.</i>			ASTR-114	Elementary Astronomy Lab
MUSC-234	Tunes in 'Toons	ANTH-104	Physical Anthropology and Archaeology	BIOL-101	General Biology I	
PHIL-101	Introduction to Philosophy	ANTH-105	Introduction to Cultural Anthropology	BIOL-102	General Biology II	
PHIL-102	Introduction to Logic	ANTH-110	Global Archaeology	BIOL-103	Human Heredity	
PHIL-103	Introduction to Ethics	ANTH-120	Comparative World Cultures	BIOL-104	Oceanography	
PHIL-104	Introduction to Religious Studies	ECON-101	Principles of Economics (Macro)	BIOL-105	Environmental Science	
PHIL-201	Religions of the World	ECON-102	Principles of Economics (Micro)	BIOL-107	Fundamentals of Microbiology	
		ECON-205	International Economics	BIOL-115	Environmental Science Lab	
		GEOG-101	Introduction to World Geography	BIOL-200	Microbiology	

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CHEM-102	General Inorganic Chemistry II	BMGT-150	International Business Issues Seminar	HIST/WMST-228	Women in European History: 1750 to Present
CHEM-103	Fundamentals of General Chemistry	CMSY-110	Software Applications for Micros	HMDV-125	Perspectives on Community Through Service Learning
CHEM-105	Chemistry and Society	CMSY-126	Introduction to the Internet	HMDV-200	Life Span Development
CHEM-115	Chemistry and Society Lab	CMSY-129	Principles of the Internet	HUMN-111	Leadership Development Studies: A Humanities Approach
CHEM-135	Chemistry for Engineers	CMSY-161	Computer and Internet Basics	MUSC-145	Music Technology in Society
CHEM-201	Organic Chemistry I	CRES/HEED-155	Introduction to Conflict Resolution	NUTR-211	Nutrition
CHEM-202	Organic Chemistry II	ENGL-211	Science through Science Fiction	POLI-202	International Relations and Contemporary American Foreign Policy
GEOL-107	Introduction to Physical Geology	ENTR-100	Introduction to the Entrepreneurial Process	PUBH-101	Introduction to Public Health
GEOL-108	Historical Geology	ENTR-101	Entrepreneurship and Creativity	PUBH-110	Health Care Reform: Cost and Efficacy
GEOL-117	Introduction to Physical Geology Lab	ENTR-215	Taking Innovation to Market	PUBH-280	Global Health
GEOL-118	Historical Geology Lab	FNPL-101	Personal Financial Planning Principles	SOCI/WMST-111	Introduction to Women's Studies: Women, Gender, and Society
METO-111	Meteorology	FYEX-100	First Year Experience	SOCI-115	Emerging World Issues
METO-112	Meteorology Lab	HEED-100	Introduction to Lifetime Fitness	SOCI/AGNG-160	The Aging Process: Gerontology
PHYS-101	Technical Physical Science	HEED-101	Health and the World of Risk	SPAN-221	Cultures of the Spanish-Speaking World
PHYS-103	Fundamentals of Physics I	HEED-102	Introduction to Weight Management	SPCH/BMGT-142	Business Development and Sales for Emerging Leaders
PHYS-104	Fundamentals of Physics II	HEED-104	Personal Nutrition Assessment	WMST/HEED-150	Women's Health
PHYS-106	Earth and Space Science	HEED-106	Introduction to Stress Management		
PHYS-107	Physical Science	HEED-109	Basic CPR and First Aid		
PHYS-110	General Physics I (Calculus)	HEED-110	Introduction to Personal Wellness		
PHYS-111	General Physics II (Calculus)	HEED-112	First Aid and Safety		
		HEED-113	Drug Use and Abuse		
		HEED-115	Personal and Community Health		
		HEED/WMST-150	Women's Health		
		HEED/CRES-155	Introduction to Conflict Resolution		
		HEED-200	Health/Fitness Leader		
		HEED-210	Foundations of Health Education and Health Behavior		
		HEED-212	Current Health Issues		
		HEED-213	Stress Management		
		HEED-216	Health Care in the US		
		HIST-216	History of the Indian Subcontinent		
		HIST-218	History of Southeast Asia		
		HIST-219	History of Australia and the Pacific Rim		
		HIST/WMST-225	Women in American History: Colonial Times to 1880		
		HIST/WMST-227	Women in American History: 1880 to Present		

## MATHEMATICS CORE

MATH-122	Ideas in Mathematics
MATH-128	Concepts of Mathematics II
MATH-138	Statistics
MATH-141	College Algebra
MATH-143	Precalculus I
MATH-145	Business Calculus
MATH-153	Precalculus II
MATH-155	Precalculus I & II
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
ANTH-110	Global Archaeology
ANTH/ARAB-220	Cultures of the Middle East
ARAB/ANTH-220	Cultures of the Middle East
BMGT-134	Coaching as a Tool for Effective Leadership
BMGT/SPCH-142	Business Development and Sales for Emerging Leaders

## 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



# CURRICULA

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 ELECTIVES

Any course with a prefix of ARTT, DANC, ENGL-115, -209, -215, -216, -217, -223, -224, -250, -251, FILM, FINE, INDS, LFIT-105, -197, -198, -199, -298, MUSC, THET, SPCH-145, SPCH/THET-260, TVRD/ENGL-125, or WMST-193.

### 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, HNDI, HORT, HUMN, HUMS, INDS, ITAL, KORE, LFIT-105, -197, -198, -199, -298, MATH (except MATH-060, -061, -064, -065, -067, -070, -105, and -108), METO, MUSC, PHIL, PHYS, POLI, PORT, PSYC, RUSS, SOCI, SPAN, SPCH, THET, TURK, TVRD, or WMST.

### BUSINESS ELECTIVES

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

### CULINARY MANAGEMENT ELECTIVES

CMGT-100, CMGT-110, CMGT-135, CMGT-200, CMGT-230, CMGT-235, CMGT-240, CMGT-250.

### ENGLISH ELECTIVES

ENGL-115, ENGL/TVRD-125, ENGL-126, any 200 level or higher ENGL course, SPCH-105, SPCH-150, SPCH-160, SPCH-205, THET-150, THET-209, THET-250, THET-251, TVRD/ENGL-125, TVRD-126, TVRD-221, TVRD-223, TVRD-224, WMST-212.

### GENERAL ELECTIVES

An elective that can be chosen from any elective category is called a general elective. Depending on a student's learning program, students may be able to choose courses within specific elective categories or they may be allowed to choose courses from any elective category. Traditional

and non-traditional course work may be used to fulfill elective credit, including general elective credit, as appropriate. Electives involve a broader range of courses than general education core courses do. While some courses qualify for both categories, students are responsible for making this distinction and choosing the correct classes. Students are encouraged to consult with their advisor.

### HOSPITALITY MANAGEMENT ELECTIVES

HMGT-110, HMGT-160, HMGT-163, HMGT-164, HMGT-165, HMGT-244, HMGT-245, 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, HIST-111, -112, -121, -122, -123, HNDI, HUMN, INDS, ITAL, KORE, MUSC, PHIL, PORT, RUSS, SPAN, SPCH, THET, TURK, TVRD, or WMST-193, -212, -225, -227, -228.

### INTERNET ELECTIVES

ARTT/TVRD-260, CMSY-103, CMSY-110, CMSY-128, CMSY-147, CMSY-152, CMST-153, CMSY-168, CMSY-169, CMSY-195, CMSY-199, CMSY-203, CMSY-205, CMSY-217, CMSY-248, CMSY-249, 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.

### 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.

### COURSES WHICH MEET ORAL COMMUNICATIONS REQUIREMENTS

ARTT-122, BMGT/SPCH-142, BMGT/SPCH-175, FINE-102, FINE-193, FINE-200, HMDV-100, MUSC-202, MUSC-203, SPCH-105, SPCH-110, THET-150, THET-102, THET-202, WMST-193, BIOL-290 Honors, or Social and Behavioral Sciences Core courses. Students completing two qualified courses in Social and Behavioral Sciences Core will have satisfied the Oral Communications requirement.

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

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.

## COURSE DESIGNATORS

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

ACCT	Accounting
AGNG	Aging Services
AMSL	American Sign Language
ANTH	Anthropology
ARAB	Arabic
ARCM	Architectural and Construction Management
ARTT	Art
ASTR	Astronomy
BFMT	Bioinformatics
BIOL	Biology
BMET	Biomedical Engineering Technology
BMGT	Business Management
CARD	Cardiovascular Technology
CHEM	Chemistry
CHNS	Chinese
CSCO	Cisco
CADD	Computer-Aided Design
CFOR	Computer Forensics
CMSY	Computer Systems
CRES	Conflict Resolution
COOP	Cooperative Education
CRIM	Criminal Justice
CMGT	Culinary Management
DANC	Dance
DHYG	Dental Hygiene
DMSU	Diagnostic Medical Sonography
ECON	Economics
EDUC	Education
ELEC	Electronics Technology
EMSP	Emergency Medical Services
ENES	Engineering
ENGL	English
ENST	Environmental Science
ENTR	Entrepreneurship
EXSC	Exercise Science
FARS	Farsi
FILM	Film
FNPL	Financial Planning
FINE	Fine Arts
FREN	French
FYEX	First-Year Experience
GEOG	Geography
GEOL	Geology
GERM	German

# CURRICULA

GREK Greek  
 HBRW Hebrew  
 HEAL Health Care  
 HEED Health Education  
 HIST History  
 HNDI Hindi  
 HORT Horticulture  
 HMGT Hospitality Management  
 HMDV Human Development  
 HUMN Humanities  
 HUMS Human Services  
 INDS Interior Design  
 ITAL Italian  
 KORE Korean  
 LFIT Life Fitness

MATH Mathematics  
 MLTS Medical Laboratory Technician  
 METO Meteorology  
 MSFT Microsoft  
 MUSC Music  
 NURS Nursing  
 NUTR Nutrition  
 OFFI Office Technology  
 PHIL Philosophy  
 PHOT Photonics  
 PTAP Physical Therapist Assistant  
 PHYS Physics  
 POLI Political Science  
 PORT Portuguese  
 PSYC Psychology

PUBH Public Health  
 RADT Radiologic Technology  
 RETL Retailing  
 RUSS Russian  
 SOCI Sociology  
 SPAN Spanish  
 SPCH Speech  
 SABR Study Abroad  
 TELE Telecommunications  
 TVRD Television and Radio  
 THET Theatre  
 TURK Turkish  
 WCOM Wireless Communications  
 WMST Women's Studies



# Curriculum Profile

## ASSOCIATE OF ARTS DEGREE–Transfer Patterns

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

Arts and Sciences  
Accounting  
Aging Services  
American Studies  
Anthropology  
Arabic  
Art  
Art History  
Arts Administration  
Athletic Training  
Bioinformatics  
Biotechnology  
Communications Studies  
Conflict Resolution  
Criminal Justice  
Dance Performance  
Diversity Studies  
English  
Environmental Science  
Exercise Science  
Film and Video Pre-Production  
Film Studies  
Gaming and Simulation Design  
Global Economics  
Graphic Design  
Health Care Management  
Health Education  
History  
Horticulture  
Human Services  
Interactive Design  
Interdisciplinary Arts  
International Studies  
Liberal Arts  
Life Science  
Mathematics  
Music  
Music Technology  
Nutrition  
Philosophy and Religious Studies  
Photography  
Physical Science  
Pre-Allied Health  
Pre-Dentistry  
Pre-Medical Technology  
Pre-Medicine

Arts and Sciences (*continued*)

Pre-Nuclear Medicine Technology  
Pre-Optometry  
Pre-Pharmacy  
Pre-Veterinary Medicine  
Psychology  
Public Health  
Social Sciences  
Sociology  
Spanish  
Television and Radio  
Theatre  
Women's Studies  
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 SCIENCE DEGREE–Transfer Pattern

Medical Laboratory Technician

## ASSOCIATE OF ARTS IN TEACHING DEGREE–Transfer Patterns

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

Teacher Education  
Early Childhood Education/Early Childhood Special Education  
Elementary Education/Elementary Special Education  
Secondary Education – Chemistry  
Secondary Education – English  
Secondary Education – Mathematics  
Secondary Education – Physics  
Secondary Education – Spanish

## ASSOCIATE OF SCIENCE IN ENGINEERING DEGREE–Transfer Patterns

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

Computer Engineering  
Electrical Engineering

## ASSOCIATE OF APPLIED SCIENCE DEGREE–Career Patterns

*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  
Dental Hygiene  
Diagnostic Medical Sonography  
Early Childhood Development  
Electronics Technology  
Telecommunications Technology  
Wireless Communications Technology

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## CURRICULUM PROFILE

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### ASSOCIATE OF APPLIED SCIENCE DEGREE– Career Patterns (continued)

Emergency Medical Technician/Paramedic  
Entrepreneurship  
Health Care for the Professional  
Hospitality Management  
Medical Laboratory Technician  
Network Administration  
    Network Engineer  
    Network Security Administration  
Office Technology  
Photonics Technology  
Physical Therapist Assistant  
Police Science  
Radiologic Technology  
Respiratory Care<sup>1</sup>  
Surgical Technology<sup>1</sup>

### CERTIFICATE– Career Patterns

*One-year curriculum leading to employment*

Accelerated Cardiovascular Program for  
    Hospital Trainees  
Architectural and Construction Management  
Baking and Pastries  
Biomedical Engineering  
    Biomedical Engineer Specialist  
    Biomedical Engineer Field Technician  
Business Management  
    Business Management in the Virtual  
    Environment  
    Professional Coaching

Cardiac Monitoring and Analysis  
Cardiovascular Technology for Health Care  
    Professionals  
Certified Bookkeeping  
Computer-Aided Design Technology  
Computer Support Technology  
    Cisco Certified Networking  
    PC Maintenance (A+ Certification) with  
    Network Emphasis  
Early Childhood Development  
Electronics Technology  
    Telecommunications Technology  
Emergency Medical Technician/Paramedic  
Entrepreneurship  
Event Management  
Exercise Science – Martial Arts Studies  
Exercise Science – Personal Training  
Food and Beverage Management  
Human Services  
Information Technology  
    Web Developer  
Licensed Practical Nursing  
Lodging Management  
Network Administration  
    Microsoft Certified Systems Engineer  
    (MCSE) Windows Server 2003  
    Network Security Administration  
Office Technology  
    Legal Office Assistant  
    Medical Transcriptionist  
    Office Assistant  
Photonics Technology  
Professional Cooking  
Retailing  
Surgical Technology<sup>2</sup>  
Transfer Studies  
Web Developer  
Webmaster

### LETTER OF RECOGNITION

*Cohesive set of courses to enhance skill level*

Early Childhood Development  
Entrepreneurship  
Legal Office Assistant  
Music History  
Music Performance – Jazz  
Music Performance – Voice  
Music Therapy  
Office Automation Specialist  
Software Applications 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>Degree offered through the Mid-Maryland Allied Healthcare Education Consortium–Frederick Community College Degree

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

# Areas of Study By Academic Division

The following sections of the catalogue detail offerings by academic division: Arts and Humanities; Business and Computer Systems; English/World Languages; Health Sciences; Mathematics; Science, Engineering, and Technology; and Social Sciences and Teacher Education. All degrees and certificates, letters of recognition, and certification training outlines are described in these seven divisional sections.

Transfer patterns 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 pattern will result in the award of an associate of arts, associate of science, associate of science in engineering, or associate of arts in teaching degree.

Career patterns are designed to enable students to gain immediate employment upon completing the associate of applied science degree, certificate, letter of recognition, or certification training. While these patterns 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 Academic Support and Career Services as well as Admissions and Advising. Students are also encouraged to consult with the institution to which they are interested in transferring.



# MASTER LIST

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## Art

### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

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, Architecture, or Interior Design. Students are advised to check the requirements of the institution to which they intend to transfer. The main emphasis in this area of study is the development of fundamental principles, conceptual abilities, and technical skills demonstrated in a student's transfer portfolio. Art History, Arts Administration, Graphic Design, and Photography are other more specialized areas of study also offered at Howard Community College.

#### GENERAL EDUCATION CORE

**Credits**

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	ARTT-122 History of Modern Art	
	OR	
	FINE-102 Arts, Cultures and Ideas	3
	Humanities Core Course (see p. 62)	
	Literature Core Course (see p. 61)	6-8
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

#### REQUIRED COURSES RELATED TO MAJOR

*Choose one of the tracks and complete all courses listed for the track.*

#### Studio Art Track

##### APPLICATION CODE 269A

ARTT-101	Two-Dimensional Basic Design	3
ARTT-102	Three-Dimensional Design	3
ARTT-104	Art History I	3
ARTT-105	Art History II	3
ARTT-109	Drawing I	3
ARTT-110	Drawing II	3
ARTT-211	Painting I	3
ARTT-250	Portfolio Assessment	1

*Electives – Select 9-12 credits from the following (3 credits each):*

Any courses with an ARTT prefix (we recommend that you check the requirements of the transfer institution)

9-12  
61-70

<sup>1</sup> ARTT-122 OR FINE-102 (3 credits), plus one Humanities Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus ARTT-122 OR FINE-102 (3 credits) satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.



# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Art (cont'd)

### Architecture Track

#### APPLICATION CODE 269B

ARTT-101	Two-Dimensional Basic Design	3
ARTT-102	Three-Dimensional Design	3
ARTT-104	Art History I	3
ARTT-105	Art History II	3
ARTT-106	The History of Western Architecture I OR	
ARTT-107	The History of Western Architecture II	3
ARTT-108	Environmental Design: Introduction to the Built Environment	3
ARTT-109	Drawing I	3
ARTT-250	Portfolio Assessment	1

*Electives – Select 9-12 credits from the following (3 credits each):*

Any courses with an ARTT or CADD prefix (we recommend that you check the requirements of the transfer institution)

9-12  
61-70

### Interior Design Track

#### APPLICATION CODE 269C

ARTT-101	Two-Dimensional Basic Design	3
ARTT-102	Three-Dimensional Basic Design	3
ARTT-104	Art History I	3
ARTT-105	Art History II	3
INDS-101	Introduction to Interior Design	3
INDS-103	Residential Interior Design	3
INDS-105	Drafting for Interior Design	3
INDS-106	Space Planning for Interior Design	3
INDS-112	Historical Interiors	3
ARTT-250	Portfolio Assessment	1

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

Any courses with an ARTT or CADD prefix (we recommend that you check the requirements of the transfer institution)

3-6  
61-70

## Art History

### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

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 tracks: Art History Research and Art History Research/Studio. The Research track is designed for students who plan to pursue curatorial, educational, public relations, or registrar positions in a museum or gallery. The Research/Studio track is designed for students who plan to pursue careers in art conservation, museum exhibit preparation, museum education, or a position in an art gallery. Students are advised to check the requirements of the institution to which they intend to transfer.

#### GENERAL EDUCATION CORE

**Credits**

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One History Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Art History (cont'd)

### REQUIRED COURSES RELATED TO MAJOR

Choose one of the tracks and complete all courses listed for the track.

#### Art History Research Track

##### APPLICATION CODE 204A

ARTT-101	Two-Dimensional Basic Design	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-122	History of Modern Art	3
ARTT-123	African Art and Architecture	3
ARTT-143	History of Photography	3

*Electives – Select 7-12 credits from the following (3 credits each, except where noted):*

ARTT-171	Art Gallery Practicum (1 credit)	
ARTT-172	Art Gallery Practicum (1 credit)	
ARTT-173	Art Gallery Practicum (1 credit)	
Art Elective	Any course with ARTT prefix	
FINE-193/WMST-193	Introduction to Women's Studies: Women, Art, and Culture	
HIST-123	Western Civilization and the Modern World	
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-216	History of the Indian Subcontinent	
HIST-218	History of Southeast Asia	
HIST-226	History of African American Experience	7-12 61-72

#### Art History Research/Studio Track

##### APPLICATION CODE 204B

ARTT-101	Two-Dimensional Basic Design	3
ARTT-104	Art History I	3
ARTT-105	Art History II	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-171	Art Gallery Practicum	1
ARTT-211	Painting I	3

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

ARTT-102	Three-Dimensional Basic Design	
ARTT-123	African Art and Architecture	
FINE-193/WMST-193	Introduction to Women's Studies: Women, Art, and Culture	
HIST-123	Western Civilization and the Modern World	
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-216	History of the Indian Subcontinent	
HIST-218	History of Southeast Asia	
HIST-226	History of African American Experience	3-6 61-70

## Arts Administration

### A.A. Degree (Transfer)

### An Arts and Sciences Area of Study

#### APPLICATION CODE 205

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

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 an administration focus in interdisciplinary arts, visual arts, performing arts, or media arts by choosing electives in these areas. The Arts Administration area of study 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 intend to transfer to determine appropriate coursework for specific transfer programs.

#### GENERAL EDUCATION CORE

**Credits**

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One History Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Arts Administration (cont'd)

REQUIRED COURSES RELATED TO MAJOR	Credits
BMGT-100 Introduction to Business and Organization	3
BMGT-130 Principles of Marketing OR	
BMGT-145 Principles of Management	3
FINE-101 Humanities Through the Arts	3
FINE-102 Arts, Cultures, and Ideas	3
<i>Choose 20-24 credits in at least two different disciplines (3 credits each, except where noted):</i>	
ARTT-103 Art Appreciation	
ARTT-104 Art History I	
ARTT-105 Art History II	
ARTT-106 History of Western Architecture I	
ARTT-107 History of Western Architecture II	
ARTT-122 History of Modern Art	
ARTT-123 African Art and Architecture	
ARTT-143 History of Photography	
ARTT-171 Art Gallery Practicum (1 credit)	
DANC-190 Dance Appreciation	
ENGL-126/TVRD-126 Introduction to Journalism	
ENGL-209/THET-209 Modern Drama	
ENGL-216/THET-216 Contemporary Drama: Topics in Diversity	
ENGL-250/THET-250 Shakespeare from Page to Stage	
ENGL/FILM/ THET-251 Shakespeare from Page to Screen	
FILM-101 Introduction to Film	
FILM-139/TVRD-139 Principles of Film and Media Production	
FILM-171 Introduction to American Cinema	
FILM-172 Introduction to World Cinema	
FILM-218/ENGL-218 Introduction to Film and Literature	
MUSC-101 Music Appreciation	
MUSC-103 The Business of Music	
MUSC-107 American Popular Music	
MUSC-108 African American Music	
MUSC-145 Music Technology in Society	
MUSC-230 History of Western Art Music I: Ancient Worlds to the Baroque	
MUSC-231 History of Western Art Music II: Classical to End of Nineteenth Century	
MUSC-232 History of Western Art Music III: The Twentieth Century	
MUSC-234 Tunes in 'Toons	
SPCH-175/BMGT-175 Business Communications	
THET-101 Introduction to Acting	
THET-102 Acting I	
THET-120 Stage Management	
THET-125 Text Analysis	
THET-131 Theatre Appreciation	
THET-160 Theatre Practicum (1 credit)	
THET-190 Theatre History I	
THET-191 Theatre History II	
TVRD-129 Mass Media	
TVRD-130/ARTT-130 Introduction to Video I	
TVRD-150 Introduction to Radio I	
TVRD-220 Introduction to Broadcasting	
TVRD/ENGL/ FILM-223 Writing for Screen Narrative	
TVRD-224/ENGL-224 Writing for Radio and Multimedia	
	<u>20-24</u> <u>62-72</u>

## Communications Studies

### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

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 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 tracks: Professional and Business Communications, Journalism and Media Communications, Interpersonal and Organizational Communications, and Speech and Written Communications. Each track 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 intend to transfer to determine appropriate coursework for specific transfer programs.

GENERAL EDUCATION CORE	Credits
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	
	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)
Social Sciences <sup>2</sup>	9-11
	Social and Behavioral Sciences Core Courses (see p. 63)
Science	6
	Science Core Courses (see p. 63; must include one course with lab)
Mathematics	7-8
Interdisciplinary	3-5
	Mathematics Core Course (see p. 64) Interdisciplinary and Emerging Issues Core Course (see p. 64)
	2-3

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One History Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Communications Studies (cont'd)

**REQUIRED COURSES RELATED TO MAJOR** **Credits**  
 Choose one of the tracks and complete all courses listed for the track.

**Professional and Business Communications Track**  
**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-105	Fundamentals of Public Speaking	3
<i>Electives – Select 9-12 credits from the following (3 credits each):</i>		
ARTT-146	Digital Photography I	
ARTT-148	Digital Imaging, Raster Program I	
ARTT-158	Digital Imaging, Vector Program	
BMGT-145	Principles of Management	
BMGT-200	Managing for the Future	
BMGT-203	Business Ethics	
BMGT-230	Principles of Advertising	
BMGT-240	Human Resource Management	
CRES-155/HEED-155	Introduction to Conflict Resolution: Science and Art	
ENGL-230	Technical Writing	
PHIL-103	Introduction to Ethics	
SPCH-110	Interpersonal Communication	
SPCH-115	Intercultural Communication	
SPCH-160	Argumentation and Debate	
SPCH-175/BMGT-175	Business Communications	
SPCH-205	Intermediate Public Speaking	
TELE-100	Introduction to Telecommunications	
THET-101	Introduction to Acting	
THET-102	Acting I	
TVRD-129	Mass Media	
		<u>9-12</u>
		60-69

**Journalism and Media Communications Track**  
**APPLICATION CODE 206B**

ARTT-101	Two-Dimensional Basic Design	3
ARTT-112	Introduction to Digital Media	3
SPCH-105	Fundamentals of Public Speaking	3
TVRD-126/ENGL-126	Introduction to Journalism	3
TVRD-129	Mass Media	3
TVRD-130/ARTT-130	Introduction to Video I	3
TVRD-224/ENGL-224	Writing for Radio and Multimedia	3
<i>Electives – Select 9-12 credits from the following (3 credits each):</i>		
ARTT-146	Digital Photography I	
BMGT-100	Introduction to Business and Organization	
CMSY-137	Doing Research on the Internet	
ENGL-207	Ethics in Literature	
ENGL-115	Creative Writing	3
FILM-171	Introduction to American Cinema	
FILM-172	Introduction to World Cinema	
SPCH-110	Interpersonal Communication	
SPCH-115	Intercultural Communication	
SPCH-151/THET-151	The Spoken Word	
SPCH-160	Argumentation and Debate	
SPCH-175/BMGT-175	Business Communications	
SPCH-205	Intermediate Public Speaking	
SPCH-260/THET-260	Voice and Diction	
TELE-100	Introduction to Telecommunications	
THET-101	Introduction to Acting	
THET-102	Acting I	
THET-241	Acting for Television	
TVRD-131/ARTT-131	Introduction to Video II	
TVRD-220	Introduction to Broadcasting	
TVRD/ENGL/ FILM-223	Writing for Screen Narrative	
		<u>9-12</u>
		60-69

**Interpersonal and Organizational Communications Track**  
**APPLICATION CODE 206C**

BMGT-100	Introduction to Business and Organization	3
CRES-155/HEED-155	Introduction to Conflict Resolution: Science and Art	3
HMDV-100	Introduction to Human Relations	3
PHIL-103	Introduction to Ethics	3
SPCH-105	Fundamentals of Public Speaking	3
SPCH-110	Interpersonal Communication	3
TVRD-129	Mass Media	3
<i>Electives – Select 9-12 credits from the following (3 credits each):</i>		
BMGT-240	Human Resource Management	
CMSY-137	Doing Research on the Internet	
PSYC-102	Advanced General Psychology	
PSYC-202	Social Psychology	
SOCI-101	Introduction to Sociology	
SOCI-103	The Sociology of the Family	
SOCI-111/WMST-111	Introduction to Women's Studies: Women, Gender and Society	
SOCI-201	Minorities in American Society	
SPCH-115	Intercultural Communication	
SPCH-160	Argumentation and Debate	
SPCH-175/BMGT-175	Business Communications	
SPCH-205	Intermediate Public Speaking	
THET-101	Introduction to Acting	
THET-102	Acting I	
		<u>9-12</u>
		60-69

**Speech and Written Communications Track**  
**APPLICATION CODE 206D**

ENGL-115	Creative Writing	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
TVRD-224/ENGL-224	Writing for Radio and Multimedia	3
<i>Electives – Select 9-12 credits from the following (3 credits each):</i>		
CMSY-137	Doing Research on the Internet	
PHIL-103	Introduction to Ethics	
PHIL-202	Critical Thinking and Creative Problem Solving	
SPCH-115	Intercultural Communication	
SPCH-151/THET-151	The Spoken Word	
SPCH-260/THET-260	Voice and Diction	
THET-101	Introduction to Acting	
THET-102	Acting I	
THET-202	Acting II	
TVRD-126/ENGL-126	Introduction to Journalism	
TVRD-129	Mass Media	
TVRD-220	Introduction to Broadcasting	
TVRD/ENGL/ FILM-223	Writing for Screen Narrative	
		<u>9-12</u>
		60-69

# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Dance Performance

**A.A. Degree (Transfer)  
An Arts and Sciences Area of Study  
APPLICATION CODE 142**

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

The Dance Performance area of study will provide students with a solid technical foundation in dance and prepare students for transfer to a four-year institution for a bachelor's degree in dance. Based on a central core of physical practice, creative process, and dance theory, the 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

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3	
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) DANC-190 Dance Appreciation		
	Literature Core Course (see p. 61)	9-11	
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6	
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8	
Mathematics	Mathematics Core Course (see p. 64)	3-5	
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3	

### REQUIRED COURSES RELATED TO MAJOR Credits

DANC-140	Dance Workshop	2	
DANC-150	Dance Improvisation	3	
DANC-200	World Dance	1	
DANC-250	Dance Composition	3	
<b>Foundations in Dance Technique Courses<sup>3</sup> (4 total credits – 1 credit each):</b>			
DANC-135	Foundations in Dance Technique I <sup>4</sup>		
DANC-136	Foundations in Dance Technique II <sup>4</sup>		
DANC-137	Foundations in Dance Technique III <sup>4</sup>		
DANC-138	Foundations in Dance Technique IV <sup>4</sup>		
	OR		
DANC-235	Foundations in Intermediate Dance Technique I <sup>4</sup>		
DANC-236	Foundations in Intermediate Dance Technique II <sup>4</sup>		
DANC-237	Foundations in Intermediate Dance Technique III <sup>4</sup>		
DANC-238	Foundations in Intermediate Dance Technique IV <sup>4</sup>	4	
<b>Ballet Technique Courses<sup>3</sup> (8 total credits – 2 credits each):</b>			
DANC-165	Intermediate Ballet Technique I <sup>4</sup>		
DANC-166	Intermediate Ballet Technique II <sup>4</sup>		
DANC-167	Intermediate Ballet Technique III <sup>4</sup>		
DANC-168	Intermediate Ballet Technique IV <sup>4</sup>		
	OR		
DANC-265	High Intermediate Ballet Technique I <sup>4</sup>		
DANC-266	High Intermediate Ballet Technique II <sup>4</sup>		
DANC-267	High Intermediate Ballet Technique III <sup>4</sup>		
DANC-268	High Intermediate Ballet Technique IV <sup>4</sup>	8	
<b>Modern Dance Technique Courses<sup>3</sup> (8 total credits – 2 credits each):</b>			
DANC-175	Intermediate Modern Dance Technique I <sup>4</sup>		
DANC-176	Intermediate Modern Dance Technique II <sup>4</sup>		
DANC-177	Intermediate Modern Dance Technique III <sup>4</sup>		
DANC-178	Intermediate Modern Dance Technique IV <sup>4</sup>		
	OR		
DANC-275	High Intermediate Modern Dance Technique I <sup>4</sup>		
DANC-276	High Intermediate Modern Dance Technique II <sup>4</sup>		
DANC-277	High Intermediate Modern Dance Technique III <sup>4</sup>		
DANC-278	High Intermediate Modern Dance Technique IV <sup>4</sup>	8	
<b>Electives – Select 3-6 credits from the following:</b>			
DANC-101	Movement Integration (3 credits)		
DANC-103	Dance History Through Criticism (3 credits)		
DANC-104	Hip-Hop Dance (1 credit)		
DANC-105	Belly Dancing (1 credit)		
DANC-106/107/206/207	Practicum in Choreography, Performance or Production (1 credit each)		
DANC-110	Ballroom and Latin Dance (1 credit)		
DANC-114/FINE-114	History and Culture of Hip-Hop (3 credits)		
DANC-188	African Dance (2 credits)		
DANC-193	Intermediate Jazz Dance I (2 credits)		
DANC/LFIT-197	Pilates (1 credit)		
DANC/LFIT-198	Alexander Technique (1 credit)		
DANC-215	Musical Theatre Dance (2 credits)		
DANC-280	Dance Education for Early Childhood (3 credits)		
DANC-292	Intermediate Jazz Dance II (2 credits)		
THET-101	Introduction to Acting (3 credits)		
THET-102	Acting I (3 credits)	3-6	
			62-71

*Dance majors are expected to fulfill all requirements of a dance jury that will assess the student's progress through a review of the student's work each semester. Ongoing placement in Ballet and Modern Dance Technique classes is based on faculty recommendation through the jury process.*

<sup>3</sup> Students enrolled in a Ballet Technique course (DANC-165, 166, 167, 168 or 265, 266, 267, 268) and/or a Modern Dance Technique course (DANC-175, 176, 177, 178 or 275, 276, 277, 278) must also concurrently enroll in a Foundations in Dance Technique course (DANC-135, 136, 137, 138 or 235, 236, 237, 238) at the corresponding level.

<sup>4</sup> All incoming freshmen should enroll in DANC-135, DANC-165 and DANC-175 and will be placed into the appropriate Foundations, Ballet and Modern Dance technique classes for the student's skill level on the first day of class.

All incoming students wishing to major in Dance should be advised by the Dance Program Coordinator prior to their first semester at HCC.

<sup>1</sup> One Humanities Core Course (3 credits), plus DANC-190 (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus DANC-190 (3 credits) satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Diversity Studies

### A.A. Degree (Transfer) An Arts and Sciences Area of Study APPLICATION CODE 274

For curriculum information, contact the Arts and Humanities Division-  
Room HVPA-200-443-518-1480.

This curriculum is designed for those students who want to use an interdisciplinary approach in the pursuit of knowledge. Diversity Studies 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 intend to transfer to determine appropriate coursework for specific transfer programs.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

### REQUIRED COURSES RELATED TO MAJOR

Choose 32-35 credits in at least four different disciplines (3 credits each, except where noted):

ANTH-110	Global Archaeology
ANTH-120	Comparative World Cultures
ANTH-220/ARAB-220	Cultures of the Middle East
ARTT-123	African Art and Architecture
DANC-104	Hip-Hop Dance (1 credit)
DANC-105/LFIT-105	Belly Dancing (1 credit)
DANC-114/FINE-114	History and Culture of Hip-Hop
DANC-188	African Dance (2 credits)
DANC-200	World Dance (1 credit)
DANC-205/LFIT-205	Intermediate Belly Dancing (1 credit)
ENGL-206	African American Literature
ENGL-213	Latin American Literature
ENGL-214	Middle Eastern Literature
ENGL-226	World Literature I
ENGL-227	World Literature II
EXSC-220	Introduction to the Martial Arts
FILM-172	Introduction to World Cinema
FILM-203	Indian Film
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-240	Gay, Lesbian, and Transgender Films
FINE-101	Humanities Through the Arts
FINE-102	Arts, Cultures, and Ideas
HIST-205	A History of Race and Ethnicity in the United States
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-216	History of the Indian Subcontinent
HIST-218	History of Southeast Asia
HIST-219	History of Australia and the Pacific Rim
HIST-226	History of African American Experience
LFIT-126	Yoga I (1 credit)
LFIT-127	Tai Chi (1 credit)
LFIT-128	Martial Arts I (1 credit)
LFIT-130	Mixed Martial Arts (1 credit)
LFIT-131	Martial Arts of Southeast Asia (1 credit)
LFIT-132	Yoga II (1 credit)
MUSC-108	African American Music
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
PHIL-140/HEED-140	The Philosophy and Practice of Tai Chi
PHIL-141/HEED-141	The Philosophy and Practice of Yoga
PHIL-201	Religions of the World
PHIL-230/EXSC-230	Philosophy of the Martial Arts
PHIL-260/FILM-260	Film and Philosophy
PUBH-280	Global Health
SOCI-115	Emerging World Issues
SOCI-160/AGNG-160	The Aging Process: Gerontology
SOCI-201	Minorities in American Society
SPCH-115	Intercultural Communication
Women's Studies	Any courses with a WMST prefix
World Languages	World Language Sequence (8-16 credits)

32-35  
62-71

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One History Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Film and Video Pre-Production

**A.A. Degree (Transfer)  
An Arts and Sciences Area of Study  
APPLICATION CODE 259**

For curriculum information, contact the Arts and Humanities Division –  
Room HVPA-200 443-518-1480.

This curriculum is designed for students transferring to UMBC's Film/Video Concentration of the Visual Arts degree. The area of study focuses on the history, development, theory, and criticism of the film and video arts, as well as the basic principles of film making and film production. The Film and Video Pre-Production area of study concentrates on 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.

GENERAL EDUCATION CORE	Credits
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.</b>	
Composition Humanities, Arts & Literature <sup>1</sup>	ENGL-121 College Composition 3 3
Social Sciences <sup>2</sup>	ARTT-103 Art Appreciation Humanities Core Course (see p. 62) Literature Core Course (see p. 61) 6-8
Science	Social and Behavioral Sciences Core Courses (see p. 63) 6
Mathematics	Science Core Courses (see p. 63; must include one course with lab) 7-8
Interdisciplinary	Mathematics Core Course (see p. 64) 3-5 Interdisciplinary and Emerging Issues Core Course (see p. 64) 2-3

REQUIRED COURSES RELATED TO MAJOR		Credits
ARTT-141	Basic Photography	3
ARTT-101	Two-Dimensional Basic Design	3
ARTT-104	Art History I	3
ARTT-105	Art History II	3
ARTT-109	Drawing I	3
FILM-171	Introduction to American Cinema	3
FILM-172	Introduction to World Cinema	3
FINE-102	Arts, Cultures and Ideas	3
TVRD-129	Mass Media	3
TVRD-130/ARTT-130	Introduction to Video I	3
		60-66

<sup>1</sup> ARTT-103 (3 credits), plus one Humanities Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus ARTT-103 (3 credits) satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## Film Studies

**A.A. Degree (Transfer)  
An Arts and Sciences Area of Study  
APPLICATION CODE 244**

For curriculum information, contact the Arts and Humanities Division –  
Room HVPA-200—443-518-1480.

This curriculum is designed for students transferring to a four-year institution majoring in film studies and/or electronic media. The Film Studies area of study 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 area of study examines 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
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.</b>	
Composition Humanities, Arts & Literature <sup>1</sup>	ENGL-121 College Composition 3 3
Social Sciences <sup>2</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61) 9-11
Science	Social and Behavioral Sciences Core Courses (see p. 63) 6
Mathematics	Science Core Courses (see p. 63; must include one course with lab) 7-8
Interdisciplinary	Mathematics Core Course (see p. 64) 3-5 Interdisciplinary and Emerging Issues Core Course (see p. 64) 2-3

REQUIRED COURSES RELATED TO MAJOR		Credits
ARTT-103	Art Appreciation	3
ARTT-141	Basic Photography	3
FILM-101	Introduction to Film	3
FILM-139/TVRD-139	Principles of Film and Media Production	3
FILM-171	Introduction to American Cinema	3
FILM-172	Introduction to World Cinema	3
FINE-102	Arts, Cultures and Ideas	3
TVRD-129	Mass Media	3
<i>Electives – Select 6-9 credits from the following (3 credits each):</i>		
ARTT-101	Two-Dimensional Design	3
ARTT-104	Art History I	3
ARTT-105	Art History II	3
ARTT-109	Drawing I	3
Any course with a FILM prefix		6-9
		60-69

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a World Language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Gaming and Simulation Design

**A.A. Degree (Transfer)**  
**An Arts and Sciences Area of Study**  
**APPLICATION CODE 276**

For curriculum information, contact the Arts and Humanities Division—  
 Room HVPA-200—443-518-1480.

This curriculum is designed as a guide for students planning to transfer to a four-year institution to complete a bachelor's degree in game design, simulation, or digital entertainment. Students are advised to check the requirements of the institution to which they intend to transfer. The main emphasis in the Gaming and Simulation Design area of study is the development of fundamental principles, conceptual abilities, and technical skills in visual art, game and simulation design and production, demonstrated in a student's transfer portfolio.

**GENERAL EDUCATION CORE** **Credits**  
**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3	
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11	
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6	
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8	
Mathematics	Mathematics Core Course (see p. 64)	3-5	
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3	

**REQUIRED COURSES RELATED TO MAJOR**

ARTT-109	Drawing I	3	
ARTT-112	Introduction to Digital Media	3	
ARTT-120	Three-Dimensional Modeling and Animation I	3	
ARTT-121	Introduction to Gaming and Simulation Design	3	
ARTT-223	Motion Graphics	3	
ARTT-250	Art Portfolio Assessment	1	
ARTT-260	Designing for Interactive Environments	3	
ARTT-261	Digital Video	3	
ENGL-230	Technical Writing	3	
TVRD-130/ARTT-130	Introduction to Video I	3	
<i>Electives – Select 3-6 credits from the following (3 credits each):</i>			
ARTT-148	Digital Imaging, Raster Program I		
ARTT-270	Multimedia Authoring and Design I		
ARTT-271	Multimedia Authoring and Design II		
ARTT-280	Web Design and Production I		
CADD-103	Intermediate CAD	3-6	
		61-70	

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One History Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## Graphic Design

**A.A. Degree (Transfer)**  
**An Arts and Sciences Area of Study**  
**APPLICATION CODE 260**

For curriculum information, contact the Arts and Humanities Division—  
 Room HVPA-200—443-518-1480.

This curriculum is designed as a guide for students planning to transfer to a four-year institution to complete a bachelor's degree in art or graphic design. Students are advised to check the requirements of the institution to which they intend to transfer. The main emphasis in the graphic design area of study is the development of fundamental principles, conceptual abilities, and technical skills demonstrated in a student's transfer portfolio.

**GENERAL EDUCATION CORE** **Credits**  
**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3	
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11	
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6	
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8	
Mathematics	Mathematics Core Course (see p. 64)	3-5	
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3	

**REQUIRED COURSES RELATED TO MAJOR**

ARTT-101	Two-Dimensional Basic Design	3	
ARTT-104	Art History I	3	
ARTT-105	Art History II	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-204	Digital Publishing	3	
ARTT-250	Art Portfolio Assessment	1	
<i>Electives – Select 3-6 credits from the following (3 credits each)</i>			
ARTT-102	Three-Dimensional Basic Design		
ARTT-110	Drawing II		
ARTT-146	Digital Photography I		
ARTT-149	Digital Imaging, Raster Program II		
ARTT-201	Advanced Color Design		
ARTT-260	Designing for Interactive Environments		
ARTT-280	Web Design and Production I	3-6	
		61-70	

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a World Language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One History Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.



# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Interactive Design

**A.A. Degree (Transfer)  
An Arts and Sciences Area of Study  
APPLICATION CODE 277**

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

This curriculum is designed as a guide for students planning to transfer to a four-year institution to complete a bachelor's degree in interaction design areas such as web design, multimedia design, or interface design. Students are advised to check the requirements of the institution to which they intend to transfer. The main emphasis in the Interactive Design area of study is the development of fundamental principles, conceptual abilities, and technical skills in visual art and interactive design and production, demonstrated in a student's transfer portfolio.

<b>GENERAL EDUCATION CORE</b>	<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup> Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup> Social and Behavioral Sciences Core Courses (see p. 63)	6
Science Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics Mathematics Core Course (see p. 64)	3-5
Interdisciplinary Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

### REQUIRED COURSES RELATED TO MAJOR

ARTT-101 Two-Dimensional Basic Design	3
ARTT-104 Art History I	3
ARTT-105 Art History II	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 Designing for Interactive Environments	3
ARTT-270 Multimedia Authoring and Design I	3
ARTT-280 Web Design and Production I	3
<i>Electives – Select 3-6 credits from the following (3 credits each):</i>	
ARTT-146 Digital Photography I	3
ARTT-200 Graphic Design	3
ARTT-223 Motion Graphics	3
ARTT-261 Digital Video	3
ARTT-271 Multimedia Authoring and Design II	3
ARTT-281 Web Design and Production II	3
	<u>3-6</u>
	61-70

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One History Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## Interdisciplinary Arts

**A.A. Degree (Transfer)  
An Arts and Sciences Area of Study  
APPLICATION CODE 273**

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

This curriculum is designed for those students who want to use an interdisciplinary approach in the pursuit of knowledge. Interdisciplinary Arts 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 intend to transfer to determine appropriate coursework for specific transfer programs.

<b>GENERAL EDUCATION CORE</b>	<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup> Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup> Social and Behavioral Sciences Core Courses (see p. 63)	6
Science Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics Mathematics Core Course (see p. 64)	3-5
Interdisciplinary Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

### REQUIRED COURSES RELATED TO MAJOR

**Choose 32-35 credits in at least four different disciplines (3 credits each, except where noted):**

ARTT-104 Art History I	
ARTT-105 Art History II	
ARTT-106 History of Western Architecture I	
ARTT-107 History of Western Architecture II	
ARTT-123 African Art and Architecture	
ARTT-143 History of Photography	
DANC-103 Dance History Through Criticism	
DANC-114/FINE-114 History and Culture of Hip-Hop	
DANC-190 Dance Appreciation	
ENGL-126/TVRD-126 Introduction to Journalism	
ENGL-201 American Literature I	
ENGL-202 American Literature II	
ENGL-203 English Literature I	
ENGL-204 English Literature II	
ENGL-206 African American Literature	
ENGL-207 Ethics in Literature	
ENGL-212/WMST-212 By and About Women	
ENGL-217 The English Bible as Literature	
ENGL-226 World Literature I	
ENGL-227 World Literature II	

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One History Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Interdisciplinary Arts (cont'd)

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

FILM-101	Introduction to Film
FILM-104	Lives of the Artists Through Film
FILM-108	The Golden Age of Hollywood
FILM-171	Introduction to American Cinema
FILM-172	Introduction to World Cinema
FILM-203	Indian Film
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-216	History of Animated Film
FILM-218/ENGL-218	Introduction to Film and Literature
FILM-219	Film and the Media
FILM-220	The Films of Woody Allen
FILM-225	Film Noir
FILM-240	Gay, Lesbian, and Transgender Films
FILM-270/WMST-270	Women and Film
FINE-101	Humanities Through the Arts
FINE-102	Arts, Cultures, and Ideas
HEED-116/PHIL-116	Fundamentals of Spiritual Awareness
INDS-101	Introduction to Interior Design
INDS-110	Interior Design II - Commercial
MUSC-101	Music Appreciation
MUSC-107	American Popular Music
MUSC-108	African American Music
MUSC-145	Music Technology in Society
MUSC-230	History of Western Art Music I: Ancient Worlds to the Baroque
MUSC-231	History of Western Art Music II: Classical to End of Nineteenth Century
MUSC-232	History of Western Art Music III: The Twentieth Century
MUSC-234	Tunes in 'Toons
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)
THET-131	Theatre Appreciation
THET-190	Theatre History I
THET-191	Theatre History II
THET-209/ENGL-209	Modern Drama
THET-216/ENGL-216	Contemporary Drama: Topics in Diversity
THET-250/ENGL-250	Shakespeare from Page to Stage
THET/ENGL/FILM-251	Shakespeare from Page to Screen
TVRD-130/ARTT-130	Introduction to Video I
TVRD-131/ARTT-131	Introduction to Video II

32-35  
62-71

## Liberal Arts

### A.A. Degree (Transfer)

### An Arts and Sciences Area of Study

APPLICATION CODE 48

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

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 intend to transfer to determine appropriate coursework for specific transfer patterns.

#### GENERAL EDUCATION CORE

Credits

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

#### REQUIRED COURSES RELATED TO MAJOR

Arts and Sciences	Arts and Sciences Electives (see p. 65)	6
Arts	Arts Core Course (see p. 62)	3
Humanities	World Language Sequence <sup>3</sup> Humanities Core Courses (see p. 62)	8 6
Literature	Literature Core Course (see p. 61)	3
Social Sciences	History Core Courses (see p. 63)	6
		62-68

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

<sup>3</sup> 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.

# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Music

### A.A. Degree (Transfer) An Arts and Sciences Area of Study APPLICATION CODE 67

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA 200—443-518-1480.

This curriculum is designed as a guide for students planning to transfer to a four-year institution that offers a 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 area of study is to produce well-rounded musicians with demonstrable excellence in core musical knowledge, solo performance, and collaborative musicianship.

#### GENERAL EDUCATION CORE

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	MUSC-202 Music Literature in Context I	3
	Humanities Core Course (see p. 62)	
	Literature Core Course (see p. 61)	6-8
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

#### REQUIRED COURSES RELATED TO MAJOR

MUSC-121	Introduction to Music Technology	2
MUSC-203	Music Literature in Context II	3
MUSC-110	Music Theory, Musicianship & Keyboard Skills I	4
MUSC-110L	Music Theory, Musicianship & Keyboard Skills I Lab	
MUSC-111	Music Theory, Musicianship & Keyboard Skills II	4
MUSC-111L	Music Theory, Musicianship & Keyboard Skills II Lab	
MUSC-210	Music Theory, Musicianship & Keyboard Skills III	4
MUSC-210L	Music Theory, Musicianship & Keyboard Skills III Lab	
MUSC-211	Music Theory, Musicianship & Keyboard Skills IV	4
MUSC-211L	Music Theory, Musicianship & Keyboard Skills IV Lab	
MUSC-117	Applied Music I	2
MUSC-117L	Applied Music I Lab	
MUSC-118	Applied Music II	2
MUSC-118L	Applied Music II Lab	
MUSC-217	Applied Music III	2
MUSC-217L	Applied Music III Lab	
MUSC-218	Applied Music IV	2
MUSC-218L	Applied Music IV Lab	
MUSC-131-134; or MUSC-151-154; or MUSC-171-174; or MUSC-181-184	Ensemble (Major) <sup>3</sup> I – IV	4
		63-69

<sup>1</sup> MUSC-202 (3 credits), plus one Humanities Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus MUSC-202 (3 credits) satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

<sup>3</sup> Ensembles counting as major ensembles include HCC Singers, HCC Jazz Band, The Columbia Concert Band, and The Columbia Orchestra. All other ensembles are considered to be secondary or minor ensembles.

## Music History

### Letter of Recognition

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

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 bachelor's degree in Music (Musicology, Performance, Music Criticism). Students are advised to check the requirements of the institution to which they intend to transfer. This letter of recognition in addition to HCC's Music A.A. area of study will provide the necessary classes for those seeking to transfer to programs that list music history, music criticism or performance as a major.

		Credits
MUSC-230	History of Western Art Music I	3
MUSC-231	History of Western Art Music II	3
MUSC-232	History of Western Art Music III	3
		9

*To be even better prepared, it is recommended that students also take one of the following courses as well: MUSC-159 Jazz History or MUSC-107 American Popular Music MUSC-107.*

# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Music Performance-Jazz

### Letter of Recognition

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

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. area of study 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-103	The Business of Music	3
MUSC-122	Jazz Improvisation I	2
MUSC-123	Jazz Improvisation II	2
MUSC-158	Jazz Theory	3
		10

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

## Music Performance-Voice

### Letter of Recognition

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

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 HCC's Music A.A. area of study, 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-126	Lyric Diction I Italian/Latin	2
MUSC-127	Lyric Diction II English	2
MUSC-226	Lyric Diction III German	2
MUSC-227	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 FFREN-101-102, 201-202; and/or GERM-101-102, 201-202; and/or ITAL-101-102, 201-202 (and the corresponding labs) as proficiency in all three languages is required for such programs.*

# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Music Technology

### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

APPLICATION CODE 261

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

This curriculum is designed as a guide for students planning to transfer to a four-year institution that offers a bachelor's degree in Music (Music Education, Performance, Musicology, Music Theory, Music Recording, Composition, or Jazz/Commercial Music). Two concentrations are offered in this area of study: Audio Recording and Composition. This can be done by choosing a sequence of either Audio Techniques I & II or Music and Sound Creation I & II. Students are advised to check the requirements of the institution to which they intend to transfer. The goal of the music area of study is to produce well-rounded musicians with demonstrable excellence in core musical knowledge, solo performance, and collaborative musicianship.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	MUSC-145 Music Technology in Society	3

#### REQUIRED COURSES RELATED TO MAJOR

MUSC-121	Introduction to Music Technology	2
MUSC-110	Music Theory, Musicianship and Keyboard Skills I	4
MUSC-110L	Music Theory, Musicianship and Keyboard Skills I Lab	
MUSC-111	Music Theory, Musicianship and Keyboard Skills II	4
MUSC-111L	Music Theory, Musicianship and Keyboard Skills II Lab	
MUSC-210	Music Theory, Musicianship and Keyboard Skills III	4
MUSC-210L	Music Theory, Musicianship and Keyboard Skills III Lab	
MUSC-211	Music Theory, Musicianship and Keyboard Skills IV	4
MUSC-211L	Music Theory, Musicianship and Keyboard Skills IV Lab	
MUSC-117	Applied Music I (2 credits)	
MUSC-117L	Applied Music I Lab (0 credits)	
	OR	
MUSC-119	Applied Music I (1 credit)	
MUSC-119L	Applied Music I Lab (0 credits)	1-2
MUSC-118	Applied Music II (2 credits)	
MUSC-118L	Applied Music II Lab (0 credits)	
	OR	
MUSC-120	Applied Music II (1 credit)	
MUSC-1120L	Applied Music II Lab (0 credits)	1-2
MUSC-217	Applied Music III (2 credits)	
MUSC-217L	Applied Music III Lab (0 credits)	
	OR	
MUSC-219	Applied Music III (1 credit)	
MUSC-219L	Applied Music III Lab (0 credits)	1-2
MUSC-218	Applied Music IV (2 credits)	
MUSC-218L	Applied Music IV Lab (0 credits)	
	OR	
MUSC-220	Applied Music IV (1 credit)	
MUSC-220L	Applied Music IV Lab (0 credits)	1-2
MUSC-228 & MUSC-229	Audio Techniques I & II	
	OR	
MUSC-238 & MUSC-239	Music and Sound Creation I & II	6
MUSC-131-134; or MUSC-151-154; or MUSC-171-174; or MUSC-181-184	Ensemble (Major) <sup>3</sup> I – II	
		<u>2</u>
		61-70

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet **Humanities** Core and Social and Behavioral Sciences Core requirements.

<sup>3</sup> Ensembles counting as major ensembles include HCC Singers, HCC Jazz Band, The Columbia Concert Band, and The Columbia Orchestra. All other ensembles are considered to be secondary or minor ensembles.

# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Music Therapy

### Letter of Recognition

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

This course of study is designed to prepare students planning to transfer to an American Music Therapy Association (AMTA)-approved four-year institution to complete a bachelor's degree in Music Therapy as well as eligibility to sit for board certification. Its focus, based on the competencies required by the AMTA, will help develop essential academic, musical, and clinical skills necessary for a Board-Certified Music Therapist. AMTA four-year music therapy programs require proficiency in the following applied areas: piano, guitar and voice.

		Credits
MUSC-161	Introduction to Music Therapy and Practice I	2
MUSC-162	Introduction to Music Therapy and Practice II	2
MUSC-189	Functional Guitar Class I	2
MUSC-207	Music Therapy Techniques	2
MUSC-224	Music Therapy Practicum I	1
MUSC-225	Music Therapy Practicum II	1
		10

## Philosophy and Religious Studies

### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

APPLICATION CODE 232

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

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.

		Credits
<b>GENERAL EDUCATION CORE</b>		
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

#### REQUIRED COURSES RELATED TO MAJOR

PHIL-101	Introduction to Philosophy	3
PHIL-103	Introduction to Ethics	3
PHIL-104	Introduction to Religious Studies	3
PHIL-141/HEED-141	The Philosophy and Practice of Yoga	3
PHIL-201	Religions of the World	3
<i>Electives – Select 15-18 credits from the following (3 credits each, except where noted):</i>		
ENGL-207	Ethics in Literature	
FINE-193/WMST-193	Introduction to Women's Studies: Women, Art and Culture	
HUMN-102	The Psychology of Happiness: A Humanities Approach	
PHIL-102	Introduction to Logic	
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	
PHIL-140/HEED-140	The Philosophy and Practice of Tai Chi	
PHIL-203/HUMN-203	Civility and the Virtue Tradition	
PHIL-230/EXSC-230	Philosophy of the Martial Arts	
PHIL-260/FILM-260	Film and Philosophy	

15-18  
60-69

*It is strongly recommended that students also take MUSC-208 Music Therapy in Education (3 credits) and MUSC-190 Functional Guitar Class II (2 credits). Students should check the General Education requirements of the institution to which they intend to transfer before selecting HCC General Education courses.*

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet **Humanities** Core and **Social and Behavioral Sciences** Core requirements.

# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Photography

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

**An Arts and Sciences Area of Study**

APPLICATION CODE 262

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

This curriculum is designed as a guide for students planning to transfer to a four-year institution to complete a bachelor's degree in photography. Students are advised to check the requirements of the institution to which they intend to transfer. The main emphasis in the photography area of study is the development of fundamental principles, conceptual abilities, and technical skills demonstrated in a student's transfer portfolio. Architecture, Art History, Arts Administration, Interior Design, and Studio Art are other more specialized areas of study also offered at Howard Community College.

**GENERAL EDUCATION CORE** **Credits**  
**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition Humanities, Arts & Literature <sup>1</sup>	ENGL-121 College Composition ARTT-122 History of Modern Art OR FINE-102 Arts, Cultures and Ideas Humanities Core Course (see p. 62) Literature Core Course (see p. 61)	3
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6-8
Science	Science Core Courses (see p. 63; must include one course with lab)	6
Mathematics	Mathematics Core Course (see p. 64)	7-8
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	3-5
		2-3

**REQUIRED COURSES RELATED TO MAJOR**

ARTT-101	Two-Dimensional Basic Design	3
ARTT-104	Art History I	3
ARTT-105	Art History II	3
ARTT-109	Drawing I	3
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 9-12 credits from the following (3 credits each):</i>		
ARTT-102	Three-Dimensional Basic Design	
ARTT-110	Drawing II	
ARTT-143	History of Photography	
ARTT-147	Digital Photography II	
ARTT-241	Advanced Black and White Photography	
ARTT-242	Creative Darkroom Techniques	
ARTT-246	Photographic Studio Lighting	
ARTT-247	Photojournalism I	
		<u>9-12</u> 61-70

<sup>1</sup> ARTT-122 OR FINE-102 (3 credits), plus one Humanities Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus ARTT-122 OR FINE-102 (3 credits) satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## Television and Radio

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

**An Arts and Sciences Area of Study**

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

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 Television and Radio area of study is design principles and execution through hands-on experience with digital equipment and computer-based technology. Students may choose between three tracks: Television Production, Radio Production, or Television and Radio Production.

**GENERAL EDUCATION CORE** **Credits**  
**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition Humanities, Arts & Literature <sup>1</sup>	ENGL-121 College Composition Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	3
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	9-11
Science	Science Core Courses (see p. 63; must include one course with lab)	6
Mathematics	Mathematics Core Course (see p. 64)	7-8
Interdisciplinary	MUSC-145 Music Technology in Society	3-5
		3

**REQUIRED COURSES RELATED TO MAJOR**

*Choose one of the tracks and complete all courses listed for the track.*

**Television Production Track**

APPLICATION CODE 263A

ARTT-101	Two-Dimensional Basic Design	3
ARTT-130/TVRD-130	Introduction to Video I	3
ARTT-131/TVRD-131	Introduction to Video II	3
ARTT-250	Art Portfolio Assessment	1
TVRD-129	Mass Media	3
TVRD-139/FILM-139	Principles of Film and Media Production	3
TVRD-223/ENGL-223	Writing for Screen Narrative	3
TVRD-225	Cinematography and Lighting for Film and Television	3
TVRD-230	Television Production I	3
TVRD-231	Television Production II	3
<i>Electives – Select 3-6 credits from the following (3 credits each):</i>		
ARTT-112	Introduction to Digital Media	
ARTT-223	Motion Graphics	
ARTT-261	Digital Video	
FILM-101	Introduction to Film	
TVRD-125/ENGL-125	Concept and Story Development	
TVRD-220	Introduction to Broadcasting	
TVRD-224/ENGL-224	Writing for Radio and Multimedia	
TVRD-290	Television and Radio Internship I	
TVRD-291	Television and Radio Internship II	
		<u>3-6</u> 62-70

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Television and Radio (cont'd)

### Radio Production Track

#### APPLICATION CODE 263B

ARTT-250	Art Portfolio Assessment	1
SPCH-260/THET-260	Voice and Diction	3
TVRD-126/ENGL-126	Introduction to Journalism	3
TVRD-129	Mass Media	3
TVRD-150	Introduction to Radio I	3
TVRD-151	Introduction to Radio II	3
TVRD-220	Introduction to Broadcasting	3
TVRD-224/ENGL-224	Writing for Radio and Multimedia	3
TVRD-250	Radio Production I	3
TVRD-251	Radio Production II	3
<i>Electives - Select 3-6 credits from the following (3 credits each):</i>		
BMGT-101	Introduction to Business and Organization	
BMGT/SPCH-142	Business Development and Sales for Emerging Leaders	
BMGT-230	Principles of Advertising	
MUSC-107	American Popular Music	
MUSC-108	African American Music	
TVRD-125	Concept and Story Development	
TVRD-223/ENGL-223	Writing for Screen Narrative	
TVRD-290	Television and Radio Internship I	
TVRD-291	Television and Radio Internship II	
		3-6
		62-70

### Television and Radio Production Track

#### APPLICATION CODE 263C

ARTT-112	Introduction to Digital Media	3
ARTT-130/TVRD-130	Introduction to Video I	3
ARTT-131/TVRD-131	Introduction to Video II	3
ARTT-250	Art Portfolio Assessment	1
TVRD-126/ENGL-126	Introduction to Journalism	3
TVRD-129	Mass Media	3
TVRD-150	Introduction to Radio I	3
TVRD-151	Introduction to Radio II	3
TVRD-220	Introduction to Broadcasting	3
TVRD-223/ENGL-223	Writing for Screen Narrative	
	OR	
TVRD-224/ENGL-224	Writing for Radio and Multimedia	3
<i>Electives - Select 3-6 credits from the following (3 credits each):</i>		
ARTT-109	Drawing I	
ARTT-261	Digital Video	
BMGT-100	Introduction to Business and Organization	
BMGT/SPCH-142	Business Development and Sales for Emerging Leaders	
BMGT-230	Principles of Advertising	
FILM-101	Introduction to Film	
FILM-139/TVRD-139	Principles of Film and Media Production	
FILM-171	Introduction to American Cinema	
FILM-172	Introduction to World Cinema	
MUSC-101	Music Appreciation	
MUSC-107	American Popular Music	
MUSC-108	African American Music	
SPCH-260/THET-260	Voice and Diction	
TVRD-125	Concept and Story Development	
TVRD-223/ENGL-223	Writing for Screen Narrative	
TVRD-224/ENGL-224	Writing for Radio and Multimedia	
TVRD-225	Cinematography and Lighting for Film and Television	
TVRD-230	Television Production I	
TVRD-231	Television Production II	
TVRD-250	Radio Production I	
TVRD-251	Radio Production II	
TVRD-290	Television and Radio Internship I	
TVRD-291	Television and Radio Internship II	
		3-6
		62-70

## Theatre

### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

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 area of study is the creation of an artistic point of view on the part of the student.

#### GENERAL EDUCATION CORE

#### Credits

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	THET-102 Acting I Humanities Core Course (see p. 62) Literature Core Course (see p. 61)	3
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6-8
Science	Science Core Courses (see p. 63; must include one course with lab)	6
Mathematics	Mathematics Core Course (see p. 64)	7-8
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	3-5
		2-3

<sup>1</sup> THET-102 (3 credits), plus one Humanities Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus THET-102 (3 credits) satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet **Humanities** Core and Social and Behavioral Sciences Core requirements.



# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Theatre (cont'd)

**REQUIRED COURSES RELATED TO MAJOR** **Credits**  
 Choose one of the tracks and complete all courses listed for the track.

**Musical Theatre Performance Track**

**APPLICATION CODE 237A**

DANC-192	Introduction to Jazz Dance (or higher)	2
DANC-194	Introduction to Tap Dance (or higher)	2
MUSC-117	Applied Music I (Voice)	2
MUSC-118	Applied Music II (Voice)	2
THET-125	Text Analysis	3
THET-135	Stagecraft	3
THET-160	Theatre Practicum I	1
THET-202	Acting II	3
THET-224	Musical Theatre Performance	2
THET-260/SPCH-260	Voice and Diction	3
THET-271	Theatre Juried Audition Techniques	2
THET-273	Movement for the Actor	3

*Electives – Select 3-5 credits from the following (3 credits each, except where noted):*

DANC-160	Introduction to Ballet Technique (or higher) (2 credits)	
DANC-198	Alexander Technique (1 credit)	
DANC-215	Musical Theatre Dance (2 credits)	
MUSC-100	Fundamentals of Music	
MUSC-110	Music Theory, Musicianship and Keyboard Skills I (4 credits)	
MUSC-110L	Music Theory, Musicianship and Keyboard Skills I Lab (0 credits)	
MUSC-193	Class Piano I (2 credits)	
THET-161	Theatre Practicum II (1 credit)	
THET-177/LFIT-177	Introduction to Stage Combat (2 credits)	
THET-190	Theatre History I	
THET-191	Theatre History II	
THET-209/ENGL-209	Modern Drama	
THET-216/ENGL-216	Contemporary Drama: Topics in Diversity	
THET-250/ENGL-250	Shakespeare from Page to Stage	
THET-251/ENGL-251	Shakespeare from Page to Screen	
THET-261	Dialects for the Actor	
THET-265	Acting Shakespeare	3-5
		61-69

**Performance Track**

**APPLICATION CODE 237B**

THET-125	Text Analysis	3
THET-190	Theatre History I	
	OR	
THET-191	Theatre History II	3
THET-202	Acting II	3
THET-260/SPCH-260	Voice and Diction	3
THET-261	Dialects for the Actor	3
THET 271	Theatre Juried Audition Techniques	2
THET-273	Movement for the Actor	3

*Select one course from the following technical theatre courses:*

THET-120	Stage Management	
THET-135	Stagecraft	
THET-136	Lighting I	
THET-137	Sound I	3

*Select one course from the following dramatic literature courses:*

THET-209/ENGL-209	Modern Drama	
THET-216/ENGL-216	Contemporary Drama: Topics in Diversity	
THET-250/ENGL-250	Shakespeare from Page to Stage	
THET/ENGL/FILM-251	Shakespeare from Page to Screen	3

*Electives – Select 4-6 credits from the following (3 credits each, except where noted):*

DANC-198	Alexander Technique (1 credit)	
DANC-215	Musical Theatre Dance (2 credits)	
THET-151/SPCH-151	The Spoken Word	
THET-160	Theatre Practicum (1 credit)	
THET-190	Theatre History I	
THET-191	Theatre History II	
THET-177/LFIT-177	Introduction to Stage Combat (2 credits)	
THET-209/ENGL-209	Modern Drama	

**Performance Track (cont'd)**

THET-216/ENGL-216	Contemporary Drama: Topics in Diversity	
THET-241	Acting for Television	
THET-250/ENGL-250	Shakespeare from Page to Stage	
THET/ENGL/ FILM-251	Shakespeare from Page to Screen	
THET-265	Acting Shakespeare	
THET-277/LFIT-277	Intermediate Stage Combat: Unarmed (2 credits)	
THET-278/LFIT-278	Intermediate Stage Combat: Single Sword (2 credits)	
THET-279/LFIT-279	Intermediate Stage Combat: Quarterstaff (2 credits)	
THET-280/LFIT-280	Intermediate Stage Combat: Knife (2 credits)	4-6
		60-68

**Theatre Generalist Track**

**APPLICATION CODE 237D**

THET-120	Stage Management	3
THET-125	Text Analysis	3
THET-160	Theatre Practicum	1
THET-190	Theatre History I	3
THET-191	Theatre History II	3
THET-209/ENGL-209	Modern Drama	3
THET-216/ENGL-216	Contemporary Drama: Topics in Diversity	3
THET-250/ENGL-250	Shakespeare from Page to Stage	
	OR	
THET/ENGL/FILM-251	Shakespeare from Page to Screen	3

*Electives – Select 9-12 credits from the following (3 credits each, except where noted):*

ARTT-112	Introduction to Digital Media	
CADD-100	Principles of Drafting	
ENGL-126/TVRD-126	Introduction to Journalism	
ENGL-203	English Literature I	
ENGL-204	English Literature II	
ENGL-217	The English Bible as Literature	
ENGL-218/FILM-218	Introduction to Film and Literature	
ENGL-226	World Literature I	
ENGL-227	World Literature II	
FINE-102	Arts, Culture and Ideas	
MUSC-121	Introduction to Music Technology (2 credits)	
MUSC-228	Audio Techniques I	
MUSC-229	Audio Techniques II	
MUSC-238	Music and Sound Creation I	
MUSC-239	Music and Sound Creation II	
THET-131	Theatre Appreciation	
THET-135	Stagecraft	
THET-136	Lighting I	
THET-137	Sound I	
THET 161	Theatre Practicum II (1 credit)	
THET-162	Theatre Practicum III (1 credit)	
THET-163	Theatre Practicum IV (1 credit)	
THET-202	Acting II	
TVRD-130/ARTT-130	Introduction to Video I	
TVRD-131/ARTT-131	Introduction to Video II	
TVRD-139/FILM-139	Principles of Film and Media Production	
TVRD-225	Cinematography and Lighting for Film and Television	9-12
		61-70

# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Theatre/Performance

### Letter of Recognition

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

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-102	Acting I	3
THET-202	Acting II	3
<i>Select 3 credits from the following (3 credits each):</i>		
THET-241	Acting for Television	
THET-260	Voice and Diction	
THET-265	Acting Shakespeare	3
<i>Select 1-2 credits from the following:</i>		
THET-160	Theatre Practicum (Acting)	
	OR	
	Dance Elective	
	OR	
	Vocal Music Elective	<u>1-2</u>
		10-11

## Theatre/Technical

### Letter of Recognition

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

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
<i>Select 9 credits from the following (3 credits each):</i>		
THET-120	Stage Management	
THET-135	Stagecraft	
THET-136	Lighting I	
THET-137	Sound I	<u>9</u>
		11

# ARTS AND HUMANITIES DIVISION AREAS OF STUDY

## Transfer Studies

**Certificate (Career)**  
APPLICATION CODE 224

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

The Transfer Studies certificate is designed for students who intend to transfer to a four-year college or university. Students should meet with an advisor to select appropriate courses required by the transfer institution(s) of interest.

		Credits
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	Humanities, Arts & Literature Core Course (see pp. 61-62)	3
Social Sciences	Social Sciences Core Course (see p. 63)	3
Science	Science Core Course (see p. 63; must include lab)	4
Mathematics	Mathematics Core Course (see p. 64)	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 at the same time. As they enter the semester in which 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 degree should choose courses that meet the general education requirements and/or academic major requirements of that degree.

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

## Women's Studies

**A.A. Degree (Transfer)**  
**An Arts and Sciences Area of Study**  
APPLICATION CODE 275

For curriculum information, contact the Arts and Humanities Division—  
Room HVPA-200—443-518-1480.

This curriculum is designed for those students who want to use an interdisciplinary approach in the pursuit of knowledge. Women's Studies 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 intend to transfer to determine appropriate coursework for specific transfer programs.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet **Humanities** Core and **Social and Behavioral Sciences** Core requirements.

## ARTS AND HUMANITIES DIVISION AREAS OF STUDY

### Women's Studies (cont'd)

REQUIRED COURSES RELATED TO MAJOR	Credits
WMST-111/SOCI-111 Introduction to Women's Studies: Women, Gender, and Society	3
WMST-193/FINE-193 Introduction to Women's Studies: Women, Art, and Culture	3
<i>Choose 15-21 credits from the following (3 credits each):</i>	
WMST-150/HEED-150 Women's Health	
WMST-205/PSYC-205 Women and Psychology	
WMST-212/ENGL-212 By and About Women	
WMST-225/HIST-225 Women in American History: Colonial Times to 1880	
WMST-227/HIST-227 Women in American History: 1880 to the Present	
WMST-228/HIST-228 Women in European History: 1750 to the Present	
WMST-270/FILM-270 Women and Film	15-21
<i>Electives – Select an additional 3-9 credits for a minimum total of 60 credits from the following (3 credits each, except where noted):</i>	
ANTH-120 Comparative World Cultures	
ENGL-207 Ethics in Literature	
FILM-240 Gay, Lesbian, and Transgender Films	
FINE-101 Humanities Through the Arts	
FINE-102 Arts, Cultures, and Ideas	
HEED-116/PHIL-116 Fundamentals of Spiritual Awareness	
PHIL-101 Introduction to Philosophy	
PHIL-103 Introduction to Ethics	
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	
PHIL-260/FILM-260 Film and Philosophy	
SOCI-103 The Sociology of the Family	
SOCI-130 Human Sexuality	
SOCI-160/AGNG-160 The Aging Process: Gerontology	
SOCI-201 Minorities in American Society	
Women's Studies Any courses with a WMST prefix	3-9
	60-72

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

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<b>Microsoft Certified Systems Engineer (MCSE) Window Server 2003</b> — Network Administration Certificate.....	109
<b>Network Engineer</b> — Network Administration A.A.S. Degree.....	109
<b>Network Security</b> — Information Technology A.A. Degree.....	110
<b>Network Security Administration</b> — Network Administration A.A.S. Degree .....	111
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# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Accounting–Education Requirements for CPA Exam Candidacy and Licensure

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

This course of study is designed for students who hold a bachelor's degree. HCC offers accounting courses that meet the education requirements for CPA Exam Candidacy as provided by the Maryland Board of Public Accountancy. HCC offers business courses that are required for CPA Licensure. As of October 2011, individuals can qualify for CPA Exam Candidacy upon the attainment of a bachelor's degree in accounting or its equivalent (i.e., 120 semester hours) and completion of certain courses in accounting and ethics. Business-related courses are required to total 150 semester hours to obtain a CPA license as provided by the Maryland Board. See below for the Maryland Board's education requirements for both CPA Exam Candidacy and CPA Licensure. HCC does not award a degree or certificate for this course of study.

### Maryland's Education Requirements for CPA Exam Candidacy:

An applicant must have successfully completed 27 credit hours (9 courses, 3 credits each) in accounting subjects and 3 credit hours (1 course, 3 credits) in ethics. Applicants must complete 6 of the 9 accounting courses in the 4 groups listed below. The remaining 3 required accounting courses can be from any of the 4 groups of accounting courses. The courses shown below are HCC's accounting and ethics courses that match the Maryland Board of Public Accountancy's list of courses.

	<b>Credits</b>
<b>1. COST ACCOUNTING (minimum 1 course required)</b>	
ACCT-230 Cost Accounting	3
<b>2. FINANCIAL ACCOUNTING (minimum 3 courses required)</b>	
ACCT-111 Principles of Accounting I	3
ACCT-112 Principles of Accounting II	3
ACCT-231 Intermediate Accounting I	3
ACCT-232 Intermediate Accounting II	3
ACCT-233 Advanced Accounting	3
ACCT-234 Governmental and Not-for-Profit Accounting	3
<b>3. U.S. FEDERAL INCOME TAX (minimum 1 course required)</b>	
ACCT-235 Tax Accounting	3
ACCT-236 Tax Accounting II	3
ACCT-237 Taxation of Corporations, Partnerships, Estates, and Trusts	3
<b>4. AUDITING (minimum 1 course required)</b>	
ACCT-238 Auditing	3
ACCT-239 Auditing II	3
<b>ETHICS (minimum 1 course required)</b>	
BMGT-203 Business Ethics	3

### Maryland's Education Requirements for CPA Licensure:

Individuals who pass the CPA Exam need a minimum of 150 semester hours of college education to fulfill the education requirements to obtain a CPA license. To qualify for a license, a minimum of 21 credit hours (7 courses, 3 credits each) in 5 of the following 9 business subjects are required. The courses shown below are HCC's business courses that match the Maryland Board of Public Accountancy's list of courses.

	<b>Credits</b>
<b>1. STATISTICS (minimum of 1 course if claiming this subject)</b>	
MATH-138 Statistics	4
<b>2. CORPORATE/BUSINESS FINANCE (minimum of 1 course if claiming this subject)</b>	
HCC does not offer a course in this area	
<b>3. MANAGEMENT (minimum of 1 course if claiming this subject)</b>	
BMGT-120 Small Business Management	3
BMGT-141 Supervisory Development	3
BMGT-145 Principles of Management	3
BMGT-200 Managing for the Future	3
BMGT-240 Human Resource Management	3
BMGT-241 Project Management	3
<b>4. U.S. BUSINESS LAW (minimum of 1 course if claiming this subject)</b>	
BMGT-151 Business Law I	3
BMGT-152 Business Law II	3
<b>5. MARKETING (minimum of 1 course if claiming this subject)</b>	
BMGT-130 Principles of Marketing	3
<b>6. ECONOMICS (minimum of 1 course if claiming this subject)</b>	
ECON-101 Principles of Economics (Macro)	3
ECON-102 Principles of Economics (Micro)	3
<b>7. BUSINESS COMMUNICATION (minimum of 1 course if claiming this subject)</b>	
BMGT/SPCH-175 Business Communications	3
<b>8. QUANTITATIVE METHODS (minimum of 1 course if claiming this subject)</b>	
HCC does not offer a course in this area	
<b>9. IT/INFORMATION SYSTEMS (minimum of 1 course if claiming this subject)</b>	
CMSY-154 Protecting the Virtual Office	3
CMSY-162 Network Security	3

For additional information about the Uniform CPA Exam in Maryland, please visit the Maryland Board of Public Accountancy's website at <http://www.dlir.state.md.us/license/CPA/>.

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Accounting

**A.A. Degree (Transfer)**  
APPLICATION CODE 271

For curriculum information, contact the Business and Computer Systems Division—Room DH- 239—443-518-1520.

This curriculum is designed for students planning to transfer to a four-year institution to complete a bachelor's degree in accounting. The predominant emphasis in this program is the development of fundamental principles, conceptual abilities, and skills in accounting and business. Accounting is an active field in the region and nationwide, with employment opportunities in public accounting, industry, government, and non-profits. Students who have basic math abilities and are able to analyze situations would find this program appropriate. Transfer arrangements with some private and public Maryland institutions exist.

### GENERAL EDUCATION CORE

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	SPCH-105 Fundamentals of Public Speaking	3
	Arts Core Course (see p. 62)	
	Literature Core Course (see p. 61)	6-8
Social Sciences	ECON-101 Principles of Economics (Macro)	3
	History Core Course (see p. 63)	3
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics	MATH-138 Statistics	4
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
ACCT-231	Intermediate Accounting I	3
ACCT-232	Intermediate Accounting II	3
BMGT-100	Introduction to Business and Organization	3
BMGT-151	Business Law I	3
BMGT-175	Business Communications	3
BMGT-203	Business Ethics	3
CMSY-110	Software Applications for Micros	3
ECON-102	Principles of Economics (Micro)	3
		62-65

<sup>1</sup> SPCH-105 (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus SPCH-105 (3 credits) satisfies the Humanities, Arts and Literature Core requirement.

## Baking and Pastries

**Culinary Management Certificate (Career)**  
APPLICATION CODE 264

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

This culinary management certificate in Baking and Pastries is designed for individuals who are interested in pursuing a career in the culinary field, focusing on baking. Students enrolling in this certificate will develop skills related to baking in a professional environment, including food handling, purchasing, cost control, service skills, and management skills. Students completing the certificate will be ready to enter the culinary field in baking at an entry-level position.

		Credits
HMGT-101	Introduction to the Hospitality Industry	3
HMGT-111	Foodservice Safety and Sanitation	1
HMGT-225	Hospitality Purchasing and Cost Control	3
CMGT-100	Culinary Basics	1
CMGT-110	Culinary Supervision	2
CMGT-135	Baking and Pastries	3
CMGT-235	International Breads	2
CMGT-240	Baking and Pastry Showpieces	3
CMGT-250	Cake Decorating and Candy Making	3
		21

For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Business Administration

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

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

The changing business environment is growing more global, complex, and technological. The business administration curriculum prepares students to transfer to a four-year business program. A broad-based liberal education is the foundation of the general education core. The courses related to the major offer students the opportunity to explore various business disciplines and skills, learn technology common in the business environment, and focus on such areas as accounting, international business, economics, business ethics, and entrepreneurship. Successful completion of this business curriculum will prepare students to engage in the higher levels of study in many areas of business in a four-year baccalaureate program.

**GENERAL EDUCATION CORE** **Credits**  
**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	BMGT/SPCH-142 Business Development and Sales for Emerging Leaders	
	OR BMGT/SPCH-175 Business Communications	
	OR SPCH-105 Fundamentals of Public Speaking	3
	Arts Core Course (see p. 62)	
	Literature Core Course (see p. 61)	6-8
Social Sciences	ECON-101 Principles of Economics (Macro)	3
	History Core Course (see p. 63)	3
Science	Science Core Courses (must include one course with lab)	7-8
Mathematics	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
BMGT-205	Principles of International Business	3
CMSY-110	Software Applications for Micros	3
CMSY-129	Principles of the Internet	3
ECON-102	Principles of Economics (Micro)	3
MATH-138	Statistics	4
		62-65

<sup>1</sup> BMGT/SPCH-142 OR BMGT/SPCH-175 OR SPCH-105 (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus BMGT/SPCH-142 OR BMGT/SPCH-175 OR SPCH-105 (3 credits) satisfies the Humanities, Arts and Literature Core requirement.

## Business Management

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

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

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 tracks 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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	Arts or Literature Core Course (see pp. 59-60)	3
	BMGT/SPCH-142 Business Development and Sales for Emerging Leaders	
	OR BMGT/SPCH-175 Business Communications	
	OR SPCH-105 Fundamentals of Public Speaking	3
	OR SPCH-110 Interpersonal Communication	3
Social Sciences	History Core Course (see p. 63)	3
Science	Science Core Course (see p. 63; must include lab)	4
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

### 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 tracks 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 Track

**APPLICATION CODE 37A**

This track creates the skills for a broad sector of general business managers. Whether they are aspiring, new, or experienced managers, students will be prepared to successfully manage businesses of any size across all industries.

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 (3 credits each):*

BMGT-120	Small Business Management	
BMGT-201	Business Work Experience I	
BMGT-204	Taking Your Business Mobile	3
		63-66



# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Business Management (cont'd)

### Financial Planning Track

#### APPLICATION CODE 37B

This practical track creates the skills needed for more effective personal financial decisions in today's world. By including such topics as retirement, housing decisions, investing, and managing loans and other credit areas, a complete set of tools to improve individual and business money choices will be learned. Resources to manage serious challenges such as overwhelming debt, foreclosures, etc. will also be presented in this program track. The knowledge gained is appropriate for each of the typical life-cycle related areas for all family members, young and not-so-young, as well as those in small-to-medium-sized businesses.

BMGT-205	Principles of International Business	3
FNPL-101	Personal Financial Planning Principles	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 (3 credits each):</i>		
BMGT-145	Principles of Management	
FNPL-201	Investment Analysis and Portfolio Selection	
FNPL-202	Risk Management and Insurance	3
		61-64

### Business Management in the Virtual Environment Track

#### APPLICATION CODE 37D

This track 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-168	Developing for the Web	3
CMSY-211	Web Tools for Successful Business	3
CMSY-212	Virtual Process Management in Business	3
		60-63

## Business in the Virtual Environment

### Business Management Certificate (Career)

#### APPLICATION CODE 248

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

This certificate 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-211	Web Tools for Successful Business	3
CMSY-212	Virtual Process Management in Business	3
		18

*For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).*

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Certified Bookkeeping

**Certificate (Career)**  
APPLICATION CODE 272

For curriculum information, contact the Business and Computer  
Systems Division—Room DH-239—443-518-1520.

This certificate is designed for those students who wish to become certified bookkeepers and find direct employment in private and public business. The courses required in this certificate will prepare students to complete the certified bookkeeper exam administered by the American Institute of Professional Bookkeepers (AIPB).

		Credits
ACCT-111	Principles of Accounting I	3
ACCT-112	Principles of Accounting II	3
ACCT-179	QuickBooks® for the Professional	3
ACCT-190	Certified Bookkeeper Review Course	3
BMGT-203	Business Ethics	3
CMSY-110	Software Applications for Micros	3
		18

## Computer Science

**A.A. Degree (Transfer)**  
APPLICATION CODE 33

For curriculum information, contact the Business and Computer  
Systems Division—Room DH 239—443-518-1520.

The growing emphasis on technology has increased the demand for programmers in 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 the University of Maryland Baltimore County (UMBC).

**GENERAL EDUCATION CORE** **Credits**  
**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition		3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)		9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)		6
Science	CHEM-101 General Inorganic Chemistry I CHEM-102 General Inorganic Chemistry II		4 4
Mathematics	MATH-181 Calculus I		4
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)		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
SPCH-105	Fundamentals of Public Speaking		3
Arts and Sciences	Arts and Sciences Elective (see p. 65)		3
Science	BIOL-101 General Biology I		
	OR		
	PHYS-110 General Physics I		4
			60-64

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Culinary Management

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

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

The Culinary Management degree 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 degree, 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities, Arts & Literature Core Course (see pp. 61-63)	3-4
	SPCH-105 Fundamentals of Public Speaking	
	OR	
	SPCH-110 Interpersonal Communication	3
Social Sciences	History Core Course (see p. 63)	3
Science	Science Core Course (see p. 63; must include lab)	4
Mathematics	Mathematics Core Course (see p. 64)	3-5
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
CMSY-110	Software Applications for Micros	3
BMGT-130	Principles of Marketing	3

**Choose one of the following tracks along with the General Education Core and Courses Related to Major to complete the degree in Culinary Management.**

#### Professional Baking and Pastries Track

##### APPLICATION CODE 233A

HMGT-101	Introduction to the Hospitality Industry	3
CMGT-100	Culinary Basics	1
CMGT-110	Culinary Supervision	2
CMGT-135	Baking and Pastries	3
CMGT-210	Culinary Management Internship	2
CMGT-235	International Breads	2
CMGT-240	Baking and Pastry Showpieces	3
CMGT-250	Cake Decorating and Candy Making	3
HMGT-111	Foodservice Sanitation and Safety	1
HMGT-225	Hospitality Purchasing and Cost Control	3
NUTR-211	Nutrition	3

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

BMGT-120	Small Business Management	
BMGT-240	Human Resource Management	
CMGT-200	International Cuisine	
CMGT-230	Plated Desserts	
ENTR-215	Taking Innovation to Market	
HMGT-165	Introduction to the Cruise Ship Industry	3
		61-66

#### Professional Cooking Track

##### APPLICATION CODE 233B

HMGT-101	Introduction to the Hospitality Industry	3
HMGT-111	Foodservice Safety and Sanitation	1
HMGT-120	Food Preparation I	3
HMGT-220	Food Preparation II	3
HMGT-225	Hospitality Purchasing and Cost Control	3
CMGT-100	Culinary Basics	1
CMGT-110	Culinary Supervision	2
CMGT-130	Gardé Manger	3
CMGT-135	Baking and Pastries	3
CMGT-200	International Cuisine	3
CMGT-210	Culinary Management Internship	2
NUTR-211	Nutrition	3
		62-67

#### Professional Cooking and Baking – Dual Track

##### APPLICATION CODE 233C

HMGT-101	Introduction to the Hospitality Industry	3
CMGT-100	Culinary Basics	1
CMGT-110	Culinary Supervision	2
CMGT-130	Gardé Manger	3
CMGT-135	Baking and Pastries	3
CMGT-235	International Breads	2
CMGT-250	Cake Decorating and Candy Making	3
HMGT-111	Foodservice Safety and Sanitation	1
HMGT-120	Food Preparation I	3
HMGT-220	Food Preparation II	3
HMGT-225	Hospitality Purchasing and Cost Control	3
NUTR-211	Nutrition	3
		62-67

<sup>1</sup> A World Language is recommended, but not required.

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Entrepreneurship

**A.A. Degree (Transfer)**  
APPLICATION CODE 239

For curriculum information, contact the Business and Computer  
Systems Division—Room DH-239—443-518-1520.

The majority 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 a baccalaureate program are encouraged to review the requirements of the program to which they intend to transfer.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	BMGT/SPCH-142 Business Development and Sales for Emerging Leaders	
	OR	
	BMGT/SPCH-175 Business Communications	
	OR	
	SPCH-105 Fundamentals of Public Speaking	3
	Arts Core Course (see p. 62)	
	Literature Core Course (see p. 61)	6-8
Social Sciences	ECON-101 Principles of Economics (Macro)	3
	History Core Course (see p. 63)	3
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics	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
ECON-102	Principles of Economics (Micro)	3
ENTR-120	Entrepreneurship in Practice	3
ENTR-210	Developing Business Opportunities and Plans	3
ENTR-225	Social Entrepreneurship	3
	<u>61-64</u>	

<sup>1</sup> BMGT/SPCH-142 OR BMGT/SPCH-175 OR SPCH-105 (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus BMGT/SPCH-142 OR BMGT/SPCH-175 OR SPCH-105 (3 credits) satisfies the Humanities, Arts and Literature Core requirement.

## Entrepreneurship

**A.A.S. Degree (Career)**  
APPLICATION CODE 240

For curriculum information, contact the Business and Computer  
Systems Division—Room DH-239—443-518-1520.

This degree 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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	Humanities, Arts & Literature Core Course (see pp. 61-63)	
	(One course from either Literature, Arts, or Humanities)	3
	BMGT/SPCH-142 Business Development and Sales for Emerging Leaders	
	OR	
	BMGT/SPCH-175 Business Communications	
	OR	
	SPCH-105 Fundamentals of Public Speaking	
	OR	
	SPCH-110 Interpersonal Communication	3
Social Sciences	History Core Course (see p. 63)	3
Science	Science Core Course (see p. 63; must include lab)	4
Mathematics	Mathematics Core Course (see p. 64)	3-5
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
ACCT-114	Managing Finances with QuickBooks	1
BMGT-100	Introduction to Business and Organization	3
BMGT-130	Principles of Marketing	3
BMGT-150	International Business Issues Seminar	1
BMGT-151	Business Law I	3
BMGT-203	Business Ethics	3
CMSY-110	Software Applications for Micros	3
CMSY-129	Principles of the Internet	3
ENTR-120	Entrepreneurship in Practice	3
ENTR-210	Developing Business Opportunities and Plans	3
ENTR-220	Financing Entrepreneurial Operations	3
ENTR-225	Social Entrepreneurship	3
<i>Electives – Select 3 credits from the following (3 credits each):</i>		
BMGT-133	Coaching for Performance in the Workplace	
BMGT-134	Coaching as a Tool for Effective Leadership	
BMGT-135	Development of an Organizational Coaching Culture	
BMGT-136	Coaching Through Change and Transition	
ECON-101	Principles of Economics (Macro)	
ENTR-215	Taking Innovation to Market	3
	<u>63-65</u>	

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Entrepreneurship

### Certificate (Career)

APPLICATION CODE 214

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

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 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 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
ENTR-120	Entrepreneurship in Practice	3
ENTR-210	Developing Business Opportunities and Plans	3
ENTR-220	Financing Entrepreneurial Operations	3
		18-20

## Entrepreneurship

### Letter of Recognition

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

As a part of its structure, the Center for Entrepreneurial and Business Excellence (CEBE) offers a letter of recognition in Entrepreneurship. The courses offer participants individualized business strategies to support growth and profitability, business development, networking opportunities, and support. The letter 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 required for this letter 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:</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)	
		1-10
		10-19

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Event Management

### Hospitality Management Certificate (Career)

APPLICATION CODE 283

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

This certificate is available for students seeking entry in the field or desiring enhancement of a present position.

		Credits
HMGT-101	Introduction to the Hospitality Industry	3
HMGT-160	Introduction to Travel and Tourism	2
HMGT-163	Introduction to Meetings, Conventions, and Expositions	3
HMGT-164	Event Management	3
HMGT-165	Introduction to the Cruise Ship Industry	3
HMGT-180	Hospitality Management Internship	2
HMGT-242	Lodging Management and Operations	3
HMGT-250	Food and Beverage Management and Service	3
HMGT-260	Fundamentals of Wines, Spirits, and Beers	3
		25

## Food and Beverage Management

### Hospitality Management Certificate (Career)

APPLICATION CODE 267

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

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, with a particular focus on the food and beverage service arena. Students selecting this certificate 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 Management.

		Credits
CMGT-100	Culinary Basics	1
HMGT-101	Introduction to the Hospitality Industry	3
HMGT-111	Foodservice Safety and Sanitation	1
HMGT-120	Food Preparation I	3
HMGT-164	Event Management	3
HMGT-220	Food Preparation II	3
HMGT-225	Hospitality Purchasing and Cost Control	3
HMGT-250	Food and Beverage Management and Service	3
HMGT-260	Fundamentals of Wines, Spirits, and Beers	3
<i>Electives – Select 2-3 credits from the following:</i>		
BMGT-120	Small Business Management (3 credits)	
ENTR-101	Entrepreneurship and Creativity (3 credits)	
HMGT-160	Introduction to Travel and Tourism (2 credits)	
HMGT-165	Introduction to the Cruise Ship Industry (3 credits)	
NUTR-211	Nutrition (3 credits)	2-3
		25-26

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Hospitality Management

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

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

The Hospitality Management program is designed to prepare graduates to function at mid-level management positions in the hospitality/tourism field. It is organized to provide theory and application for different arenas within the career, providing tracks in Food and Beverage Management, Lodging Management, and Event Management. Variations in internships and availability of electives accommodate those who have no experience as well as those who have relevant past experience. This program will prepare graduates for employment in hospitality. Transferability to several four-year programs has been developed.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities, Arts & Literature Core Course (see p. 61-62)	3-4
	SPCH-105 Fundamentals of Public Speaking OR SPCH-110 Interpersonal Communication	3
Social Sciences	History Core Course (see p. 63)	3
Science	Science Core Course (see p. 63; must include lab)	4
Mathematics	Mathematics Core Course (see p. 64)	3-5
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-130	Principles of Marketing	3
BMGT-240	Human Resource Management	3
CMSY-110	Software Applications for Micros	3
ECON-101	Principles of Economics (Macro)	3

**Choose one of the following tracks along with the General Education Core and Courses Related to Major to complete the degree in Food and Beverage Management, Lodging Management, or Event Management.**

### Food and Beverage Management Track

#### APPLICATION CODE 178C

CMGT-100	Culinary Basics	1
HMGT-101	Introduction to the Hospitality Industry	3
HMGT-111	Foodservice Safety and Sanitation	1
HMGT-120	Food Preparation I	3
HMGT-180	Hospitality Management Internship	2
HMGT-220	Food Preparation II	3
HMGT-225	Hospitality Purchasing and Cost Control	3
HMGT-250	Food and Beverage Management and Service	3
HMGT-260	Fundamentals of Wines, Spirits, and Beers	3
		60-65

### Lodging Management Track

#### APPLICATION CODE 178D

HMGT-101	Introduction to the Hospitality Industry	3
HMGT-160	Introduction to Travel and Tourism	2
HMGT-163	Introduction to Meetings, Conventions, and Expositions	3
HMGT-180	Hospitality Management Internship	2
HMGT-225	Hospitality Purchasing and Cost Control	3
HMGT-242	Lodging Management and Operations	3
HMGT-244	Managing the Housekeeping Operation	2
HMGT-250	Food and Beverage Management and Service	3
<i>Electives – Select 3 credits from the following (3 credits each):</i>		
BMGT-120	Small Business Management	
ENTR-101	Entrepreneurship and Creativity	
HEED-211	Nutrition	
HMGT-165	Introduction to the Cruise Ship Industry	3
		62-67

### Event Management Track

#### APPLICATION CODE 178E

HMGT-101	Introduction to the Hospitality Industry	3
HMGT-160	Introduction to Travel and Tourism	2
HMGT-163	Introduction to Meetings, Conventions, and Expositions	3
HMGT-164	Event Management	3
HMGT-180	Hospitality Management Internship	2
HMGT-242	Lodging Management Operations	3
HMGT-250	Food and Beverage Management and Service	3
HMGT-260	Fundamentals of Wines, Spirits, and Beers	3
		60-65

<sup>1</sup> A World Language is recommended, but not required.

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Information Systems Management- Office Systems

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

**A Business Administration Area of Study**

APPLICATION CODE 229

For curriculum information, contact the Business and Computer  
Systems Division—Room DH-239—443-518-1520.

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 area of study 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 area of study is designed to transfer to a Bachelor of Arts degree at UMBC where various upper-level courses would then be taken.

### GENERAL EDUCATION CORE Credits

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences	ECON-101 Principles of Economics (Macro) History Core Course (see p. 63)	3 3
Science	Science Core Courses (must include one course with lab)	7-8
Mathematics	MATH-145 Business Calculus	3
Interdisciplinary	CMSY-110 Software Applications for Micros OR CMSY-129 Principles of the Internet	3 3

### REQUIRED COURSES RELATED TO MAJOR

ACCT-111	Principles of Accounting I	3
ACCT-112	Principles of Accounting II	3
BMGT-145	Principles of Management	3
CMSY-120	Introduction to Computer Systems	3
CMSY-121	Structured Logic and Program Design	3
CMSY-190	Introduction to Visual Basic.NET	3
CMSY-250	Systems Analysis and Design	3
ECON-102	Principles of Economics (Micro)	3
MATH-138	Statistics	4
SPCH-105	Fundamentals of Public Speaking	3
	<u>62-65</u>	

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

## Information Systems Management- Programming/Technical Systems

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

**A Business Administration Area of Study**

APPLICATION CODE 230

For curriculum information, contact the Business and Computer  
Systems Division—Room DH-239—443-518-1520.

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 area of study 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 Credits

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences	ECON-101 Principles of Economics (Macro) History Core Course (see p. 63)	3 3
Science	Science Core Courses (must include one course with a lab)	7-8
Mathematics	MATH-181 Calculus I	4
Interdisciplinary	CMSY-110 Software Applications for Micros OR CMSY-129 Principles of the Internet	3 3

### REQUIRED COURSES RELATED TO MAJOR

ACCT-111	Principles of Accounting I	3
ACCT-112	Principles of Accounting II	3
BMGT-145	Principles of Management	3
CMSY-121	Structured Logic and Program Design	3
CMSY-181	Introduction to C++ Programming	4
CMSY-281	Advanced C++ Programming	4
ECON-102	Principles of Economics (Micro)	3
MATH-250	Linear Algebra	4
SPCH-105	Fundamentals of Public Speaking	3
	<u>62-65</u>	

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.



# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Information Technology

### A.A. Degree (Transfer)

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

This curriculum is a guide for transferring to a four-year institution, such as the University of Baltimore, Johns Hopkins University, or the University of Maryland University College to complete a bachelor's degree in Information Technology. Students may select from the following tracks: 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** **Credits**  
**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3	
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11	
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6	
Science	Science Core Courses (see p. 63; must include one course with a lab)	7-8	
Mathematics	MATH-141 or higher	3-5	
Interdisciplinary	CMSY-110 Software Applications for Micros	3	

**REQUIRED COURSES RELATED TO MAJOR**

**Choose one of the tracks and complete all courses listed for the track. (Consult with an advisor for course requirements of different transfer schools.)**

**PC/Network Hardware/iNet Track**

**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	3	
CMSY-154	Protecting the Virtual Office	3	
MATH-138	Statistics	4	
SPCH-105	Fundamentals of Public Speaking	3	

*Electives – Select 7-9 credits from the following:*

CMSY-134	Introduction to Operating Systems (1 credit)		
CMSY-142	Operating System Fundamentals I (1 credit)		
CMSY-143	Operating System Fundamentals II (1 credit)		
CMSY-153	Introduction to Flash (3 credits)		
CMSY-162	Introduction to Network Security Systems (3 credits)		
CMSY-168	Developing for the Web (3 credits)		
CMSY-169	Mobile Design and Development Principles (3 credits)		
CMSY-250	Systems Analysis and Design (3 credits)		
CMSY-255	Introduction to Unix and Linux (3 credits)		
CMSY-256	Linux Server Administration (3 credits)	7-9	
		60-67	

**Programming Track**

**APPLICATION CODE 171B**

CMSY-121	Structured Logic and Program Design	3	
CMSY-168	Developing for the Web	3	
CMSY-181	Introduction to C++ Programming	4	
CMSY-190	Introduction to Visual Basic.NET	3	
CMSY-199	Introduction to Java	3	
CMSY-203	Introduction to PHP	3	
CMSY-250	Systems Analysis and Design	3	
SPCH-105	Fundamentals of Public Speaking	3	

*Electives – Select 6 credits from the following:*

CMSY-153	Introduction to Flash (3 credits)		
CMSY-169	Mobile Design and Development Principles (3 credits)		
CMSY-195	Intermediate Visual Basic.NET (3 credits)		
CMSY-217	Intermediate Java (3 credits)		
CMSY-248	Introduction to XML (3 credits)		
CMSY-255	Introduction to Unix and Linux (3 credits)		
CMSY-256	Linux Server Administration (3 credits)	6	
		62-67	

**CISCO Track**

**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	
CSCO-652	Implementing IP Switching	3	
SPCH-105	Fundamentals of Public Speaking	3	
MATH-138	Statistics	4	
		62-67	

**Web Development Track**

**APPLICATION CODE 171E**

BMGT-204	Taking Your Business Mobile	3	
CMSY-147	Introduction to Web Site Authoring	3	
CMSY-154	Protecting the Virtual Office	3	
CMSY-168	Developing for the Web	3	
CMSY-203	Introduction to PHP	3	
CMSY-211	Web Tools for Successful Business	3	
SPCH-105	Fundamentals of Public Speaking	3	

*Electives – Select 9 credits from the following (3 credits each):*

CMSY-153	Introduction to Flash		
CMSY-169	Mobile Design and Development Principles		
CMSY-205	Advanced Java Script		
CMSY-248	Introduction to XML		
CMSY-255	Introduction to Unix and Linux		
CMSY-256	Linux Server Administration	9	
		61-66	

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Information Technology (cont'd)

### Computer Technology Forensics Track

APPLICATION CODE 171F

The Computer Technology Forensics track 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 intend to transfer. This Computer Forensics Technology track is for computer information technology majors only.

		Credits
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-138	Statistics	4
SPCH-105	Fundamentals of Public Speaking	3
<i>Electives – Select 6 credits from the following (3 credits each):</i>		
CMSY-105	Personal Computer Systems Repair I	
CMSY-162	Introduction to Network Security Systems	
MSFT-299	Fundamentals and Practice for Network+ Certification	
	<u>6</u>	
	62-67	

## International Business

### A.A. Degree (Transfer)

#### A Business Administration Area of Study

APPLICATION CODE 173

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

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 prepares students for transfer to a four-year business program. A broad-based liberal education including a language requirement, economics, and global business exposure is the foundation of the general education core. The courses related to the major offer students a more in-depth study of international business, where students will explore various business disciplines and skills, learn technology common in the business environment, and focus on accounting, ethics, and entrepreneurship. Successful completion of this business curriculum prepares students to engage in higher levels of study in many areas of business in a four-year baccalaureate program.

#### GENERAL EDUCATION CORE

Credits

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

	Composition	ENGL-121 College Composition	3
	Humanities, Arts & Literature	World Language Sequence <sup>1</sup>	8
		BMGT/SPCH-142 Business Development and Sales for Emerging Leaders	
		OR	
		BMGT/SPCH-175 Business Communications	
		OR	
		SPCH-105 Fundamentals of Public Speaking	3
Social Sciences		ECON-101 Principles of Economics (Macro)	3
		History Core Course (see p. 63)	3
Science		Science Core Courses (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
BMGT-203	Business Ethics		3
BMGT-205	Principles of International Business		3
CMSY-110	Software Applications for Micros		3
ECON-102	Principles of Economics (Micro)		3
ENTR-101	Entrepreneurship and Creativity		3
MATH-138	Statistics		4
			<u>62-63</u>

<sup>1</sup> 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 AREAS OF STUDY

## Legal Office Assistant Office Technology Certificate (Career) APPLICATION CODE 45

For curriculum information, contact the Business and Computer  
Systems Division—Room DH-239—443-518-1520.

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

## Legal Office Assistant Letter of Recognition

For curriculum information, contact the Business and Computer  
Systems Division—Room DH-239—443-518-1520.

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

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Lodging Management

### Hospitality Management Certificate (Career)

APPLICATION CODE 268

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

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, with a focus on the lodging arena. Students selecting this certificate 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 Management.

		<b>Credits</b>
HMGT-101	Introduction to the Hospitality Industry	3
HMGT-163	Introduction to Meetings, Conventions, and Expositions	3
HMGT-180	Hospitality Management Internship	2
HMGT-225	Hospitality Purchasing and Cost Control	3
HMGT-242	Lodging Management and Operations	3
HMGT-244	Managing the Housekeeping Operation	2
HMGT-250	Food and Beverage Management and Service	3
<i>Electives – Select 3 credits from the following (3 credits each):</i>		
BMGT-120	Small Business Management	
ENTR-101	Entrepreneurship and Creativity	
HMGT-165	Introduction to the Cruise Ship Industry	
NUTR-211	Nutrition	3
		22

## Medical Transcriptionist

### Office Technology Certificate (Career)

APPLICATION CODE 152

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

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

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Microsoft Certified Systems Engineer (MCSE)

### Windows Server 2003

#### A Network Administration Certificate (Career)

APPLICATION CODE 124

For curriculum information, contact the Business and Computer  
Systems Division—Room DH-239—443-518-1520.

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 (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-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.*

## Network Engineer

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

#### A Network Administration Area of Study

APPLICATION CODE 112A

For curriculum information, contact the Business and Computer  
Systems Division—Room DH-239—443-518-1520.

This area of study 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 of 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).

GENERAL EDUCATION REQUIREMENTS		Credits
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	Arts Core Course (see p. 62) SPCH-105 Fundamentals of Public Speaking OR SPCH-110 Interpersonal Communication	3
Social Sciences	SOCI-101 Introduction to Sociology OR PSYC-101 General Psychology	3
Science	Science Core Course (see p. 63)	3-4
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	3
<b>REQUIRED COURSES RELATED TO MAJOR</b>		
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	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

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Network Engineer (cont'd)

Electives—Select 9-12 credits from the following (3 credits each, except where noted):

ACCT-111	Principles of Accounting I
BMGT-100	Introduction to Business and Organization
BMGT-120	Small Business Management
BMGT-130	Principles of Marketing
BMGT-141	Supervisory Development
BMGT-145	Principles of Management
BMGT-151	Business Law I
CMSY-141	Computer Science I (4 credits)
CMSY-163	Introduction to Firewalls and Network Security
CMSY-164	Introduction to Intrusion Detection Systems
CMSY-181	Introduction to C++ Programming (4 credits)
CMSY-190	Introduction to Visual Basic.NET
CMSY-201	Computer Systems Work Experience I
CMSY-250	Systems Analysis and Design
CMSY-255	Introduction to Unix and Linux
CMSY-262	Encryption and VPN Technology
CMSY-263	Hardening the Network Infrastructure
CMSY-281	Advanced C++ Programming (4 credits)
COOP-201	Cooperative Education Work Experience I
MSFT-218	Managing a Microsoft Windows 2000 Network Environment
MSFT-230	Designing Microsoft Windows 2000 Active Directory Services
MSFT-235	Designing a Secure Microsoft Windows 2000 Network
MSFT-240	Designing Microsoft Windows 2000 Network Infrastructure
MSFT-282	Designing a Microsoft Windows Server 2003 Active Directory and Network Infrastructure
MSFT-283	Designing Security for a Microsoft Windows Server 2003 Network
MSFT-572	Implementing and Managing Microsoft Exchange 2000
MSFT-862	Administering a Microsoft SQL Server 2000 Database
MSFT-863	Programming a Microsoft SQL Server 2000 Database

9-12  
60-66

## Network Security

### A.A. Degree (Transfer)

#### An Information Technology Area of Study

APPLICATION CODE 231

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

This area of study is designed in response to the increased regional to international growth of network security concerns. 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 government 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 the National Training Standard for Information Systems Security Professionals (NSTISSI 4011). The curriculum is designed to transfer to similar programs at Johns Hopkins University and at Capitol College, and the student is eligible for certification to the 4011 standard by the Committee on National Security Systems (CNSS).

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (see p. 63; must include one course with a lab)	7-8
Mathematics	MATH-138 Statistics OR MATH-143 Precalculus I	3-4
Interdisciplinary	CMSY-110 Software Applications for Micros OR CMSY-129 Principles of the Internet	3
<b>REQUIRED COURSES RELATED TO MAJOR</b>		
CMSY-162	Introduction to Network Security Systems	3
CMSY-163	Introduction to Firewalls and Network Security	3
CMSY-164	Introduction to Intrusion Detection Systems	3
CMSY-262	Encryption and VPN Technology	3
CMSY-263	Hardening the Network Infrastructure	3
MATH-141	College Algebra	3
MSFT-299	Fundamentals and Practice for Network+ Certification	3
SPCH-105	Fundamentals of Public Speaking	3
<i>Electives – Select 6 credits from the following (3 credits each):</i>		
CMSY-138	Information Systems and Computer Applications	
CMSY-154	Protecting the Virtual Office	
CMSY-159	Data Communications	
CMSY-218	Operating System Fundamentals	
	OR	
CMSY-219	Microcomputer Operating Systems	
CMSY-255	Introduction to Unix and Linux	
CSCO-281	Network Fundamentals	
Microsoft	Any MSFT course (except MSFT-299)	6
		61-65

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a World Language Sequence (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One History Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a Humanities Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Network Security Administration

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

**A Network Administration Area of Study**

**APPLICATION CODE 192**

For curriculum information, contact the Business and Computer  
Systems Division—Room DH-239—443-518-1520.

This area of study is designed for those who intend to enter the workforce following completion of an AAS degree. Network Security is an increasingly desirable field and mid-level administrators are in high demand. The area of study incorporates all CISSP domains, and completely maps to the National Training Standard for Information Systems Security Professionals (NSTISSI 4011). 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 certification to the 4011 standard by the Committee on National Security Systems (CNSS).

<b>GENERAL EDUCATION REQUIREMENTS</b>		<b>Credits</b>
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	Arts Core Course (see p. 62) SPCH-105 Fundamentals of Public Speaking OR SPCH-110 Interpersonal Communication	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 63)	3
Science	Science Core Course (see p. 63; must include lab)	4
Mathematics	MATH-138 Statistics OR MATH-143 Precalculus I	3-4
Interdisciplinary	CMSY-110 Software Applications for Micros OR CMSY-129 Principles of the Internet OR ENTR-215 Taking Innovation to Market	3

### REQUIRED COURSES RELATED TO MAJOR

CMSY-154	Protecting the Virtual Office	3
CMSY-162	Introduction to Network Security Systems	3
CMSY-163	Introduction to Firewalls and Network Security	3
CMSY-164	Introduction to Intrusion Detection Systems	3
CMSY-262	Encryption and VPN Technology	3
CMSY-263	Hardening the Network Infrastructure	3
MATH-141	College Algebra	3
MSFT-299	Fundamentals and Practice for Network+ Certification	3

*Business Electives – Select 3 credits from the following (3 credits each):*

ACCT-111	Principles of Accounting I	
BMGT-100	Introduction to Business and Organization	
BMGT-120	Small Business Management	
BMGT-141	Supervisory Development	
BMGT-151	Business Law I	
COOP-201	Cooperative Education Work Experience I	3

*Operating Systems Electives – Select 3 credits from the following:*

CMSY-134	Introduction to Operating Systems (1 credit)	
CMSY-142	Operating System Fundamentals I (1 credit)	
CMSY-143	Operating System Fundamentals II (1 credit)	
CMSY-159	Data Communications (3 credits)	
CMSY-218	Operating System Fundamentals (3 credits)	
CMSY-219	Microcomputer Operating Systems (3 credits)	
CMSY-255	Introduction to Unix (3 credits)	3

*Electives – Select 9 credits from the following (3 credits each):*

CMSY-105	Personal Computer Systems Repair I
CMSY-106	Personal Computer Systems Repair II
CMSY-121	Structured Logic and Program Design
CMSY-129	Principles of the Internet
CMSY-190	Introduction to Visual Basic.NET
CMSY-195	Intermediate Visual Basic.NET
CMSY-250	Systems Analysis and Design
CMSY-255	Introduction to Unix
CMSY-256	Linux Server Administration
CSCO-281	Network Fundamentals
CSCO-282	Routing Protocols and Concepts
CSCO-283	LAN Switching and Wireless Networks
Microsoft	Any MSFT course (except MSFT-299)

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Network Security Administration

### Certificate (Career)

APPLICATION CODE 193

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

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, private, and government organizations, in roles requiring assessment, operations, and improvement of network security systems. The courses focus on the ten CISSP domains and completely map to the national training standard for the Information Systems Security Professional (NISTISSI 4011). Upon completion, the student will receive an HCC certificate of proficiency, as well as a Committee on National Security Systems (CNSS) certificate for completing a curriculum meeting the 4011 standard.

		<b>Credits</b>
CMSY-154	Protecting the Virtual Office	3
CMSY-162	Introduction to Network Security Systems	3
CMSY-163	Introduction to Firewalls and Network Security	3
CMSY-164	Introduction to Intrusion Detection Systems	3
CMSY-262	Encryption and VPN Technology	3
CMSY-263	Hardening the Network Infrastructure	3
		18

For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).

## Office Assistant

### Office Technology Certificate (Career)

APPLICATION CODE 44

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

		<b>Credits</b>
ACCT-111	Principles of Accounting I	3
BMGT-178	Business Writing	1
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-126	Introduction to the Internet	1
CMSY-127	Microsoft® Outlook	1
CMSY-132	Introduction to Windows	1
OFFI-100	Office Machines	1
OFFI-102	Editing Skills	3
OFFI-177	Grammar for Your Job	2
OFFI-275	Office Simulation	3
OFFI-279	Keyboarding	1
		24

For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).



# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Office Automation Specialist Letter of Recognition

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

	<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
	11

## Office Technology A.A.S. Degree (Career)

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

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 track provides the educational background necessary for a person to advance to a supervisory position. The office assistant track provides comprehensive preparation for positions in corporate and government offices. The legal office assistant track includes courses in legal document preparation, legal terminology, communications, and word processing. The international office assistant track includes courses that provide an understanding of global economics and geography.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	SPCH-105 Fundamentals of Public Speaking	3
	SPCH-110 Interpersonal Communication	3
Social Sciences	SOCI-101 Introduction to Sociology	3
Science	Science Core Course (see p. 63; must include lab)	4
Mathematics	MATH-122 Ideas in Mathematics	
	OR	
	MATH-138 Statistics	
	OR	
	MATH-141 College Algebra	3-4
Interdisciplinary	CMSY-129 Principles of the Internet	3

<b>REQUIRED COURSES RELATED TO MAJOR</b>		<b>Credits</b>
ACCT-111	Principles of Accounting I	3
BMGT-100	Introduction to Business and Organization	3
BMGT-178	Business Writing	1
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
CMSY-132	Introduction to Windows	1
CMSY-136	Integrated Software Applications	1
OFFI-100	Office Machines	1
OFFI-177	Grammar for Your Job	2
OFFI-275	Office Simulation	3

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

<b>Office Management/Supervision Track</b>		<b>Credits</b>
<b>APPLICATION CODE 191A</b>		
BMGT-134	Coaching as a Tool for Effective Leadership	3
BMGT-141	Supervisory Development	3
BMGT-145	Principles of Management	3
BMGT-240	Human Resource Management	3
Business Electives	Any course with prefix ACCT, BMGT, CMSY, ENTR, FNPL, or OFFI	3
		60-61

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Office Technology (cont'd)

### Office Assistant Track

#### APPLICATION CODE 191B

ACCT-114	Managing Finances with QuickBooks	1
HMDV-100	Introduction to Human Relations	3
OFFI-102	Editing Skills	3
OFFI-279	Keyboarding	1
Business Electives	Business Electives (see p. 65)	7
		60-61

### Legal Office Assistant Track

#### APPLICATION CODE 191C

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

### International Office Assistant Track

#### APPLICATION CODE 191D

BMGT-150	International Business Issues Seminar	1
ECON-101	Principles of Economics (Macro)	3
ECON-205	International Economics	3
GEOG-101	Introduction to World Geography	3
OFFI-279	Keyboarding	1
POLI-201	Comparative Government	3
Business Elective	Business Elective (see p. 65)	1
		60-61

## Professional Coaching

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

#### A Business Management Area of Study

##### APPLICATION CODE 225

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

The professional coaching area of study 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. This area of study will improve business, entrepreneurial, and management skills, prepare students for employment in a broad range of management positions, and develop or enhance their own private practice. Transferability to private certification programs is being developed.

#### GENERAL EDUCATION CORE

		Credits
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	Arts and Humanities Core Course (see p. 61) (One course from Humanities, Arts, or Literature)	3
	SPCH-105 Fundamentals of Public Speaking OR	
	SPCH-110 Interpersonal Communication	3
Social Sciences	History Core Course (see p. 63)	3
Science	Science Core Course (see p. 63; must include one course with lab)	4
Mathematics	Mathematics Core Course (see p. 64)	3-5
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 and 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	Principles and Practices of 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 (3 credits each):</i>		
BMGT-120	Small Business Management	
BMGT-240	Human Resource Management	
HEED-116	Fundamentals of Spiritual Awareness	
HEED/CRES-155	Introduction to Conflict Resolution: Science and Art	
PSYC-101	General Psychology	3
		61-63

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Professional Coaching

### Business Management Certificate (Career)

APPLICATION CODE 212

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

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 certificate.

		<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 Consulting/Coaching Practice	3
<i>Electives – Select 6 credits from the following (3 credits each):</i>		
BMGT-120	Small Business Management	
HEED-116	Fundamentals of Spiritual Awareness	
HEED/CRES-155	Introduction to Conflict Resolution: Science and Art	
PSYC-101	General Psychology	6
		18

*For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).*

## Professional Cooking

### Culinary Management Certificate (Career)

APPLICATION CODE 265

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

This culinary management certificate in Professional Cooking is designed for individuals who are interested in pursuing a career in the culinary field, focusing on professional cooking. Students enrolling in this certificate will develop skills related to cooking in a professional environment, including food handling and preparation, purchasing, cost control, service skills, and management skills. Students completing the certificate will be ready to enter the culinary field at an entry-level position.

		<b>Credits</b>
HMGT-101	Introduction to the Hospitality Industry	3
HMGT-111	Foodservice Safety and Sanitation	1
HMGT-120	Food Preparation I	3
HMGT-220	Food Preparation II	3
HMGT-225	Hospitality Purchasing and Cost Control	3
CMGT-100	Culinary Basics	1
CMGT-110	Culinary Supervision	2
CMGT-130	Garde Manger	3
CMGT-135	Baking and Pastries	3
CMGT-200	International Cuisine	3
		25

*For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).*

# BUSINESS AND COMPUTER SYSTEMS DIVISION AREAS OF STUDY

## Software Applications Specialist Letter of Recognition

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

Highly qualified individuals are needed to respond to the increasing demand for office personnel with excellent computer skills. This letter of recognition provides a strong background in software applications. Also, successful completion of these courses will indicate that the student has taken the courses that will help them prepare for Microsoft Office Specialist certifications in Word, Excel, Access, PowerPoint, and Outlook.

		<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

## Web Developer

### Information Technology Certificate (Career) APPLICATION CODE 189

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

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.

		<b>Credits</b>
BMGT-204	Taking Your Business Mobile	3
CMSY-103	Beginning Databases	
	OR	
CMSY-110	Software Applications for Micros	1-3
CMSY-147	Introduction to Web Site Authoring	3
CMSY-168	Developing for the Web	3
CMSY-169	Mobile Design and Development Principles	3
CMSY-203	Introduction to PHP	3
<i>Electives - Select 9 credits from the following (3 credits each):</i>		
CMSY-154	Protecting the Virtual Office	
CMSY-190	Visual Basic.NET	
CMSY-199	Introduction to Java	
CMSY-205	Advanced Java Script	
CMSY-211	Web Tools for Successful Business	
CMSY-248	Introduction to XML	
CMSY-255	Introduction to Unix and Linux	
CMSY-256	Linux Server Administration	
		9
		25-27

*For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).*

# ENGLISH/WORLD LANGUAGES DIVISION AREAS OF STUDY

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## Arabic

### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

APPLICATION CODE 241

For curriculum information, contact the English/World Languages  
Division—Room DH-239—443-518-1540.

This curriculum is a guide to students planning to transfer to a four-year institution to complete a Bachelor of Arts degree in Arabic language and/or literature. 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>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62)	
	Arts Core Course (see p. 62)	
	Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3
<b>REQUIRED COURSES RELATED TO MAJOR</b>		
ARAB/ANTH-220	Cultures of the Middle East	3
Arabic	Any course with prefix ARAB	12
Arts and Sciences	Arts and Sciences Electives (see p. 65)	6
ENGL-214	Middle Eastern Literature	3
HIST-209	History of the Middle East	3
<i>Electives – Select 3 credits from the following (3 credits each):</i>		
BMGT/SPCH-175	Business Communications	
SPCH-110	Interpersonal Communication	
THET/SPCH-151	The Spoken Word	3
		60-66

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# ENGLISH/WORLD LANGUAGES DIVISION AREAS OF STUDY

## English

### A.A. Degree (Transfer) An Arts and Sciences Area of Study APPLICATION CODE 164

For curriculum information, contact the English/World Languages  
Division—Room DH-239—443-518-1540.

This curriculum is a guide to students planning to transfer to a four-year institution to complete a Bachelor of Arts degree in English. Students are advised to check the requirements of the institution to which they intend to transfer.

GENERAL EDUCATION CORE	Credits
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.</b>	
Composition Humanities, Arts & Literature <sup>1</sup>	ENGL-121 College Composition 3  Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61) 9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63) 6
Science	Science Core Courses (see p. 63; must include one course with lab) 7-8
Mathematics	Mathematics Core Course (see p. 64) 3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64) 2-3

#### REQUIRED COURSES RELATED TO MAJOR

ENGL-240	Applied English Grammar	3
ENGL-226	World Literature I OR	
ENGL-227	World Literature II	3
ENGL-207	Ethics in Literature	3
English	English Electives (see p. 65)	15
THET-131	Theatre Appreciation	3
<i>Electives – Select 3 credits from the following (3 credits each):</i>		
FINE-102	Arts, Cultures, and Ideas	
FINE-193	Introduction to Women's Studies: Women, Art, and Culture	
SPCH-110	Interpersonal Communication	
THET/SPCH-151	The Spoken Word	3
		60-66

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## Spanish

### A.A. Degree (Transfer) An Arts and Sciences Area of Study APPLICATION CODE 203

For curriculum information, contact the English/World Languages  
Division—Room DH-239—443-518-1540.

This curriculum is a guide to students planning to transfer to a four-year institution to complete a Bachelor of Arts degree in Spanish. Students are advised to check the requirements of the institution to which they intend to transfer.

GENERAL EDUCATION CORE	Credits
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.</b>	
Composition Humanities, Arts & Literature <sup>1</sup>	ENGL-121 College Composition 3  Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61) 9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63) 6
Science	Science Core Courses (see p. 63; must include one course with lab) 7-8
Mathematics	Mathematics Core Course (see p. 64) 3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p.64) 2-3

#### REQUIRED COURSES RELATED TO MAJOR

Arts and Sciences	Arts and Sciences Electives (see p. 65)	6
ENGL-213	Latin American Literature	3
HIST-210	History of Latin America	3
SPAN-221	Cultures of the Spanish-Speaking World	3
Spanish	Any course with prefix SPAN taught in Spanish	12
<i>Electives – Select 3 credits from the following (3 credits each):</i>		
BMGT/SPCH-175	Business Communications	
SPCH-110	Interpersonal Communication	
THET/SPCH-151	The Spoken Word	3
		60-66

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# HEALTH SCIENCES DIVISION AREAS OF STUDY

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## Accelerated Cardiovascular Program for Hospital Trainees

**Certificate (Career)**  
APPLICATION CODE 134

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

This certificate prepares students to meet the theoretical, technical, and clinical responsibilities associated with the cardiovascular field. To be eligible for this certificate, a student must be assigned by an employer to a cardiac catheterization laboratory setting. The clinical environment combines innovative procedures and state-of-the-art equipment and provides the 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
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
PHYS-101*	Technical Physical Science	4
CARD-120	Rhythm Analysis and 12 Lead ECG	2
CARD-121**	Cardiovascular Assessment Skills Lab	3
CARD-122	Cardiac Anatomy and Pathophysiology	3
CARD-123	Hemodynamics	3
CARD-124	X-Ray Theory for Cardiovascular Technology	3
CARD-201	Cardiovascular Pharmacology	2
CARD-220	Cardiovascular Procedures	2
CARD-221	Diagnostic and Interventional Procedures in CVT	8
CARD-222	Advanced Intravascular Interventional Procedures	4
		46

*Students must also complete ENGL-096, if required, and be eligible to enroll in ENGL-121 and a Mathematics Core course (see p. 64).*

*\*Admission to the Accelerated Cardiovascular Program is based upon successful completion of BIOL-101 or 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.*

*\*\*Students will be expected to participate in four 8-hour days of clinical experience during the semester in addition to scheduled class time. A health form is required.*

*For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).*

# HEALTH SCIENCES DIVISION AREAS OF STUDY

## Aging Services

### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

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 area of study 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. This transfer pattern 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>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.</b>	
Composition	3
Humanities, Arts & Literature <sup>1</sup>	9-11
Social Sciences <sup>2</sup>	3
Science	4
Mathematics	4
Interdisciplinary	3

**REQUIRED COURSES RELATED TO MAJOR**  
Choose one of the tracks and complete all courses listed for the track.

<b>Aging Services Management Track</b>	
APPLICATION CODE 249A	
ACCT-111	3
ACCT-112	3
AGNG-160	3
AGNG-250	3
AGNG-290	3
BMGT-145	3
CMSY-120	3
HEED-125	3
PHIL-202	3
SOCI-101	3
	62-64

## Gerontology Track

### APPLICATION CODE 249B

AGNG-160	3
AGNG-250	3
AGNG-290	3
HUMS-110	3
HEED-115	3
HEED-125	3
HEED-213	3
HEED-230	3
NUTR-211	3
SOCI-101	3
	62-64

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.



# HEALTH SCIENCES DIVISION AREAS OF STUDY

## Athletic Training

**A.A. Degree (Transfer)**  
**An Arts and Sciences Area of Study**  
**APPLICATION CODE 163**

For curriculum information, contact the Health Sciences Division—  
 Room ST-149—443-518-1560.

The Athletic Training area of study 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. This area of study 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**  
**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62)	
	Arts Core Course (see p. 62)	
	Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Course (see p. 63)	3
	PSYC-101 General Psychology	3
Science	BIOL-101 General Biology I	4
	BIOL-203 Anatomy and Physiology I	4
Mathematics	MATH-138 Statistics	4
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

**REQUIRED COURSES RELATED TO MAJOR**

BIOL-204	Anatomy and Physiology II	4
CHEM-101	General Inorganic Chemistry I	
	OR	
CHEM-103	Fundamentals of General Chemistry	4
HEED-112	First Aid and Safety	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
EXSC-210	Sport and Exercise Psychology	3
SOCI-101	Introduction to Sociology	3
		60-63

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## Cardiac Monitoring and Analysis

**Certificate (Career)**  
**APPLICATION CODE 115**

For curriculum information, contact the Health Sciences Division—  
 Room ST-149—443-518-1560.

Students learn to apply and interpret rhythm strips, 12-Lead EKGs 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	<b>Credits</b>
BIOL-101**	General Biology I	3
	OR	
BIOL-107**	Fundamentals of Microbiology	4
BIOL-203**	Anatomy and Physiology I	4
BIOL-204**	Anatomy and Physiology II	4
CARD-120	Rhythm Analysis and 12 Lead ECG	2
CARD-121***	Cardiovascular Assessment Skills Lab	3
CARD-122	Cardiac Anatomy and Pathophysiology	3
		23

\*Placement into ENGL-121 or completion of an English Core course is required for admission to the program.

\*\*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.

\*\*\*Students will be expected to participate in four 8-hour days of clinical experience during the semester in addition to scheduled class time. A health form is required.

Students must also complete a Mathematics Core course (see p. 64) or have completed MATH-061 or higher.

For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).

## HEALTH SCIENCES DIVISION AREAS OF STUDY

### Cardiovascular Technology for Health Care Professionals

**Certificate (Career)**  
APPLICATION CODE 270

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

This certificate is designed for individuals who are working as health care professionals and who desire to prepare themselves for advancement in the area of Invasive Cardiovascular Technology. Individuals who are currently licensed, registered or certified as a Nurse, Diagnostic Medical Sonographer, Medical Laboratory Technologist, Nuclear Medicine Technologist, Respiratory Therapist, Physical Therapist, or practicing Radiologic Technologist are eligible to apply for admission to this program. Cardiovascular Technology is an allied health profession specifically dedicated to the diagnosis and treatment of patients with cardiac and/or peripheral vascular disease. Graduates may apply to take the national certification exam to become a Registered Cardiovascular Invasive Specialist (RCIS). Certified Radiologic Technologists may apply to take the examination in Cardiovascular - Interventional Technology to become a Cardiovascular Radiologic Technologist (CVRT).

		Credits
CARD-120	Rhythm Analysis and 12 Lead ECG	2
CARD-121*	Cardiovascular Assessment Skills Lab	3
CARD-122	Cardiac Anatomy and Pathophysiology	3
CARD-123	Hemodynamics	3
CARD-124**	X-Ray Theory for Cardiovascular Technology	3
CARD-201	Cardiovascular Pharmacology	2
CARD-220	Cardiovascular Procedures	2
CARD-221	Diagnostic and Interventional Procedures	8
CARD-222	Advanced Intravascular Interventional Procedures	4
CARD-231***	Applied Clinical Practicum	3
CARD-261	Clinical Internship	4
		37

**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
Mathematics	Mathematics Core Course (see p. 64)

*A grade of "C" or better is required in cardiovascular, mathematics, and science courses.*

*Sciences are generally not transferable if they are ten (10) years old. Check with the office of Admissions and Advising.*

*Placement into ENGL-121 (or proof of completion of a college-level English course) must be demonstrated.*

*\*Students will be expected to participate in four 8-hour days of clinical experience during the semester in addition to scheduled class time. A health form is required.*

*\*\*Practicing Radiologic Technologists are not required to take CARD-124.*

*\*\*\*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.*

*\*\*\*\*Completion of BIOL-101 or BIOL-107 is required as a prerequisite for BIOL-203. Official transcripts, showing completion of the above prerequisite courses (with a minimum grade of "C" for CARD, MATH and science courses) must be submitted, with an Official Transcript Evaluation Form to the office of Admissions and Advising before candidates are eligible to be cleared into the Cardiovascular Technology courses.*

*For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).*

### Cardiovascular Technology— Invasive Technologist

**A.A.S. Degree (Career)**  
APPLICATION CODE 114

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

This area of study 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	3
Humanities, Arts and Literature	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
Mathematics	Mathematics Core Course (see p. 64)	3-5

#### REQUIRED COURSES RELATED TO MAJOR

PHYS-101*	Technical Physical Science	4
BIOL-204*	Anatomy and Physiology II	4
CARD-120	Rhythm Analysis and 12 Lead ECG	2
CARD-121**	Cardiovascular Assessment Skills Lab	3
CARD-122	Cardiac Anatomy and Pathophysiology	3
CARD-123	Hemodynamics	3
CARD-124	X-Ray Theory for Cardiovascular Technology	3
CARD-201	Cardiovascular Pharmacology	2
CARD-220	Cardiovascular Procedures	2
CARD-221	Diagnostic and Interventional Procedures	8
CARD-222	Advanced Intravascular Interventional Procedures	4
CARD-231***	Applied Clinical Practicum	3
CARD-261	Clinical Internship	4
		65-67

*A grade of "C" or better is required in cardiovascular, mathematics, and science courses.*

*\*Admission to this area of study is based upon successful completion of BIOL-101 or 107, and BIOL-203, BIOL-204, PHYS-101, and Mathematics Core. 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. Anatomy and Physiology I and II must be completed within five years prior to beginning CVT course work. Exceptions may be made on a case-by-case basis.*

*\*\*Students will be expected to participate in four 8-hour days of clinical experience during the semester in addition to scheduled class time. A health form is 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.*

# HEALTH SCIENCES DIVISION AREAS OF STUDY

## Dental Hygiene

**A.A.S. Degree (Career)**  
**Pending MHEC Approval**  
**APPLICATION CODE 280**

For curriculum information, contact the Health Sciences Division—  
 Room ST-149—443-518-1560.

The dental hygiene curriculum is a two-year program that leads to an associate of applied science degree in Dental Hygiene. This area of study prepares the student to become a licensed primary health care provider and a member of the dental team responsible for the preventive aspects of oral health. Emphasis in this area of study will prepare students to participate in roles that include clinician, educator, researcher, administrator, and public health advocate. Students may also continue their education to receive a baccalaureate or master's degree in dental hygiene. Students will learn through college-based lectures, laboratory assignments, research, and the treatment of patients in a clinical setting. Graduates of the Dental Hygiene area of study must take and pass two exams before they can receive a license to practice dental hygiene: the Dental Hygiene National Board Exam, Northeast Regional Board (NERB), and the Maryland State Jurisprudence Exam on dental laws.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	SPCH-105 Fundamentals of Public Speaking	3
Social Sciences	PSYC-101 General Psychology	3
	SOCI-101 Introduction to Sociology	3
Science <sup>1</sup>	BIOL-106 Basic Anatomy and Physiology	4
	BIOL-107 Fundamentals of Microbiology	4
	CHEM-103 Fundamentals of General Chemistry	4
Mathematics	MATH-138 Statistics	4

### REQUIRED COURSES RELATED TO MAJOR

DHYG-102	Histology and Embryology	2
DHYG-104	General and Oral Pathology	3
DHYG-106	Oral Anatomy and Tooth Morphology	3
DHYG-100*	Dental Hygiene Theory and Clinic I	4
DHYG-209	Periodontics	2
DHYG-111	Dental Radiology	3
DHYG-150*	Dental Hygiene Theory and Clinic II	5
DHYG-208	Dental Materials	3
DHYG-210	Dental Pharmacology	2
DHYG-200*	Dental Hygiene Theory and Clinic III	5
DHYG-207	Dental Public Health	3
DHYG-250*	Dental Hygiene Theory and Clinic IV	5
DHYG-257	Dental Hygiene Ethics and Jurisprudence	1
NUTR-211	Nutrition	3
		72

<sup>1</sup> Science Core courses must be completed within five (5) years prior to admission to the first dental hygiene course.

A grade of "C" or higher is required in dental hygiene, mathematics, and science courses.

Admission requirements also include a minimum overall HCC GPA of 2.25.

\*Students will be expected to participate in clinical sessions during the semester in addition to class time. A health form and CPR certification will be required prior to attending the first dental hygiene course.

## Diagnostic Medical Sonography

**A.A.S. Degree (Career)**  
**Pending MHEC Approval**

For curriculum information, contact the Health Sciences Division—  
 Room ST-149—443-518-1560.

The diagnostic medical sonography degree prepares graduates for entry-level positions in the field of general, vascular, and cardiac sonography in hospitals, medical and specialty offices, imaging centers, clinics, and other health care agencies. This full-time, two-year associate of applied science degree is designed to teach students the skills necessary to perform routine, emergency, and interventional sonography procedures. This area of study is rigorous in both the number of clinical internship hours and academic standards required. Prospective students are required to have a strong background in anatomy and physiology, mathematics, and health-related studies. The majority of didactic courses will be offered in either online or hybrid class formats, and students will need to be familiar with the distance learning environment. The laboratory portion of the courses will be offered in on-campus labs. Clinical experiences will be conducted at facilities within or around the Howard County area. Graduates may be eligible to apply for either the American Registry for Diagnostic Medical Sonography (ARDMS), the American Registry of Radiologic Technologists (ARRT), or the Cardiovascular Credentialing International (CCI) certification examinations.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	Humanities Core Course (see p. 62)	
	Arts Core Course (see p. 62)	
	Literature Core Course (see p. 61)	3
Social Sciences	PSYC-101 General Psychology	3
Science	BIOL-101 General Biology I*	4
	BIOL-203 Anatomy and Physiology I*	4
Mathematics	MATH-141 College Algebra*	3

### REQUIRED COURSES RELATED TO MAJOR

BIOL-204	Anatomy and Physiology II*	4
DMSU-101	Patient Care for Imaging Professionals*	1
DMSU-102	Introduction to Ultrasound	3
DMSU-112	Sectional Anatomy for Imaging Professionals	3
DMSU-151	Clinical Sonography I	2
DMSU-211	Ultrasound Physics and Instrumentation I	3
DMSU-212	Ultrasound Physics and Instrumentation II	3
DMSU-213	Pathophysiology for Imaging Professionals	3
DMSU-252	Clinical Sonography II	2
DMSU-253	Clinical Sonography III	4
DMSU-254	Clinical Sonography IV	1
DMSU-255	Clinical Sonography V	6
DMSU-261	ARDMS Registry Seminar	1
DMSU-262	Ultrasound Case Review	1
PHYS-101	Technical Physical Science*	4

### General Track

#### APPLICATION CODE 281A

DMSU-171	Abdominal and Small Parts Ultrasound I	3
DMSU-172	Obstetrics/Gynecology Ultrasound I	3
DMSU-271	Abdominal and Small Parts Ultrasound II	2
DMSU-272	Obstetrics/Gynecology Ultrasound II	2
DMSU-280	Introduction to Vascular Ultrasound	3
		74

\*Admission to this area of study is based upon successful completion of BIOL-101, BIOL-203 and 204, PHYS-101, MATH-141, and DMSU-101. Anatomy and Physiology courses must be completed within five (5) years prior to admission to the first sonography course. BIOL-101 and PHYS-101 must be completed within ten (10) years prior to clinical admission.

A grade of "C" or better is required in diagnostic medical sonography and science courses.

## HEALTH SCIENCES DIVISION AREAS OF STUDY

### Diagnostic Medical Sonography (cont'd)

#### Vascular Track

##### APPLICATION CODE 281B

CARD-120	Rhythm Analysis and 12 Lead ECG	2
DMSU-181	Vascular Ultrasound I	3
DMSU-282	Vascular Ultrasound II	3
DMSU-290	Introduction to Cardiac Ultrasound	3
		72

#### Cardiac Track

##### APPLICATION CODE 281C

CARD-120	Rhythm Analysis and 12 Lead ECG	2
DMSU-191	Adult Echocardiography I	3
DMSU-280	Introduction to Vascular Ultrasound	3
DMSU-292	Adult Echocardiography II	3
		72

### Emergency Medical Technician/ Paramedic

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

##### APPLICATION CODE 132

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

This area of study 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	3
Humanities, Arts & Literature	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. 64)	3-5
<b>REQUIRED COURSES RELATED TO MAJOR</b>		
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 and 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

\*For information on obtaining EMT-B certification, contact the office of Admissions and Advising or the Program Director for Emergency Medical Services.

A grade of "C" or better is required in paramedic, mathematics, and science courses.

# HEALTH SCIENCES DIVISION AREAS OF STUDY

## Emergency Medical Technician/ Paramedic

**Certificate (Career)**  
APPLICATION CODE 133

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

This certificate is a track within the Emergency Medical Technician/Paramedic degree. 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.

		Credits
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
EMSP-160	Prevention and Management of Emergency Situations	6
EMSP-200	Airway, Patient Assessment and 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
MATH-105	Drug Calculations	1
		53

## Exercise Science

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

**An Arts and Sciences Area of Study**

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

The Exercise Science area of study 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. This area of study is designed to provide an effective blend of classroom instruction and practical experience, and 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.

	Credits
<b>GENERAL EDUCATION CORE</b>	
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	
Humanities, Arts & Literature <sup>1</sup>	9-11
Humanities Core Course (see p. 62)	
Arts Core Course (see p. 62)	
Literature Core Course (see p. 61)	
Social Sciences <sup>2</sup>	6
Social and Behavioral Sciences Core Courses (see p. 63)	
Science	4
BIOL-101 General Biology I	
BIOL-203 Anatomy and Physiology I	4
Mathematics	4
MATH-138 Statistics	
Interdisciplinary	1
EXSC-101 Introduction to Exercise Science	

### REQUIRED COURSES RELATED TO MAJOR

Choose one of the tracks and complete all courses listed for the track.

#### Personal Training Track

APPLICATION CODE 165A

BIOL-204	Anatomy and Physiology II	4
CHEM-101	General Inorganic Chemistry I	
	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
		60-62

A grade of "C" or better is required in paramedic, mathematics, and science courses.

\* For information on obtaining EMT-B certification, contact the office of Admissions and Advising or the Program Director for Emergency Medical Services.

For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a World Language Sequence (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One History Core Course is required and may be taken as either a Social and Behavioral Sciences Core or a Humanities Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## HEALTH SCIENCES DIVISION AREAS OF STUDY

### Exercise Science (cont'd)

#### Sports Coaching Track

##### APPLICATION CODE 165B

The Sports Coaching track is designed to provide the student with the competencies necessary for an entry-level position in sports coaching. This area of study seeks to introduce the student to the knowledge and skills involved in the coaching of sports programs at various levels, and 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.

BIOL-204	Anatomy and Physiology II	4
CHEM-101	General Inorganic Chemistry I OR	
CHEM-103	Fundamentals of General Chemistry	4
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
HEED-112	First Aid and Safety	3
HEED-200	Health/Fitness Leader	3
		60-62

#### Sports and Fitness Management Track

##### APPLICATION CODE 165C

The Sports and Fitness Management track prepares students for transfer into four-year programs in the profession of sports management. Students will develop the basic knowledge and skills necessary in the operation of sports programs at various levels. Careers related to this area of study 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
BIOL-204	Anatomy and Physiology II	4
BMGT-100	Introduction to Business and Organization	3
BMGT-130	Principles of Marketing	3
BMGT-145	Principles of Management	3
ECON-101	Principles of Economics (Macro)	3
ECON-102	Principles of Economics (Micro)	3
EXSC-150	Sport and Society	3
EXSC-210	Sport and Exercise Psychology	3
		62-64

#### Martial Arts Track

##### APPLICATION CODE 165D

The Martial Arts track 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 area of study 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. This area of study is designed to provide an effective blend of classroom instruction and practical experience.

BIOL-204	Anatomy and Physiology II	4
CHEM-101	General Inorganic Chemistry I OR	
CHEM-103	Fundamentals of General Chemistry	4
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 the Martial Arts	3
HEED-112	First Aid and Safety	3
HEED-200	Health/Fitness Leader	3
	<i>Electives – Select 3 credits from the following (1 credit each):</i>	
LFIT-127	Tai Chi	
LFIT-128	Martial Arts I	
LFIT-129	Self Defense	
LFIT-130	Mixed Martial Arts	
LFIT-131	Martial Arts of Southeast Asia	
		3
		60-62

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## HEALTH SCIENCES DIVISION AREAS OF STUDY

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### **Exercise Science-Martial Arts Studies**

**Certificate (Career)**  
**APPLICATION CODE 245**

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

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 may 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 Exercise Science, Martial Arts track associate degree.

		<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
		<hr/> 15

### **Exercise Science-Personal Training**

**Certificate (Career)**  
**APPLICATION CODE 196**

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

The Personal Training certificate 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.

		<b>Credits</b>
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
		<hr/> 15

# HEALTH SCIENCES DIVISION AREAS OF STUDY

## Health Care for the Professional A.A.S. Degree (Career)

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

This area of study 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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	Literature Core Course (see p. 61)	
	OR	
	Arts Core Course (see p. 62)	3
Social Sciences	SPCH-105 Fundamentals of Public Speaking	
	OR	
	SPCH-110 Interpersonal Communication	3
Science	PSYC-101 General Psychology	
	OR	
	SOCI-101 Introduction to Sociology	3
Mathematics	BIOL-101 General Biology I	
	OR	
	BIOL-107 Fundamentals of Microbiology	4
Interdisciplinary	Mathematics Core Course (see p. 64)	3-5
	HEED-216 Health Care in the U.S.	3

**Students must also select one of the following tracks: Cardiovascular Technology, Emergency Medical Technician, Massage Therapy, or Radiologic Technology. Please contact the office of Admissions and Advising for information regarding admission requirements. Each track has identified course requirements and number of credits granted for advanced standing.**

### Cardiovascular Technology Track APPLICATION CODE 168A

The Cardiovascular Technology track 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 the Disease Process	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).

### Emergency Medical Technician Track APPLICATION CODE 168B

**Credits**

The Emergency Medical Technician track 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 Track APPLICATION CODE 168C

The Massage Therapy track 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 (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-200	Health/Fitness Leader	
HEED-210	Foundations of Health Education and Health Behavior	
HEED-213	Stress Management	
HEED-220	Crisis Intervention	
HEED-230	Health and the Disease Process	
NUTR-211	Nutrition	
		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.



# HEALTH SCIENCES DIVISION AREAS OF STUDY

## Health Care for the Professional (cont'd)

### Radiologic Technology Track

#### APPLICATION CODE 168D

The Radiologic Technology track is offered to students who have completed a training program in radiologic technology and successfully completed the American Registry of Radiologic Technologists'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 the Disease Process	3
BIOL-106	Basic Anatomy and Physiology	4
		62-64

## Health Care Management

### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

#### APPLICATION CODE 167

For curriculum information, contact the Health Sciences Division–Room  
ST-149–443-518-1560.

The Health Care Management area of study is designed for students who are interested in health and health care in America. Students in this area of study 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 area of study is designed to provide students with a basic understanding of both the business and health fields. Students will achieve a comprehensive understanding of health care issues and the health care system that underpin various educational and career goals. The area of study 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. Upon completion of the associate of arts degree in Health Care Management, 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

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62)	
	Arts Core Course (see p. 62)	
	Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Course (see p. 63)	3
	PSYC-101 General Psychology	3
Science	BIOL-101 General Biology I	4
	Science Core Course (see p. 63; must include 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
BMGT-145	Principles of Management	3
BMGT-151	Business Law I	3
CMSY-110	Software Applications for Micros	3
CMSY-120	Introduction to Computer Systems	3
ECON-101	Principles of Economics (Macro)	3
ECON-102	Principles of Economics (Micro)	3
HEED-125	Ethics in Professional Practice	3
HEED-216	Health Care in the U.S.	3
		61-63

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

\*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 AREAS OF STUDY

## Health Education

### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

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, and education. Common to all health education professionals, regardless of the setting in which they practice, is the ability to apply teaching and learning principles to health/illness issues. The Health Education area of study at Howard Community College offers the student the basis for transfer to school, community, and general health education programs.

**GENERAL EDUCATION CORE** **Credits**  
**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62)	
	Arts Core Course (see p. 62)	
	Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Course (see p. 63)	3
	PSYC-101 General Psychology	3
Science	BIOL-101 General Biology I	4
	BIOL-203 Anatomy and Physiology I	4
	MATH-138 Statistics	4
Mathematics	MATH-138 Statistics	4
Interdisciplinary	HEED-101 Health and the World of Risk	1

#### REQUIRED COURSES RELATED TO MAJOR

Choose one of the tracks and complete all courses listed for the track.

##### Community Health Track

###### APPLICATION CODE 169A

BIOL-204	Anatomy and Physiology II	4
HEED-113	Drug Use and Abuse	
	OR	
PUBH-230	Health and the Disease Process	3
HEED-115	Personal and Community Health	3
HEED-210	Foundations of Health Education and Health Behavior	3
	Current Health Issues	3
HEED-212	Current Health Issues	3
HEED-213	Stress Management	3
HEED-216	Health Care in the U.S.	3
NUTR-211	Nutrition	3
PUBH-210	Introduction to Epidemiology	3
PUBH-280	Global Health	3
		62-64

##### Complementary Medicine and Holistic Health Track

###### APPLICATION CODE 169C

Courses in this track 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-110	Introduction to Personal Wellness	1
HEED-114	Introduction to Therapeutic Massage	3
HEED-116	Fundamentals of Spiritual Awareness	3
HEED-131	Introduction to Foot Reflexology	1
HEED-132	The History and Practice of Reiki	1
HEED-135	Introduction to Holistic Health	3
HEED-136	Introduction to Energy Therapies	3
HEED-140	The Philosophy and Practice of Tai Chi	3
HEED-141	The Philosophy and Practice of Yoga	3
HEED-216	Health Care in the U.S.	3
NUTR-211	Nutrition	3
PUBH-230	Health and the Disease Process	3
		61-63

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# HEALTH SCIENCES DIVISION AREAS OF STUDY

## Human Services

### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

This area of study 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 three tracks: human services, chemical dependency, and developmental disabilities. The area of study 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
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.</b>	
Composition	3
Humanities, Arts Literature <sup>1</sup>	9-11
Social Sciences <sup>2</sup>	3
Science	4
Mathematics	3-5
Interdisciplinary	3

#### REQUIRED COURSES RELATED TO MAJOR

Choose one of the tracks and complete all courses listed for the track.

##### Human Services Track APPLICATION CODE 170G

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/CRES-155	Introduction to Conflict Resolution: Science and Art	3
HEED-220	Crisis Intervention	3
HUMS-110	Introduction to Human Services	3
HUMS/HEED-122	Individual Counseling Techniques	3
HUMS/HEED-123	Group Counseling Skills	3
HUMS/HEED-124	Family Counseling Skills	3
HUMS-150	Community Resources and Partnerships	3
HUMS-250	Community Services Practicum	3
PSYC-203	Abnormal Psychology	3
		61-66

##### Chemical Dependency Track

##### APPLICATION CODE 170E

The focus of this track is on basic counseling skills for individuals and families, substance abuse prevention, and rehabilitation. This track 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-110	Introduction to Human Services	3
HUMS/HEED-120	Medical Aspects of Chemical Dependency	3
HUMS/HEED-121	Introduction to Chemical Dependency Treatment	3
HUMS/HEED-122	Individual Counseling Techniques	3
HUMS/HEED-123	Group Counseling Skills	3
HUMS/HEED-124	Family Counseling Skills	3
HUMS-150	Community Resources and Partnerships	3
HUMS-250	Community Services Practicum	3
PSYC-203	Abnormal Psychology	3
		61-66

##### Developmental Disabilities Track

##### APPLICATION CODE 170F

The field of developmental disabilities includes working with the learning needs, social skills, and physical development of 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-140	Child Health, Safety, and Nutrition	3
EDUC-200	Introduction to Special Education	3
HEED-125	Ethics in Professional Practice	3
HUMS-110	Introduction to Human Services	3
HUMS/HEED-122	Individual Counseling Techniques	3
HUMS/HEED-124	Family Counseling Skills	3
HUMS-150	Community Resources and Partnerships	3
HUMS-250	Community Services Practicum	3
PSYC-203	Abnormal Psychology	3
		61-66

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# HEALTH SCIENCES DIVISION AREAS OF STUDY

## Human Services

### Certificate (Career)

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

#### Mental Health Track

##### APPLICATION CODE 183

Skills required for entry-level mental health workers and psychiatric technicians are included in this certificate. 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 pattern.

		Credits
ENGL-121	College Composition	3
PSYC-101	General Psychology	3
HEED-101	Health and the World of Risk	1
HEED-125	Ethics in Professional Practice	3
HEED/CRES-155	Introduction to Conflict Resolution: Science and Art	3
HEED-220	Crisis Intervention	3
HUMS-110	Introduction to Human Services	3
HUMS/HEED-122	Individual Counseling Techniques	3
HUMS/HEED-123	Group Counseling Skills	3
HUMS/HEED-124	Family Counseling Skills	3
	OR	
PSYC-203	Abnormal Psychology	3
HUMS-250	Community Services Practicum	3
		31

*For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).*

#### Chemical Dependency Track

##### APPLICATION CODE 184

The focus is on basic counseling skills for individuals and families, substance abuse prevention, and rehabilitation. This track 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 pattern.

		Credits
ENGL-121	College Composition	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/HEED-120	Medical Aspects of Chemical Dependency	3
HUMS/HEED-121	Introduction to Chemical Dependency Treatment	3
HUMS/HEED-122	Individual Counseling Techniques	3
HUMS/HEED-123	Group Counseling Skills	3
HUMS/HEED-124	Family Counseling Skills	3
HUMS-250	Community Services Practicum	3
		31

*For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).*

#### Developmental Disabilities Track

##### 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 pattern.

		Credits
ENGL-121	College Composition	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/HEED-122	Individual Counseling Techniques	3
HUMS/HEED-123	Group Counseling Skills	3
HUMS/HEED-124	Family Counseling Skills	3
HUMS-250	Community Services Practicum	3
		31

*For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).*

## HEALTH SCIENCES DIVISION AREAS OF STUDY

### Medical Laboratory Technician

**A.S. Degree Program (Transfer)**

**Pending MHEC Approval**

APPLICATION CODE 278

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

The Medical Laboratory Technician curriculum is designed for students who aspire to a career in the clinical laboratory setting or related fields such as veterinary labs, research, medical sales, forensics, environmental labs, public health, armed forces, or industry. Graduates may choose to start their careers and/or continue their education to achieve a bachelor's degree at multiple colleges and universities in Maryland. Transfer students are advised to check the requirements for transfer courses.

**GENERAL EDUCATION CORE** **Credits**  
**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3	
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62)		
	Arts Core Course (see p. 62)		
	Literature Core Course (see p. 61)	6-8	
Social Sciences	Social and Behavioral Sciences Core Course (see p. 63)	3	
	PSYC-101 General Psychology	3	
Science	BIOL-101 General Biology	4	
	BIOL-200 Microbiology	4	
Mathematics	MATH-138 Statistics	4	

**REQUIRED COURSES RELATED TO MAJOR**

BIOL-203	Anatomy and Physiology I	4
BIOL-204	Anatomy and Physiology II	4
CHEM-101	General Inorganic Chemistry I	4
CHEM-201	Organic Chemistry I	4
MLTS-201	Introduction to the Medical Laboratory	3
MLTS-202	Clinical Chemistry	3
MLTS-203	Clinical Hematology	4
MLTS-204	Clinical Immunology/Immunochemistry	4
MLTS-205	Clinical Microbiology I	3
MLTS-206	Clinical Microbiology II	3
MLTS-251	Chemistry Clinical Practice	2
MLTS-252	Hematology Clinical Practice	2
MLTS-253	Immunology/Immunochemistry Clinical Practice	2
MLTS-254	Microbiology Clinical Practice	2
		71-73

<sup>1</sup> One Core Course must be taken in two of the following Core areas: Humanities Core, Arts Core, and Literature Core, **OR** a World Language Sequence may be taken.

### Medical Laboratory Technician

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

**Pending MHEC Approval**

APPLICATION CODE 279

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

The Medical Laboratory Technician curriculum is designed for students who aspire to a career in the clinical laboratory setting or related fields such as veterinary labs, research, medical sales, forensics, environmental labs, public health, armed forces, or industry. Graduates may choose to start their careers and/or continue their education to achieve a bachelor's degree at multiple colleges and universities in Maryland. Transfer students are advised to check the requirements for transfer courses.

**GENERAL EDUCATION CORE** **Credits**

Composition	ENGL-121 College Composition	3	
Humanities, Arts & Literature	SPCH-105 Fundamentals of Public Speaking	3	
	PSYC-101 General Psychology	3	
Social Sciences	BIOL-101 General Biology	4	
	BIOL-200 Microbiology	4	
Mathematics	MATH-138 Statistics	4	

**REQUIRED COURSES RELATED TO MAJOR**

BIOL-203	Anatomy and Physiology I	4
BIOL-204	Anatomy and Physiology II	4
CHEM-101	General Inorganic Chemistry I	4
CHEM-201	Organic Chemistry I	4
MLTS-201	Introduction to the Medical Laboratory	3
MLTS-202	Clinical Chemistry	3
MLTS-203	Clinical Hematology	4
MLTS-204	Clinical Immunology/Immunochemistry	4
MLTS-205	Clinical Microbiology I	3
MLTS-206	Clinical Microbiology II	3
MLTS-251	Chemistry Clinical Practice	2
MLTS-252	Hematology Clinical Practice	2
MLTS-253	Immunology/Immunochemistry Clinical Practice	2
MLTS-254	Microbiology Clinical Practice	2
		65

Students are also offered this degree through the Mid-Maryland Allied Healthcare Education Consortium by Frederick Community College at the Mt. Airy College Center for Health Care Education.

## HEALTH SCIENCES DIVISION AREAS OF STUDY

### Nursing–Licensed Practical Nursing

**Certificate (Career)**  
APPLICATION CODE 111

For curriculum information, contact the Health Sciences Division –  
Room ST-149 – 443-518-1560.

This certificate is a curriculum track within the Nurse Education Program 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 of arts degree in nursing) curriculum to ensure a theory-based practitioner and to facilitate educational mobility within the nursing career field. The certificate 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, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000. Graduates who successfully complete the courses of this certificate 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	3
PSYC-101	General Psychology	3
BIOL-107*	Fundamentals of Microbiology	4
MATH-105 or higher**	Drug Calculations	1-4
HMDV-200	Life Span Development	3
BIOL-203*	Anatomy and Physiology I	4
BIOL-204	Anatomy and Physiology II	4
NURS-122	Foundations of Nursing Practice OR	
NURS-123	Foundations of Nursing Practice for the Experienced Health Care Provider	7-8
NURS-134	Family Centered Nursing I	4
NURS-135	Medical-Surgical Nursing I	4
NURS-140	Advanced Concepts in Practical Nursing	5
		42-46

Admission to the Practical Nursing Certificate track in the Nursing program is based upon successful completion of required prerequisite courses. BIOL-107 and BIOL-203 must be completed with a minimum GPA of 2.5. Contact the office of Admissions and Advising to register for an information session regarding the Practical Nursing Certificate track.

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 coursework exceeds the five year limit, a student may take an exam(s) to demonstrate competence or repeat the course(s). BIOL-107 prerequisite courses must be completed within ten years of admission to the first nursing course.

\*\*Students planning to apply for entry into the associate degree nursing program should consider taking MATH-122, MATH-138 or higher in place of MATH-105, if eligible.

For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).

### LPN Pathway Sequence

**A.A. Degree (Transfer)**  
**A Nursing Area of Study**  
APPLICATION CODE 08C

For curriculum information, contact the Health Sciences Division–  
Room ST-149—443-518-1560.

The LPN Pathway Sequence is an opportunity for advanced standing in the associate of arts degree 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 area of study. This area of study 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, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000. Graduates who successfully complete the courses of this area of study 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>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62)	
	Arts Core Course (see p. 62)	
	Literature Core Course (see p. 61)	6
Social Sciences	SOCI-101 Introduction to Sociology	3
	PSYC-101 General Psychology	3
Science	BIOL-107 Fundamentals of Microbiology*	4
	BIOL-203 Anatomy and Physiology I*	4
	CHEM-103 Fundamentals of General Chemistry*	4
Mathematics	MATH-122, 138 or higher	3-5
Interdisciplinary	HMDV-200 Life Span Development	3
<b>REQUIRED COURSES RELATED TO MAJOR</b>		
	BIOL-204 Anatomy and Physiology II	4
	NURS-103 Transition Into Nursing II	6
	NURS-230 Trends in Nursing	1
	NURS-234 Family Centered Nursing II	4
	NURS-235 Nursing Care of Patients in Community and Mental Health Settings	4
	NURS-240 Medical-Surgical Nursing II	8
		60-62

<sup>1</sup> One Core Course must be taken in two of the following Core areas: Humanities Core, Arts Core, and Literature Core.

\*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.

NURS-122 or NURS-123, NURS-134, NURS-135 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-122 or NURS-123, NURS-134, NURS-135 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.

If considering transferring to a four-year institution, check the requirements of the receiving institution.

# HEALTH SCIENCES DIVISION AREAS OF STUDY

## Nursing

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

**An Arts and Sciences Area of Study**

APPLICATION CODE **08A**

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

This area of study is designed to prepare a person to become a registered nurse. It is both a career pattern and a transfer pattern. 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 area of study. This area of study 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; 3343 Peachtree Road NE, Suite 850; Atlanta, GA 30326; 404-975-5000. *Graduates who successfully complete the courses of this area of study 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**

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62)	
	Arts Core Course (see p. 62)	
	Literature Core Course (see p. 61)	6
Social Sciences	SOCI-101 Introduction to Sociology	3
	PSYC-101 General Psychology	3
Science	BIOL-107 Fundamentals of Microbiology*	4
	BIOL-203 Anatomy and Physiology I*	4
	CHEM-103 Fundamentals of General Chemistry*	4
Mathematics	MATH-122, 138 or higher	3-5
Interdisciplinary	HMDV-200 Life Span Development	3

<sup>1</sup> One Core Course must be taken in two of the following Core areas: Humanities Core, Arts Core, and Literature Core.

\*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.

### REQUIRED COURSES RELATED TO MAJOR

BIOL-204	Anatomy and Physiology II	4
NURS-122	Foundations of Nursing Practice OR	
NURS-123	Foundations of Nursing Practice for the Experienced Health Care Provider	7-8
NURS-134	Family Centered Nursing I	4
NURS-135	Medical-Surgical Nursing I	4
NURS-230	Trends in Nursing	1
NURS-234	Family Centered Nursing II	4
NURS-235	Nursing Care of Patients in Community and Mental Health Settings	4
NURS-240	Medical-Surgical Nursing II	8
		69-72

*Admission to the Nurse Education program is based upon successful completion of required courses. MATH-122 or MATH-138 or higher, 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.*

*Admission requirements also include a minimum overall HCC GPA of 2.0 and successful completion of a nursing entrance exam.*

*If considering transferring to a four-year institution, check the requirements of the receiving institution.*

## HEALTH SCIENCES DIVISION AREAS OF STUDY

### Nursing-Accelerated

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

**An Arts and Sciences Area of Study**

APPLICATION CODE **08B**

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

This is a competitive-admission accelerated area of study designed to prepare a person to become a registered nurse. The area of study requires continuous study to complete all required clinical course work within fourteen (14) months. It is both a career pattern and a transfer pattern. 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. This area of study 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, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000. *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**

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62)	
	Arts Core Course (see p. 62)	
	Literature Core Course (see p. 61)	6
Social Sciences	SOCI-101 Introduction to Sociology	3
	PSYC-101 General Psychology	3
Science	BIOL-107 Fundamentals of Microbiology*	4
	BIOL-203 Anatomy and Physiology I*	4
	CHEM-103 Fundamentals of General Chemistry*	4
Mathematics	MATH-122, 138 or higher	3-5
Interdisciplinary	HMDV-200 Life Span Development	3

<sup>1</sup>One Core Course must be taken in two of the following Core areas: Humanities Core, Arts Core, and Literature Core.

\*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.

#### REQUIRED COURSES RELATED TO MAJOR

BIOL-204	Anatomy and Physiology II	4
NURS-122	Foundations of Nursing Practice	8
NURS-134	Family Centered Nursing I	4
NURS-135	Medical-Surgical Nursing I	4
NURS-230	Trends in Nursing	1
NURS-234	Family Centered Nursing II	4
NURS-235	Nursing Care of Patients in Community and Mental Health Settings	4
NURS-240	Medical-Surgical Nursing II	8
		70-72

*Admission to the Accelerated Associate Degree Nurse 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.*

*Admission requirements also include a minimum overall HCC GPA of 2.0 and successful completion of a nursing entrance exam.*

*A grade of "C" or better is required in nursing courses, mathematics, and science courses.*

*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.*



# HEALTH SCIENCES DIVISION AREAS OF STUDY

## Nutrition

### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

This curriculum allows students seamless transfer to the University of Maryland College Park (UMD) Nutrition and Food Science bachelor's degree program. Students can choose one of three tracks: Dietetics, Food Science, and Nutritional Science. Descriptions of each track are provided below.

<b>GENERAL EDUCATION CORE</b>	<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.</b>	
Composition	3
Humanities, Arts & Literature <sup>1</sup>	9-11
Social Sciences <sup>2</sup>	3
Science	4
Mathematics	3
Interdisciplinary	3

#### REQUIRED COURSES RELATED TO MAJOR

Choose one of the tracks and complete all courses listed for the track.

##### Dietetics Track

##### 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.

BIOL-107	Fundamentals of Microbiology OR	4
BIOL-200	Microbiology	4
BIOL-201	Genetics	3
BIOL-202	Genetics Lab	1
BIOL-205	Cell Biology	4
CHEM-201	Organic Chemistry I	4
CHEM-202	Organic Chemistry II	4
NUTR-212	Food: Science and Technology	3
SOCI-101	Introduction to Sociology	3
Elective	General Electives (see p. 65)	2
		60-62

##### Food Science Track

##### 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.

CHEM-201	Organic Chemistry I	4
CHEM-202	Organic Chemistry II	4
MATH-153	Precalculus II	3
MATH-181	Calculus I	4
MATH-182	Calculus II	4
PHYS-103	Fundamentals of Physics I OR	4
BIOL-107	Fundamentals of Microbiology	4
NUTR-212	Food: Science and Technology	3
SOCI-101	Introduction to Sociology	3
		61-63

##### Nutritional Science Track

##### 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.

BIOL-107	Fundamentals of Microbiology OR	4
BIOL-200	Microbiology	4
BIOL-201	Genetics	3
BIOL-202	Genetics Lab	1
CHEM-201	Organic Chemistry I	4
CHEM-202	Organic Chemistry II	4
MATH-145	Business Calculus	3
NUTR-212	Food: Science and Technology	3
PHYS-103	Fundamentals of Physics I	4
SOCI-101	Introduction to Sociology	3
		61-63

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One History Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## HEALTH SCIENCES DIVISION AREAS OF STUDY

### Physical Therapist Assistant

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

APPLICATION CODE 282

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

Under the direction and supervision of a Physical Therapist, the Physical Therapist Assistant, a skilled technical health care provider, performs selected physical therapy procedures and related tasks. Depending on the employment setting and the individual patient, those tasks may include contributing to total patient care and assisting the Physical Therapist in carrying out complete procedures and programs.

#### GENERAL EDUCATION CORE

		Credits
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	SPCH-110 Interpersonal Communication	3
Social Sciences	PSYC-101 General Psychology	3
Science	BIOL-101 General Biology I	4
	BIOL-203 Anatomy and Physiology I	4
Mathematics	MATH-138 Statistics	4

#### REQUIRED COURSES RELATED TO MAJOR

BIOL-204	Anatomy and Physiology II	4
PTAP-100	Introduction to Physical Therapy	2
PTAP-110	Fundamentals of Practice I	3
PTAP-120	Clinical Kinesiology	3
PTAP-130	Therapeutic Modalities I	3
PTAP-150	Clinical Pathology	3
PTAP-160	Orthopedic Dysfunctions I	3
PTAP-210	Fundamentals of Practice II	3
PTAP-213	Clinical Education I	2
PTAP-214	Clinical Education II	2
PTAP-230	Therapeutic Modalities II	3
PTAP-240	Therapeutic Exercise	3
PTAP-250	Clinical Neurosciences	3
PTAP-260	Orthopedic Dysfunctions II	3
PTAP-265	Professional Issues in Physical therapy	1
PTAP-270	Clinical Education III	4
PTAP-275	Clinical Education IV	4
		70

### Public Health

#### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

APPLICATION CODE 250

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

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 area of study is designed to articulate to the University of Maryland Baltimore County (UMBC) Health Administration and Policy program Public Health track. Students not transferring to UMBC are advised to check the requirements of the institution to which they intend to transfer.

#### GENERAL EDUCATION CORE

Credits

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	World Language Sequence Humanities, Arts, or Literature Core Course (see pp. 61-62)	8
Social Sciences <sup>2</sup>	GEOG-101 Introduction to World Geography OR GEOG-102 Elements of Cultural Geography Social and Behavioral Sciences Core Course (see p. 63)	3
Science	Science Core Courses (see p. 63)	8
Mathematics	MATH-138 Statistics	4
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	3

#### REQUIRED COURSES RELATED TO MAJOR

HEED-115	Personal and Community Health	3
NUTR-211	Nutrition	3
PUBH-101	Introduction to Public Health	3
PUBH-210	Epidemiology	3
PUBH-230	Health and the Disease Process	3
PUBH-233	Introduction to Environmental Health	3
PUBH-260	Community Advocacy in Public Health	3
PUBH-280	Global Health	3
SOCI-101	Introduction to Sociology	3
		62

<sup>1</sup> A **World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement. 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.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## HEALTH SCIENCES DIVISION AREAS OF STUDY

### Radiologic (X-Ray) Technology

**A.A.S. Degree (Career)**  
APPLICATION CODE 238

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

This area of study 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 Maryland and Washington, DC region. Graduates are eligible to apply for the American Registry of Radiologic Technologists certification examination.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	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	MATH-141 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	Radiologic Procedures I	4
RADT-112	Clinical Radiography I	4
RADT-121	Radiologic Procedures II	3
RADT-122	Clinical Radiography II	4
RADT-123	Imaging Equipment and Modalities	3
RADT-212	Clinical Radiography III	6
RADT-231	Radiologic Procedures IV	4
RADT-232	Clinical Radiography IV	6
RADT-251	Radiation Biology and Protection	2
RADT-252	Clinical Radiography V	6
		74

*The Radiologic Technology program is accredited by The Joint Review Committee on Education in Radiologic Technology (20 North Wacker Drive, Suite 2850, Chicago, Illinois, 60606-3182, 312-704-5300, mail@jrcert.org.)*

*\*Admission to this area of study is based upon successful completion of BIOL-101 or 107; BIOL-203 and 204; PHYS-101; and MATH-141. 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.*

*A grade of "C" or better is required in radiology and science courses.*

### Respiratory Care

**A.A.S. Degree (Career)**  
APPLICATION CODE 153

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

#### Mid-Maryland Allied Healthcare Education Consortium Frederick Community College Degree At the Mt. Airy College Center for Health Care Education

The respiratory care area of study 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 preventative care of patients with cardiopulmonary disorders. This area of study includes coursework in the classroom as well as practical experiences in diverse clinical settings. Graduates will be qualified to take the entry-level and advanced practitioner board examinations offered by the National Board for Respiratory Care. This degree 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 institution(s) to which they matriculate.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	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 area of study should see "Allied Health Programs" or "Mid-Maryland Allied Health Care Education Consortium" on page 19 of the catalog and also meet with an allied health advisor in the office of Admissions and Advising.*

# HEALTH SCIENCES DIVISION AREAS OF STUDY

## Surgical Technology

**A.A.S. Degree (Career)**  
APPLICATION CODE 154

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

### Mid-Maryland Allied Healthcare Education Consortium Frederick Community College Degree

The surgical technology area of study 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 area of study 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 institution(s) to which they matriculate.

GENERAL EDUCATION CORE	Credits
Composition	3
Humanities, Arts & Literature	3
Social Sciences	3
Science	4
Mathematics	3-5
General Education	3

#### REQUIRED COURSES RELATED TO MAJOR

BIOL-203	4
BIOL-204	4
HEED/LFIT	1
CMSY-110	3
Elective	3

#### Courses offered at Frederick Community College

ST 100	6
ST 101	6
ST 105	5
ST 200	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 area of study should see "Allied Health Programs" or "Mid-Maryland Allied Health Care Education consortium" on page 19 of the catalog and also meet with an allied health advisor in the office of Admissions and Advising.

## Surgical Technology

**Certificate (Career)**  
APPLICATION CODE 155

For curriculum information, contact the Health Sciences Division—  
Room ST-149—443-518-1560.

### 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. A 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 certificate may apply to sit for the national certification examination in surgical technology. This certificate 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 institution(s) to which they matriculate.

	Credits
BIOL-101	4
BIOL-107	4
BIOL-203	4
BIOL-204	4
SPCH-105	3
SPCH-110	3
<b>Courses offered at Frederick Community College</b>	
ST 100	6
ST 101	6
ST 105	5
ST 200	12
	44

A grade of "C" or better is required in all science and surgical technology courses.

# MATHEMATICS DIVISION AREAS OF STUDY

## AREAS OF STUDY

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Actuarial Sciences Track	

## Mathematics

### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

For curriculum information, contact the Mathematics Division—  
HR-300—443-518-1580.

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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62)	
	Arts Core Course (see p. 62)	
	Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses <sup>3</sup> (see p. 63)	6
Science	PHYS-110 General Physics I	4
	PHYS-111 General Physics II	4
Mathematics	MATH-181 Calculus I	4
Interdisciplinary	Interdisciplinary and Emerging Issues Core (see p. 64)	1-3

#### REQUIRED COURSES RELATED TO MAJOR

Choose one of the tracks and complete all courses listed for the track.

#### Pure Mathematics, Applied Mathematics Track

##### APPLICATION CODE 160A

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
PHIL-102	Introduction to Logic	3
Arts and Sciences	Arts and Sciences Electives <sup>4</sup> (p. 65)	8
		60-64

#### Actuarial Sciences Track

##### APPLICATION CODE 160B

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
ACCT-111	Principles of Accounting I	3
ACCT-112	Principles of Accounting II	3
ECON-101	Principles of Economics (Macro)	3
Arts and Sciences	Arts and Sciences Electives <sup>4</sup> (p. 64)	2
		60-64

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

<sup>3</sup> ECON-101, ECON-102 required at some transfer institutions.

<sup>4</sup> Arts and Sciences Electives: MATH-143, MATH-153 and/or MATH-155 can fulfill this requirement.

# SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION AREAS OF STUDY

## AREAS OF STUDY

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## Architectural and Construction Management

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

APPLICATION CODE 242

For curriculum information, contact the Science, Engineering, and  
Technology Division—Room ST-248—443-518-1600.

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. This area of study 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	3
Humanities, Arts & Literature	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-141 College Algebra or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3

#### 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	Construction 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>63-67</u>

# SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION AREAS OF STUDY

## Architectural and Construction Management

**Certificate (Career)**  
APPLICATION CODE 243

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

This certificate 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 (3 credits each):</i>		
ARCM-210	Construction Mechanical and Electrical Systems	
ARCM-220	Construction Cost Estimating	
ARCM-225	Construction Scheduling	
BMGT-203	Business Ethics	
GEOL-107	Introduction to Physical Geology	9
		24

## Bioinformatics

**A.A. Degree (Transfer)**  
**An Arts and Sciences Area of Study**  
APPLICATION CODE 202

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

This curriculum is designed for students planning to transfer to a four-year institution to complete a bachelor's degree in Bioinformatics. This area of study 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. This area of study concentrates on general studies, biological foundations, and computer science.

### GENERAL EDUCATION CORE Credits

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	BIOL-101 General Biology I	4
	CHEM-101 General Inorganic Chemistry I	4
Mathematics	MATH-181 Calculus I or higher	4
Interdisciplinary	CMSY-129 Principles of the Internet	3

### REQUIRED COURSES RELATED TO MAJOR

BFMT-200	Bioinformatics	3
BIOL-201	Genetics	3
BIOL-202	Genetics Lab	1
BIOL-205	Cell Biology	4
CHEM-102	General Inorganic Chemistry II	4
CHEM-201	Organic Chemistry I	4
CMSY-103	Beginning Databases	1
CMSY-141	Computer Science I	4
CMSY-249	Introduction to Perl	3
		60-62

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION AREAS OF STUDY

## Biomedical Engineer Field Technician

### Biomedical Engineering Certificate (Career) APPLICATION CODE 36

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

This certificate is designed for individuals currently employed as electronic technicians and desiring a career change.

		<b>Credits</b>
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
HEAL-110	The Health Care Professional	2
HEED-216	Health Care in the U.S.	3
PHYS-101	Technical Physical Science	4
		<u>26</u>

## Biomedical Engineer Specialist Biomedical Engineering Certificate (Career)

APPLICATION CODE 76

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

This certificate is available for students seeking entry in the field or desiring enhancement of a present position.

		<b>Credits</b>
BIOL-106	Basic Anatomy and Physiology	4
BMET-112	Electro-Mechanical-Fluidic Devices I	3
ELEC-107	Introduction to Electronic Circuits	4
ELEC-117	Linear Electronics	4
HEAL-110	The Health Care Professional	2
PHYS-101	Technical Physical Science	4
		<u>21</u>



# SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION AREAS OF STUDY

## Biomedical Engineering

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

APPLICATION CODE 06

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

This area of study 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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	Humanities, Arts, or Literature Core Course (see pp. 61-62) SPCH-105 Fundamentals of Public Speaking OR SPCH-110 Interpersonal Communication	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 63)	3
Science	PHYS-101 Technical Physical Science	4
Mathematics	MATH-141 College Algebra or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3
<b>REQUIRED COURSES RELATED TO MAJOR</b>		
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
CMSY-105	Personal Computer Systems Repair I	3
CMSY-106	Personal Computer Systems Repair II	3
ELEC-107	Introduction to Electronic Circuits	4
ELEC-117	Linear Electronics	4
ELEC-140	Network Cabling Systems	3
ELEC-213	Digital Circuits	4
HEAL-110	The Health Care Professional	2
HEED-216	Health Care in the US	3
		63-67

## Biotechnology

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

**An Arts and Sciences Area of Study**

APPLICATION CODE 71

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

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 area of study with the Department of Medical and Research Technology at the University of Maryland at Baltimore which leads to a B.S. degree. The biotechnology area of study is suitable for students planning to seek employment as laboratory technicians in industrial and research laboratories. Graduates 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>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	BIOL-101 General Biology I CHEM-101 General Inorganic Chemistry I	4 4
Mathematics	MATH-153 Precalculus II or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3
<b>REQUIRED COURSES RELATED TO MAJOR</b>		
BIOL-200	Microbiology	4
BIOL-201	Genetics	3
BIOL-202	Genetics Lab	1
BIOL-203	Anatomy and Physiology I	4
BIOL-205	Cell Biology	4
CHEM-102	General Inorganic Chemistry II	4
CHEM-201	Organic Chemistry I	4
CHEM-202	Organic Chemistry II	4
MATH-138	Statistics	4
		62-68

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

**Cisco Certified Networking  
Computer Support Technology Certificate (Career)  
APPLICATION CODE 151**

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

The Cisco Certified Network Associate (CCNA) certification 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 CSCO-281, CSCO-282, CSCO-283, and CSCO-284 prepare students to sit for the Cisco Certified Network Associate (CCNA) certification exam. The Cisco Certified Network Professional (CCNP) certification indicates advanced or journeyman knowledge of networks. With a CCNP, a network professional can plan, implement, secure, maintain, and troubleshoot converged enterprise networks. Courses such as CSCO-651, CSCO-652, and CSCO-653 prepare students to sit for the Cisco Certified Network Professional (CCNP) certification exams, CCNP(ROUTE), CCNP(SWITCH), and CCNP(TSHOOT). CSCO-308 prepares students to sit for Implementing Cisco IOS Network Security (IINS) certification exam. CSCO-305 prepares students to sit for Cisco Voice Over IP(CVOICE) certification exam.

		<b>Credits</b>
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-305	Cisco IP Telephony	3
CSCO-308	CCNA Security	3
CSCO-651	Implementing IP Routing	3
CSCO-652	Implementing IP Switching	3
CSCO-653	Maintaining and Troubleshooting IP Networks	3
		<u>30</u>

**Computer-Aided Design  
Technology**

**A.A.S. Degree (Career)  
APPLICATION CODE 72**

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

The growing applications of Computer-Aided Design (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 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. HCC and the Howard County public school system have developed a tech prep track in Computer-Aided Design Technology.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	Humanities, Arts, or Literature Core Course (see pp. 61-62)	3
	SPCH-105 Fundamentals of Public Speaking OR	
	SPCH-110 Interpersonal Communication	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 63)	3
Science	PHYS-101 Technical Physical Science	4
Mathematics	MATH-141 College Algebra or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3

<b>REQUIRED COURSES RELATED TO MAJOR</b>		
BMGT-100	Introduction to Business and Organization	3
CADD-100	Principles of Drafting	3
CADD-101	Introduction to Computer-Aided Drafting and Design	3
CADD-103	Intermediate CAD	3
CADD-104	Advanced CAD	3
CADD-105	CAD Projects and Presentations	3
CADD-106	CAD Systems	3
CMSY-110	Software Applications for Micros	3
CMSY-120	Introduction to Computer Systems	3
CMSY-219	Microcomputer Operating Systems	3
CADD or Computer Systems	Any course with a CADD or CMSY prefix	<u>12</u>
		62-66

*For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).*

# SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION AREAS OF STUDY

## Computer-Aided Design Technology

**Certificate (Career)**  
APPLICATION CODE 70

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

This certificate is available for students seeking entry in the field or desiring enhancement of a present position.

		Credits
CADD-100	Principles of Drafting	3
CADD-101	Introduction to Computer-Aided Drafting and Design	3
CADD-103	Intermediate CAD	3
CADD-104	Advanced CAD	3
CADD-105	CAD Projects and Presentations	3
CMSY-110	Software Applications for Micros	3
CMSY-219	Microcomputer Operating Systems	3
		21

## Computer Engineering

**A.S.E. Degree (Transfer)**  
APPLICATION CODE 256

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

This program is designed for students preparing to transfer to a four-year institution to complete a bachelor's degree in computer engineering. Engineers apply the principles of science and mathematics to develop economical solutions to technical problems. Their work is the link between scientific discoveries and the commercial applications that meet societal and consumer needs. Computer engineers have training in electronic engineering, software design, and hardware-software integration instead of only software engineering or electronic engineering. Students interested in this curriculum, however, are advised to check the requirements of the institution to which they intend to transfer.

### GENERAL EDUCATION CORE

Credits

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	6-8
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	CHEM-135 Chemistry for Engineers <sup>3</sup> OR CHEM-101 General Inorganic Chemistry I PHYS-110 General Physics I (Calculus) PHYS-111 General Physics II (Calculus)	3-4 4 4
Mathematics	MATH-181 Calculus I	4

### REQUIRED COURSES RELATED TO MAJOR

CMSY-141	Computer Science I	4
CMSY-171	Computer Science II	4
ENES-100	Introduction to Engineering Design	3
ENES-205	Electric Circuits	4
ENES-222	Elements of Discrete Signal Analysis	4
ENES-244	Digital Logic Design	3
ENES-245	Digital Circuits and Systems Laboratory	2
MATH-182	Calculus II	4
MATH-220	Discrete Structures	3
MATH-260	Differential Equations	3
		64-67

<sup>1</sup> One Core Course must be taken in two of the following Core areas: Humanities Core, Arts Core and Literature Core, **OR** a **World Language Sequence** (8 credits) satisfies the Literature, Arts and Humanities Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

<sup>3</sup> University of Maryland College Park accepts CHEM-135, Chemistry for Engineers, as its chemistry requirement.

A grade of "C" or better is required in Chemistry, Computer Science, Engineering, Mathematics, and Physics courses.

# SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION AREAS OF STUDY

## Computer Support Technology

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

APPLICATION CODE 118

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

This area of study 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, help desk 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 track areas. Depending on the optional courses taken, students may be prepared to take additional certification exams that will count toward a range of industry certifications.

GENERAL EDUCATION CORE		Credits
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	Humanities, Arts, or Literature Core Course (see pp. 61-62)	3
	SPCH-105 Fundamentals of Public Speaking	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 63)	3
Science	Science Core Course (PHYS-107 recommended) (see p. 63; must include lab)	4
Mathematics	MATH-141 College Algebra or higher	3-5
Interdisciplinary	CMSY-129 Principles of the Internet	3

### REQUIRED COURSES RELATED TO MAJOR

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 the Internet II (Professional)	3
CMSY-219	Microcomputer Operating Systems	3
MSFT-299	Fundamentals and Practice for Network+ Certification	3
MSFT-272	Implementing and Supporting Microsoft Windows XP Professional	3
MSFT-273	Managing and Maintaining a Microsoft Windows Server 2003 Network Infrastructure	3
Additional Courses in Major*		<u>15-16</u> 61-64

### Microsoft Networking Support

CMSY-201	Computer Systems Work Experience I
MSFT-277	Implementing, Managing and Maintaining a Microsoft Windows Server 2003 Network Infrastructure
MSFT-278	Planning and Maintaining a Microsoft Windows Server 2003 Network Infrastructure
MSFT-279	Planning, Implementing and Maintaining a Microsoft Windows Server 2003 Active Directory Infrastructure
MSFT-282	Designing a Microsoft Windows Server 2003 Active Directory and Network Infrastructure
MSFT-283	Designing Security for a Microsoft Windows Server 2003 Network
MSFT-572	Implementing and Managing Microsoft 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-181	Introduction to C++ Programming (4 credits)
CMSY-190	Introduction to Visual Basic.NET
CMSY-195	Intermediate Visual Basic.NET
CMSY-199	Introduction to Java
CMSY-201	Computer Systems Work Experience I
CMSY-217	Intermediate Java
CMSY-250	Systems Analysis and Design
CMSY-255	Introduction to Unix and Linux
CMSY-256	Linux Server Administration
CMSY-281	Advanced C++ Programming

### Internetworking Support

CMSY-201	Computer Systems Work Experience I
CSCO-281	Network Fundamentals
CSCO-282	Routing Protocols and Concepts
CSCO-283	LAN Switching and Wireless Networks
CSCO-284	Accessing the WAN
CSCO-308	CCNA Security
CSCO-651	Implementing IP Routing
CSCO-652	Implementing IP Switching
CSCO-653	Maintaining and Troubleshooting IP Networks
ELEC-140	Network Cabling Systems

*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 curriculum updates.*

*Many students who have already earned bachelor's degrees enter this area of study 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.*

\*Students will choose 15-16 credits 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 15-16 credits from any area. Since this is a rapidly changing field, students should consult a faculty advisor each semester for curriculum updates.

# SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION AREAS OF STUDY

## Electrical Engineering

**A.S.E. Degree (Transfer)**

APPLICATION CODE 257

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

This program is designed for students preparing to transfer to a four-year institution to complete a bachelor's degree in electrical engineering. Engineers apply the principles of science and mathematics to develop economical solutions to technical problems. Their work is the link between scientific discoveries and the commercial applications that meet societal and consumer needs. Electrical engineering studies the application of electricity, electronics, and electromagnetism in the transmission of power and information. Students interested in this curriculum, however, are advised to check the requirements of the institution to which they intend to transfer.

### GENERAL EDUCATION CORE Credits

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	6-8
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	CHEM-135 Chemistry for Engineers <sup>3</sup> OR CHEM-101 General Inorganic Chemistry I	3-4
	PHYS-110 General Physics I (Calculus)	4
	PHYS-111 General Physics II (Calculus)	4
Mathematics	MATH-181 Calculus I	4

### REQUIRED COURSES RELATED TO MAJOR

ENES-100	Introduction to Engineering Design	3
ENES-150	Intermediate Programming Concepts for Engineers	3
ENES-205	Electric Circuits	4
ENES-222	Elements of Discrete Signal Analysis	4
ENES-244	Digital Logic Design	3
ENES-245	Digital Circuits and Systems Laboratory	2
MATH-182	Calculus II	4
MATH-240	Calculus III	4
MATH-260	Differential Equations	3
PHYS-112	General Physics III (Calculus)	3
		<u>63-66</u>

<sup>1</sup> One Core Course must be taken in two of the following Core areas: Humanities Core Course, Arts Core Course and Literature Core Course, **OR** a World Language Sequence (8 credits) satisfies the Literature, Arts and Humanities Core requirement.

<sup>2</sup> One History Core Course is required and may be taken as either a Social and Behavioral Sciences Core or a Humanities Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

<sup>3</sup> University of Maryland College Park accepts CHEM-135, Chemistry for Engineers, as its chemistry requirement.

A grade of "C" or better is required in Chemistry, Engineering, Mathematics, and Physics courses.

## Electronics Technology

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

APPLICATION CODE 18

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

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	3
Humanities, Arts & Literature	Humanities, Arts, or Literature Core Course (see pp. 61-62) SPCH-105 Fundamentals of Public Speaking OR SPCH-110 Interpersonal Communication	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 63)	3
Science	PHYS-101 Technical Physical Science	4
Mathematics	MATH-141 College Algebra or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3

### REQUIRED COURSES RELATED TO MAJOR

CADD-101	Introduction to Computer-Aided Drafting and Design OR	
COOP-201	Cooperative Education Work Experience I	3
CMSY-105	Personal Computer Systems Repair I	3
CMSY-106	Personal Computer Systems Repair II	3
CMSY-129	Principles of the Internet	3
CMSY-219	Microcomputer Operating 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
ELEC-107	Introduction to Electronic Circuits	4
ELEC-140	Network Cabling Systems	3
ELEC-117	Linear Electronics	4
ELEC-213	Digital Circuits	4
		<u>62-66</u>

# SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION AREAS OF STUDY

## Electronics Technology

**Certificate (Career)**  
APPLICATION CODE 64

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

This certificate is available for students seeking entry in the field or desiring enhancement of a present position.

		Credits
CMSY-105	Personal Computer Systems Repair I	3
ELEC-107	Introduction to Electronic Circuits	4
ELEC-117	Linear Electronics	4
ELEC-140	Network Cabling Systems	3
ELEC-213	Digital Circuits	4
		18

## Engineering

**A.A. Degree (Transfer)**  
APPLICATION CODE 23

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

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, 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.

<b>GENERAL EDUCATION CORE</b>		Credits
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	6-8
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	CHEM-135 Chemistry for Engineers <sup>3</sup> OR CHEM-101 General Inorganic Chemistry I AND CHEM-102 General Inorganic Chemistry II	3-8
	PHYS-110 General Physics I (Calculus)	4
	PHYS-111 General Physics II (Calculus)	4
Mathematics	MATH-181 Calculus I	4
<b>REQUIRED COURSES RELATED TO MAJOR</b>		
ENES-100	Introduction to Engineering Design	3
MATH-182	Calculus II	4
MATH-240	Calculus III	4
MATH-260	Differential Equations	3
PHYS-112	General Physics III (Calculus)	3
<i>Electives – Select at least 15 credits from the following (3 credits each, except where noted).<sup>4</sup></i>		
ENES-120	Statics	
ENES-130	Dynamics	
ENES-140	Mechanics of Materials	
ENES-150	Intermediate Programming Concepts for Engineers	
ENES-181	Thermodynamics	
ENES-205	Electric Circuits (4 credits)	
ENES-222	Elements of Discrete Signal Analysis (4 credits)	
ENES-244	Digital Logic Design	
ENES-245	Digital Circuits and Systems Laboratory (2 credits)	
ENES-271	Introduction to MATLAB	15
		62-69

<sup>1</sup> One Core Course must be taken in two of the following Core areas: Humanities Core, Arts Core, and Literature Core, **OR** a **World Language Sequence** (8 credits) satisfies the Literature, Arts and Humanities Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

<sup>3</sup> University of Maryland College Park accepts CHEM-135, Chemistry for Engineers, as its chemistry requirement.

<sup>4</sup> 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, ENGINEERING, AND TECHNOLOGY DIVISION AREAS OF STUDY

## Environmental Science

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

**An Arts and Sciences Area of Study**

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

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 tracks: Environmental Science and Ecological Technology Design. The Ecological Technology Design track is designed to transfer to the University of Maryland College Park. Students are advised to check the requirements of the institution to which they intend to transfer.

### GENERAL EDUCATION CORE

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

	Credits
Composition Humanities, Arts & Literature <sup>1</sup>	3
Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup> Social and Behavioral Sciences Core Courses (see p. 63)	6
Science BIOL-101 General Biology I BIOL-102 General Biology II	4 4
Mathematics MATH-181 Calculus I or higher	4
Interdisciplinary CMSY-110 Software Applications for Micros	3

### REQUIRED COURSES RELATED TO MAJOR

Choose one of the tracks and complete all courses listed for the track.

#### Environmental Science Track

**APPLICATION CODE 125A**

BIOL-105	Environmental Science	3
BIOL-115	Environmental Science Lab	1
BIOL-200	Microbiology	4
CHEM-101	General Inorganic Chemistry I	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
		61-63

#### Ecological Technology Design Track

**APPLICATION CODE 125B**

BIOL-105	Environmental Science	3
BIOL-115	Environmental Science Lab	1
CHEM-101	General Inorganic Chemistry I	4
CHEM-201	Organic Chemistry I	4
ENST-200	Fundamentals of Soil Science	4
ENST-233/PUBH-233	Introduction to Environmental Health	3
Mathematics	MATH-182 Calculus II or higher	4
PHYS-103	Fundamentals of Physics I	4
		60-62

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## Horticulture

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

**An Arts and Sciences Area of Study**

**APPLICATION CODE 144**

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

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 area of study is specifically designed to transfer to UMCP's Natural Resource Science Program. Students are advised to check the requirements of the institution to which they intend to transfer.

### GENERAL EDUCATION CORE

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

	Credits
Composition Humanities, Arts & Literature <sup>1</sup>	3
Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup> Social and Behavioral Sciences Core Courses (see p. 63)	6
Science CHEM-101 General Inorganic Chemistry I CHEM-102 General Inorganic Chemistry II	4 4
Mathematics MATH-181 Calculus I or higher	4
Interdisciplinary Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3

### REQUIRED COURSES RELATED TO MAJOR

CHEM-201	Organic Chemistry I	4
HORT-100	Introduction to Horticulture	4
HORT-210	Woody Plants	3
HORT-220	Landscape Design & Contracting	3
HORT-230	Pest and Disease Control	3
	OR	
HORT-240	Turf Grass Management	3
GEOL-107	Introduction to Physical Geology	3
GEOL-117	Introduction to Physical Geology Lab	1
PHYS-103	Fundamentals of Physics I	4
PHYS-104	Fundamentals of Physics II	4
		60-64

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION AREAS OF STUDY

## Life Science

### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

APPLICATION CODE 49

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

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 science 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 area of study 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

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	BIOL-101 General Biology I BIOL-102 General Biology II	4 4
Mathematics	MATH-153 Precalculus II or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3

#### REQUIRED COURSES RELATED TO MAJOR

BIOL-200	Microbiology OR	
BIOL-205	Cell Biology	4
BIOL-201	Genetics	3
BIOL-202	Genetics Lab	1
CHEM-101	General Inorganic Chemistry I	4
CHEM-102	General Inorganic Chemistry II	4
CHEM-201	Organic Chemistry I	4
CHEM-202	Organic Chemistry II	4
Mathematics	MATH-181 Calculus I or higher	4
Science	Science Elective (see p. 65)	4
		62-68

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## PC Maintenance (A+ Certification) with Network Emphasis

### Computer Support Technology Certificate (Career)

APPLICATION CODE 180

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

This certificate 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 certificate also prepares the student for the A+ Certification exam given by the Computer Industry Association.

		Credits
CMSY-105	Personal Computer Systems Repair I	3
CMSY-106	Personal Computer Systems Repair II	3
CMSY-134	Introduction to Operating Systems	1
CMSY-142	Operating System Fundamentals I	1
CMSY-143	Operating System Fundamentals II	1
CSCO-281	Network Fundamentals	
	OR	
MSFT-299	Fundamentals and Practice for Network+ Certification	3
CSCO-283	LAN Switching and Wireless Networks	3
ELEC-140	Network Cabling Systems	3
		18

For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).



# SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION AREAS OF STUDY

## Photonics Technology

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

APPLICATION CODE 161

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

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. Students will acquire a working knowledge of the theory of light, geometric and physical optics, transmission and detection of light, electronic 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 the industry and inculcate the need for ongoing training. Students planning to transfer to a four-year technical institution should contact that institution to check for transferable courses.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	Humanities, Arts, or Literature Core Course (see pp. 61-62)	3
	SPCH-105 Fundamentals of Public Speaking OR	
Social Sciences	SPCH-110 Interpersonal Communication	3
	Social and Behavioral Sciences Core Course (see p. 63)	3
Science	PHYS-101 Technical Physical Science	4
Mathematics	MATH-141 College Algebra or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3

<b>REQUIRED COURSES RELATED TO MAJOR</b>		
CMSY-110	Software Applications for Micros	3
ELEC-107	Introduction to Electronic Circuits	4
ELEC-117	Linear Electronics	4
ELEC-213	Digital Circuits	4
PHOT-100	Introduction to Photonics	3
PHOT-105	Optical Physics	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-100	Introduction to Telecommunications	3
TELE-200	Quality Control	3
		61-65

## Photonics Technology

### Certificate (Career)

APPLICATION CODE 162

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

This certificate 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
ELEC-117	Linear Electronics	4
ELEC-213	Digital Circuits	4
MATH-141	College Algebra or higher	3-5
PHOT-100	Introduction to Photonics	3
PHOT-105	Optical Physics	4
PHOT-200	Principles of Lasers	3
PHOT-210	Fiber Optics Communications	4
		29-31

# SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION AREAS OF STUDY

## Physical Science

**A.A. Degree (Transfer)**  
**An Arts and Sciences Area of Study**  
**APPLICATION CODE 50**

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

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 area of study 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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	CHEM-101 General Inorganic Chemistry I CHEM-102 General Inorganic Chemistry II	4 4
Mathematics	MATH-181 Calculus I or higher	4
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3

### REQUIRED COURSES RELATED TO MAJOR

Mathematics	MATH-182 Calculus II or higher	4
PHYS-110	General Physics I (Calculus)	4
PHYS-111	General Physics II (Calculus)	4
PHYS-112	General Physics III (Calculus)	3
Arts and Sciences	Arts and Sciences Elective (see p. 65)	3-4
<i>Electives – Select 12 credits from the following:</i>		
ASTR-104	Elementary Astronomy (3 credits)	
ASTR-114	Elementary Astronomy Lab (1 credit)	
CHEM-201	Organic Chemistry I (4 credits)	
CHEM-202	Organic Chemistry II (4 credits)	
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>	
	61-66	

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## Pre-Allied Health

**A.A. Degree (Transfer)**  
**An Arts and Sciences Area of Study**  
**APPLICATION CODE 68**

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

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, 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 course of study at HCC that includes the appropriate electives.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	BIOL-101 General Biology I BIOL-203 Anatomy and Physiology I	4 4
Mathematics	MATH-153 Precalculus II or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3

### REQUIRED COURSES RELATED TO MAJOR

CHEM-101	General Inorganic Chemistry I	4
CHEM-102	General Inorganic Chemistry II	OR
CHEM-104	Fundamentals of Organic and Biochemistry	4
PSYC-101	General Psychology	3
MATH-181	Calculus I or higher	3-4
Social Sciences	Select two courses with a prefix of ECON, GEOG, HIST, POLI, PSYC, or SOCI	6
<i>Electives – Select 12 credits from the following:</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>	
	62-69	

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION AREAS OF STUDY

## Pre-Dentistry

A.A. Degree (Transfer)

An Arts and Sciences Area of Study

APPLICATION CODE 51

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

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 area of study 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 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** Credits  
**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	BIOL-101 General Biology I BIOL-102 General Biology II	4 4
Mathematics	MATH-153 Precalculus II or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3

**REQUIRED COURSES RELATED TO MAJOR**

BIOL-201	Genetics	3
BIOL-202	Genetics Lab	1
CHEM-101	General Inorganic Chemistry I	4
CHEM-102	General Inorganic Chemistry II	4
CHEM-201	Organic Chemistry I	4
CHEM-202	Organic Chemistry II	4
PHYS-103	Fundamentals of Physics I	4
PHYS-104	Fundamentals of Physics II	4
Mathematics	MATH-181 Calculus I or higher	4
		<u>62-68</u>

## Pre-Medical Technology

A.A. Degree (Transfer)

An Arts and Sciences Area of Study

APPLICATION CODE 52

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

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 course of study at HCC that includes the appropriate electives.

**GENERAL EDUCATION CORE** Credits  
**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	BIOL-101 General Biology I BIOL-200 Microbiology	4 4
Mathematics	MATH-153 Precalculus II or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3

**REQUIRED COURSES RELATED TO MAJOR**

BIOL-203	Anatomy and Physiology I	4
BIOL-204	Anatomy and Physiology II	4
CHEM-101	General Inorganic Chemistry I	4
CHEM-102	General Inorganic Chemistry II	4
CHEM-201	Organic Chemistry I	4
CHEM-202	Organic Chemistry II	4
MATH-138	Statistics	4
Arts and Sciences	Arts and Sciences Elective (see p. 65)	3
		<u>61-67</u>

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One History Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One History Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION AREAS OF STUDY

## Pre-Medicine

A.A. Degree (Transfer)

An Arts and Sciences Area of Study

APPLICATION CODE 53

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

Medical professionals make an important contribution to the welfare of many individuals both as health practitioners and as researchers. This curriculum is designed to prepare students who plan to apply to medical school. Unless students have already earned a B.S. or B.A. degree, they will apply to medical school after transferring to a four-year college or university. In many colleges, students must choose a major other than pre-medicine. Students often select a major which will provide an alternative career route should they change their occupational plans. Pre-medical students should obtain a copy of the Association of American Medical Colleges (AAMC) Admissions Requirements Handbook on pre-medical programs and the requirements for admission to AAMC-approved medical schools. A copy can be ordered through the Association of American Medical Colleges, Section for Student Services, Suite 201, 2450 N. Street, N.W., Washington, D.C. 20037.

### GENERAL EDUCATION CORE

Credits

Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	BIOL-101 General Biology I BIOL-102 General Biology II	4 4
Mathematics	MATH-153 Precalculus II or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3

### REQUIRED COURSES RELATED TO MAJOR

BIOL-201	Genetics	3
BIOL-202	Genetics Lab	1
CHEM-101	General Inorganic Chemistry I	4
CHEM-102	General Inorganic Chemistry II	4
CHEM-201	Organic Chemistry I	4
CHEM-202	Organic Chemistry II	4
PHYS-103	Fundamentals of Physics I	4
PHYS-104	Fundamentals of Physics II	4
Mathematics	MATH-181 Calculus I or higher	4
		<u>62-68</u>

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## Pre-Nuclear Medicine Technology

A.A. Degree (Transfer)

An Arts and Sciences Area of Study

APPLICATION CODE 126

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

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 pre-nuclear medicine technology area of study emphasizes science and liberal arts courses that are required for transfer to the Johns Hopkins Hospital Nuclear Medicine Technology program. Students should become familiar with the entrance requirements of the Nuclear Medicine Technology program at Johns Hopkins Hospital.

### GENERAL EDUCATION CORE

Credits

Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	BIOL-101 General Biology I BIOL-203 Anatomy and Physiology I	4 4
Mathematics	MATH-153 Precalculus II or higher	3-5
Interdisciplinary	CMSY-110 Software Applications for Micros	3

### REQUIRED COURSES RELATED TO MAJOR

BIOL-204	Anatomy and Physiology II	4
CHEM-101	General Inorganic Chemistry I	4
CHEM-104	Fundamentals of Organic and Biochemistry	
	OR	
CHEM-201	Organic Chemistry I	4
MATH-138	Statistics	4
OFFI-290	Medical Terminology	2
PHYS-103	Fundamentals of Physics I	4
PHYS-104	Fundamentals of Physics II	4
SPCH-110	Interpersonal Communication	3
		<u>61-65</u>

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION AREAS OF STUDY

## Pre-Optometry

A.A. Degree (Transfer)

An Arts and Sciences Area of Study

APPLICATION CODE 54

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

Optometrists play a significant role in providing eye care in private offices as well as in group practices and government or industrial facilities. This area of study 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 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 Credits

Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	BIOL-101 General Biology I BIOL-102 General Biology II	4 4
Mathematics	MATH-153 Precalculus II or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3

### REQUIRED COURSES RELATED TO MAJOR

BIOL-200	Microbiology	4
CHEM-101	General Inorganic Chemistry I	4
CHEM-102	General Inorganic Chemistry II	4
CHEM-201	Organic Chemistry I	4
CHEM-202	Organic Chemistry II	4
PHYS-103	Fundamentals of Physics I	4
PHYS-104	Fundamentals of Physics II	4
Mathematics	MATH-181 Calculus I or higher	4
		<u>62-68</u>

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a World Language Sequence (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One History Core Course is required and may be taken as either a Social and Behavioral Sciences Core or a Humanities Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## Pre-Pharmacy

A.A. Degree (Transfer)

An Arts and Sciences Area of Study

APPLICATION CODE 55

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

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, mathematics, and liberal arts electives that are prerequisites for admission into pharmacy programs at transfer institutions. This area of study 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 course of study at HCC that includes the appropriate electives.

### GENERAL EDUCATION CORE Credits

Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	SPCH-105 Fundamentals of Public Speaking OR SPCH-110 Interpersonal Communication Arts Core Course (see p. 62) Literature Core Course (see p. 61)	3 6-8
Social Sciences	History Core Course (see p. 63)	3
Science	ECON-102 Principles of Economics (Micro) BIOL-101 General Biology I	3 4
Mathematics	CHEM-101 General Inorganic Chemistry I MATH-181 Calculus I or higher	4 4

### REQUIRED COURSES RELATED TO MAJOR

BIOL-200	Microbiology	4
BIOL-203	Anatomy and Physiology I	4
BIOL-204	Anatomy and Physiology II	4
CHEM-102	General Inorganic Chemistry II	4
CHEM-201	Organic Chemistry I	4
CHEM-202	Organic Chemistry II	4
MATH-138	Statistics	4
PHYS-103	Fundamentals of Physics I	4
PHYS-104	Fundamentals of Physics II	4
		<u>66-68</u>

<sup>1</sup> SPCH-105 (3 credits) OR SPCH-110 (3 credits), plus one Arts Core (3 credits), plus one Literature Core (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a World Language Sequence (8 credits), plus SPCH-105 OR SPCH-110 satisfies the Humanities, Arts and Literature Core requirement.

# SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION AREAS OF STUDY

## Pre-Veterinary Medicine

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

**An Arts and Sciences Area of Study**

APPLICATION CODE 56

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

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 area of study 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

Credits

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	BIOL-101 General Biology I BIOL-102 General Biology II	4 4
Mathematics	MATH-153 Precalculus II or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3

### REQUIRED COURSES RELATED TO MAJOR

BIOL-201	Genetics	3
BIOL-202	Genetics Lab	1
CHEM-101	General Inorganic Chemistry I	4
CHEM-102	General Inorganic Chemistry II	4
CHEM-201	Organic Chemistry I	4
CHEM-202	Organic Chemistry II	4
PHYS-103	Fundamentals of Physics I	4
PHYS-104	Fundamentals of Physics II	4
Mathematics	MATH-181 Calculus I or higher	4
		<u>62-68</u>

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## Telecommunications Technology

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

**An Electronics Technology Area of Study**

APPLICATION CODE 25

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

The future is in communications and predominantly in telecommunications. This area of study 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) and Cisco Certified Network Professional (CCNP) certification exams.

### GENERAL EDUCATION CORE

Credits

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	Humanities, Arts, or Literature Core Course (see pp. 61-62) SPCH-105 Fundamentals of Public Speaking OR SPCH-110 Interpersonal Communication	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 63)	3
Science	PHYS-101 Technical Physical Science	4
Mathematics	MATH-141 College Algebra or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3

### REQUIRED COURSES RELATED TO MAJOR

CMSY-105	Personal Computer Systems Repair I	3
CMSY-106	Personal Computer Systems Repair II	3
CMSY-219	Microcomputer Operating 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
ELEC-107	Introduction to Electronic Circuits	4
ELEC-117	Linear Electronics	4
ELEC-140	Network Cabling Systems	3
ELEC-213	Digital Circuits	4
TELE-100	Introduction to Telecommunications	3
WCOM-110	RF/Wireless Fundamentals	3
		<u>62-66</u>

# SCIENCE, ENGINEERING, AND TECHNOLOGY DIVISION AREAS OF STUDY

## Telecommunications Technology An Electronics Technology Certificate (Career) APPLICATION CODE 24

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

This certificate is available for students seeking entry in the field or desiring enhancement of a present position.

		<b>Credits</b>
CMSY-105	Personal Computer Systems Repair I	3
ELEC-107	Introduction to Electronic Circuits	4
ELEC-117	Linear Electronics	4
ELEC-140	Network Cabling Systems	3
ELEC-213	Digital Circuits	4
TELE-100	Introduction to Telecommunications	<u>3</u>
		21

## Wireless Communications Technology

### A.A.S. Degree (Career) An Electronics Technology Area of Study APPLICATION CODE 181

For curriculum information, contact the Science, Engineering, and Technology Division—Room ST-248—443-518-1600.

This area of study is designed to meet the demands of one of the fastest growing high technology fields. This curriculum will prepare students for 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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	Humanities, Arts, or Literature Core Course (see pp. 61-62)	3
	SPCH-105 Fundamentals of Public Speaking	
	OR	
	SPCH-110 Interpersonal Communication	3
Social Sciences	Social and Behavioral Sciences Core Course (see p. 63)	3
Science	PHYS-101 Technical Physical Science	4
Mathematics	MATH-141 College Algebra or higher	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3

<b>REQUIRED COURSES RELATED TO MAJOR</b>		<b>Credits</b>
CMSY-105	Personal Computer Systems Repair I	3
CMSY-106	Personal Computer Systems Repair II	3
CMSY-219	Microcomputer Operating Systems	3
CSCO-281	Network Fundamentals	3
ELEC-107	Introduction to Electronic Circuits	4
ELEC-117	Linear Electronics	4
ELEC-140	Network Cabling Systems	3
ELEC-213	Digital Circuits	4
TELE-100	Introduction to Telecommunications	3
WCOM-110	RF/Wireless Fundamentals	3
WCOM-120	Wireless Communications	3
WCOM-200	Wireless LANs	3
WCOM-220	Advanced Topics in Wireless Communications	<u>3</u>
		62-66

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION AREAS OF STUDY

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## American Studies

### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

APPLICATION CODE 140

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

<b>REQUIRED COURSES RELATED TO MAJOR</b>		
HIST-111	American History to 1877	3
HIST-112	American History Since 1877	3
POLI-101	American Federal Government	3
POLI-102	State and Local Government	3
<i>History Electives - Select 6 credits from the following (3 credits each):</i>		
HIST-205	A History of Race and Ethnicity in the United States	
HIST-221	American History Since 1945	
HIST-226	History of African American Experience	
<i>Humanities Electives - Select 3 credits from the following (3 credits each):</i>		
FILM-171	Introduction to the American Cinema	
MUSC-107	American Popular Music	
MUSC-108	African American Music	
PHIL-202	Critical Thinking and Creative Problem Solving	3
<i>Literature Electives - Select 3 credits from the following (3 credits each):</i>		
ENGL-201	American Literature I	
ENGL-202	American Literature II	
ENGL-206	African American Literature	
ENGL-208	Contemporary American Poetry	3
Social Sciences	Social Sciences Electives (see p. 65)	6
		60-66

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.



# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION AREAS OF STUDY

## Anthropology

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

**An Arts and Sciences Area of Study**

APPLICATION CODE 141

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

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

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	GEOL-107 Introduction to Physical Geology	3
	GEOL-117 Introduction to Physical Geology Lab	1
	BIOL-103 Human Heredity	3
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

### REQUIRED COURSES RELATED TO MAJOR

ANTH-104	Introduction to Physical Anthropology and Archaeology	3
ANTH-105	Introduction to Cultural Anthropology	3
ANTH-120	Comparative World Cultures	3
GEOG-101	Introduction to World Geography	3
GEOG-102	Elements of Cultural Geography	3
HIST-121	The Ancient World	3
PSYC-101	General Psychology	3
SOCI-101	Introduction to Sociology	3
	OR	
SOCI-102	Social Problems	3
<i>Arts and Sciences Electives – Select 6 credits from the following (3 credits each):</i>		
ARTT-104	Art History I	
ENGL-226	World Literature I	
ENGL-227	World Literature II	
PHIL-101	Introduction to Philosophy	
	<u>6</u>	
	60-65	

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## Conflict Resolution

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

**An Arts and Sciences Area of Study**

APPLICATION CODE 253

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

Conflict is part of life and exists between and among individuals, groups, and nations. The Conflict Resolution area of study teaches students theory and skills that will help them to resolve conflicts in many settings. The area of study 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 area of study 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

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences	ECON-102 Principles of Economics (Micro) HIST-122 Western Civilization and the Pre-Modern World OR HIST-123 Western Civilization and the Modern World	3
Science	Science Core Courses (must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

### REQUIRED COURSES RELATED TO MAJOR

ANTH-120	Comparative World Cultures	3
CRES-155/HEED-155	Introduction to Conflict Resolution	3
CRES-201	Conflict and Process	3
CRES-202	Dynamics of Social Conflict	3
PHIL-103	Introduction to Ethics	3
PSYC-101	General Psychology	3
PSYC-202	Social Psychology	3
SOCI-101	Introduction to Sociology	3
SOCI-102	Social Problems	3
SPCH-110	Interpersonal Communication	3
	<u>3</u>	
	60-66	

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION AREAS OF STUDY

## Criminal Justice

### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

**GENERAL EDUCATION CORE** **Credits**  
**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62)	
	Arts Core Course (see p. 62)	
	Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	CMSY-110 Software Applications for Micros	3

**REQUIRED COURSES RELATED TO MAJOR**

*Choose one of the tracks and complete all courses listed for the track.*

**Criminal Justice Track**

**APPLICATION CODE 90A**

The Criminal Justice track 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 check the requirements of the institution to which they intend to transfer. Police academy graduates may also receive credit for prior learning and should contact the criminal justice coordinator.

CRIM-101	Introduction to Criminal Justice	3
CRIM-102	Criminology	3
Criminal Justice	Any two courses with a CRIM-prefix	6
History Core	Any History core course	3
POLI-101	American Federal Government	3
POLI-102	State and Local Government	3
PSYC-101	General Psychology	3
SOCI-101	Introduction to Sociology	3
Arts and Sciences	Arts and Sciences Electives (see p. 65)	3
		61-66

**Computer Forensics Track**

**APPLICATION CODE 90B**

The Computer Forensics track 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 check the requirements of the institution to which they intend to transfer.

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-101	Introduction to Criminal Justice	3
CRIM-102	Criminology	3
CRIM-190	Criminal Justice Internship	
	OR	
CRIM-201	Introduction to Criminal Law	3
CRIM-210	Criminal Evidence and Procedure	3
PSYC-101	General Psychology	3
SOCI-101	Introduction to Sociology	3
		61-66

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION AREAS OF STUDY

## Early Childhood Development

**A.A.S. Degree (Career)**  
APPLICATION CODE 89

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

In our society where often 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 area of study, 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	3
Humanities, Arts & Literature	SPCH-105 Fundamentals of Public Speaking	3
Social Sciences	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Course (see p. 63; must include lab)	4
Mathematics	MATH-128 Concepts of Mathematics II	4
Interdisciplinary	HEED-109 Basic CPR and First Aid	2

### REQUIRED COURSES RELATED TO MAJOR

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 and 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

**Certificate (Career)**  
APPLICATION CODE 87

For curriculum information, contact the Social Sciences and Teacher Education Division – Room ST-149 – 443-518-1620.

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 certificate 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	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 and 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

*For important information about this financial aid-eligible program that leads to gainful employment, please visit [www.howardcc.edu/disclosures](http://www.howardcc.edu/disclosures).*

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION AREAS OF STUDY

## Early Childhood Development

### Letter of Recognition

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

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.

		Credits
EDUC-111	Child Growth and Development	3
EDUC-112	Methods and Materials in Early Childhood Education	3
		6

## Early Childhood Education

### A.A. Degree (Transfer)

#### A Teacher Education Area of Study

APPLICATION CODE 130

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

**Early Childhood Education is defined as grades PreK through three in the state of Maryland.** 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 Associate of Arts in Teaching (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.

	Credits
<b>GENERAL EDUCATION CORE</b>	
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.</b>	
Composition	3
Humanities, Arts & Literature <sup>1</sup>	9-11
Social Sciences	3
Science	4
Mathematics	4
Interdisciplinary	1-3
<b>REQUIRED COURSES RELATED TO MAJOR</b>	
EDUC-111	3
EDUC-112	3
EDUC-130	3
EDUC-200	3
EDUC-201	3
MATH-127	4
MATH-128	4
Social Sciences	6
	60-64

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

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.

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION AREAS OF STUDY

## Early Childhood Education/Early Childhood Special Education

### Associate of Arts in Teaching Degree (Transfer)

APPLICATION CODE 254

For curriculum information, contact the Social Sciences and Teacher Education Division – Room ST-149—443-518-1620.

**Early Childhood Education is defined as grades PreK through three in the state of Maryland.** This curriculum prepares students to transfer to an Early Childhood Education or Early Childhood Special 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, pass a required basic skills test,\* and complete 45 hours of field experience.\*\* Upon completion of the A.A.T. degree, students are eligible to be admitted as an early childhood education major at their Maryland transfer institution.

GENERAL EDUCATION CORE	Credits
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Literature, Arts & Humanities <sup>1</sup> FINE-103 Introduction to Creative Arts	3
Humanities Core Course (see p. 62)	6-8
Literature Core Course (see p. 61)	3
Social Sciences HIST-111 American History to 1877	3
OR	
HIST-112 American History Since 1877	3
Science PSYC-101 General Psychology	4
BIOL-101 General Biology I	4
PHYS-107 Physical Science	4
Mathematics MATH-138 Statistics	4
Interdisciplinary Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3

<b>REQUIRED COURSES RELATED TO MAJOR</b>		
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
GEOG-101	Introduction to World Geography	3
MATH-127	Concepts of Mathematics I	4
MATH-128	Concepts of Mathematics II	4
PHYS-106	Earth and Space Science	4
SOCI-101	Introduction to Sociology	3
		64-68

<sup>1</sup> FINE-103 (3 credits) plus one Humanities Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** FINE-103 (3 credits) plus a **World Language Sequence** (8 credits) satisfies the Humanities, Arts and Literature Core requirement.

\*Students in a Teacher Education transfer pattern must submit scores from a required basic skills test to the Social Sciences and Teacher Education 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 297 (prior to 9/1/11, the GRE score equivalent is 1000)

\*\*Students are required to complete 15 hours of field experience for each of the following courses as part of the degree requirements: EDUC-111, EDUC-130, and EDUC-200.

The Introduction to Special Education course required by Howard Community College is a necessary requirement of the College's A.A.T. degree but is not sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

## Elementary Education

### A.A. Degree (Transfer)

### A Teacher Education Area of Study

APPLICATION CODE 131

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

**Elementary Education is defined as grades one through six in the state of Maryland.** In our society, 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 Associate of Arts in Teaching (A.A.T.) degree. While this curriculum is designed to prepare students to pursue a bachelor's degree 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
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup> Humanities Core Course (see p. 62)	3
Arts Core Course (see p. 62)	9-11
Literature Core Course (see p. 61)	3
Social Sciences Social and Behavioral Sciences Core Course (see p. 63)	3
HIST-111 American History to 1877	3
OR	
HIST-112 American History Since 1877	3
Science Biological Science with lab (BIOL)	4
Physical Science with lab (CHEM, PHYS, GEOL, ASTR)	4
Mathematics MATH-138 Statistics	4
Interdisciplinary Interdisciplinary and Emerging Issues Core Course (see p. 64)	1-3

<b>REQUIRED COURSES RELATED TO MAJOR</b>		
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
	OR	
EDUC-260	Educational Psychology	3
MATH-127	Concepts of Mathematics I	4
MATH-128	Concepts of Mathematics II	4
Social Sciences	Social Sciences Electives (see p. 65)	6
PSYC-101	General Psychology	3
		60-64

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

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.

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION AREAS OF STUDY

## Elementary Education/ Elementary Special Education

**Associate of Arts in Teaching Program (Transfer)**  
APPLICATION CODE 255

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

**Elementary Education is defined as grades one through six in the state of Maryland.** This curriculum prepares students to transfer to an Elementary Education or Elementary Special 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 transfer programs in Elementary Education and Special Education in the state of Maryland. Students who receive the A.A.T. degree must have a G.P.A. of 2.75, pass a required basic skills test,\* and complete 45 hours of field experience.\*\* Upon completion of the A.A.T. degree, students are eligible to be admitted as an Elementary Education or Special Education major at their Maryland transfer institution.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature	FINE-103 Introduction to Creative Arts Literature Core Course (see p. 61)	3 3
Social Sciences	HIST-111 American History to 1877 OR HIST-112 American History Since 1877	3 3
Science	PSYC-101 General Psychology BIOL-101 General Biology I	3 4
Mathematics	PHYS-107 Physical Science MATH-138 Statistics	4 4
Interdisciplinary	HEED-115 Personal and Community Health	3

<b>REQUIRED COURSES RELATED TO MAJOR</b>		
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
EXSC-100	Introduction to Physical Education	1
GEOG-101	Introduction to World Geography	3
MATH-127	Concepts of Mathematics I	4
MATH-128	Concepts of Mathematics II	4
PHYS-106	Earth and Space Science	4
SOCI-101	Introduction to Sociology	3
		64

\*Students in a Teacher Education transfer pattern must submit scores from a required basic skills test to the Social Sciences and Teacher Education 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 297 (prior to 9/11, the GRE score equivalent is 1000)

\*\*Students are required to complete 15 hours of field experience for each of the following courses as part of the degree requirements: EDUC-110, EDUC-200, and EDUC-260.

The Introduction to Special Education course required by Howard Community College is a necessary requirement of the College's A.A.T. degree but is not sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

## General Studies

**A.A. Degree Program (Transfer)**  
APPLICATION CODE 07

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3
<b>REQUIRED COURSES RELATED TO MAJOR</b>		
Electives	General Electives (see p. 65)	12
Humanities	Humanities Electives (see p. 65)	9
Social Sciences	Social Sciences Electives (see p. 65)	9
		60-66

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION AREAS OF STUDY

## General Studies–Business/ Technology Emphasis

**A.A. Degree (Transfer)**  
APPLICATION CODE 156

For curriculum information, contact the Business and Computer Systems Division—Room DH-239—443-518-1520.

The general studies degree 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 pattern 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
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.</b>	
Composition	3
Humanities, Arts & Literature <sup>1</sup>	9-11
Social Sciences <sup>2</sup>	6
Science	7-8
Mathematics	3-5
Interdisciplinary	2-3

### REQUIRED COURSES RELATED TO MAJOR

*Business/Technology Electives – Select 9-10 credits from the following:*

ACCT-111	Principles of Accounting I (3 credits)	3
ACCT-112	Principles of Accounting II (3 credits)	3
BMGT-100	Introduction to Business and Organization (3 credits)	3
BMGT-150	International Business Issues Seminar (1 credit)	1
CMSY-110	Software Applications for Micros (3 credits)	3
CMSY-120	Introduction to Computer Systems (3 credits)	3
CMSY-121	Structured Logic and Program Design (3 credits)	3
CMSY-144	Introduction to Electronic Commerce (3 credits)	3
CMSY-181	Introduction to C++ Programming (4 credits)	4
CMSY-190	Introduction to Visual Basic.NET (3 credits)	3
ENTR-205	eBay® and Online Auction Tools (3 credits)	9-10
Humanities	Humanities Elective (see p. 65)	3
Social Sciences	Social Sciences Elective (see p. 65)	3
Electives	General Electives (see p. 65)	15
		60-67

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## General Studies for Certificate Students

**A.A. Degree (Transfer)**  
APPLICATION CODE 166

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

The general studies degree 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 pattern has been designed specifically for students enrolling in one or more certificates 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
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.</b>	
Composition	3
Humanities, Arts & Literature <sup>1</sup>	9-11
Social Sciences <sup>2</sup>	6
Science	7-8
Mathematics	3-5
Interdisciplinary	2-3

### REQUIRED COURSES RELATED TO MAJOR

Electives	General Electives (see p. 65)	24-29
Humanities	Humanities Elective (see p. 65)	3
Social Sciences	Social Sciences Elective (see p. 65)	3
		60-71

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION AREAS OF STUDY

## General Studies–Science Emphasis

**A.A. Degree (Transfer)**  
APPLICATION CODE 157

For curriculum information, contact the Science, Engineering, and  
Technology Division—Room ST-248—443-518-1600.

The general studies degree 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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3
<b>REQUIRED COURSES RELATED TO MAJOR</b>		
Electives	General Electives (see p. 65)	6
Humanities	Humanities Electives (see p. 65)	6
Science	Science Electives (see p. 65)	12-13
Social Sciences	Social Sciences Electives (see p. 65)	6
		60-67

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## Global Economics

**A.A. Degree (Transfer)**  
**An Arts and Sciences Area of Study**  
APPLICATION CODE 143

For curriculum information, contact the Social Sciences and Teacher  
Education Division—Room ST-149—443-518-1620.

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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3
<b>REQUIRED COURSES RELATED TO MAJOR</b>		
ECON-101	Principles of Economics (Macro)	3
ECON-102	Principles of Economics (Micro)	3
ECON-205	International Economics	3
<i>History Electives – Select 6 credits from the following (3 credits each):</i>		
HIST-112	American History Since 1877	
HIST-123	Western Civilization and the Modern World	
HIST-201	Europe in the Twentieth Century	
HIST-221	American History Since 1945	6
<i>Humanities Electives – Select 6 credits from the following (3 credits each):</i>		
ENGL-226	World Literature I	
ENGL-227	World Literature II	
FINE-102	Arts, Cultures and Ideas	
SPCH-105	Fundamentals of Public Speaking	6
<i>Electives – Select 9 credits from the following (3 credits each):</i>		
ANTH-105	Introduction to Cultural Anthropology	
ECON-201	Money and Banking	
GEOG-102	Elements of Cultural Geography	
GEOG-201	Economic Geography	
POLI-201	Comparative Government	
PSYC-101	General Psychology	
SOCL-101	Introduction to Sociology	
SOCL-102	Social Problems	
		9 60-66

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.



# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION AREAS OF STUDY

## History

**A.A. Degree (Transfer)  
An Arts and Sciences Area of Study  
APPLICATION CODE 228**

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

### REQUIRED COURSES RELATED TO MAJOR

*History Electives – Select 12 credits from the following (3 credits each):*

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	12
GEOG-101	Introduction to World Geography	3
POLI-101	American Federal Government	
	OR	
POLI-201	Comparative Government	3
Arts and Sciences	Arts and Sciences Electives (see p. 65)	4-6
	World Language Sequence <sup>3</sup>	8
		60-68

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

<sup>3</sup> **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

**A.A. Degree (Transfer)  
An Arts and Sciences Area of Study  
APPLICATION CODE 146**

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

### REQUIRED COURSES RELATED TO MAJOR

ANTH-120	Comparative World Cultures	3
ENGL-226	World Literature I	
	OR	
ENGL-227	World Literature II	3
GEOG-101	Introduction to World Geography	3
POLI-201	Comparative Government	3
SOCI-102	Social Problems	3
<i>Humanities Electives – Select 3 credits from the following (3 credits each):</i>		
ARTT-104	Art History I	
ARTT-105	Art History II	
FILM-172	Introduction to World Cinema	
PHIL-201	Religions of the World	3
<i>Social Sciences Electives – Select 12 credits from the following (3 credits each):</i>		
ANTH-105	Introduction to Cultural Anthropology	
ECON-205	International Economics	
GEOG-201	Economic Geography	
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-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-215	Celtic Ireland	
HIST-228	Women in European History: 1750 to the Present	12
		60-66

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION AREAS OF STUDY

## Police Science

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

APPLICATION CODE 246

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

The Police Science A.A.S. degree 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 22-24 credits of required general education and 39 credits of police science courses in the Police Academy program run by the Howard County Police Department in accordance with the Maryland Police Training Commission (MPTC) standards.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature	SPCH-110 Interpersonal Communication	3
Social Sciences	SOCI-102 Social Problems	3
Science	BIOL-105 Environmental Science	3
	BIOL-115 Environmental Science Lab	1
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	CMSY-126 Introduction to the Internet	1
	HEED-106 Introduction to Stress Management	1
	HEED-110 Introduction to Personal Wellness	1
	HEED-112 First Aid and Safety	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
		61-63

## Psychology

### A.A. Degree (Transfer)

#### An Arts and Sciences Area of Study

APPLICATION CODE 57

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

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.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62)	
	Arts Core Course (see p. 62)	
	Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	BIOL-101 General Biology I	4
	Science Core Course (see p. 63)	3-4
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

#### REQUIRED COURSES RELATED TO MAJOR

MATH-138	Statistics	4
PSYC-101	General Psychology	3
PSYC-102	Advanced General Psychology	3
PSYC-202	Social Psychology	3
PSYC-203	Abnormal Psychology	3
PHIL-202	Critical Thinking and Creative Problem Solving	3
SOCI-101	Introduction to Sociology	3
Arts and Sciences	Arts and Sciences Electives (see p. 65)	9
		61-67

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION AREAS OF STUDY

## Secondary Education

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

### A Teacher Education Area of Study

For curriculum information, contact the Social Sciences and Teacher Education Division—ST-149—443-518-1620.

**Secondary Education is defined as grades seven through twelve in the State of Maryland.** 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 area of study 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 a four-year college or university. This curriculum is designed to prepare students to pursue a bachelor's degree at the college or university level. Students are advised to check the requirements of the major and institution to which they intend to transfer.

<b>GENERAL EDUCATION CORE</b>	<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup> Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup> Social and Behavioral Sciences Core Courses (see p. 63)	6
Science Science Core Courses (must include one course with lab)	7-8
Mathematics Mathematics Core Course (see p. 64)	3-5
Interdisciplinary Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

#### REQUIRED COURSES RELATED TO MAJOR

EDUC-110 Introduction to Education	3
EDUC-200 Introduction to Special Education	3
EDUC-260 Educational Psychology	3
PSYC-101 General Psychology	3
PSYC-204 Adolescent Psychology	3

#### Choose one of the following tracks.\*

##### Humanities/Arts Track

###### APPLICATION CODE 35A

Humanities Humanities Electives (see p. 65)	15
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##### Social Sciences Track

###### APPLICATION CODE 35B

Social Sciences Social Sciences Electives (see p. 65)	15
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##### Mathematics/Science Track

###### APPLICATION CODE 35C

Mathematics/Science Mathematics/Science Electives (see p. 65)	15 60-66
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<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

\*Secondary Education Tracks: Students must see an advisor to select those courses related to the subject area in which they want to teach.

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.

## Secondary Education–Chemistry

**Associate of Arts in Teaching Degree (Transfer)**

APPLICATION CODE 207

For curriculum information, contact the Social Sciences and Teacher Education Division – Room ST-149-443-518-1620.

**Secondary Education is defined as grades seven through twelve in the State of Maryland.** 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 (A.A.T.) 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, pass a required basic skills test,\* and complete 45 hours of field experience.\*\* Upon completion of the A.A.T. degree, students are eligible to be admitted as a Secondary Education-Chemistry major at their Maryland transfer institution.

<b>GENERAL EDUCATION CORE</b>	<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup> Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences PSYC-101 General Psychology	3
Science 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. 64)	1-3

#### REQUIRED COURSES RELATED TO MAJOR

CHEM-201 Organic Chemistry I	4
CHEM-202 Organic Chemistry II	4
EDUC-110 Introduction to Education	3
EDUC-200 Introduction to Special Education	3
EDUC-260 Educational Psychology	3
MATH-182 Calculus II	4
PHYS-110 General Physics I	4
PHYS-111 General Physics II	4
PSYC-204 Adolescent Psychology	3
	<b>63-67</b>

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

\*Students in a Teacher Education transfer pattern must submit scores from a required basic skills test to the Social Sciences and Teacher Education 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 297 (prior to 9/1/11, the GRE score equivalent is 1000)

\*\* Students are required to complete 15 hours of field experience for each of the following courses as part of the degree requirements: EDUC-110, EDUC-200, and EDUC-260.

The Introduction to Special Education course required by Howard Community College is a necessary requirement of the College's A.A.T. degree but is not sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION AREAS OF STUDY

## Secondary Education–English Associate of Arts in Teaching Degree (Transfer)

APPLICATION CODE 247

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

**Secondary Education is defined as grades seven through twelve in the State of Maryland.** 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 (A.A.T.) 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 GPA of 2.75, pass a required basic skills test,\* and complete 45 hours of field experience.\*\* Upon completion of the A.A.T. degree, students are eligible to be admitted as a Secondary Education-English major at their Maryland transfer institution.

GENERAL EDUCATION CORE	Credits
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.</b>	
Composition Humanities, Arts & Literature <sup>1</sup>	ENGL-121 College Composition 3
	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61) 9-11
Social Sciences	HIST-111 American History to 1877 OR HIST-112 American History Since 1877 3
Science	PSYC-101 General Psychology 3
Mathematics	Science Core Courses (see p. 63; must include one course with lab) 7-8
Interdisciplinary	Mathematics Core Course (see p. 64) 3-5 Interdisciplinary and Emerging Issues Core Course (see p. 64) 2-3
<b>REQUIRED COURSES RELATED TO MAJOR</b>	
EDUC-110	Introduction to Education 3
EDUC-200	Introduction to Special Education 3
EDUC-260	Educational Psychology 3
ENGL-201 OR ENGL-202	American Literature I OR American Literature II 3
ENGL-203 OR ENGL-204	English Literature I OR English Literature II 3
ENGL-210	Introduction to Fiction, Poetry and Drama 3
ENGL-226 OR ENGL-227	World Literature I OR World Literature II 3
ENGL-240	Applied English Grammar 3
English	English Elective (see p. 65) 3
PSYC-204	Adolescent Psychology 3
	60-66

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** a **World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

\*Students in a Teacher Education transfer pattern must submit scores from a required basic skills test to the Social Sciences and Teacher Education 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 297 (prior to 9/1/11, the GRE score equivalent is 1000)

\*\* Students are required to complete 15 hours of field experience for each of the following courses as part of the degree requirements: EDUC-110, EDUC-200, and EDUC-260.

The Introduction to Special Education course required by Howard Community College is a necessary requirement of the College's A.A.T. degree but is not sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

## Secondary Education–Mathematics Associate of Arts in Teaching Degree (Transfer)

APPLICATION CODE 208

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

**Secondary Education is defined as grades seven through twelve in the State of Maryland.** 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 (A.A.T.) 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 GPA of 2.75, pass a required basic skills test,\* and complete 45 hours field experience.\*\* Upon completion of the A.A.T. degree, students are eligible to be admitted as a Secondary Education-Mathematics major at their Maryland transfer institution.

GENERAL EDUCATION CORE	Credits
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.</b>	
Composition Humanities, Arts & Literature <sup>1</sup>	ENGL-121 College Composition 3
	PHIL-102 Introduction to Logic Arts Core Course (see p. 62) Literature Core Course (see p. 61) 6-8
Social Sciences	PSYC-101 General Psychology 3 History Core Course (see p. 63) 3
Science	PHYS-110 General Physics I (Calculus) 4 PHYS-111 General Physics II (Calculus) 4
Mathematics	MATH-181 Calculus I 4
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64) 1-3
<b>REQUIRED COURSES RELATED TO MAJOR</b>	
CMSY-141	Computer Science I 4
EDUC-110	Introduction to Education 3
EDUC-200	Introduction to Special Education 3
EDUC-260	Educational Psychology 3
MATH-182	Calculus II 4
MATH-240	Calculus III 4
MATH-250	Linear Algebra 4
MATH-220	Discrete Structures OR
MATH-260	Differential Equations 3
PSYC-204	Adolescent Psychology 3
	62-66

<sup>1</sup> PHIL-102 (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR** PHIL-102 (3 credits), plus a **World Language Sequence** (8 credits) satisfies the Humanities, Arts and Literature Core requirement.

\*Students in a Teacher Education transfer pattern must submit scores from a required basic skills test to the Social Sciences and Teacher Education 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 297 (prior to 9/1/11, the GRE score equivalent is 1000)

\*\* Students are required to complete 15 hours of field experience for each of the following courses as part of the degree requirements: EDUC-110, EDUC-200, and EDUC-260.

The Introduction to Special Education course required by Howard Community College is a necessary requirement of the College's A.A.T. degree but is not sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION AREAS OF STUDY

## Secondary Education–Physics Associate of Arts in Teaching Degree (Transfer) APPLICATION CODE 209

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

## Secondary Education–Spanish Associate of Arts in Teaching Degree (Transfer) APPLICATION CODE 210

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

**Secondary Education is defined as grades seven through twelve in the State of Maryland.** 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 (A.A.T.) 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, pass a required basic skills test,\* and complete 45 hours of field experience.\*\* Upon completion of the A.A.T. degree, students are eligible to be admitted as a Secondary Education-Physics major at their Maryland transfer institution.

**Secondary Education is defined as grades seven through twelve in the State of Maryland.** 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 (A.A.T.) 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, pass a required basic skills test,\* and complete 45 hours of field experience.\*\* Upon completion of the A.A.T. degree, students are eligible to be admitted as a Secondary Education-Spanish major at their Maryland transfer institution.

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences	History Core Course (see p. 63) PSYC-101 General Psychology	3 3
Science	CHEM-101 General Inorganic Chemistry I GEOL-107 Introduction to Physical Geology GEOL-117 Introduction to Physical Geology Lab	4 3 1
Mathematics	MATH-181 Calculus I	4

<b>GENERAL EDUCATION CORE</b>		<b>Credits</b>
<b>Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. 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	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences	History Core Course (see p. 63) GEOG-102 Elements of Cultural Geography	3 3
Science	Science Core Courses (must include one course with a lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	SPAN-221 Cultures of the Spanish-Speaking World	3

<b>REQUIRED COURSES RELATED TO MAJOR</b>		<b>Credits</b>
ASTR-104	Elementary Astronomy	3
ASTR-114	Elementary Astronomy Lab	1
EDUC-110	Introduction to Education	3
EDUC-200	Introduction to Special Education	3
EDUC-260	Educational Psychology	3
MATH-182	Calculus II	4
MATH-260	Differential Equations	3
PHYS-110	General Physics I	4
PHYS-111	General Physics II	4
PHYS-112	General Physics III	3
PSYC-204	Adolescent Psychology	3
		64-66

<b>REQUIRED COURSES RELATED TO MAJOR</b>		<b>Credits</b>
EDUC-110	Introduction to Education	3
EDUC-200	Introduction to Special Education	3
EDUC-260	Educational Psychology	3
PSYC-101	General Psychology	3
PSYC-204	Adolescent Psychology	3
<i>Spanish – Select 16 credits from the following (4 credits each):</i>		
SPAN-101	Elementary Spanish I	
SPAN-102	Elementary Spanish II	
SPAN-201	Intermediate Spanish I	
SPAN-202	Intermediate Spanish II	
SPAN-203	Advanced Intermediate Spanish I	
SPAN-204	Advanced Intermediate Spanish II	
		16
		62-67

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

\*Students in a Teacher Education transfer pattern must submit scores from a required basic skills test to the Social Sciences and Teacher Education 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 297 (prior to 9/1/11, the GRE score equivalent is 1000)

\*\* Students are required to complete 15 hours of field experience for each of the following courses as part of the degree requirements: EDUC-110, EDUC-200, and EDUC-260.

The Introduction to Special Education course required by Howard Community College is a necessary requirement of the college's A.A.T. degree but is not sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

\*Students in a Teacher Education transfer pattern 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 297 (prior to 9/1/11, the GRE score equivalent is 1000)

\*\* Students are required to complete 15 hours of field experience for each of the following courses as part of the degree requirements: EDUC-110, EDUC-200, and EDUC-260.

The Introduction to Special Education course required by Howard Community College is a necessary requirement of the college's A.A.T. degree but is not sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION AREAS OF STUDY

## Social Sciences

**A.A. Degree (Transfer)  
An Arts and Sciences Area of Study  
APPLICATION CODE 58**

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

This curriculum is designed as a guide for students planning to transfer to a four-year institution to complete a bachelor's degree in the social sciences. Geography, history, political science, pre-law, etc. students are advised to check the requirements of the institution to which they intend to transfer.

**GENERAL EDUCATION CORE** **Credits**

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

**REQUIRED COURSES RELATED TO MAJOR**

GEOG-101	Introduction to World Geography	3
POLI-101	American Federal Government	3
PSYC-101	General Psychology	3
SOCI-101	Introduction to Sociology	3
Arts and Sciences	Arts and Sciences Electives (see p. 65)	6
Social Sciences Electives	Any course with ANTH, ECON, HIST, POLI or SOCI prefix	12
		60-66

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

## Sociology

**A.A. Degree (Transfer)  
An Arts and Sciences Area of Study  
APPLICATION CODE 236**

For curriculum information, contact the Social Sciences and Teacher Education Division—Room ST-149—443-518-1620.

This curriculum is designed as a guide for 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** **Credits**

**Students enrolled in transfer patterns must take a minimum of 30 credits in General Education. Each student's total of general education and required courses must equal at least 60 semester hours of credit.**

Composition	ENGL-121 College Composition	3
Humanities, Arts & Literature <sup>1</sup>	Humanities Core Course (see p. 62) Arts Core Course (see p. 62) Literature Core Course (see p. 61)	9-11
Social Sciences <sup>2</sup>	Social and Behavioral Sciences Core Courses (see p. 63)	6
Science	Science Core Courses (see p. 63; must include one course with lab)	7-8
Mathematics	Mathematics Core Course (see p. 64)	3-5
Interdisciplinary	Interdisciplinary and Emerging Issues Core Course (see p. 64)	2-3

**REQUIRED COURSES RELATED TO MAJOR**

SOCI-101	Introduction to Sociology	3
<i>Sociology Electives - Select 6 credits from the following (3 credits each):</i>		
	SOCI-102 Social Problems	
	SOCI-103 The Sociology of the Family	
	SOCI-202 Urban Sociology	6
Sociology Elective	Any course with a SOCI prefix	3
Social Sciences Electives	Any course with ANTH, ECON, GEOG, HMDV, HIST, POLI, PSYC, or SOCI prefix	9
Arts and Sciences	Arts and Sciences Electives (see p. 65)	9
		60-66

<sup>1</sup> One Humanities Core Course (3 credits), plus one Arts Core Course (3 credits), plus one Literature Core Course (3 credits) satisfies the Humanities, Arts and Literature Core requirement, **OR a World Language Sequence** (8 credits), plus another Humanities, Arts, and Literature Core (3 credits) in a second discipline other than a world language satisfies the Humanities, Arts and Literature Core requirement.

<sup>2</sup> One **History** Core Course is required and may be taken as either a **Social and Behavioral Sciences** Core or a **Humanities** Core. No more than 6 credits may be taken in History to meet Humanities Core and Social and Behavioral Sciences Core requirements.

# SOCIAL SCIENCES/TEACHER EDUCATION DIVISION AREAS OF STUDY

## 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—443-518-1620.

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 (MSDE) 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 or lead to a credential from HCC.**

#### EARLY CHILDHOOD CERTIFICATION (PreK-3)

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

#### 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 (PreK-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

#### GENERIC SPECIAL EDUCATION INFANT/PRIMARY (BIRTH-GRADE 3) CERTIFICATION

HCC Course Equivalent	MSDE Course Requirement
EDUC-200	Historical, Philosophical, and Legal Foundations of Special Education
EDUC-111 and/or HMDV-200 and/or PSYC-203 (2 of 3)	Human Growth and Development
EDUC-265	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	Reading
EDUC-203	Reading
EDUC-204	Reading
EDUC-205	Reading
EDUC-290	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	MSDE Course Requirement
EDUC-200	Historical, Philosophical, and Legal Foundations of Special Education
EDUC-111 and/or HMDV-200 and/or PSYC-203 and/or PSYC-204 (2 of 4)	Human Growth and Development
EDUC-265	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	Reading
EDUC-203	Reading
EDUC-204	Reading
EDUC-205	Reading
EDUC-290	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	MSDE Course Requirement
EDUC-200	Historical, Philosophical, and Legal Foundations of Special Education
HMDV-200 and/or PSYC-203 and/or PSYC-204 (2 of 3)	Human Growth and Development
EDUC-265	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	Reading
EDUC-206	Reading
EDUC-290	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 297 (prior to 9/1/11, the GRE score equivalent is 1000)



# Chris

**GOAL:  
Business Administration**

Chris may have gotten a late start on his college career, but he's certainly made up for lost time. The senior vice president at Howard Bank and current chair of the HCC Educational Foundation freely admits that he "wasn't always the greatest student," which might explain why he went straight into the workforce after graduating from high school. When Chris eventually enrolled at HCC, he found the small class sizes and dedicated faculty to be a perfect match for a working student. Chris eventually became an honors student, earned his A.A. from HCC and his bachelor's degree from the University of Baltimore, and through his work with the HCCEF enjoys giving back to students who are in a similar situation to his own.

# GetThere



# Course Descriptions

All course descriptions are alphabetized by category, not by course code. Courses with numbers less than 100 are developmental courses 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." Nursing and Allied Health 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-179 QuickBooks® for the Professional** **3 Credits**

This course teaches students to create and edit financial information for both service and merchandising business using the QuickBooks® Pro accounting software package. Students learn to use QuickBooks Pro to establish a company and enter specific data to complete the accounting cycle. An emphasis is placed tracing accounting principles to the QuickBooks® Pro software. Through an extensive experiential learning approach, students create a fictitious company and produce accounting records such as payroll, bank reconciliations, and financial statements. Credit will only be granted for one of the following: ACCT-114 or ACCT-179. Prerequisite: ACCT-111. (3 hours weekly)

### **ACCT-190 Certified Bookkeeper Review Course** **3 Credits**

This course serves as a final review for students preparing to sit for the certified bookkeeper exam. Using materials produced by the American Institute of Professional Bookkeepers (AIPB), this course examines and practices all of the topics found directly on the exam. Prerequisite: ACCT-111. (3 hours 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-230 Cost Accounting** **3 Credits**

This course covers fundamentals of cost accounting including terminology; cost-volume-profit analysis; costing systems; operating, financial, and flexible budgets including variances; and other topics such as transfer pricing and performance measurement. This course prepares

students for business decisions in cost accounting and for the Certified Public Accountant (CPA) exam. Prerequisite: ACCT-112. (3 hours weekly)

### **ACCT-231 Intermediate Accounting I** **3 Credits**

In this course, the student will study and review the foundations of accounting theory and 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 apply current accounting standards to account for cash, short-term investments, receivables, liabilities, income taxes, inventories, and property. The completion of a comprehensive practice set is required. Prerequisite: ACCT-112. (3 hours weekly)

### **ACCT-232 Intermediate Accounting II** **3 Credits**

In this course, the student will complete 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-231. (3 hours weekly)

### **ACCT-233 Advanced Accounting** **3 Credits**

Students will study business combinations including methods of consolidating affiliated firms into a consolidated set of financial statements. How to account for transactions involving different currencies and the use of hedging strategies are studied. Translating a foreign entity's financial statements from a foreign currency into a domestic currency is covered. U.S. GAAP and International Financial Reporting Standards (IFRS) are discussed and differences highlighted. Interim and Segment reporting are covered. Study includes partnership characteristics, formation, accounting for activities, ownership changes, and liquidation. This course is to prepare students for business decisions in accounting and for the Financial Accounting and Reporting (FAR) section of the Certified Public Accountant (CPA) exam. Prerequisite: ACCT-232. (3 hours weekly)

## 2012-2013 COURSE DESCRIPTIONS

### **ACCT-234 Governmental and Not-for-Profit Accounting**

#### **3 Credits**

This course covers governmental and not-for-profit accounting and reporting. Study includes governmental accounting concepts, content and format of the comprehensive annual financial report (CAFR), accounting and reporting transactions for governmental and not-for-profit organizations, and budgeting for these entities. This course prepares students for decisions relating to governmental and not-for-profit accounting and the Financial Accounting and Reporting (FAR) section of the Certified Public Accountant (CPA) Exam. Prerequisite: ACCT-232. (3 hours weekly)

### **ACCT-235 Tax Accounting**

#### **3 Credits**

This course covers current tax laws governing recognition of items of gross income, exclusions, deductions, capital gains and losses, credits, estimated taxes, employment taxes, and the calculation of taxable income for an individual and sole proprietor. This is the first of three tax courses that prepare students for individual and business decisions relating to federal taxation, the IRS Tax Return Preparer Competency Exams, and the Federal Tax Regulation Section of the Certified Public Accountant (CPA) Exam. Prerequisite: ACCT-112. (3 hours weekly)

### **ACCT-236 Tax Accounting II**

#### **3 Credits**

This course continues Tax Accounting for federal income tax for individuals and business taxpayers. Topics include federal tax research, tax practice and ethics, tax written communication, tax accounting methods and periods, reconciliation of tax and financial methods, tax elections, current tax laws governing alternative minimum tax for individual and corporate taxpayers, and property transactions. This course is the second of three tax courses that prepare students for individual and business decisions relating to federal taxation, the IRS Tax Return Preparer Competency Exams, and the Federal Tax Regulation Section of the Certified Public Accountant (CPA) Exam. Prerequisite: ACCT-235. (3 hours weekly)

### **ACCT-237 Taxation of Corporations, Partnerships, Estates, and Trusts**

#### **3 Credits**

This course continues Tax Accounting for federal income tax for individuals and business taxpayers. Topics include federal tax research, tax practice and ethics, tax written communication, tax accounting methods and periods, reconciliation of tax and financial methods, tax elections, current tax laws governing alternative

minimum tax for individual and corporate taxpayers, and property transactions. This course is the second of three tax courses that prepare students for individual and business decisions relating to federal taxation, the IRS Tax Return Preparer Competency Exams, and the Federal Tax Regulation Section of the Certified Public Accountant (CPA) Exam. Prerequisite: ACCT-235. (3 hours weekly)

### **ACCT-238 Auditing**

#### **3 Credits**

This course is the study of auditing and other audit engagement services. The audit process is examined including auditor and management responsibilities, audit objectives, evidence accumulation, documentation, planning, analytical procedures, materiality and risk, and effective internal controls. Types of audit reports are studied, including the report on internal control. Organizations with audit standard setting responsibilities are discussed along with regulation and ethical standards that apply to auditors. This course is to prepare students for business decisions relating to auditing and the Auditing section of the Certified Public Accountant (CPA) Exam. Prerequisite: ACCT-231. (3 hours weekly)

### **ACCT-239 Auditing II**

#### **3 Credits**

This course continues the study of auditing and other audit engagement services. The audit process is reviewed and applied to various business cycles including sales and collection, acquisition and payment, payroll and personnel, inventory and warehousing, capital acquisitions and repayment, and cash balances. Study includes concepts of an auditor's legal liability to clients, third parties, federal securities laws, and the profession's response to legal liability. This course is the second of two courses to prepare students for business decisions relating to auditing and the Auditing section of the Certified Public Accountant (CPA) Exam. Prerequisite: ACCT-238. (3 hours weekly)

### **ACCT-240 Business Environment for the CPA Candidate**

#### **2 Credits**

This course covers various business topics from the Business Environment and Concepts (BEC) section of the Certified Public Accountant (CPA) Exam. Topics include corporate governance, economic concepts and analysis, financial management, information systems and communications, strategic planning, and operations management. This course prepares students for business decisions and the BEC section of the CPA exam. Prerequisite: ACCT-230. (2 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.

### **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 foundational course, students will apply American Sign Language skills – handshape, palm orientation, location, movement and non-manual signals – in order to be able to communicate at a basic level by exchanging, interpreting, and presenting information; to compare the practices, perspectives, and products of Deaf culture to those of hearing culture; to

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## 2012-2013 COURSE DESCRIPTIONS

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connect ASL to other relevant disciplines; and to begin using ASL outside of the classroom in limited contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **AMSL-102 Elementary American Sign Language II**

#### **4 Credits (Humanities Core)**

In this second-semester foundational course, students will advance their ability to apply American Sign Language skills – handshape, palm orientation, location, movement and non-manual signals – in order to expand their ability to communicate at a basic level by exchanging, interpreting, and presenting information; to compare the practices, perspectives, and products of Deaf culture to those of hearing culture; to connect ASL to other relevant disciplines; and to expand their use of ASL outside of the classroom in limited contexts. Content and supporting language structures and vocabulary that support it will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **AMSL-201 Intermediate American Sign Language I**

#### **4 Credits (Humanities Core)**

In this first intermediate-level course, students will further advance their ability to apply American Sign Language skills – handshape, palm orientation, location, movement and non-manual signals – in order to refine their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in multiple tenses and contexts; to deepen the comparisons of the practices, perspectives, and products of Deaf culture to those of hearing culture; to connect ASL to other relevant disciplines; and to expand their use of ASL outside of the classroom in a variety of contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **AMSL-202 Intermediate American Sign Language II**

#### **4 Credits (Humanities Core)**

In this second intermediate-level course, students will greatly advance their ability to apply American Sign Language skills – handshape, palm orientation, location, movement and non-manual signals – in order to further refine and expand

their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in complex structures and contexts; to deepen further the comparisons of the practices, perspectives, and products of Deaf culture to those of hearing culture; to connect ASL to other relevant disciplines and current topics; and to expand their use of ASL outside of the classroom in a variety of complex contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

## **ANTHROPOLOGY**

### **ANTH-104 Introduction to Physical Anthropology and Archaeology**

#### **3 Credits (Social and Behavioral Sciences Core)**

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-110 Global Archaeology**

#### **3 Credits (Social and Behavioral Sciences/Interdisciplinary and Emerging Issues Core)**

This course examines ancient sites and cultures from around the world. As an introductory class, students will evaluate the theories, techniques, methodologies and biases involved in the recovery and interpretation of archaeological data. Case studies will be used to illustrate this discussion, including the European ‘Celts,’ the Greeks, the Romans, the Aztec and Mayan, the

Indus, and regional American Indian groups. Emphasis will be given to the identification, analysis, and interpretation of archaeological data, and the value of different perspectives that have been taken on the study of other cultures over time. Students will also be provided with a worldwide perspective on the role and position of archaeology and cultural heritage in the creation and reiteration of national and ethnic identities. ‘CRM’ (cultural resource management) and the legal protection of archaeological sites and remains in the USA will be discussed. Methods and techniques learned will be applied to the examination of a local archaeological site. A visit to the Maryland Archaeological Conservatory Laboratory and/or local historical archives will also be included. 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 (Interdisciplinary and Emerging Issues Core)**

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 foundational course, students will apply four language skills – listening, speaking, writing, and reading – in order to be able to communicate at a basic level by exchanging, interpreting, and presenting information; to

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compare Arabic-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Arabic language to other relevant disciplines; and to begin using the Arabic language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **ARAB-102 Elementary Arabic II** **4 Credits (Humanities Core)**

In this second-semester foundational course, students will advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to expand their ability to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Arabic-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Arabic language to other relevant disciplines; and to expand their use of the Arabic language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary that support it will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **ARAB-201 Intermediate Arabic I** **4 Credits (Humanities Core)**

In this first intermediate-level course, students will further advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to refine their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in multiple tenses and contexts; to deepen the comparisons of Arabic-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Arabic language to other relevant disciplines; and to expand their use of the Arabic language outside of the classroom in a variety of contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **ARAB-202 Intermediate Arabic II** **4 Credits (Humanities Core)**

In this second intermediate-level course, students will greatly advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to further refine and expand their ability to communicate at an intermediate level

by exchanging, interpreting, and presenting information in complex structures and contexts; to deepen further the comparisons of Arabic-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Arabic language to other relevant disciplines and current topics; and to expand their use of the Arabic language outside of the classroom in a variety of complex contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (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 expand-

ing 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 (Interdisciplinary and Emerging Issues Core)**

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 corequisite: CADD-100. (2 hours lecture, 2 hours lab weekly)

### **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 weekly)

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### **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 weekly)

### **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 weekly)

### **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 corequisite: ARCM-200. (2 hours lecture, 2 hours lab weekly)

### **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 weekly)

### **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 corequisite: ARCM-200. (2 hours lecture, 2 hours lab weekly)

### **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 weekly)

## **ART**

### **ARTT-101 Two-Dimensional Basic Design**

#### **3 Credits (Arts/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 (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 (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 (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)

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### **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 (Arts/Humanities Core)**

Students will be introduced to the conceptual, perceptual, behavioral, and technical aspects of architecture and environmental design including methods of analysis, problem solving, and project implementation. (4 hours weekly)

### **ARTT-109 Drawing I** **3 Credits (Arts/Humanities Core)**

This course is an introduction to the theories, practices, and techniques of drawing as a descriptive tool and as a mode of personal expression. The emphasis is on perception and the traditional conventions of representational drawing, including perspective, proportion, and composition. Students will work in line to emphasize accurate shapes and values to develop form and the effect of light. Previous drawing is helpful but not necessary. Experienced students will find that this course will improve their ability to handle the fundamental concepts of representational drawing. Subjects may include still life, interiors, portraits, and figures. (4 hours weekly)

### **ARTT-110 Drawing II** **3 Credits**

This course will review and expand upon the concepts, skills, and subject matter covered in Drawing I. The emphasis is on perception and the traditional conventions of representational drawing, including perspective, proportion, and composition. Students will work in line to emphasize accurate shapes and values to develop form and the effect of light. The use of space and the difference between depiction and suggestion will be emphasized. Previous drawing experience is absolutely necessary. Subjects may include still life, interiors, portraits, and figures. Prerequisite: ARTT-109. (4 hours weekly)

### **ARTT-112 Introduction to Digital Media** **3 Credits**

This course focuses upon the use of the computer as a creative tool for the visual arts. Working with various painting and drawing programs, such as CorelDraw, Adobe Illustrator, and Adobe Photoshop, students will learn how to create images by drawing and painting directly with the computer and by capturing, altering, and processing images using the many transformation tools available in different software. In addition to exploring the possibilities and limitations of digital media, students will explore the philosophical and ethical issues that electronic image making presents. Prerequisite: ARTT-101. (4 hours weekly)

### **ARTT-120 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 weekly) NOTE: Also listed as CADD-120.

### **ARTT-121 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)

### **ARTT-122 History of Modern Art** **3 Credits (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, printmaking, and mixed media 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-123 African Art and Architecture** **3 Credits (Arts/Humanities Core)**

This course is a survey of traditional African art and architecture. Students will gain a broad knowledge of African forms and learn the distinct styles of a diverse selection of ethnic groups and countries across the continent, while gaining a general understanding of the meaning and use of art in African societies. The course will also examine the dislocation and presentation of African art in the West from the 19th century to present-day. Theoretical issues will be approached through reading assignments, class discussion, museum visits and guest speakers. There will be in-class presentations. (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 TVRD-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. Prerequisite: ARTT-130 or TVRD-130. (4 hours weekly) NOTE: Also listed as TVRD-131.

### **ARTT-140 Photography Appreciation** **3 Credits (Arts/Humanities Core)**

This course is a study of photography as a fine art form from its beginnings to contemporary times. Early photography, pictorialism, modernism and contemporary works will be discussed. Genre considerations such as portraiture, documentation, landscape, and the nude will be discussed. Various photographers' works will be studied in some depth. Emphasis will be placed on the meaning, aesthetic qualities and the context of photographs in history and in relation to other art. Parallels will be drawn to painting and sculpture and to more recent photographs. (3 hours weekly)

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### **ARTT-141 Basic Photography**

#### **3 Credits**

This course will focus on developing the skills necessary to identify and produce a good photograph and on acquiring a thorough knowledge of appropriate photographic equipment. In addition, the student will learn the basic elements of design, composition and lighting, as well as, develop an understanding of the technical skills in photography including cameras, films, exposure meters, depth of field, film development and print processing. Students must have access to a fully adjustable 35mm SLR FILM camera. (4 ½ hours weekly)

### **ARTT-142 Intermediate Photography**

#### **3 Credits**

This intermediate film photography course will expand on the concepts learned in ARTT-141. Students will apply the skills learned in the basic course while continuing to learn more intermediate concepts in composition, lighting, camera techniques and printing techniques. In addition, the student will begin concentrating on creative self expression. Students must have access to a fully adjustable 35mm SLR FILM camera. Prerequisite: ARTT-141. (2 hours lecture, 3 hours lab weekly)

### **ARTT-143 History of Photography**

#### **3 Credits (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 inter-relationships 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 basic digital photography course, students will study digital camera operation exposure challenges, composition, and lighting. Students will learn about photo editing software, image archiving and digital printing. With an emphasis on content as well as craft, students will learn to create images for visual communication and self-expression. A digital camera with manual capabilities is required for the course. Prerequisite: 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)

### **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

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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**

The goal of this course is to familiarize students with the process of creating documents that combine typography and graphics from initial design conception through production to final output. The students will learn the proper use of the features and commands in the software currently utilized in the digital printing industry to create and format a variety of documents that are in demand by today's businesses and publishing companies. Prerequisite: ARTT-148 or ARTT-158. (4 hours weekly)

### **ARTT-208 Environmental Design: Contemporary Issues in Architecture** **3 Credits**

Students will study green technology in Architecture, Landscape Architecture, and Urban Planning. They will do scaled working drawings, make models, and create advanced proposals and project designs using computer-aided design. Using the principles of Energy Efficient Building, students will design Green Architecture that focuses on low cost prefabricated homes for the expanding population of America and the world. Prerequisite: ARTT-108. (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. Prerequisites: ARTT-101 and ARTT-109. (4 hours weekly)

### **ARTT-212 Painting II** **3 Credits**

This course is a continuation of ARTT-211, Painting I. Students continue to polish their technical skills, and there is more emphasis on conceptual concerns. Contemporary approaches to representational painting are studied, and students have more latitude for stylistic exploration. Problems will challenge students' imaginations as well as their technical expertise. Prerequisite: ARTT-211. (4 hours weekly)

### **ARTT-213 Portraiture I** **3 Credits**

This course will include the basic skills of portrait drawing: proportion, line, form, and the anatomy of the head and neck. The emphasis will be on anatomical knowledge, observation, and the use of traditional design principles. Prerequisite: ARTT-110. (4 hours weekly)

### **ARTT-214 Portraiture II** **3 Credits**

This course is a continuation of ARTT-213. The student moves on to color work and portrait painting, using the combined knowledge of anatomy, drawing, color theory, and painting techniques. Prerequisites: 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. 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. Prerequisite: ARTT-112. (4 hours weekly)

### **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)



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### **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. Prerequisites: 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. Prerequisites: 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. Prerequisites: ARTT-141 and ARTT-142. (2 hours lecture, 3 hours lab weekly)

### **ARTT-242 Creative Darkroom Techniques**

#### **3 Credits**

This course will examine and apply the materials and elements of experimental photographic techniques to enhance the student's artistic self-expression. Extensive lab work will be required with emphasis on experimental darkroom techniques. Prerequisites: ARTT-141 and ARTT-142. (2 hours lecture, 3 hours lab weekly)

### **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 weekly)

### **ARTT-247 Photojournalism I**

#### **3 Credits**

This course will focus on taking photographs with a photojournalistic perspective. A portfolio of images will be the end result. Types of photojournalism applications involve news photos, feature photos, sports photos, weather photos, humor photos, environmental portraiture and the photo essay. Fundamental principles of photojournalism such as the history of photojournalism, freedom of the press, ethics in journalism and the power of the image in society will also be addressed. This is NOT a writing intensive course; the emphasis will be on photography. A digital camera and basic computer literacy are required. Prerequisites: 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. 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 class students will have an exit portfolio review where they will have a final assessment of their preparedness for the transfer process. (1.5 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

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of painting outdoors and on-site as a tool for understanding the representation of the form, space, suggestion, and simplification of the natural environment. Prerequisites: 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)

### **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)

### **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)

### **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. (4 hours weekly)

### **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 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)

### **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. (4 hours weekly)

## **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 uti-

lize 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 weekly)

## **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

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of the cell to the overall function of man. Prerequisite: ENGL-096 or ENGL-086. (3 hours lecture, 3 hours lab weekly)

### **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 weekly)

### **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 weekly)

### **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 interrelationships of the human body systems. Prerequisite: PHYS-101 or BIOL-101 or BIOL-107 (3 hours lecture, 3 hours lab weekly)

### **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 weekly)

### **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 corequisite: BIOL-105. (3 hours lab weekly)

### **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 weekly)

### **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 weekly)

### **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 corequisite: BIOL-201. (3 hours lab weekly)

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### **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 weekly)

### **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 weekly)

### **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-201 and CHEM-101. (3 hours lecture, 3 hours lab weekly)

### **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 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 weekly)

### **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. Corequisite: ELEC-213. (4 hours lecture, 3 hours lab weekly)

### **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 weekly)

## **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

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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-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-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 su-

perisory 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-142 Business Development and Sales for Emerging Leaders** 3 Credits (Humanities/ Interdisciplinary and Emerging Issues Core)

This course introduces the student to the basic skills used in business development and professional selling. Topics covered include how to prospect for potential clients, build effective relationships, assess an individual's needs, present specific solutions and negotiate agreements. Given the growing need for global competency among business professionals, this course will also look at cultural context and the implications for negotiating agreements. This is appropriate for those interested in learning more about the profession of selling or for those who want to improve their ability to persuade others. Instruction is highly interactive with extensive use of oral and written communication and role play. (3 hours weekly) NOTE: Also listed as SPCH-142.

### **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/BMGT-150H International Business Issues Seminar** 1 Credit (Interdisciplinary and Emerging Issues Core)

This course 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

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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.

### **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 (Humanities Core)**

Communication skills are vital to the success of any employable person in today's competitive organizational environment. Those able to communicate an idea through interpersonal communication, technology, and writing will be better prepared to conduct themselves properly in an organizational setting. This course encompasses four primary facets of business communication applicable to any employment setting: business writing, interpersonal business communication, business etiquette and professionalism, and

business communications utilizing technology. Students will learn how to function cohesively and communicate as a team by delivery of a persuasive group presentation. Finally, course members will learn how companies leverage technology, vital to our global economy, such as web applications, social media, and other tools to better communicate internally as well as with customers. (3 hours weekly) NOTE: Also listed as SPCH-175.

### **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 and implementation of knowledge, skills, and thought processes that contribute to effective and efficient management in future-oriented businesses. Thriving in a changing environment will be related to employer-employee relations, productive business operations and customer solution delivery. Threaded throughout the course will be an exploration of technological innovations that make success in this environment possible. 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)

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### **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 the knowledge and skills of students who managing or who are working towards managing projects in a way that will be coherent, thoughtful, timely, and in

alignment with an organization's objectives. It will teach a wide array of principles and components that include project initiation, planning, executing, performance, monitoring and controlling, cost management, and terminology, among others. It will also provide practical knowledge on managing the project scope, schedule, and resources. Concepts are applied through team projects and tutorials using project management software. Additionally, this course will fulfill the training requirement for the PMI Certified Associate in Project Management (CAPM®) certification for those who elect to become certified. (3 hours weekly)

## **CARDIOVASCULAR TECHNOLOGY**

### **CARD-120 Rhythm Analysis and 12 Lead ECG** **2 Credits**

The purpose of this course is to prepare the student to recognize and interpret the various features of the electrocardiogram (ECG). Emphasis is placed on ECG patterns and components, cardiac conduction and regulation, normal values of ECG components, SA nodal, AV nodal and ventricular arrhythmias, and disorders of the cardiac conduction system. Practical application of ECG theory incorporated with arrhythmia detection will prepare the student to recognize abnormal conduction patterns of clients in various clinical settings. Content will also review normal cardiac anatomy, waveform nomenclature, electrode placement, vectors, and Einthoven's triangle. Stress Testing and Holter Monitoring will also be discussed. Prerequisite: Admission to the Cardiovascular Technology program and BIOL-204. (2 hours weekly)

### **CARD-121 Cardiovascular Assessment Skills Lab** **3 Credits**

The goal of this course is to prepare the student with the assessment and documentation skills needed to evaluate the cardiovascular patient. The student will also become familiar with basic abbreviations used in assessing patients, and the guidelines for patient safety and privacy according to the HIPAA guidelines. Students will have the opportunity to practice their skills to perform a basic history and physical examination of their patients. The class is divided into three components, lecture, lab skills, and clinical. Prerequisite: Admission to the Cardiovascular Technology program and BIOL-204. (3 hours weekly)

### **CARD-122 Cardiac 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 serves as the foundation upon which subsequent cardiovascular topics and themes will be built. Prerequisites: Admission to the Cardiovascular Technology program and BIOL-204. (3 hours weekly)

### **CARD-123 Hemodynamics** **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 mathematic formulas, chemistry, and physics to evaluate the hemodynamics of the cardiovascular system. Prerequisites: BIOL-203, BIOL-204, PHYS-101 or equivalent and appropriate score on Mathematics Placement exam or eligible to enroll in MATH-070, CARD-121 and CARD-122. (6 hours weekly)

### **CARD-124 X-Ray Theory for Cardiovascular Technology** **3 Credits**

This course is designed for students enrolled in the Cardiovascular Technology program. It will provide an in-depth study of x-ray theory to include x-ray imaging, basic sciences, electromagnetic radiation, radiobiological effects, and dose limits for radiation workers. Prerequisite: Admission to Cardiovascular Technology program, Permission of CVT Program Director, PHYS-101 or equivalent and appropriate score on Mathematics Placement Exam or eligible to enroll in MATH-070. (6 hours weekly)

### **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-122. (2 hours weekly)

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### **CARD-220 Cardiovascular Procedures** **2 Credits**

The purpose of this course is to prepare the student to enter the Invasive Cardiovascular Laboratory. The student will learn the concepts of the general diagnostic, therapeutic and interventional procedures performed in the modern adult invasive cardiovascular laboratory. Prerequisites: CARD-123 and CARD-124. (2 hours weekly)

### **CARD-221 Diagnostic and Interventional Procedures** **8 Credits**

This course will prepare students for the clinical environment. Clinical experience is provided in the invasive setting of the cardiology department. Students will initially observe invasive procedures and eventually participate as they demonstrate competency in the skills laboratory portion of the course. The laboratory portion of the course will prepare the student for the scrub position. Prerequisites: CARD-123 and CARD-124. (16 hours clinical, 8 hours lab weekly)

### **CARD-222 Advanced Intravascular Interventional Procedures** **4 Credits**

The student will observe and in some cases assist the physician in performing intravascular interventional radiological procedures. Theory support will include an in-depth review of the anatomy and physiology of the circulatory, neurologic, respiratory, genitourinary, hepatobiliary, lymphatic, and gastrointestinal systems. Prerequisite: CARD-231. Corequisite: CARD-261. (2 hours lecture, 8 hours clinical weekly for 12 weeks)

### **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. Prerequisites: CARD-220 and CARD-221. (32 hours clinical weekly)

### **CARD-261 Clinical Internship** **4 Credits**

Practicum in a clinical setting. Student will refine clinical skills by active participation in a cardiovascular department. Opportunity will also be provided for observation in alternative sites for technologists in the field. On campus seminar session includes opportunity for case study presentations relative to the field of invasive cardiovascular technology. Prerequisite: CARD-231. Corequisite: CARD-222. (32 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 weekly)

### **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 weekly)

### **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 weekly)

### **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 weekly)

### **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. Corequisite: 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 corequisite: CHEM-105. (3 hours lab weekly)

### **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-143. (3 hours weekly)

### **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



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identify unknowns. Prerequisite: CHEM-101. (3 hours lecture, 3 hours lab weekly)

### **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 weekly)

### **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 foundational course, students will apply four language skills – listening, speaking, writing, and reading – in order to be able to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Mandarin Chinese-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Mandarin Chinese language to other relevant disciplines; and to begin using the Mandarin Chinese language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **CHNS-102 Elementary Mandarin Chinese II** **4 Credits (Humanities Core)**

In this second-semester foundational course, students will advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to expand their ability to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Mandarin Chinese-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Mandarin Chinese language to other relevant disciplines; and to expand their use of the Mandarin Chinese language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary that support it will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **CHNS-201 Intermediate Mandarin Chinese I** **4 Credits (Humanities Core)**

In this first intermediate-level course, students will further advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to refine their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in multiple tenses and contexts; to deepen the comparisons of Mandarin Chinese-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Mandarin Chinese language to other relevant disciplines; and to expand their use of the Mandarin Chinese language outside of the classroom in a variety of contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **CHNS-202 Intermediate Mandarin Chinese II** **4 Credits (Humanities Core)**

In this second intermediate-level course, students will greatly advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to further refine and expand their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in complex structures and contexts; to deepen further the comparisons of Mandarin Chinese-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Mandarin Chinese language to other relevant disciplines and current

topics; and to expand their use of the Mandarin Chinese language outside of the classroom in a variety of complex contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (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-107, or CMSY-106 and ELEC-140. (2 hours lecture, 3 hours lab weekly)

### **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 weekly)

### **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

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switching concepts are introduced. Prerequisite: CSCO-281. (2 hours lecture, 3 hours lab weekly)

### **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 weekly)

### **CSCO-305 Cisco IP Telephony** 3 Credits

This course concentrates on the fundamental elements of VoIP calls, the description of dial plans, and the implementation of gateways, gatekeepers and IP-IP gateways. This course provides extensive hands-on exercises. This course prepares students to take the Cisco Voice Over IP (CVOICE) certification exam (642-436). Prerequisite: CCNA certification or CSCO-284. (2 hours lecture, 3 hours lab weekly)

### **CSCO-308 CCNA Security** 3 Credits

This course concentrates on in-depth, theoretical understanding of network security principles as well as the tools and configuration available. This course emphasizes the practical application of skills needed to design, implement, and support network security. This course prepares students to take Implementing Cisco IOS Network Security (IINS) certification exam (640-543). Prerequisite: CCNA certification or CSCO-284. (2 hours lecture, 3 hours lab weekly)

### **CSCO-651 Implementing IP Routing** 3 Credits

This course teaches students how to implement, monitor, and maintain routing services in an enterprise network. Students will learn how to plan, configure, and verify the implementation of complex enterprise LAN and WAN routing solutions, using a range of routing protocols in IPv4 and IPv6 environments. The course also covers the configuration of secure routing solutions to support branch offices and mobile workers. Comprehensive labs emphasize hands-on learning and practice to reinforce configuration skills. This course prepares students to take the

Implementing Cisco IP Routing (ROUTE) 642-902 certification exam. Prerequisites: CSCO-284 or CCNA certification. (2 hours lecture, 3 hours lab weekly)

### **CSCO-652 Implementing IP Switching** 3 Credits

This course teaches students how to implement, monitor, and maintain switching in converged enterprise campus networks. Students will learn how to plan, configure, and verify the implementation of complex enterprise switching solutions. The course also covers the secure integration of VLANs, WLANs, voice, and video into campus networks. Comprehensive labs emphasize hands-on learning and practice to reinforce configuration skills. This course prepares students to take the Implementing Cisco IP Switched Networks (Switch) 642-813 certification exam. Prerequisites: CSCO-284 or CCNA certification. (2 hours lecture, 3 hours lab weekly)

### **CSCO-653 Maintaining and Troubleshooting IP Networks** 3 Credits

This course teaches students how to monitor and maintain complex, enterprise routed and switched IP networks. Skills learned include the planning and execution of regular network maintenance, as well as supporting and troubleshooting using technology-based processes and best practices, based on systematic and industry recognized approaches. Extensive labs emphasize hands-on learning and practice to reinforce troubleshooting techniques. This course prepares students to take the TSHOOT 642-832 certification exam. Prerequisites: CSCO-651 and CSCO-652. (2 hours lecture, 3 hours lab weekly)

## **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 weekly)

### **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 weekly)

### **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 weekly)

### **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 weekly)

### **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 weekly)

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### **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 weekly)

### **CADD-108 Introduction to Geographical Information Systems (GIS)**

#### **3 Credits**

In this course, the students will learn the concepts, basic skills and techniques for developing a Geographical Information System (GIS). This course introduces students to the tools and techniques of GIS including spatial data capture, management, and analysis; as well as cartographic output through hands-on experience using GIS software. Emphasis is placed on training in the use of technology and software in order to provide students with skills and a conceptual base on which they can apply to many applications of GIS, such as environmental assessment, analysis of natural hazards, site analysis for business and industry, criminal justice, real estate, location analysis, resource management, and land-use planning. (2 hours lecture, 2 hours lab weekly)

### **CADD-120 Three-Dimensional Modeling and Animation**

#### **3 Credits**

This course will 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 weekly)  
NOTE: Also listed as ARTT-120.

## **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 weekly)

### **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 of digital crime scene evidence. This course emphasizes student awareness in handling suspected digital evidence. (1 hour weekly)

### **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 weekly)

### **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 weekly)

### **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 weekly)

## **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. 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. 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. 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. All

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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 weekly)

### **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 weekly)

### **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 weekly)

### **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. 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. 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. 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

This course is an introduction to simple algorithm development. Students use pseudo code and flowcharts to represent developed algorithms. A higher-level language will be introduced to implement the developed algorithms into actual computer programs. Prerequisite: Eligible to enroll in ENGL-121 and MATH-061. (3 hours weekly)

### **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. 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. This course may be completed in fewer than 14 weeks. All of the work may be done outside of class if student has compatible software. Prerequisite: CMSY-102.

### **CMSY-126 Introduction to the 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. 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. 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).

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### **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 using Cascading Style Sheets (CSS), and add graphics to the page. Additional topics covered are ordered and unordered lists and tables. This course may be completed in fewer than 14 weeks. 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. It is also a source of misinformation and attacks on computers. In this course, students learn about popular Internet tools and applications. Students will develop information literacy skills for searching for and evaluating information on the Internet, and will learn to protect their computers and themselves from security threats, hoaxes, and scams. The course introduces business, legal and intellectual property issues as they pertain to the Internet. Students will learn how to create web pages using HTML. Familiarity with a computer, file management skills, and touch typing are strongly recommended for success in this class. Credit will only be granted for one of the following: CMSY-126 or CMSY-129. (3 hours weekly)

### **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. 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-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. 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. 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-141 Computer Science I**

#### **4 Credits**

This course provides an introduction to the C++ programming language - from basic algorithm development to object-oriented programming. Upon successful completion, students will be able to write C++ programs of moderate complexity and length which include standard data types, control structures, user written and library functions, arrays, pointers, structures, recursion, stream I/O, and simple classes and objects. Pre- or corequisite: MATH-181 and eligible to enroll in ENGL-121. (3 hours lecture, 2 hours lab weekly)

### **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. 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. 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-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-147 Introduction to Web Site Authoring**

#### **3 Credits**

This course introduces students to software for creating web sites, including GUI HTML programs, web image creation software, and multimedia creation for the web. It also introduces principles of web site design. Familiarity with a computer and file management skills are strongly recommended before enrolling in this course. (3 hours weekly)

### **CMSY-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-168 OR CMSY-121. (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

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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-160 Data Communication** 3 Credits

This course provides introductory information in the field of Data Communication. It is meant to prepare those students with a minimal background in the network security field with foundational knowledge and skills required to be successful in subsequent courses and the related career field. In this course, students will study the basic concepts of networking such as OSI model, different types of physical communication media, LAN, MAN, WAN, concepts of routing, IP protocol, subnetting, and TCP protocol. Additionally, some information security aspects such as privacy, authentication, and integrity will be discussed. This course includes practical labs in which students apply the theory material of the course. Students will learn how to implement and protect networks. (2 hours lecture, 2 hours lab weekly)

### **CMSY-161 Computer and Internet Basics** 3 Credits (Interdisciplinary and Emerging Issues Core)

This course is designed to meet the needs of students who wish to work toward the Internet and Core Computing Certification (IC3). After successful completion of this course, the student will have basic competencies in computing fundamentals, software applications, and the Internet. This course is designed for the beginning student and does not include advanced concepts. (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 systems, and TCP/IP protocol, or an extensive background in network administration is highly recommended. Prerequisite: CMSY-160 or appropriate CMSY placement test score. (2 hours lecture, 2 hours lab weekly)

### **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. (2 hours lecture, 2 hours lab weekly)

### **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. (2 hours lecture, 2 hours lab weekly)

### **CMSY-168 Developing for the Web** 3 Credits

This course presents in-depth coverage of HTML, XHTML, and CSS (cascading style sheets). Students will learn the core technologies of front-end development - HTML, XHTML, CSS, and DOM (Document Object Model). The course also reviews recommended practices for creating accessible websites, semantic markup, and emerging technologies. A conceptual overview, design issues, and practical development issues are interwoven. Familiarity with basic HTML is assumed. (3 hours weekly)

### **CMSY-169 Mobile Design and Development Principles** 3 Credits

The principles and attributes of mobile website and application development are unlike any other approaches on the market and are considerably different from its desktop predecessor. This course provides an overview of the basic principles and theory behind mobile development. Key topics covered will include design functionality, design marketing, phone platforms, and mobile operating systems. Students will receive a firm understanding of how to create a development strategy, address the mobile context, how to decide which of the multiple mobile development types is best for a customer, and how to create a user experience for it. Students will utilize these core principles to design and implement both a mobile website and basic mobile application. (3 hours weekly)

### **CMSY-171 Computer Science II** 4 Credits

This course covers advanced topics in the C++ programming language - from advance OOP concepts to data structure implementation. Upon successful completion, students will be able to write C++ programs which include sorting and searching algorithms, STL containers, advanced file I/O with both text and binary files, advanced object-oriented programming concepts such as operator overloading, inheritance, and polymorphism, and advance data structures such as linked lists, stacks, queues, and binary trees. Prerequisite: CMSY-141. (3 hours lecture, 2 hours lab weekly)

### **CMSY-181 Introduction to C++ Programming** 4 Credits

This course provides an introduction to the C++ programming language - from basic algorithm development to object-oriented programming. Upon successful completion, students will be able to write C++ programs of moderate complexity and length which include standard data

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types, control structures, user written and library functions, arrays, pointers, structures, recursion, stream I/O, and simple classes and objects. Prerequisite: CMSY-121 or CMSY-190. (3 hours lecture, 2 hours lab weekly)

### **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.NET. Topics covered will include: using variables, selection constructs, looping, procedures and functions, array processing, simple file manipulations, and various VB controls. Prerequisite: Eligible to enroll in ENGL-121 and MATH-061. (2 hours lecture, 2 hours lab weekly)

### **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 weekly)

### **CMSY-199 Introduction to Java**

#### **3 Credits**

This course provides an introduction to the Java programming language. Topics include input/output, data types, operators, control statements, methods, the Java API, arrays, classes, objects, interfaces, and exception handling. The object-oriented programming paradigm and design principles will be emphasized throughout the course. Prerequisite: CMSY-141 or CMSY-181 or CMSY-190. (2 hours lecture, 2 hours lab weekly)

### **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 websites 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-121. (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-168 or CMSY-152. (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 websites. 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 course builds on the foundations from Introduction to Java and expands the coverage to more advanced topics. Topics include recursion, searching and sorting algorithms, data structures, Java Collections Framework, Generics, multi-threading, network programming, JDBC, and Servlets/JSP. The Java 2D API and Swing Toolkit will also be presented. Prerequisite: CMSY-199. (2 hours lecture, 2 hours lab weekly)

### **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**

#### **3 Credits**

In this course, students will examine the operation of the system software of a microcomputer (Microsoft Operating System). The student will be able to use the system commands to create and alter the microcomputer environment. The goal of this course is to familiarize each student with the operating system software, define the role of the software, and to train each student in the proper use of the operating system software. Prerequisite: CMSY-110 or CADD-101. (2 hours lecture, 3 hours lab weekly)

### **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-168 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-121. (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

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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-255 Introduction to Unix and Linux** **3 Credits**

The course provides an introduction to the Unix and Linux operating systems. The goal of this course is to provide the student with and understanding of the Unix and Linux command line so that students will be able to customize a Unix/Linux environment under the Shell environment. Prerequisite: CMSY-219. (2 hours lecture, 2 hours lab weekly)

### **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. (2 hours lecture, 2 hours lab weekly)

### **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. (2 hours lecture, 2 hours lab weekly)

### **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. (2 hours lecture, 2 hours lab weekly)

### **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, soundcards, scanners, digital cameras, video capture cards, and touch screens. The course will focus on broad concepts and diagnostic tools which allow the student to rapidly configure or rectify faults in multimedia PC systems. Prerequisite: CMSY-132 and hardware familiarity is recommended. (2 hours lecture, 3 hours lab weekly)

### **CMSY-281 Advanced C++ Programming** **4 Credits**

This course covers advance topics in the C++ programming language - from advance OOP concepts to data structure implementation. Upon successful completion, students will be able to write C++ programs which include sorting and searching algorithms, STL containers, advance file I/O with both text and binary files, advanced object-oriented programming concepts such as operator overloading, inheritance, and polymorphism, and advance data structures such as linked lists, stacks, queues, and binary trees.

Prerequisite: CMSY-181. (3 hours lecture, 2 hours lab weekly)

## 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, neighborhood-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)



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### **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 443-518-1340.

### **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 443-518-1340. 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 443-518-1340.

### **COOP-202 Cooperative Education Work Experience II** **3-4 Credits**

See course description for COOP-201.

## **CRIMINAL JUSTICE**

### **CRIM-101 Introduction to Criminal Justice** **3 Credits**

A survey of the history, philosophy and social development of police, courts and corrections in a democratic society. Identification and operations of local, state and federal agencies will be covered with criminal justice career orientation. (3 hours weekly)

### **CRIM-102 Criminology** **3 Credits**

This course introduces the student to the basic theories, fundamental facts, and problems associated with the science of criminology, while providing a systematic basis for the study of criminals, and criminal behavior as it relates to the criminal justice system in America. (3 hours weekly)

### **CRIM-103 Juvenile Delinquency** **3 Credits**

This course studies youthful crime; its volume, causes, and trends. The prediction, prevention, treatment and control of juvenile delinquency by social control agencies is examined relative to social policies needed to reduce its incidence. The organization and procedures of the juvenile justice system will be explored. (3 hours weekly)

### **CRIM-105 Introduction to Corrections** **3 Credits**

This course introduces the student to the field of corrections, as it relates to the justice system. The course will focus on the history of corrections and the forms of criminal sanctions at the federal, state and local levels. Prerequisite: CRIM-101. (3 hours weekly)

### **CRIM-106 Street Law: Introduction to Law and Legal Issues** **3 Credits**

This course will cover the evaluation, debate, and critical analysis of law and legal issues that affect individuals, their families, and communities. Students will learn about practical aspects of civil, criminal, constitutional, family, immigration, and consumer law in a diverse society with an orientation toward civic involvement in the local community. (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)

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### **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-100 Culinary Basics** **1 Credit**

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 of and careers within the culinary arts profession. (1 hour weekly)

### **CMGT-110 Culinary Supervision** **2 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 principles and basic supervisory skills. Students will learn such topics as basic kitchen management, planning and organization skills, making personnel decisions, managing different cultures, training and developing kitchen staff, and basic profit and loss management. (2 hours weekly)

### **CMGT-130 Garde Manger** **3 Credits**

This course focuses on the methods and theories relating to cold food production and presentation. Topics covered in the course include the preparation of fruits and vegetables, canapés and hors d'oeuvres, charcuterie, pates and terrines, platter and other buffet displays. Students will learn not only preparation of cold foods but also proper handling and presentation of cold food items. (2 hours lecture, 3 hours lab weekly)

### **CMGT-135 Baking and Pastries** **3 Credits**

This course focuses on the fundamentals of basic baking. Baking fundamentals include the process of understanding ingredients, weights and measurements, formula conversion and costing of recipes. Students will also use equipment associated with baking and develop different types of breads, pastries, and pastry related showpieces. (2 hours lecture, 3 hours lab 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: HMGT-120. (2 hours lecture, 3 hours lab weekly)

### **CMGT-210 Culinary Management Internship** **2 Credits**

Student will spend at least 240 hours of directed study in a chosen area of the culinary industry at an off-campus facility. The faculty instructor and industry mentor will provide and coordinate course objectives, applicable experiences and evaluation. Students will research a problem that is unique to the mentor's operation and maintain a written journal of internship experiences. Prerequisite: HMGT-120 and either HMGT-101 or CMGT-101. (Weekly field experience)

### **CMGT-230 Plated Desserts** **3 Credits**

In this course students will learn industry acceptable procedures for producing both hot and cold plated desserts as they apply to a dessert buffet. The course is designed to expose students to current foodservice trends. Demonstrations and group participation exercises will supplement the students' development of technical

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skills and knowledge. Prerequisite: CMGT-135. (3 hours weekly)

### **CMGT-235 International Breads** **2 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-135. (2 hours lecture, 3 hours lab)

### **CMGT-240 Baking and Pastry 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-135. (2 hours lecture, 3 hours lab weekly)

### **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-135. (2 hours lecture, 3 hours lab weekly)

## **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 (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 locking, popping, and other club dance styles. (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.

### **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) NOTE: Also listed as LFIT-110.

### **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-135 Foundations in Dance Technique I** **1 Credit**

This course is designed to provide students who are registered for DANC-165 and/or DANC-175 with supplemental practice and theory in areas that are fundamental to the learning goals in those classes. Subject matter includes somatic literacy, experiential anatomy and kinesiology, rhythmic analysis, Laban Movement Analysis (LMA) and Bartenieff Fundamentals (BF), support modalities for dance, conditioning and wellness. This course is both teacher-directed and student-centered. Emphasis is placed on those areas which best address the particular needs of the students in the class, but all material above is covered. Corequisite: DANC-165 or DANC-175. (2 hours weekly)

### **DANC-136 Foundations in Dance Technique II** **1 Credit**

This course is a continuation of DANC-135 and is designed to provide students who are registered for DANC-166 and/or DANC-176 with continued supplemental practice and theory in areas that are fundamental to the learning goals in those classes. Subject matter includes somatic literacy, experiential anatomy and kinesiology, rhythmic analysis, Laban Movement Analysis and Bartenieff Fundamentals, support modalities for dance, conditioning and wellness. This course is both teacher-directed and student-centered. Emphasis is placed on those areas which best address the particular needs of the students in the class, but all material above is covered.

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Corequisite: DANC-166 or DANC-176. (2 hours weekly)

### **DANC-137 Foundations in Dance Technique III** **1 Credit**

This course is a continuation of DANC-135 and DANC-136 and is designed to provide students who are registered for DANC-167 and/or DANC-177 with continued supplemental practice and theory in areas that are fundamental to the learning goals in those classes. Subject matter includes somatic literacy, experiential anatomy and kinesiology, rhythmic analysis, Laban Movement Analysis and Bartenieff Fundamentals, support modalities for dance, conditioning and wellness. This course is both teacher-directed and student-centered. Emphasis is placed on those areas which best address the particular needs of the students in the class, but all material above is covered. Corequisite: DANC-167 or DANC-177. (2 hours weekly)

### **DANC-138 Foundations in Dance Technique IV** **1 Credit**

This course is a continuation of DANC-135, DANC-136, and DANC-137 and is designed to provide students who are registered for DANC-168 and/or DANC-178 with continued supplemental practice and theory in areas that are fundamental to the learning goals in those classes. Subject matter includes somatic literacy, experiential anatomy and kinesiology, rhythmic analysis, Laban Movement Analysis and Bartenieff Fundamentals, support modalities for dance, conditioning and wellness. This course is both teacher-directed and student-centered. Emphasis is placed on those areas which best address the particular needs of the students in the class, but all material above is covered. Corequisite: DANC-168 or DANC-178. (2 hours weekly)

### **DANC-140 Dance Workshop** **2 Credits**

This course is designed to provide the dance major with a guided practical experience in the process of creating a dance from inception of idea to production. This course is the introductory course in the Creative Process series in the Dance Performance degree requirement. It will serve as pre-requisite to DANC-150 (Dance Improvisation) and DANC-250 (Dance Composition). The course will provide fundamental knowledge and practice in aspects of creation and composition necessary for successful choreography. (3 hours weekly)

### **DANC-150 Dance Improvisation** **3 Credits**

This course will provide students with guided exploration in the elements of dance for the creative development of personal movement repertoire, spontaneous group interaction, and choreographic and movement observation skills. It emphasizes the exploration of movement through spur-of-the-moment problem solving and creative risk-taking. This course is designed to evoke the student's creative individuality and sense of ensemble. It may also include weight-sharing and contact improvisation. Prerequisite: DANC-100 or DANC-140 or DANC-160 or DANC-170 or DANC-192. (3 hours weekly)

### **DANC-160 Introduction to Ballet Technique** **2 Credits**

This course provides 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. This course also introduces ballet history and terminology. (3 hours weekly)

### **DANC-161 Beginning Ballet Technique I** **2 Credits**

This course provides a foundation for classical ballet at the beginning level with emphasis on placement and alignment of the body and other preparatory work necessary for the establishment of a sound technical foundation. This course provides development of knowledge, skills, abilities and appreciation through daily practice, and vocabulary of ballet. Students at this level must be competent at the introductory level and ready to perform longer and more complex movement sequences. (3 hours weekly)

### **DANC-162 Beginning Ballet Technique II** **2 Credits**

This course is a continuation of DANC-161 and provides 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. This course provides further development of knowledge, skills, abilities and appreciation through daily practice, and vocabulary of ballet. Students at this level must be competent at the introductory level and ready to perform longer and more complex movement sequences. Prerequisite: DANC-161. (3 hours weekly)

### **DANC-163 Beginning Ballet Technique III** **2 Credits**

This course is a continuation of DANC-161 and DANC-162 and provides 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. This course provides further development of knowledge, skills, abilities and appreciation through daily practice, and vocabulary of ballet. Students at this level must be competent at the introductory level and ready to perform longer and more complex movement sequences. Prerequisite: DANC-162. (3 hours weekly)

### **DANC-164 Beginning Ballet Technique IV** **2 Credits**

This course is a continuation of DANC-161, DANC-162 and DANC-163 and provides 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. This course provides further development of knowledge, skills, abilities and appreciation through daily practice, and vocabulary of ballet. Students at this level must be competent at the introductory level and ready to perform longer and more complex movement sequences. Prerequisite: DANC-163. (3 hours weekly)

### **DANC-165 Intermediate Ballet Technique I** **2 Credits**

This course provides 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. This course provides further development of knowledge, skills, abilities and appreciation through daily practice, vocabulary, and history of ballet. Students at this level must be competent at the beginning level and ready to perform longer and more complex movement sequences. (3 hours weekly)

### **DANC-166 Intermediate Ballet Technique II** **2 Credits**

This course is a continuation of DANC-165 and provides a continued 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. This course provides further development of knowl-

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edge, skills, abilities and appreciation through daily practice, vocabulary, and history of ballet. Students at this level must be competent at the beginning level and ready to perform longer and more complex movement sequences. Prerequisite: DANC-165. (3 hours weekly)

### **DANC-167 Intermediate Ballet Technique III 2 Credits**

This course is a continuation of DANC-165 and DANC-166 and provides a continued 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. This course provides further development of knowledge, skills, abilities and appreciation through daily practice, vocabulary, and history of ballet. Students at this level must be competent at the beginning level and ready to perform longer and more complex movement sequences. Prerequisite: DANC-166. (3 hours weekly)

### **DANC-168 Intermediate Ballet Technique IV 2 Credits**

This course is a continuation of DANC-165, DANC-166, and DANC-167 and provides a continued 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. This course provides further development of knowledge, skills, abilities and appreciation through daily practice, vocabulary, and history of ballet. Students at this level must be competent at the beginning level and ready to perform longer and more complex movement sequences. Prerequisite: DANC-167. (3 hours weekly)

### **DANC-170 Introduction to Modern Dance Technique 2 Credits**

This course is designed as introduction to the basic principles of modern dance. It includes the study of level change, floor work, weight shift, dynamic alignment, and expression as well as an introduction to modern dance theories and history. (3 hours weekly)

### **DANC-171 Beginning Modern Dance Technique I 2 Credits**

This course provides a foundation for modern dance techniques at the beginning level with emphasis on placement and alignment of the body and other preparatory work necessary for the establishment of a sound technical foundation.

This course provides development of knowledge, skills, abilities and appreciation through daily practice, and vocabulary of modern dance. Students at this level must be competent at the introductory level and ready to perform longer and more complex movement sequences. (3 hours weekly)

### **DANC-172 Beginning Modern Dance Technique II 2 Credits**

This course is a continuation of DANC-171 and provides a reinforcement of the fundamentals of modern dance techniques with emphasis on placement and alignment of the body and other preparatory work necessary for the establishment of a sound technical foundation. This course provides further development of knowledge, skills, abilities and appreciation through daily practice, and vocabulary of modern dance. Students at this level must be competent at the introductory level and ready to perform longer and more complex movement sequences. Prerequisite: DANC-171. (3 hours weekly)

### **DANC-173 Beginning Modern Dance Technique III 2 Credits**

This course is a continuation of DANC-171 and DANC-172 and provides a reinforcement of the fundamentals of modern dance techniques with emphasis on placement and alignment of the body and other preparatory work necessary for the establishment of a sound technical foundation. This course provides further development of knowledge, skills, abilities and appreciation through daily practice, and vocabulary of modern dance. Students at this level must be competent at the introductory level and ready to perform longer and more complex movement sequences. Prerequisite: DANC-172. (3 hours weekly)

### **DANC-174 Beginning Modern Dance Technique IV 2 Credits**

This course is a continuation of DANC-171, DANC-172 and DANC-173 and provides a reinforcement of the fundamentals of modern dance techniques with emphasis on placement and alignment of the body and other preparatory work necessary for the establishment of a sound technical foundation. This course provides further development of knowledge, skills, abilities and appreciation through daily practice, and vocabulary of modern dance. Students at this level must be competent at the introductory level and ready to perform longer and more complex movement sequences. Prerequisite: DANC-173. (3 hours weekly)

### **DANC-175 Intermediate Modern Dance Technique I 2 Credits**

This course provides a reinforcement of the fundamentals of modern dance techniques with emphasis on placement and alignment of the body and other preparatory work necessary for the establishment of a sound technical foundation. This course provides further development of knowledge, skills, abilities and appreciation through daily practice, vocabulary, and history of modern dance. Students at this level must be competent at the beginning level and ready to perform longer and more complex movement sequences. (3 hours weekly)

### **DANC-176 Intermediate Modern Dance Technique II 2 Credits**

This course is a continuation of DANC-175 and provides a continued reinforcement of the fundamentals of modern dance techniques with emphasis on placement and alignment of the body and other preparatory work necessary for the establishment of a sound technical foundation. This course provides further development of knowledge, skills, abilities and appreciation through daily practice, vocabulary, and history of modern dance. Students at this level must be competent at the beginning level and ready to perform longer and more complex movement sequences. Prerequisite: DANC-175. (3 hours weekly)

### **DANC-177 Intermediate Modern Dance Technique III 2 Credits**

This course is a continuation of DANC-175 and DANC-176 and provides a continued reinforcement of the fundamentals of modern dance techniques with emphasis on placement and alignment of the body and other preparatory work necessary for the establishment of a sound technical foundation. This course provides further development of knowledge, skills, abilities and appreciation through daily practice, vocabulary, and history of modern dance. Students at this level must be competent at the beginning level and ready to perform longer and more complex movement sequences. Prerequisite: DANC-176. (3 hours weekly)

### **DANC-178 Intermediate Modern Dance Technique IV 2 Credits**

This course is a continuation of DANC-175, DANC-176 and DANC-177 and provides a continued reinforcement of the fundamentals of modern dance techniques with emphasis on placement and alignment of the body and other

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preparatory work necessary for the establishment of a sound technical foundation. This course provides further development of knowledge, skills, abilities and appreciation through daily practice, vocabulary, and history of modern dance. Students at this level must be competent at the beginning level and ready to perform longer and more complex movement sequences. Prerequisite: DANC-177. (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 (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 Introduction to Jazz Dance** **2 Credits**

This course introduces the students to the principles of jazz dance technique on a beginning level. Students will learn the foundations 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 Intermediate Jazz Dance I** **2 Credits**

This course is a continuation of DANC-192, Introduction to Jazz Dance, at a higher level of proficiency. A continuation of jazz dance technique from the Broadway show styles to the present day, it includes study of contemporary jazz technique with emphasis on rock, funky, lyric, and percussive movement. It is also a continued study of jazz dance history from the Broadway show styles to current jazz dance influences. Prerequisite: DANC-192. (3 hours weekly)

### **DANC-194 Introduction to Tap Dance** **2 Credits**

This course introduces students to the principles of tap dance technique on a beginning level. Students 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 Intermediate Tap Dance I** **2 Credits**

This course is a continuation of DANC-194, Introduction to Tap Dance, at a higher level of proficiency. A continuation of tap dance technique including complex rhythms, tempi, barre and center work. New movements include wings, pull-backs, multiple-sound steps and advanced turns. Course will continue tap dance history,

style techniques, and choreographic approaches. Prerequisite: DANC-194. (3 hours weekly)

### **DANC-197 Pilates** **1 Credit**

Study and application of the Pilates Mat Program as a method of body conditioning, posing questions for anatomical self-evaluation based on applied instruction, lecture/discussion, required readings, and observation. (2 hours weekly) NOTE: Also listed as LFIT-197.

### **DANC-198 Alexander Technique** **1 Credit**

This course is an examination of the Alexander Technique as a method to investigate the issues of mind/body disciplines and alleviate excessive tension, and habitual holding patterns which produce inefficient use of the body. Principles of the Alexander Technique will be explored through anatomical self-evaluation based on applied instruction, lecture/discussion, required readings, and observation. (2 hours weekly) 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-200 World Dance** **1 Credit**

World Dance develops knowledge, skills and appreciation of world dance forms through presentation of fundamental techniques, music and culture. Specific dances are analyzed for their cultural traditions, sacred/ceremonial import and/or theatrical impact within its society. With emphasis on movement, vocabulary, rhythms and styles of each dance form, the cultural, sociological, economic, and geographical perspectives are also covered. The area of concentration varies to include as many cultures as possible. One or more, up to four, will be chosen for a full semester of study. (2 hours weekly)

### **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

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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-205 Intermediate Belly Dancing**

#### **1 Credit**

This course will enhance students' previous knowledge in basic belly dance as demonstrated in DANC/LFIT-105 Belly Dancing. This course focuses on training students to hone their skills of isolation, incorporate props and more advanced belly dance techniques, and foster beginning students' own choreography. Movement vocabulary will include isolations of head, shoulders, arms, hands, chest, belly, hips, and feet as well as techniques incorporating the entire body and traveling. Students are expected to cultivate an enriched understanding of an area of belly dance culture of their choice to further inform their exploration of this dance form. Students will demonstrate their knowledge of belly dance through choreographed and non-choreographed class performances. Prerequisite: DANC-105 or LFIT-105. (2 hours weekly) NOTE: Also listed as LFIT-205.

### **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-215 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 Susan Stroman, Gower Champion, Michael Bennett, George Faison, Agnes de Mille, Garth Fagan, Gillian Lynne, Jerry Mitchell, and Bob Fosse. The students will then apply this knowledge towards a final performance of several contrasting pieces. Prerequisite: DANC-160 or DANC-192, or higher. (3 hours 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-235 Foundations in Intermediate Dance Technique I**

#### **1 Credit**

This course is designed to provide students who are registered for DANC-265 and/or DANC-275 with supplemental practice and theory in areas that are fundamental to the learning goals in those classes. Subject matter includes somatic literacy, experiential anatomy and kinesiology, rhythmic analysis, Laban Movement Analysis and Bartenieff Fundamentals, support modalities for dance, conditioning and wellness. This course is both teacher-directed and student-centered. Emphasis is placed on those areas which best address the particular needs of the students in the class, but all material above is covered. Corequisite: DANC- 265 and/or DANC-275. (2 hours weekly)

### **DANC-236 Foundations in Intermediate Dance Technique II**

#### **1 Credit**

This course is a continuation of DANC-235 and is designed to provide students who are registered for DANC-266 and/ or DANC-276 with continued supplemental practice and theory in areas that are fundamental to the learning goals in those classes. Subject matter includes somatic literacy, experiential anatomy and kinesiology, rhythmic analysis, Laban Movement Analysis and Bartenieff Fundamentals, support modalities for dance, conditioning and wellness. This course is both teacher-directed and student-centered. Emphasis is placed on those areas which best address the particular needs of the students in the class, but all material above is covered. Corequisite: DANC- 266 or DANC- 276. (2 hours weekly)

### **DANC-237 Foundations in Intermediate Dance Technique III**

#### **1 Credit**

This course is a continuation of DANC-235 and is designed to provide students who are registered for DANC-266 and/or DANC-276 with

continued supplemental practice and theory in areas that are fundamental to the learning goals in those classes. Subject matter includes somatic literacy, experiential anatomy and kinesiology, rhythmic analysis, Laban Movement Analysis and Bartenieff Fundamentals, support modalities for dance, conditioning and wellness. This course is both teacher-directed and student-centered. Emphasis is placed on those areas which best address the particular needs of the students in the class, but all material above is covered. Corequisite: DANC- 267 or DANC- 277. (2 hours weekly)

### **DANC-238 Foundations in Intermediate Dance Technique IV**

#### **1 Credit**

This course is a continuation of DANC-235, DANC-236, and DANC-237 and is designed to provide students who are registered for DANC- 268 and/or DANC-278 with continued supplemental practice and theory in areas that are fundamental to the learning goals in those classes. Subject matter includes somatic literacy, experiential anatomy and kinesiology, rhythmic analysis, Laban Movement Analysis and Bartenieff Fundamentals, support modalities for dance, conditioning and wellness. This course is both teacher-directed and student-centered. Emphasis is placed on those areas which best address the particular needs of the students in the class, but all material above is covered. Corequisite: DANC-268 or DANC- 278. (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-265 High Intermediate Ballet Technique I**

#### **2 Credits**

This course provides a reinforcement of the aesthetics of classical ballet with emphasis on placement and alignment of the body and other preparatory work necessary for the maintenance of a sound technical foundation as well as the development of performance quality. This course emphasizes increasing technical proficiency, improving anatomical awareness, and developing deeper understanding of the skills and principles of ballet technique. Students at this level must be competent at the intermediate level and ready to

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perform longer and more complex movement sequences that approach a fuller level of synthesis and performance qualities. Prerequisite: DANC-165. (2 hours weekly)

### **DANC-266 High Intermediate Ballet Technique II** **2 Credits**

This course is a continuation of DANC-265 and provides a continued reinforcement of the aesthetics of classical ballet with emphasis on placement and alignment of the body and other preparatory work necessary for the maintenance of a sound technical foundation as well as the development of performance quality. This course emphasizes increasing technical proficiency, improving anatomical awareness, and developing deeper understanding of the skills and principles of ballet technique. Students at this level must be competent at the intermediate level and ready to perform longer and more complex movement sequences that approach a fuller level of synthesis and performance qualities. Prerequisite: DANC-265. (3 hours weekly)

### **DANC-267 High Intermediate Ballet Technique III** **2 Credits**

This course is a continuation of DANC-265 and DANC-266 and provides a continued reinforcement of the aesthetics of classical ballet with emphasis on placement and alignment of the body and other preparatory work necessary for the maintenance of a sound technical foundation as well as the development of performance quality. This course emphasizes increasing technical proficiency, improving anatomical awareness, and developing deeper understanding of the skills and principles of ballet technique. Students at this level must be competent at the intermediate level and ready to perform longer and more complex movement sequences that approach a fuller level of synthesis and performance qualities. Prerequisite: DANC-266. (3 hours weekly)

### **DANC-268 High Intermediate Ballet Technique IV** **2 Credits**

This course is a continuation of DANC-265, DANC-266, and DANC-267 and provides a continued reinforcement of the aesthetics of classical ballet with emphasis on placement and alignment of the body and other preparatory work necessary for the maintenance of a sound technical foundation as well as the development of performance quality. This course emphasizes increasing technical proficiency, improving anatomical awareness, and developing deeper understanding of the skills and principles of ballet technique. Students at this level must be

competent at the intermediate level and ready to perform longer and more complex movement sequences that approach a fuller level of synthesis and performance qualities. Prerequisite: DANC-267. (3 hours weekly)

### **DANC-275 High Intermediate Modern Dance Technique I** **2 Credits**

This course provides a reinforcement of the aesthetics of modern dance with emphasis on placement and alignment of the body and other preparatory work necessary for the maintenance of a sound technical foundation as well as the development of performance quality. This course emphasizes increasing technical proficiency, improving anatomical awareness, and developing deeper understanding of the skills and principles of various modern dance techniques. Students at this level must be competent at the intermediate level and ready to perform longer and more complex movement sequences that approach a fuller level of synthesis and performance qualities. Prerequisite: DANC-175. (3 hours weekly)

### **DANC-276 High Intermediate Modern Dance Technique II** **2 Credits**

This course is a continuation of DANC-275 and provides a continued reinforcement of the aesthetics of modern dance with emphasis on placement and alignment of the body and other preparatory work necessary for the maintenance of a sound technical foundation as well as the development of performance quality. This course emphasizes increasing technical proficiency, improving anatomical awareness, and developing deeper understanding of the skills and principles of various modern dance techniques. Students at this level must be competent at the intermediate level and ready to perform longer and more complex movement sequences that approach a fuller level of synthesis and performance qualities. Prerequisite: DANC-275. (3 hours weekly)

### **DANC-277 High Intermediate Modern Dance Technique III** **2 Credits**

This course is a continuation of DANC-275 and 276 and provides a continued reinforcement of the aesthetics of modern dance with emphasis on placement and alignment of the body and other preparatory work necessary for the maintenance of a sound technical foundation as well as the development of performance quality. This course emphasizes increasing technical proficiency, improving anatomical awareness, and developing deeper understanding of the skills and principles of various modern dance techniques. Students at this level must be competent

at the intermediate level and ready to perform longer and more complex movement sequences that approach a fuller level of synthesis and performance qualities. Prerequisite: DANC-276. (3 hours weekly)

### **DANC-278 High Intermediate Modern Dance Technique IV** **2 Credits**

This course is a continuation of DANC-275, DANC-276, and DANC-277 and provides a continued reinforcement of the aesthetics of modern dance with emphasis on placement and alignment of the body and other preparatory work necessary for the maintenance of a sound technical foundation as well as the development of performance quality. This course emphasizes increasing technical proficiency, improving anatomical awareness, and developing deeper understanding of the skills and principles of various modern dance techniques. Students at this level must be competent at the intermediate level and ready to perform longer and more complex movement sequences that approach a fuller level of synthesis and performance qualities. Prerequisite: DANC-277. (3 hours weekly)

### **DANC-280 Dance Education for Early Childhood** **3 Credits**

This course provides students who plan to teach dance to young children the opportunity to learn the fundamentals of movement essential to early childhood dance education in the public and private studio setting. This course will give beginning teachers an understanding of how to enhance the aesthetic, kinesthetic, and artistic experiences of a child through dance education, as well as the tools to teach creative movement, pre-ballet and other forms of dance to young children. (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,



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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 Intermediate Jazz Dance II** **2 Credits**

This course is a continuation of DANC-193, Intermediate Jazz Dance I, 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.

## **DENTAL HYGIENE**

### **DHYG-100 Pre-Dental Hygiene Theory and Clinic I** **4 Credits**

Through lecture and laboratory experience students will become knowledgeable and develop proficiency in basic principles of infection control, instrumentation, patient motivation, and assessment techniques. Clinic will correlate knowledge from the didactic portion of the course to conducting oral health services on typodonts and/or student partners under direct supervision. Skills will be practiced to competency. Prerequisites: Admittance into the dental hygiene program and ENGL-121, CHEM-103, and BIOL-107. Corequisites: DHYG-102, DHYG-104, DHYG-106 and DHYG-111. (2.5 hours theory, 6 hours clinical weekly)

### **DHYG-102 Histology and Embryology** **2 Credits**

This course will provide the basic knowledge and skills needed to apply elements of histology and embryology to the practice of dental hygiene. The development of the face, teeth, oral cavities, and nasal cavities will be introduced. Prerequisites: Admission into the Dental Hygiene program and ENGL-121, CHEM-103, and BIOL-107. Corequisites: DHYG-104, DHYG-106, DHYG-100, and DHYG-111. (2 hours weekly)

### **DHYG-104 General and Oral Pathology** **3 Credits**

This course will discuss general pathology with a special emphasis on oral pathology. Using radiographs and slides of pertinent structures, dental hygiene students will learn to recognize and identify abnormal conditions of the mouth and teeth. Emphasis will be placed on the intra and extra oral clinical examination of patients. Prerequisites: Admittance into the Dental Hygiene program and ENGL-121, CHEM-103, and BIOL-107. Corequisites: DHYG-100, DHYG-102, DHYG-106, and DHYG-111. (3 hours weekly)

### **DHYG-106 Oral Anatomy and Tooth Morphology** **3 Credits**

This course examines the development of the head and neck as it applies to the practice of dental hygiene. Emphasis will be placed on the

surface and underlying structures of the head and neck, concentrating on the muscles, nerves, blood supply, lymphatic drainage, cranial, and facial bones and their relationship to the teeth. Dental hygiene students will focus on the maxilla and the mandible. Also included will be the structure, morphology, eruption, and functions of the primary and permanent dentitions. Prerequisites: Admittance into the Dental Hygiene program and ENGL-121, CHEM-103, and BIOL-107. Corequisites: DHYG-102, DHYG-104, DHYG-100, and DHYG-111. (2.25 theory, 3 hours lab weekly)

### **DHYG-111 Dental Radiology** **3 Credits**

This course will introduce radiation protection and the use of standard, panoramic, and computerized digital radiographic equipment. Students will master the technique of radiographic image exposure, processing, mounting, and identification of standard, panoramic, and computerized radiographs and intraoral images; critiquing of oral radiographic images and identification of normal and abnormal anatomy and artifacts; and interpretation of radiographic and pictorial pathology of the hard and soft structures of the oral cavity with the use of radiographs. Prerequisites: Admittance into the Dental Hygiene program and ENGL-121, CHEM-103, and BIOL-107. Corequisites: DHYG-100, DHYG-102, DHYG-104, and DHYG-106. (2.25 hours theory, 3 hours lab weekly)

### **DHYG-150 Dental Hygiene Theory and Clinic II** **5 Credits**

This course emphasizes advanced instrumentation technique and supportive dental hygiene therapy. Students will enhance and refine instrumentation techniques to a competent level. This course will provide instruction on the removal of hard and soft deposits, patient assessment, treatment planning, and dental hygiene diagnosis. Students will be treating patients under general supervision. Prerequisites: Admittance into the Dental Hygiene program and DHYG-100, DHYG-102, DHYG-104, DHYG-106, and DHYG-111. Corequisites: DHYG-208, DHYG-209, BIOL-106, and NUTR-211. (3 hours theory, 8 hours clinical weekly)

### **DHYG-200 Dental Hygiene Theory and Clinic III** **5 Credits**

Students will expand on principles and clinical skills of dental hygiene practice. Students will use research, discussions, and professional judgment to provide comprehensive dental hygiene treatment plans. Topics will include root planning, sub-gingival irrigation, ultrasonic use, case presentations, nutritional counseling,

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and treatment of the special needs patient. Prerequisites: Admittance into the Dental Hygiene program and DHYG-150, DHYG-208, DHYG-209, NUTR-211, and BIOL-106. Corequisites: DHYG-207, DHYG-210, SOCI-101, and SPCH-105. (2 hours theory, 12 hours clinical weekly)

### **DHYG-207 Dental Public Health** 3 Credits

This course introduces the principles of public health in relation to dental hygienist roles in providing health care to the community. Emphasis is placed on prevention of dental disease in the public health setting. An overview of the history and philosophy of public health practice and administration is discussed. Prerequisites: Admittance into the Dental Hygiene program and DHYG-150, DHYG-208, DHYG-209, NUTR-211, and BIOL-106. Corequisites: DHYG-200, DHYG-210, SOCI-101, and SPCH-105. (3 hours weekly)

### **DHYG-208 Dental Materials** 3 Credits

This course will discuss the purpose and use of dental materials used in dentistry. Topics will include the physical, chemical, biological, and mechanical properties of dental materials. Discussed will be resins, bases, amalgam, cements, impression materials, and pit and fissure sealants. Students will learn the principles and application of expanded duties for the registered dental hygienist. Prerequisites: Admittance into Dental Hygiene program and DHYG-100, DHYG-102, DHYG-104, DHYG-106, and DHYG-111. Corequisites: DHYG-150, DHYG-209, BIOL-106, and NUTR-211. (2 hours theory, 4 hours lab weekly)

### **DHYG-209 Periodontics** 2 Credits

This course will examine the histological and clinical characteristics of healthy and diseased periodontium. Topics will include a discussion of the histological inflammation process and host response as related to periodontal disease. Also included will be the periodontal exam, prognosis, treatment planning, periodontal instrumentation (scaling and root planning), and surgery. Emphasis will be on the prevention and disease control process through the use of oral home care products. Prerequisites: Admittance into the Dental Hygiene program and DHYG-100, DHYG-102, DHYG-104, DHYG-106, and DHYG-111. Corequisites: DHYG-150, DHYG-208, NUTR-211, and BIOL-106. (2 hours weekly)

### **DHYG-210 Pharmacology and Pain Management** 2 Credits

This course will discuss the impact of pharmaceutical drugs as related to the clinical practice

of dental hygiene. Students will learn the therapeutic uses, adverse effects, and impact of pharmaceutical drugs. Topics will include absorption, distribution, metabolism, interactions, and drug action in the body. Anesthetics and pain management will be reviewed. Prerequisites: Admittance into the Dental Hygiene program and DHYG-150, DHYG-208, DHYG-209, NUTR-211, and BIOL-106. Corequisites: DHYG-200, DHYG-207, SOCI-101, and SPCH-105. (2 hours theory weekly)

### **DHYG-250 Dental Hygiene Theory and Clinic IV** 5 Credits

Students will utilize experience and opportunities to practice entry-level dental hygiene. Students will perfect clinical skills and prepare for National Board Examination. This course will focus on the transition to dental hygiene practice beyond graduation. Topics will include time management, job interview techniques, resume writing, dental office procedures and management, professionalism, and professional organizations. Prerequisites: Admittance into the Dental Hygiene program and DHYG-200, DHYG-207, DHYG-210, SOCI-101, and SPCH-105. Corequisites: DHYG-257, MATH-138, and PSYC-101. (2 hours theory, 12 hours clinical weekly)

### **DHYG-257 Dental Hygiene Ethics and Jurisprudence** 1 Credit

This course will discuss basic ethical principles, ethical problem-solving methods, and the ethics of the American Dental Hygienist Association. Prerequisites: Admittance into the Dental Hygiene program and DHYG-200, DHYG-207, DHYG-210, SOCI-101, and SPCH-105. Corequisites: DHYG-250, MATH-138, and PSYC-101. (1 hour weekly)

## **DIAGNOSTIC MEDICAL SONOGRAPHY**

### **DMSU-101 Patient Care for Imaging Professionals** 1 Credit

This course presents the concepts of physical and psychological patient care, as well as routine and emergency patient care procedures, including first aid. This course also discusses the abnormalities commonly seen and diagnosed with medical imaging, as well as the professional scope of practice and hospital regulatory standards and guidelines. Students will also have the opportunity to learn about record keeping and paperwork pertinent to the clinical setting. (0.5 hour theory, 2 hours on-campus lab weekly)

### **DMSU-102 Introduction to Ultrasound** 3 Credits

This course is designed to provide the student with an overview of the theoretical, clinical, and ethical aspects of ultrasound. The student will have the opportunity to familiarize themselves with ultrasound-related topics including: history, physics, cross-sectional anatomy, elementary scan interpretation, and sonographic terms. The student will be introduced to the laboratory and the various ultrasound machines. Prerequisites: Successful completion of ENGL-121, MATH-141, BIOL-204, PHYS-101, and DMSU-101. (2.5 hours theory, 2 hours on-campus lab weekly)

### **DMSU-112 Sectional Anatomy for Imaging Professionals** 3 Credits

This course is the study of cross-sectional normal and abnormal anatomy known as pathology. The course will demonstrate and educate the student on the correlation of the study of cross-sectional anatomy. Students will explore in-depth study of human anatomy in sagittal, coronal, transverse, and orthogonal sections essential to current techniques in diagnostic imaging. Prerequisites: ENGL-121, MATH-141, BIOL-204, PHYS-101, and DMSU-101. Corequisites: DMSU-102 and DMSU-151. (3 hours weekly)

### **DMSU-151 Clinical Sonography I** 2 Credits

This course is the student's first clinical education rotation. The student will be trained in the day-to-day operations of an ultrasound lab. The student will have the opportunity to observe experienced technologists and develop scanning skills in the clinical setting. Attendance at an assigned clinical affiliate for 8 hours per week is required. Prerequisites: ENGL-121, MATH-141, BIOL-204, PHYS-101, and DMSU-101. Corequisites: DMSU-102 and DMSU-112. (8 hours clinical weekly)

### **DMSU-171 Abdominal and Small Parts Ultrasound I** 3 Credits

This course will review basic human anatomy and physiology of the aorta, portal system, liver, gallbladder, pancreas, gastrointestinal system, spleen, adrenals, and kidneys/bladder with emphasis on sonographic appearance of abdominal and pelvic viscera in accepted scan planes. The anatomy and sonographic appearance of a first, second, and third trimester fetus are also important aspects of this course. Proper scan techniques and protocols for the aorta and liver, and introduction to the gallbladder are presented during the laboratory component of this course. Related diagnostic and laboratory testing, patient

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history, sonographic appearance, and congenital anomalies are also covered. Pathology of the gastrointestinal system and spleen is introduced. This course is required to complete the general concentration of the Diagnostic Medical Sonography program. Prerequisites: ENGL-121, MATH-141, BIOL-204, PHYS-101, and DMSU-101. Corequisites: DMSU-102, DMSU-112, DMSU-172, and DMSU-151. (2.5 hours of theory, 2 hours of on-campus lab weekly)

### **DMSU-172 Obstetrics/Gynecology Ultrasound I**

#### **3 Credits**

This course will present the anatomy, physiology, and congenital anomalies of the female pelvis. Obstetrical embryology and fertilization and 1st, 2nd, and 3rd trimester fetal anatomy is also covered. Fetal biometry and routine ultrasound evaluation of the fetus is covered as well. The student is expected to have an understanding of fetal and placental circulation. Lectures include the importance of patient history, laboratory, and other clinical information. Sonographic evaluation of the normal female reproductive structures and all three trimesters of pregnancy are also covered. This course is required to complete the general concentration of the Diagnostic Medical Sonography program. Prerequisite: ENGL-121, MATH-141, BIOL-204, PHYS-101, and DMSU-101. Corequisite: DMSU-102, DMSU-112, DMSU-171, and DMSU-151. (2.5 hours of theory, 2 hours on-campus lab weekly)

### **DMSU-181 Vascular Ultrasound I**

#### **3 Credits**

This course focuses on the carotid, peripheral, vascular, arterial, and venous Doppler ultrasound exams. The principles of the vascular physical examination, proper instrumentation for each type of ultrasound, as well as anatomy, hemodynamics, patient history, clinical manifestations, non-invasive techniques, and interpretation will be discussed. The students will have the opportunity to reinforce the theory taught in lecture with hands-on scanning in the lab component to this class. This course is required to complete the vascular concentration of the Diagnostic Medical Sonography program. Prerequisites: ENGL-121, MATH-141, BIOL-204, PHYS-101, and DMSU-101. Corequisites: DMSU-102, DMSU-112, CARD-122, and DMSU-151. (2.5 hours of theory, 2 hours of on-campus lab weekly)

### **DMSU-191 Adult Echocardiography I**

#### **3 Credits**

In this course, students will focus on normal anatomy, scan techniques, cardiac measurement, new dynamics, and case-study presentations. This course includes the cardiovascular

assessment techniques (TTE & TEE), physics and ultrasound review, and an introduction to the theoretical and practical principles of basic M-mode exam, and two-dimensional echocardiography examination of the adult heart. This course is required to complete the cardiac concentration of the Diagnostic Medical Sonography program. Prerequisite: ENGL-121, MATH-141, BIOL-204, PHYS-101, and DMSU-101. Corequisite: DMSU-102, DMSU-112, CARD-122, and DMSU-151. (2.5 hours of theory, 2 hours of on-campus lab weekly)

### **DMSU-211 Ultrasound Physics and Instrumentation I**

#### **3 Credits**

This course explains how the pulse-echo principle is used in sonography. Basic sound and ultrasound physics are covered, including frequency, wavelength, propagation speed, reflection, and resolution. The components and function of the ultrasound transducer and equipment are explored. Prerequisites: PHYS-101, DMSU-102, DMSU-112, and DMSU-151. Corequisites: DMSU-213 and DMSU-252. (2.5 hours theory, 2 hours on-campus lab weekly)

### **DMSU-212 Ultrasound Physics and Instrumentation II**

#### **3 Credits**

In this course, lectures and related exercises cover the areas of ultrasonic propagation principles, imaging artifacts, and spectral and color-flow Doppler. Content will also include the interactive properties of ultrasound with human tissue, possible biologic effects, types of equipment and instrumentation, and safety and quality control. Prerequisites: DMSU-211, DMSU-213, and DMSU-252. Corequisite: DMSU-253. (2.5 hours of theory, 2 hours of on-campus lab weekly)

### **DMSU-213 Pathophysiology for Imaging Professionals**

#### **3 Credits**

This course will examine the phenomena that produce alterations in the human physiologic function and the resulting human response. Upon completion of the course, students will understand pathophysiological changes, including how pathological processes are manifested, progress in the body, and primary and secondary effects. Students must have an understanding of normal functions of the body systems in order to understand the abnormal functions and manifestations of the disease process. Prerequisites: DMSU-102, DMSU-112, and DMSU-151. Corequisites: DMSU-211 and DMSU-252. (3 hours weekly)

### **DMSU-252 Clinical Sonography II**

#### **2 Credits**

This course provides an observation the clinical duties performed in the ultrasound department, as well as basic instruction and scanning experience in abdominal, obstetrical, gynecological, small parts, vascular, echocardiography, and/or other aspects of sonography. Attendance at an assigned clinical affiliate is required. Prerequisites: DMSU-102, DMSU-112, and DMSU-151. Corequisites: DMSU-211 and DMSU-213. (16 hours clinical weekly)

### **DMSU-253 Clinical Sonography III**

#### **4 Credits**

This course provides continued observation of all clinical duties performed in the ultrasound department, as well as basic instruction and scanning experience in abdominal, obstetrical, gynecological, small parts, vascular, echocardiographic, and/or other aspects of sonography. Attendance at an assigned clinical affiliate for 16 hours per week is required. Prerequisites: DMSU-211, DMSU-213, and DMSU-252. Corequisite: DMSU-212. (16 hours clinical weekly)

### **DMSU-254 Clinical Sonography IV**

#### **1 Credit**

This course is a continuation of practical clinical experience in all aspects of abdominal, OB-GYN, vascular, and/or cardiac sonography. Students are encouraged to present cases to the interpreting physician. Attendance at an assigned clinical affiliate for 16 hours per week during the winter intersession period is required. Prerequisite: DMSU-212 and DMSU-253. (16 hours clinical weekly)

### **DMSU-255 Clinical Sonography V**

#### **6 Credits**

This course is a continuation of practical clinical experience in all aspects of ultrasonography. The student is encouraged to scan more challenging examinations and to fully participate in the clinical setting as a sonographer. The student is required to complete assigned competencies before completion of clinical education. Attendance at an assigned clinical affiliate for 24 hours per week is required. Prerequisite: DMSU-254. Corequisites: DMSU-261 and DMSU-262. (24 hours clinical weekly)

### **DMSU-261 ARDMS Registry Seminar**

#### **1 Credit**

This course provides a review of the didactic knowledge and clinical skills necessary to prepare students for the American Registry for Diagnostic Medical Sonography (ARDMS) exam and for successful employment opportunities in diagnostic medical sonography. Prerequisite:

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DMSU-254. Corequisites: DMSU-262 and DMSU-255. (1 hour weekly)

### **DMSU-262 Ultrasound Case Review** **1 Credit**

This course focuses on the preparation and the presentation of the ultrasound case studies with abnormal findings. Discussions of clinical symptoms, patient history, disease process, and technical pitfalls will be included. An emphasis is placed on the importance of patient confidentiality. Prerequisite: DMSU-254. Corequisites: DMSU-255 and DMSU-261. (1 hour weekly)

### **DMSU-271 Abdominal and Small Parts Ultrasound II** **2 Credits**

This course focuses on how pathology and disease affect the abdominal and superficial organs: abdominal aorta, liver, gallbladder, pancreas, adrenal, renal/bladder, pelvic viscera, thyroid, parathyroid, breast, scrotum, and prostate. Course content will also include the importance of laboratory values, patient history, sonographic appearance, and prior test results. Ultrasound images and case studies with abnormal findings will be presented. This course is required to complete the general concentration of the Diagnostic Medical Sonography program. Prerequisites: DMSU-171, DMSU-211, DMSU-213, and DMSU-252. Corequisites: DMSU-212, DMSU-253, and DMSU-272. (2 hours weekly)

### **DMSU-272 Obstetrics/Gynecology Ultrasound II** **2 Credits**

This course focuses on fetal anomalies including cranial, facial, spinal, thoracic, skeletal, gastrointestinal, genitourinary, chromosomal, and cardiac. First trimester and maternal complications, multiple gestations, and fetal testing are also covered. Images and case studies with abnormal findings will be presented. This course is required to complete the general concentration of the Diagnostic Medical Sonography program. Prerequisites: DMSU-172, DMSU-211, DMSU-213, and DMSU-252. Corequisites: DMSU-212, DMSU-253, and DMSU-271. (2 hours weekly)

### **DMSU-280 Introduction to Vascular Ultrasound** **3 Credits**

This course is a condensed version of DMSU-181 and DMSU-282, which includes lectures on carotid and peripheral vascular, arterial, and venous Doppler, as well as vascular physical principles and instrumentation. Anatomy, hemodynamics, patient history, clinical manifestations, non-invasive techniques, interpretation, and pathophysiology will be discussed. The students

will have the opportunity to reinforce the theory taught in lecture with hands-on scanning in the lab component to this class. This course is required to complete the general or cardiac concentration of the Diagnostic Medical Sonography program. Prerequisite: DMSU-254. Corequisites: DMSU-255, DMSU-261, and DMSU-262. (2.5 hours of theory, 2 hours of on-campus lab weekly)

### **DMSU-282 Vascular Ultrasound II** **3 Credits**

This course will focus on carotid and peripheral vascular, arterial, and venous Doppler. Pathology, pathophysiology, clinical manifestations, non-invasive techniques, and interpretation will be discussed. The students will have the opportunity to reinforce the theory taught in lecture with hands-on scanning in the lab component to this class. This course is required to complete the vascular concentration of the Diagnostic Medical Sonography program. Prerequisites: DMSU-181, DMSU-211, DMSU-213, and DMSU-252. Corequisites: DMSU-212 and DMSU-253. (2.5 hours of theory, 2 hours of on-campus lab weekly)

### **DMSU-290 Introduction to Cardiac Ultrasound** **3 Credits**

This course is a condensed version of DMSU-191 and DMSU-292. In this course, students will focus on normal anatomy, scan techniques, cardiac measurement, and new dynamics and case-study presentations. This course includes cardiovascular assessment techniques (TTE & TEE), physics and ultrasound review, and an introduction to the theoretical and practical principles of basic M-mode and two-dimensional echocardiography examination of the adult heart. The students will also learn briefly about left and right systolic functions, ventricular diastolic filling functions, ischemic heart diseases, cardio-myopathies, hypertensive and pulmonary heart disease, pericardial diseases, valvular stenosis, valvular regurgitation, the prosthetic valves, endocarditis, cardiac masses and the potential cardiac source of embolus, diseases of great vessels, and adult and congenital heart diseases. Students will also practice Doppler measurements and calculations to assess the cardiac functions – EF, Qp/Qs, MVA, AVA by PISA method, DT, IVRT, left ventricular diastolic functions, pulmonary vein flow, and hepatic vein flow. This course is required to complete the vascular concentration of the Diagnostic Medical Sonography program. Prerequisite: DMSU-254. Corequisites: DMSU-255, DMSU-261, and DMSU-262. (2.5 hours of theory, 2 hours of on-campus lab weekly)

### **DMSU-292 Adult Echocardiography II** **3 Credits**

This course will focus on the left and right systolic functions, ventricular diastolic filling functions, ischemic heart diseases, cardiomyopathies, hypertensive and pulmonary heart disease, pericardial diseases, valvular stenosis, valvular regurgitation, the prosthetic valves, endocarditis, cardiac masses and the potential cardiac source of embolus, diseases of great vessels, and adult and congenital heart diseases. Students will also practice doppler measurements and calculations to assess the cardiac functions – EF, Qp/Qs, MVA, AVA by PISA method, DT, IVRT, left ventricular diastolic functions, pulmonary vein flow, and hepatic vein flow. This course is required to complete the cardiac concentration of the Diagnostic Medical Sonography program. Prerequisites: DMSU-191, DMSU-211, DMSU-213, and DMSU-252. Corequisites: DMSU-212 and DMSU-253. (2.5 hours theory, 2 hours on-campus lab weekly)

## 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 understand books, newspapers, and magazines with economic content. Topics include demand and supply theory; gross domestic product determination; inflation; unemployment; the role of the government and public choice; fiscal and monetary policy and foreign exchange rates and trade. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### **ECON-102 Principles of Economics (Micro)** **3 Credits (Social and Behavioral Sciences Core)**

Micro economics introduces students to economic decision making at the individual firm, consumer and industry level. Topics include demand and supply theory; elasticity; cost and production functions; profit maximization analysis; government regulation and anti-trust; and international trade. It is not necessary to take ECON-101 previous to ECON-102. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

## 2012-2013 COURSE DESCRIPTIONS

### **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 help students prepare for the Praxis I Reading/Writing Test. Passing scores on a basic skills test (Praxis I, SAT, ACT, GRE) 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. 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 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 help students prepare for the Praxis I Math Test. Passing scores on a basic skills test (Praxis I, SAT, ACT, GRE) 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. 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 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. This course meets the Maryland State Department of Education Child Development requirement for an initial certificate in Early Childhood Education and Elementary Education. 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) influenced 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 and EDUC-111, 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 - 5 years, in the child care setting. Attention will be directed to the study of common childhood illnesses, chronic conditions, prevention through personal

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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 experiences. Prerequisites: EDUC-111, EDUC-112. (1 hour lecture, 3 hours lab weekly)

### **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-190 Field Experience: Introduction to Education**

**1 Credit**

This is a field-based course that provides the opportunity to apply the theories and methods learned regarding best practices for creating and maintaining a positive and productive learning environment. Students will analyze a variety of learner characteristics that influence student development and academic achievement as is appropriate for age/grade level and professional specialization. Prerequisite: This course is only available to those students who have successfully completed the equivalent of Introduction to Education at another higher education institution but who have not completed 15 hours of field experience as part of that course.

### **EDUC-191 Field Experience: Introduction to Early Childhood Education**

**1 Credit**

This is a field-based course that provides the opportunity to explore the theories and methods learned regarding the various curriculum models and approaches in Early Childhood education. Students will analyze some contemporary issues and problems affecting young children and learn-

ing. Prerequisite: This course is only available to those students who have successfully completed the equivalent of Introduction to Early Childhood Education at another higher education institution but who have not completed 15 hours of field experience as part of that course.

### **EDUC-200 Introduction to Special Education**

**3 Credits**

This course prepares students to identify disabilities and their medical, psychological, and educational impact on students, parents, and teachers. This course meets the Maryland State Department of Education Inclusion of Special Needs Student Populations requirement for an initial certificate or renewal of 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 or renewal of 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 develops an understanding of the reading acquisition process through analysis of reading and written language development, and the study of current issues in reading research. It is organized around current scientific, 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. 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**

Designed specifically for individuals seeking secondary certification, this course 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 or renewal of 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 or renewal of 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**

Students will demonstrate an understanding of how to use data from state, local, and classroom assessments of reading/language arts to make ongoing instructional modifications in their classrooms as a strategy for instruction and intervention. They will demonstrate an understanding of how to implement a variety of reading assessments and adjust the curriculum accordingly. They will demonstrate knowledge of how to provide meaningful input to Admission, Review, and Dismissal (ARD) and

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Instructional Intervention Team (IIT) procedures. In addition they will be able to communicate assessment data about individual student reading performances to parents. 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. Prerequisite: EDUC -201. (3 hours weekly)

### **EDUC-205 Materials for Reading** 3 Credits

Students will use criteria consistent with findings of scientific research to select, evaluate, and compare instructional programs and materials for teaching reading. Participants will become 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 or renewal of 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 individuals seeking 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 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 or renewal of certificate in Secondary Education and Generic Special Education Secondary/Adult. Prerequisite: EDUC-202. (3 hours weekly)

### **EDUC-212 Advanced Methods and Materials in Early Childhood Education** 3 Credits

This course is designed to expand and integrate the methods and materials presented in EDUC-112 with program planning for young children. The course will emphasize collecting and preparing a variety of activities and materials using a thematic approach 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 and 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 observations and assignments. Prerequisites: EDUC-111, EDUC-112, and EDUC-150. (1 hour lecture, 3 hours lab weekly)

### **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 or renewal of 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 world of measurement, evaluation, and student performance as it aligns with instruction and curriculum. Participants will examine the role that validity, reliability, test bias, and item construction play in ensuring a good and meaningful assessment instrument, and will become familiar with the concept of a formal testing program, which encompasses state and local mandated assessments. This course meets the Maryland State Department of Education Assessment of Students requirement for an initial certificate or renewal of 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 renewal of 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 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

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## 2012-2013 COURSE DESCRIPTIONS

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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 organizational, 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, and Generic Special Education 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 or renewal of certificate in Generic Special Education Infant/

Primary, Generic Special Education Elementary/Middle. (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 and 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 or renewal of 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 or renewal of certificate in Generic Special Education Infant/Primary, Generic Special Education Elementary/Middle, and Generic Special Education 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 or renewal of certificate in Generic Special Education Infant/Primary, Generic Special Education Elementary/Middle, and Generic Special Education Secondary/Adult. (3 hours weekly)

### **EDUC-297 Field Experience: Introduction to Special Education 1 Credit**

This is a field-based course that provides the opportunity to explore the theories learned regarding the various types of exceptional children. Students will analyze the various exceptionalities in the assigned classroom and the influence of these on learning. Prerequisite: This course is only available to those students who have successfully completed the equivalent of Introduction to Special Education at another higher education institution but who have not completed 15 hours of field experience as part of that course.

### **EDUC-298 Field Experience: Educational Psychology 1 Credit**

This is a field-based course that provides the opportunity to apply the theories and methods learned regarding best practices for teaching and learning. Students will analyze a variety of learner characteristics, learning environment, and instructional techniques that influence academic achievement as is appropriate for age/grade level and professional specialization. Prerequisite: This course is only available to those students who have successfully completed the equivalent of Educational Psychology at another higher education institution but who have not completed 15 hours of field experience as part of that course.

### **EDUC-299 Field Experience: Methods of Teaching Secondary Education 1 Credit**

This is a field-based course that provides the opportunity to apply the theories and methods learned regarding teaching practices, educational goals, and trends in educational assessment. Students will analyze instructional practices as they relate to teaching and learning as is appropriate for age/grade level and professional specialization. Prerequisite: This course is only available to those students who have successfully completed the equivalent of Methods of Teaching Secondary Education at another higher education institution but who have not completed 15 hours of field experience as part of that course.



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### ELECTRONICS

#### **ELEC-107 Introduction to Electronic Circuits**

##### **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 weekly)

#### **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 weekly)

#### **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 weekly)

#### **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, 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 weekly)

### EMERGENCY MEDICAL TECHNICIAN/PARAMEDIC

#### **EMSP-106 Emergency Medical Technician I**

##### **4 Credits**

Successful completion of this course along with successful completion of EMSP-107: Emergency Medical Technician II prepares students 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 EMT Education Standards. Students will be able to properly perform the various psychomotor skills utilized by emergency medical technician-level prehospital care providers in the care of sick or injured persons. Course completion for CPR for the health care practitioner is an expected outcome for EMSP-106. Participation in EMSP-107 (the ride along component of EMT training) requires completion of the Health Sciences Division Health Data Form available on the HCC website. A criminal background investigation and drug screening will also be required for EMSP-107. Per Maryland law you must be at least 18 years of age (or 16-18 with signed parental permission) to take EMSP-106 and EMSP-107. Prerequisite: ENGL-093 or appropriate score on English placement test. (3 hours theory, 3 hours lab weekly)

#### **EMSP-107 Emergency Medical Technician II**

##### **4 Credits**

Successful completion of this course along with successful completion of EMSP-106: Emergency Medical Technician I prepares students 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 EMT Education Standards. Students will be able to properly perform the various psychomotor skills utilized by emergency medical technician-level prehospital care providers in the care of sick or injured persons. Participation in EMSP-107 (the ride along component of EMT training) requires completion of the Health Sciences Division Health Data Form available on the HCC website. A criminal background investigation and drug screening will also be required for EMSP-107. Per Maryland law you must be at least 18 years of age (or 16-18 with signed parental permission) to take EMSP-106

and EMSP-107. Prerequisite: Successful completion of EMSP-106 with a grade of "C" or higher. (3 hours theory, 3 hours lab weekly)

#### **EMSP-110 EMT Clinical Experience**

##### **3 Credits**

This course provides newly licensed and novice (minimally experienced) Maryland EMTs with the opportunity to obtain direct patient care experience under the direct supervision of Maryland EMS preceptors. Students will ride along with the on-duty crews of the fire department and will function as Maryland EMTs while adhering to the Maryland Protocols for EMS Providers. Students will ride in the field for approximately 45 hours and will attend class for 1.5 hours per week for the duration of the course. Prerequisite: Current Maryland EMT certification, and permission of the EMS Program Director. (1.5 hours theory, 1.5 hours lab weekly)

#### **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. 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 weekly)

#### **EMSP-200 Airway, Patient Assessment and 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 weekly)

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### **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 weekly)

### **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 weekly)

### **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 weekly)

### **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: Success-

ful completion of all previous EMSP courses. (2 hours theory, 18 hours lab weekly)

### **EMSP-290 Emerging Issues In Paramedicine** **3 Credits**

Emerging Issues in Paramedicine is designed to provide EMT-Paramedics, who received their training in a non-credit bearing academic setting or training academy, an opportunity to expand upon their education in pursuit of an academic degree. This course is a critical component in the Health Care Professional Degree Program. Students will use the 14 Attributes described in the EMS Agenda For The Future to identify and explore emerging issues with additional emphasis on current and future trends in the clinical scope of practice. Students will be provided readings and information on appropriate topics to be completed outside of class time. The face-to-face classroom component will be a mixture of content delivery and discussion with a majority of the time spent on student lead interactive discussions and activities designed to reinforce the content. Approximately 1/3 of the course will be spend in an individualized self-directed learning opportunity where the student will identify and explore in detail an emerging issue suited to their personal interest. Enrollment is limited to currently licensed and/or certified EMT-Paramedics. Prerequisites: Current licensure or certification at the state or national level for Emergency Medical Services – Paramedic and ENGL-093 or appropriate score on the English placement test. (3 hours weekly)

## **ENGINEERING**

### **ENES-100 Introduction to Engineering Design** **3 Credits**

In this course, students are introduced to the engineering design process by working on a product design project. Working in teams, students will design and build a product that satisfies specified functional, or operational, requirements. The design will involve a variety of topics from engineering, technology and the sciences. Topics, with which students must become familiar in order to complete their project, will be drawn from various disciplines, such as mechanics, fluidics, energy concepts, thermodynamics, electrical circuits, and chemistry. In addition, students will use CAD software and other computer applications, such as word processors, spreadsheets and computer languages. Prerequisite: Eligible to enroll in MATH-143 or above. (2 hours lecture, 2 hours lab weekly)

### **ENES-102 Introduction to Programming Concepts for Engineering** **2 Credits**

This course provides students with an introduction to the programming environment. Topics include principles of software development, high-level languages, input/output, data types and variables, operators and expressions, program selection, repetition, functions, arrays, strings, introduction to algorithms, software projects, debugging, and documentation. (1 hour lecture, 3 hours lab weekly)

### **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 corequisite: MATH-150 or MATH-182. (2 hours lecture, 2 hours lab weekly)

### **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 weekly)

### **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-150 Intermediate Programming Concepts for Engineers** **3 Credits**

This course will introduce students to intermediate principles of software development and will include high-level languages, abstract data types, documentation, data structures, graphs, and dynamic memory allocation. Students will work in software development teams on projects

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in electrical and computer engineering fields. The programming language C will be used in a version control environment to design and test code. Software development projects will involve relevant engineering topics such as modeling, robotics, cryptography, bioinformatics, embedded software, game programming, image processing, and wireless sensor networks. Prerequisite: ENES-104 or appropriate score on placement test; corequisite: MATH-181. (2 hours lecture, 2 hours lab 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 weekly)

### **ENES-181 Thermodynamics** 3 Credits

This course is designed for the student who plans to transfer to an engineering program. Topics covered include the following: introduction to thermodynamics, thermodynamic properties of matter, laws of thermodynamics, cycles, reactions, mixtures, automobile engines and turbines. Prerequisite: MATH-182 and PHYS-111. (2 hours lecture, 2 hours lab weekly)

### **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; Corequisite: MATH-260. (3 hours weekly)

### **ENES-205 Electric Circuits** 4 Credits

This course will instruct students in the design, analysis, simulation, construction, and evaluation of electric circuits. Students 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, and Thevenin and Norton theorems. The student will also perform DC and AC steady state and impulse analysis for first and second order circuits. Prerequisite: PHYS-111; corequisite: MATH-260. (3 hours lecture, 3 hours lab 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; corequisite: ENES-204. (1 hour lecture, 3 hours lab weekly)

### **ENES-222 Elements of Discrete Signal Analysis** 4 Credits

All consumer and specialized electronics today involve measuring and recreating the world around us. This course introduces the concepts necessary to understand how to record and play back including: discrete-time and continuous-time signals, sampling, linear transformations, orthogonal projections, Discrete Fourier Transform, Fourier Series, discrete-time linear time, and frequency filters. One or more application-oriented projects will be required that use a modeling tool such as MatLab. Prerequisite: MATH-182. (3 hours lecture, 3 hours lab weekly)

### **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 weekly)

### **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-153. (4 hours weekly)

### **ENES-245 Digital Circuits and Systems Laboratory** 2 Credits

This course introduces the modern electrical and computer engineering hardware and software for the digital circuits laboratory. The course begins with a review of basic electrical lab techniques and equipment (power supplies, oscilloscopes, voltmeters, etc.), followed by the design, characterization, simulation, and construction of digital circuits containing logic gates, sequential elements, oscillators, and digital integrated circuits. All digital design and simulation is done in the open architecture, industry standard called the Verilog Hardware Description Language (HDL). Prerequisite: ENES-244 and ENES-150, or ENES-244 and CMSY-171. (1 hour lecture, 3 hours lab 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 weekly)

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### ENGLISH

#### **ENGL-083 Academic Intermediate Reading for ESL Students** 3 Credits

In this course, reading is approached as an integral part of an ESL student's overall English language learning, not as an isolated skill. In addition to reading comprehension and vocabulary skill building, students will respond to information and concepts from a diversity of assigned materials, both orally and in writing. Prerequisite: Appropriate score on English placement tests. (4 hours weekly in class and lab)

#### **ENGL-084 Academic Intermediate Writing and Grammar for ESL Students** 3 Credits

In ENGL 084, students will acquire the English language skills needed to produce paragraphs at an intermediate proficiency level. A variety of reading selections and discussion activities will serve to prepare students to compose narrative, descriptive and expository paragraphs that reflect critical analysis. Writing themes will help students to develop a global awareness. Paragraph development will progress to the production of an organized essay by the end of the semester. 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 a US college or university. Class work will consist of pronunciation practice, listening activities, small group and class discussion of selected readings and lectures, oral presentations, and simulations of aspects of academic life. If students place into 2 or more ESL courses, they are required to take ENGL-085. Students can be exempted from this requirement by passing an oral exam. Students placed into ENGL-083 AND ENGL-084 must complete both ENGL-083 and ENGL-084 before taking ENGL-085. (3 hours weekly)

#### **ENGL-086/087 Academic Advanced ESL Reading, Writing and Grammar Combined** 6 Credits

ENGL-086/087 Combined is a fully integrated approach to teaching reading, composition, and grammar. Emphasis is placed on reading

comprehension, vocabulary development, critical analysis, reading rate, and the composition of clear, organized, grammatically correct assignments. By responding to information and concepts from a diversity of assigned materials, students will develop a global awareness. Prerequisite: Appropriate score on English placement tests or successful completion of ENGL 083 and/or 084. Corequisite: FYEX-100. (8 hours weekly)

#### **ENGL-086 Academic Advanced Reading for ESL Students** 3 Credits

Students will continue to develop their reading skills in ENGL-086 with an emphasis on academic material. Reading is approached as an integral part of an ESL student's overall English language learning, not as an isolated skill. In addition to reading comprehension and vocabulary skill building, students will respond to information and concepts from a diversity of assigned materials, both orally and in writing. Prerequisite: Appropriate score on English placement tests or successful completion of ENGL-083; Corequisite: FYEX-100. (4 hours weekly in class and lab)

#### **ENGL-087 Academic Advanced Writing and Grammar for ESL Students** 3 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 college composition class. Readings and discussions will prepare students to write narrative, descriptive, expository and argumentative compositions that reflect critical analysis. Writing themes will help students to develop a global awareness. 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-088 Grammar for Written Expression (ESL)** 1 Credit

This grammar-intensive course for advanced-level ESL students will help strengthen students' writing by improving fluency and accuracy. Course work will focus on the complexities of the English verb system and verb forms, covering such topics as tense, voice, modals, gerunds, infinitives, and participles. Students will learn, practice, and apply grammar rules and concepts to create well-written sentences, improve the flow of ideas in paragraphs, and identify and correct errors in their writing. Prerequisite: Successful

completion of ENGL-087 or eligible for ENGL-121. (1 hour weekly)

#### **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. Prerequisite: Appropriate score on reading placement tests. (4 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 correct papers. 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. Corequisite: 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, dy-

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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. Corequisite: 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. 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. (3 hours weekly)

### **ENGL-121 College Composition** **3 Credits (English Composition Core)**

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 world cultures who participate with others in responsible public discourse and have moral and ethical responsibilities in that discourse; students will also 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-125 Concept and Story Development** **3 Credits**

This course is an introduction to concept development and storytelling methods through a series of short writing assignments of various forms. Students will generate ideas and stories for creative projects in print and electronic media such as television, radio and film. This course is writing intensive. Prerequisite: ENGL-121. (3 hours weekly) NOTE: Also listed as TVRD-125.

### **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. (3 hours weekly) NOTE: Also listed as TVRD-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. (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. (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. (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. (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. (3 hours weekly)

### **ENGL-205 The Short Story** **3 Credits (Literature/Humanities Core)**

The Short Story offers a basic introduction to that genre of literature. Students focus on the critical evaluation of representative short stories

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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. (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. (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. (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. (3 hours weekly)

### **ENGL-209 Modern Drama**

#### **3 Credits (Literature/Humanities/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. (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. (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. (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. (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. (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. (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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### **ENGL-216 Contemporary Drama:**

#### **Topics in Diversity**

#### **3 Credits (Literature/Arts/ Humanities Core)**

Contemporary Drama studies works written for European and American theater from 1950 until current practice. Students discuss and appraise plays; identify basic elements which distinguish contemporary drama from earlier periods; evaluate performances of contemporary plays; and study what playwrights have said about the nature of drama. Students are introduced to the formalist conventions and characteristics, terms and concepts, and critical theory of drama in order to master skills in interpretation, analysis, and critical evaluation. Students also discuss the impact of gender, race, culture, and sexual orientation studies on dramatic material. This course is writing intensive. Prerequisite: ENGL-121. (3 hours weekly) NOTE: Also listed as THET-216.

### **ENGL-217 The English Bible as Literature**

#### **3 Credits (Literature/Arts/ Humanities 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. (3 hours weekly)

### **ENGL-218 Introduction to Film and Literature**

#### **3 Credits (Literature/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 FILM-218.

### **ENGL-219 Asian Literature**

#### **3 Credits (Humanities/Literature Core)**

This course is an introduction to Asian literature from ancient times to contemporary writings. Students will read, analyze, and research diverse and significant Asian literary texts in the context of their cultural values and historical periods and apply basic literary terms, concepts, and critical strategies while learning to appreciate the conventions of a variety of genres. Students will have the opportunity to devote significant time to the research and analysis of literature from a particular country, such as China or Japan, in addition to developing an appreciation for the vastness and diversity of Asian literary traditions. This course is writing intensive. Prerequisite: ENGL-121. (3 hours weekly)

### **ENGL-223 Writing for Screen Narrative**

#### **3 Credits**

This course will teach the strategies and means to develop and execute narrative scripts with the primary focus on the short form narrative film. Emphasis is placed on the student's increasing ability to employ the tools of the craft, including but not limited to, story structure, mythic structure, plot, characterization, dialogue, format, story editing and revision. Conventional scriptwriting techniques will be covered as well as critical approaches to understanding these techniques. Elements of the feature film form will be studied, extrapolated and applied to shorter forms as well. Prerequisite: ENGL-121. (3 hours weekly) NOTE: Also listed as TVRD-223 and FILM-223.

### **ENGL-224 Writing for Radio and Multimedia**

#### **3 Credits**

This course is an overview and introduction to writing for ear and writing for multimedia productions as they relate specifically to radio. Students will write and voice original scripts using studio recording equipment, editing software, and multimedia software tools. Emphasis is on analysis of peer scripts as well as the scripts of professional productions, and on revision. Students create several projects with focus on audience demographics, research, script writing format, storyboarding and completing a multimedia production. Topics include news writing, interviewing, promos, PSAs, commercials, pitches, personal essays, blogging and audio slideshows. Prerequisite: ENGL-121. (3 hours weekly) NOTE: Also listed as TVRD-224.

### **ENGL-226 World Literature I**

#### **3 Credits (Literature/Humanities Core)**

Students read, analyze, and research diverse and significant literary texts from antiquity to the Renaissance in the context of their cultural values and historical periods and apply basic literary terms, concepts, and critical strategies while learning to appreciate the conventions of a variety of genres. This course is writing intensive. Prerequisite: ENGL-121. (3 hours weekly)

### **ENGL-227 World Literature II**

#### **3 Credits (Literature/Humanities Core)**

Students read, analyze, and research diverse and significant literary texts from the Renaissance to the present in the context of their cultural values and historical periods and apply basic literary terms, concepts, and critical strategies while learning to appreciate the conventions of a variety of genres. This course is writing intensive. Prerequisite: ENGL-121. (3 hours weekly)

### **ENGL-228 Introduction to Memoir and Autobiography**

#### **3 Credits (Literature/Humanities Core)**

Introduction to Memoir and Autobiography studies the literary genres and conventions of memoir and autobiography and is particularly recommended for students interested in writing about their life experiences. Students research and study literary elements of narrative forms and storytelling traditions of different cultures, as well as listen to a variety of authors and original voices in order to critically analyze stories that define the human experience. Students draw on their backgrounds and experiences to create memoirs. They also explore practical applications of narrative writing in journals and contemporary media. This course is writing intensive. Prerequisite: ENGL-121. (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

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in the Computer Science/Information Technologies major.) Prerequisite: Eligibility to enroll in ENGL-230 is based on successful completion of 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. (3 hours weekly)

### **ENGL-250 Shakespeare from Page to Stage**

#### **3 Credits (Literature/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 THET-250.

### **ENGL-251 Shakespeare from Page to Screen**

#### **3 Credits (Literature/Arts/ Humanities 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 hours weekly)

### **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 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)



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### **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. Prerequisite: 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. 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 auctioneering 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 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)

### **ENTR-225 Social Entrepreneurship** **3 Credits**

This course is designed to introduce students to social entrepreneurship. A social entrepreneur recognizes a social problem and uses entrepreneurial principles to organize, create, and manage a venture to achieve social change. The

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## 2012-2013 COURSE DESCRIPTIONS

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social entrepreneur focuses on creating social capital. The primary goal of social entrepreneurship is to further social and environmental causes. Social entrepreneurs are most commonly associated with the voluntary and not-for-profit sectors, but this need not preclude making a profit. Course topics include the manner in which both business and entrepreneurial principles apply to social entrepreneurship and the process for the development of new products or services that contribute to the solution of a social problem. This course provides the knowledge of fundamental business concepts and tools to build a social venture. The course will focus on one broad social problem each semester and students will learn to set up a business relevant to finding a solution to that social problem. (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 weekly)

#### **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) NOTE: Also listed as PUBH-233.

### 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, hydration, 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)

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### **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 foundational course, students will apply four language skills – listening, speaking, writing, and reading – in order to be able to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Farsi-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Farsi language to other relevant disciplines; and to begin using the Farsi language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **FARS-102 Elementary Farsi II**

#### **4 Credits (Humanities Core)**

In this second-semester foundational course, students will advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to expand their ability to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Farsi-speaking cultures' practices, perspectives, and products to students' own

cultures; to connect the Farsi language to other relevant disciplines; and to expand their use of the Farsi language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary that support it will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **FARS-201 Intermediate Farsi I**

#### **4 Credits (Humanities Core)**

In this first intermediate-level course, students will further advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to refine their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in multiple tenses and contexts; to deepen the comparisons of Farsi-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Farsi language to other relevant disciplines; and to expand their use of the Farsi language outside of the classroom in a variety of contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **FARS-202 Intermediate Farsi II**

#### **4 Credits (Humanities Core)**

In this second intermediate-level course, students will greatly advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to further refine and expand their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in complex structures and contexts; to deepen further the comparisons of Farsi-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Farsi language to other relevant disciplines and current topics; and to expand their use of the Farsi language outside of the classroom in a variety of complex contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

## **FILM**

### **FILM-101 Introduction to Film**

#### **3 Credits (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-104 Lives of the Artists Through Film**

#### **3 Credits**

The ties between great artists and motion pictures tend to transcend the artists and their masterpieces from their two-dimensional canvas confines into the conscious popularity of the general public. This course is an introduction into the historic and cinematic world of several artists, from artists such as Michelangelo to Frida Kahlo. The course consists of lectures, the viewing of films, discussion, and journaling. (3 hours weekly)

### **FILM-108 The Golden Age of Hollywood**

#### **3 Credits**

This course will explore the classic Hollywood films of the 1930s and 1940s. This course will introduce the most popular narrative tendencies and film genres that were developed during the Golden Age of Hollywood cinema, from the rise and fall of the major classical Hollywood studios, to the definition of the key characteristics of seamless storytelling and the basic mode of film production used during this period. Major films and significant directors from this period will be viewed and discussed. (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 TVRD-139.

### **FILM-171 Introduction to American Cinema**

#### **3 Credits (Arts/Humanities Core)**

This course will focus on the history of American Cinema from the beginnings of the silent film era to the present day. Students should be able to

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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 and discuss them in class. The student will demonstrate a prescribed level of mastery of technical terms and concepts on examination. (3 hours weekly)

### **FILM-172 Introduction to World Cinema**

#### **3 Credits (Arts/Humanities Core)**

This course will focus on the thematic and technical concerns of great European and Asian directors from the era of the silent film and the Soviet philosophy of montage editing in the 1920s to the cinematic philosophies of the current day. Films from at least seven different countries will be featured. (3 hours weekly)

### **FILM-203 Indian Film**

#### **3 Credits (Arts/Humanities Core)**

This course is an interdisciplinary study of contemporary Indian 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 India from the 1900s to the present. (3 hours weekly)

### **FILM-204 Middle Eastern Film**

#### **3 Credits (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 (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 (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 FREN-206.

### **FILM-207 German Film**

#### **3 Credits (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 (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 (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 (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 (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-216 History of Animated Film**

#### **3 Credits**

This course is an interdisciplinary study of the history of animated film and will focus on the visual language, genres, and social attitudes of animated film. Major films and significant directors will be covered. This is a detailed critical guide to several animated motion picture projects from Eadweard Muybridge's initial motion photography experiments in 1877 to modern 3D film today. (3 hours weekly)

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### **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)

### **FILM-218 Introduction to Film and Literature**

#### **3 Credits (Literature/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-219 Film and the Media**

#### **3 Credits**

This course is a study of the media as a subject of film, as it has been depicted both seriously and satirically in movies dealing with the newspaper business, with radio, with television, with the political process, and with the reporting and ethics that go with these industries. (3 hours weekly)

### **FILM-220 The Films of Woody Allen**

#### **3 Credits**

Woody Allen's long career as a writer, director and performer makes him a prime candidate for cinematic analysis. This course will focus on his philosophical obsessions and also his distinctive working methods. Readings include biographical and critical studies. Students will have the opportunity to sharpen their analytical skills by writing essays about individual films. (3 hours weekly)

### **FILM-222 History of Horror Films**

#### **3 Credits**

This course is an interdisciplinary study of the history and film art of the horror film during the twentieth century. The course will cover several themes of the horror genre; these will include the vampire, werewolf, Frankenstein, and the

ghost story. The student will view and analyze the older classic films and compare them to more current ones that were produced on the same theme. The student will analyze these films from a historical perspective as well as the artistic and technical, including an examination of the acting, directing, scenery, music, and cinematography of the art form. (3 hours weekly)

### **FILM-223 Writing for Screen Narrative**

#### **3 Credits**

This course will teach the strategies and means to develop and execute narrative scripts with the primary focus on the short form narrative film. Emphasis is placed on the student's increasing ability to employ the tools of the craft, including but not limited to: story structure, mythic structure, plot, characterization, dialogue, format, story editing and revision. Conventional scriptwriting techniques will be covered as well as critical approaches to understanding these techniques. Elements of the feature film form will be studied, extrapolated and applied to shorter forms as well. Prerequisite: ENGL-121. (3 hours weekly) NOTE: Also listed as TVRD-223 and ENGL-223.

### **FILM-225 Film Noir**

#### **3 Credits**

This course will explore the literary and cinematic world of film noir, a critical term that refers to certain American films of the 1940s and 1950s and to American detective fiction of the same period, so called roman noir. The class will examine classic, cinematic examples of the genre of film noir, read a number of canonical detective novels, and investigate the historical context out of which the fiction and films emerged. (3 hours weekly)

### **FILM-226 The Western**

#### **3 Credits**

This course will explore the literary and cinematic world of the Western, a film genre set primarily in the latter half of the 19th century in the American Old West. The class will examine classic, cinematic examples of the genre of westerns, read related examples of Western literature (from pulp novels to short stories to literary fiction), and investigate both the historical context out of which the fiction and films emerged and the cultural influences at the time of publication or production. (3 hours weekly)

### **FILM-240 Gay, Lesbian, and Transgender Films**

#### **3 Credits**

This course is an interdisciplinary study of the history of gay, lesbian, and transgender issues in

film. Using lecture, interactive discussion, guest speakers, readings and multimedia, this course aims to stimulate critical thinking about gay, lesbian, bisexual, and transgender or intersex issues in the framework of American culture, ethics and public interest. Major films and significant directors will be covered. (3 hours weekly)

### **FILM-251 Shakespeare from Page to Screen**

#### **3 Credits (Literature/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 (Arts/Humanities Core)**

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 (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 WMST-270.

## FINANCIAL PLANNING

### **FNPL-101 Personal Financial Planning Principles**

#### **3 Credits (Interdisciplinary and Emerging Issues Core)**

This course focuses on the knowledge and skills needed to manage and/or improve your personal financial literacy; that is, how you manage your own finances. Major topics will include concepts such as investing, debt control, tax planning, credit management, insurance, management of critical problems such as bankruptcy and foreclosures, as well as retirement and estate planning. Students will be given several opportu-

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nities to apply their knowledge in both individual and small group assignments and activities, and will explore the use of electronic resources that support financial planning activities. (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 or 105. (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 (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 (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)

### **FINE-103 Introduction to the Creative Arts** 3 Credits (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)

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### **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 (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 (Arts/Humanities Core)**

This **Rouse Scholars** honors course is an interdisciplinary 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, and words. Specifically, this course will focus on how the arts of the twentieth century from the turn of the century 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)

## **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 foundational course, students will apply four language skills – listening, speaking, writing, and reading – in order to be able to communicate at a basic level by exchanging, interpreting, and presenting information; to compare French-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the French language to other relevant disciplines; and to begin using the French language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **FREN-102 Elementary French II** **4 Credits (Humanities Core)**

In this second-semester foundational course, students will advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to expand their ability to communicate at a basic level by exchanging, interpreting, and presenting information; to compare French-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the French language to other relevant disciplines; and to expand their use of the French language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary that support it will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **FREN-201 Intermediate French I** **4 Credits (Humanities Core)**

In this first intermediate-level course, students will further advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to refine their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in multiple tenses and contexts; to deepen the comparisons of French-speaking cultures' prac-

tices, perspectives, and products to students' own cultures; to connect the French language to other relevant disciplines; and to expand their use of the French language outside of the classroom in a variety of contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **FREN-202 Intermediate French II** **4 Credits (Humanities Core)**

In this second intermediate-level course, students will greatly advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to further refine and expand their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in complex structures and contexts; to deepen further the comparisons of French-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the French language to other relevant disciplines and current topics; and to expand their use of the French language outside of the classroom in a variety of complex contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **FREN-206 French Film** **3 Credits (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.

## **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 physi-

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cal 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**

### **GEOL-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 weekly)

### **GEOL-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 weekly)

### **GEOL-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 weekly)

### **GEOL-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 corequisite: GEOL-107. (3 hours lab weekly)

### **GEOL-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 corequisite: GEOL-108. (3 hours lab weekly)

## **GERMAN**

### **GERM-101 Elementary German I** **4 Credits (Humanities Core)**

In this foundational course, students will apply four language skills – listening, speaking, writing, and reading – in order to be able to

communicate at a basic level by exchanging, interpreting, and presenting information; to compare German-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the German language to other relevant disciplines; and to begin using the German language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **GERM-102 Elementary German II** **4 Credits (Humanities Core)**

In this second-semester foundational course, students will advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to expand their ability to communicate at a basic level by exchanging, interpreting, and presenting information; to compare German-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the German language to other relevant disciplines; and to expand their use of the German language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary that support it will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **GERM-201 Intermediate German I** **4 Credits (Humanities Core)**

In this first intermediate-level course, students will further advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to refine their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in multiple tenses and contexts; to deepen the comparisons of German-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the German language to other relevant disciplines; and to expand their use of the German language outside of the classroom in a variety of contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **GERM-202 Intermediate German II** **4 Credits (Humanities Core)**

In this second intermediate-level course, students will greatly advance their ability to apply four language skills – listening, speaking, writing, and



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reading – in order to further refine and expand their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in complex structures and contexts; to deepen further the comparisons of German-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the German language to other relevant disciplines and current topics; and to expand their use of the German language outside of the classroom in a variety of complex contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **GERM-207 German Film** **3 Credits (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.

## **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. (4 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. (4 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)

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### **HEED-105 Pediatric Basic Life Support Plus**

#### **1 Credit**

This course is designed to prepare students to recognize and intervene appropriately in situations requiring infant and child CPR or management of foreign body airway obstruction in the conscious or unconscious victim. This course includes techniques to be used for victims from birth to 8 years of age. Recognition of potential safety hazards, water safety, and accident prevention are also discussed. (1 hour weekly)

### **HEED-106 Introduction to Stress Management**

#### **1 Credit (Interdisciplinary and Emerging Issues Core)**

This course is designed to provide students with a basic understanding of the concepts of stress management and the application of these concepts to personal stress management. Students will be presented with various tools and strategies for managing stress and will use these to develop an individual stress management plan. (1 hour weekly)

### **HEED-108 Adult CPR and First Aid**

#### **1 Credit**

This course is designed to acquaint students with theories and techniques of CPR and First Aid and Safety. After the successful completion of this course a two-year card from the American Heart Association in Adult CPR and a three-year certification in First Aid and Safety from the National Safety Council will be awarded. (1 hour weekly)

### **HEED-109 Basic CPR and First Aid**

#### **2 Credits (Interdisciplinary and Emerging Issues Core)**

This course is designed to acquaint students with theories and techniques of CPR and First Aid and Safety. After the successful completion of this course a one-year card will be awarded in Infant, Child and Adult CPR (valid one year) and certification in First Aid and Safety (valid three years). (2 hours weekly)

### **HEED-110 Introduction to Personal Wellness**

#### **1 Credit (Interdisciplinary and Emerging Issues Core)**

This course is designed to provide the student with an overview of the components of wellness. These components will include stress, physical fitness, nutrition, safety, and weight management. The principles, concepts, and practices necessary to improve one's personal wellness will be examined. Students will participate in presentations, laboratories, and assessments designed to

evaluate their individual wellness plan to improve areas of concern. (1 hour weekly)

### **HEED-112 First Aid and Safety**

#### **3 Credits (Interdisciplinary and Emerging Issues Core)**

A study of techniques of cardiopulmonary resuscitation, including one- and two-person rescue for infants, children and adults and use of resuscitation mask, BVM and AED in emergency situations. This course will prepare you to make appropriate decisions regarding first aid care and to act on those decisions. Students will be eligible to receive CPR and First Aid Certification. (3 hours weekly)

### **HEED-113 Drug Use and Abuse**

#### **3 Credits (Interdisciplinary and Emerging Issues Core)**

This course will examine drug use relevant to the use and abuse of drugs. Upon completion of this course the student will be able to identify the physiological, psychological, social and cultural implications of drug use. In addition the historical and legal aspects of drug use will be presented in the context of this course. (3 hours weekly)

### **HEED-114 Introduction to Therapeutic Massage**

#### **3 Credits**

This course is designed to explore fundamental topics in the use of therapeutic massage and its role in the wellness model of the healthcare system. The history of massage will be introduced and relevant research into the validity of this modality will be discussed. The ethical and professional standards for massage therapists are presented as well as workplace standards, professional alliances, and practice management issues. Time will also be devoted to discussions of massage manipulations, bodywork techniques, the purpose of touch and emerging trends in the field. (3 hours weekly)

### **HEED-115 Personal and Community Health**

#### **3 Credits (Interdisciplinary and Emerging Issues Core)**

This course will synthesize the important facts and concepts of a variety of college level courses including biology, 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 the 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.

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### **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 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 others, 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

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## 2012-2013 COURSE DESCRIPTIONS

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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-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-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 weekly)

### **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.

### **HEED-240 Death and Dying** **3 Credits**

This course discusses issues of death, dying, and bereavement from the perspectives of psychology, sociology, religion, spirituality, and culture. Topics include attitudes towards death; suicide; euthanasia; hospice movement and end-of-life care; working with people who have terminal illnesses; bereavement counseling; the funeral business; how religions understand death; and psychology of death. Students become more aware about the cultural implications of death, dying, and bereavement, and reflect on their own values and attitudes toward life and death. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) Note: Also listed as HMDV-240.

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## 2012-2013 COURSE DESCRIPTIONS

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### HEBREW

#### **HBREW-101 Elementary Hebrew I** **4 Credits (Humanities Core)**

In this foundational course, students will apply four language skills – listening, speaking, writing, and reading – in order to be able to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Modern Hebrew-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Modern Hebrew language to other relevant disciplines; and to begin using the Modern Hebrew language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

#### **HBREW-102 Elementary Hebrew II** **4 Credits (Humanities Core)**

In this second-semester foundational course, students will advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to expand their ability to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Modern Hebrew-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Modern Hebrew language to other relevant disciplines; and to expand their use of the Modern Hebrew language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary that support it will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

#### **HBREW-201 Intermediate Hebrew I** **4 Credits (Humanities Core)**

In this first intermediate-level course, students will further advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to refine their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in multiple tenses and contexts; to deepen the comparisons of Modern Hebrew-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Modern Hebrew language to other relevant disciplines; and to expand their use of the Modern Hebrew language outside of the classroom in a variety of contexts. Content and supporting language structures and vocabulary will be theme-based,

with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

#### **HBREW-202 Intermediate Hebrew II** **4 Credits (Humanities Core)**

In this second intermediate-level course, students will greatly advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to further refine and expand their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in complex structures and contexts; to deepen further the comparisons of Modern Hebrew-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Modern Hebrew language to other relevant disciplines and current topics; and to expand their use of the Modern Hebrew language outside of the classroom in a variety of complex contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### HINDI

#### **HNDI-101 Elementary Hindi I** **4 Credits (Humanities Core)**

In this foundational course, students will apply four language skills – listening, speaking, writing, and reading – in order to be able to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Hindi-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Hindi language to other relevant disciplines; and to begin using the Hindi language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

#### **HNDI-102 Elementary Hindi II** **4 Credits (Humanities Core)**

In this second-semester foundational course, students will advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to expand their ability to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Hindi-speaking cultures' practices,

perspectives, and products to students' own cultures; to connect the Hindi language to other relevant disciplines; and to expand their use of the Hindi language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary that support it will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

#### **HNDI-201 Intermediate Hindi I** **4 Credits (Humanities Core)**

In this first intermediate-level course, students will further advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to refine their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in multiple tenses and contexts; to deepen the comparisons of Indian cultures' practices, perspectives, and products to students' own cultures; to connect the Hindi language to other relevant disciplines; and to expand their use of the Hindi language outside of the classroom in a variety of contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### HISTORY

#### **HIST-111 American History to 1877** **3 Credits (History/Humanities/ 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)

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## 2012-2013 COURSE DESCRIPTIONS

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### **HIST-112 American History Since 1877**

**3 Credits (History/Humanities/  
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/Humanities/  
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/Humanities/  
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. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### **HIST-123 Western Civilization and the Modern World**

**3 Credits (History/Humanities/  
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. (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. (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, AfricanAmerican, Hispanic-American and Asian-American groups. Immigration policies and hatred towards diverse groups are studied from historical and contemporary perspectives. Prerequisite: ENGL-121. (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)

### **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)

## 2012-2013 COURSE DESCRIPTIONS

### **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. (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. (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. (3 hours weekly)

### **HIST-216 History of the Indian Subcontinent**

#### **3 Credits (Social and Behavioral Sciences/Interdisciplinary Core)**

This course will cover the major features of the development of the Indian subcontinent's history from prehistoric times up to the formation

of the modern nation states. The course will include a detailed study of the subcontinent's geography and its impact on its various cultures, to include India, Afghanistan, Pakistan, Bangladesh, Bhutan, and Nepal. The course will focus on the major historical trends, such as early cultures and civilizations, spread of Buddhism. Hinduism and Islam, early European contacts, impact of neo-imperialism, decolonization following World War II, and the current status of the various nation-states. Prerequisite: ENGL-121. (3 hours weekly)

### **HIST-218 History of Southeast Asia 3 Credits (Social and Behavioral Sciences/Interdisciplinary Core)**

This course covers the major features of the development of Southeast Asia's history from prehistoric times up to the formation of modern nation states of the area. The course will include a detailed study of Southeast Asia's geography and its impact on the area's cultures. The course will cover the major trends of Southeast Asia's history; early cultures and civilizations, spread of Christianity and Islam, early European contacts, impact of neo-imperialism, World War II, decolonization following World War II, and the current status of Southeast Asian nation states. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### **HIST-219 History of Australia and the Pacific Rim 3 Credits (Social and Behavioral Sciences/Interdisciplinary Core)**

This course covers the major features of the development of Australia and the Pacific Rim's history from prehistoric times up to the current events of the area. The course will include a detailed study of that entire area's geography and its impact on the area's cultures, and the major trends of the area's history; early cultures and the early European contacts, European colonization of the area, impact of neo-imperialism, World War II, and relative independence following World War II, and the current status of relationships among the various areas and the world at large. Prerequisite: ENGL-121. (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. (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. (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. (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 contradic-

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## 2012-2013 COURSE DESCRIPTIONS

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tions. Prerequisite: ENGL-121. (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. (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 weekly)

### **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 weekly)

### **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 weekly)

### **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 weekly)

### **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 weekly)

## **HOSPITALITY MANAGEMENT**

### **HMGT-101 Introduction to the Hospitality Industry** **3 Credits**

This introductory course acquaints the student with the scope and complexity of the hospitality industry by exploring the national and global relationships of lodging, food, and beverage operations. The course examines career opportunities, organizational structures, history and human resource management. Students will examine trends, integrated technology and its effects on customer and guest service in requirements in the lodging and food service industry. (3 hours weekly)

### **HMGT-111 Foodservice Safety and Sanitation** **1 Credit**

This course develops the knowledge of basic principles of sanitation and safe food handling in hospitality operations. The course focuses on prevention of food borne illnesses and introduces the students to HACCP planning and implementation. Successful completion of the course can lead to certification as a "Safe Food Handler" by the National Restaurant Association. (1 hour weekly)

### **HMGT-120 Food Preparation I** **3 Credits**

Following this introductory course in food production, students will be able to identify and analyze the elements of safe food preparation that include food chemistry, basic cooking techniques and proper use of preparation utensils and equipment. Students will also prepare small quantity, industry standard menus in a commercial kitchen setting. (2 hours lecture, 3 hours lab). Successful completion of ServSafe and possession of approved utensils and uniform required.

### **HMGT-160 Introduction to Travel and Tourism** **2 Credits**

A study of the components of the tourism industry and their interrelationships is the focus of this course. A review of the roles of tour companies, travel agencies, government bureaus, tourism associations and others that assemble, promote and sell tourism services are included. Students will be able to operate within a tourism setting. (2 hours weekly)

### **HMGT-163 Introduction to Meetings, Conventions, and Expositions** **3 Credits**

This course provides the student with an introductory approach to the various types of meetings and conventions, the types of organizations that stage these events, and how to reach and sell to this important group segment. It also includes the aspects of meeting and convention service. The course examines practical advice on how to reach each of the group meeting market segments, how to implement successful sales strategies, and how to ensure that an event flows smoothly. (3 hours weekly)

### **HMGT-164 Event Management** **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



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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-165 Introduction to the Cruise Ship Industry** 3 Credits

This introductory course acquaints the student with current issues and trends related to the cruise industry. This also includes different types of cruise lines and the reasons for the popularity of this mode of travel. The course will focus on major elements of sea-based and land-based cruise preparation. (3 hours weekly)

### **HMGT-180 Hospitality Management Internship** 2 Credits

Student will spend at least 240 hours of directed study in a chosen area of the hospitality industry at an off-campus facility. The faculty instructor and industry mentor will provide and coordinate course objectives, applicable experiences and evaluation. Student will maintain a written journal of internship experiences. Prerequisite: HMGT-101 and HMGT-120. (1 hour weekly plus field experience)

### **HMGT-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 weekly)

### **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-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-244 Managing the Housekeeping Operation** 2 Credits

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 practices, career opportunities, and organizational structures within a housekeeping department. Prerequisites: HMGT-101 and HMGT-242. (2 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-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)

## HUMAN DEVELOPMENT

### **HMDV-100 Introduction to Human Relations** 3 Credits

The purpose of this course is to promote personal growth and to improve relationships with others. Skills in active listening and group processes will be developed. Students will identify values, strengths and positive life experiences as a means of enhancing self-confidence. The thrust of the class activities and presentations will be directed at personal life, college and on the job situations. The emphasis is on an integration of thoughts and feelings about oneself and others, and expressing feelings and receiving feedback from others. (3 hours weekly)

### **HMDV-105 Silas Craft Collegians Seminar I** 1 Credit

This course is a special one-credit course for students enrolled in the **Silas Craft Collegians Program**. The purpose of this course is to promote personal growth and development and enhance the learning potential and success of students. While this course focuses on a broad range of personal development topics, it will focus particularly on life skills, self-esteem, and group dynamics and team building. (2 hours weekly)

### **HMDV-106 Silas Craft Collegians Seminar II** 1 Credit

This course is a special one-credit course for students enrolled in the **Silas Craft Collegians Program**. While this course focuses on a broad range of personal development topics, it will continue the topics discussed in HMDV-105 and will also include motivation, active listening, responsibility, and discipline. (2 hours weekly)

### **HMDV-107 Silas Craft Collegians Seminar III** 1 Credit

This course is a special one-credit course for students enrolled in the **Silas Craft Collegians Program**. It will extend the examination of the topics introduced in HMDV-105 and HMDV-106 and will include goal-setting and goal management as a major focus. (2 hours weekly)

### **HMDV-120 Career Development and Decision Making** 3 Credits

The purpose of this course is to provide a setting for students to systematically examine the skills required to make effective career decisions and formulate life goals. Through a process of self-

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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-160 STEM Learning Community Seminar I**

This is the first course in a series of four courses designed to develop skills needed by STEM majors in their classes and later in their careers. This first semester introduces students to the STEM (Science Technology Engineering & Mathematics) Learning Community. The focus of this semester is to help the student to explore how they, as individuals, think and act and what attracts them to their chosen field. Field trips and activities beyond the classroom are also planned. Enrollment is limited to STEM scholarship recipients or those with STEM majors with a GPA of 2.8 or above.

### **HMDV-161 STEM Learning Community Seminar II**

This course is a special one credit course for the students in the STEM Learning Community. In Seminar II, the focus is on Teamwork. We look at the Space Program, specifically the book "Team Moon: How 400,000 People Landed Apollo 11 on the Moon". Workshops are given in Communications, and Ethics in the Sciences. The students get to experience teamwork as they work in pairs on a competitive project for the end of the semester. Field trips and activities beyond the classroom are also planned. Enrollment is limited to STEM scholarship recipients or those with STEM majors with a GPA of 2.8 or above.

### **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-240 Death and Dying** **3 Credits**

This course discusses issues of death, dying, and bereavement from the perspectives of psychology, sociology, religion, spirituality, and culture. Topics include attitudes towards death; suicide; euthanasia; hospice movement and end-of-life care; working with people who have terminal illnesses; bereavement counseling; the funeral business; how religions understand death; psychology of death; Students become more aware about the cultural implications of death, dying, and bereavement, and reflect on their own values and attitudes toward life and death. (3 hours weekly) NOTE: Also listed as HEED-240.

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### **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.

### **HMDV-260 STEM Learning Community Seminar III**

The topics covered in Seminar III focus on "Where Do We Go From Here?" Students take the STRONG survey which indicates what type of career they might enjoy. They have workshops in Resume writing, Internships, and they explore and prepare a presentation for the group about a career that interests them. They prepare for Mock Interviews for an internship or docent position and they apply for an internship for the following summer. Field trips and activities beyond the classroom are also planned. Enrollment is limited to STEM scholarship recipients or those with STEM majors with a GPA of 2.8 or above.

### **HMDV-261 STEM Learning Community Seminar IV**

The focus of the final semester of the Seminar is "Your Time to Shine". Students have additional workshops in giving oral and written presentations and understanding the role of Statistics in the Sciences. Students may also take a topic from one of their advanced courses and prepare a poster and brief presentation; this may be part of an Honors designation for the advanced class. The student will give presentation or poster before a small audience and/or prepare a presentation for students interested in a STEM major to Elementary or Middle School students. Students may also participate in the mentorship program. Field trips and activities beyond the classroom are also planned. Enrollment is

limited to STEM scholarship recipients or those with STEM majors with a GPA of 2.8 or above.

## **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 weekly)

## **HUMANITIES**

### **HUMN-101 Introduction to the Humanities**

**3 Credits (Humanities Core)**

This course is an introduction to the humanities as an academic discipline which studies the human condition, using methods that are primarily analytic, critical, or speculative, as distinguished

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from the mainly empirical approaches of the natural and social sciences. This course helps students see context and make connections across the humanities by tying together the entire cultural experience through a narrative storytelling approach. (3 hours weekly)

### **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/ 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)

### **HUMN-203 Civility and the Virtue Tradition** **3 Credits (Humanities Core)**

This course examines the intersection of civility and the virtue tradition in philosophy. As our ancient world cultures have acknowledged, both individual happiness and a harmonious society depend on the cultivation of a virtuous character. Using written texts (including P.M. Forni's *Choosing Civility*), films, and literature, the focus

is on the costs of incivility and the benefits of civility. Drawing on insights from the humanities and the arts, this course is interdisciplinary in focus and worldwide in scope, covering civility and the virtue tradition in Asia, Africa, and the West. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as PHIL-203.

## 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 corequisite: INDS-101 or ARTT-115. (4 hours weekly)

### **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. Prerequisites: ARTT-109 and INDS-101 or ARTT-115. (4 hours weekly)

### **INDS-105 Drafting for Interior Design** **3 Credits**

This course introduces the student to the visual language employed by architects and interior designers to communicate their designs to clients and contractors. Students will learn to use traditional drafting tools and equipment to create presentation and construction drawings. Through a series of lectures, exercises, and

projects, the student will develop the ability to visualize their designs and to create line-work and lettering required to present those designs in a professional manner. Interior detailing and construction materials and methods will also be explored. Prerequisite: INDS-101. (4 hours weekly)

### **INDS-106 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 design projects. Prerequisite: INDS-101. (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. Prerequisites: 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)

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### **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. Prerequisites: INDS-201 and INDS-210. (1 hour weekly plus field experience)

## **ITALIAN**

### **ITAL-101 Elementary Italian I** **4 Credits (Humanities Core)**

In this foundational course, students will apply four language skills – listening, speaking, writing, and reading – in order to be able to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Italian-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Italian language to other relevant disciplines; and to begin using the Italian language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **ITAL-102 Elementary Italian II** **4 Credits (Humanities Core)**

In this second-semester foundational course, students will advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to expand their ability to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Italian-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Italian language to other relevant disciplines; and to expand their use of the Italian language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary that support it will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **ITAL-201 Intermediate Italian I** **4 Credits (Humanities Core)**

In this first intermediate-level course, students will further advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to refine their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in multiple tenses and contexts; to deepen the comparisons of Italian-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Italian language to other relevant disciplines; and to expand their use of the Italian language outside of the classroom in a variety of contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **ITAL-202 Intermediate Italian II** **4 Credits (Humanities Core)**

In this second intermediate-level course, students will greatly advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to further refine and expand their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in complex structures and contexts; to deepen further the comparisons of Italian-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Italian language to other relevant disciplines and current topics; and to expand their use of the Italian language outside of the classroom in a variety of complex contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities

that support effective communication around the theme. (4 hours weekly)

### **ITAL-205 Italian Film** **3 Credits (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 foundational course, students will apply four language skills – listening, speaking, writing, and reading – in order to be able to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Korean-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Korean language to other relevant disciplines; and to begin using the Korean language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **KORE-102 Elementary Korean II** **4 Credits (Humanities Core)**

In this second-semester foundational course, students will advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to expand their ability to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Korean-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Korean language to other relevant disciplines; and to expand their use of the Korean language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary that support it will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

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### **KORE-201 Intermediate Korean I** **4 Credits (Humanities Core)**

In this first intermediate-level course, students will further advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to refine their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in multiple tenses and contexts; to deepen the comparisons of Korean-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Korean language to other relevant disciplines; and to expand their use of the Korean language outside of the classroom in a variety of contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **KORE-202 Intermediate Korean II** **4 Credits (Humanities Core)**

In this second intermediate-level course, students will greatly advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to further refine and expand their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in complex structures and contexts; to deepen further the comparisons of Korean-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Korean language to other relevant disciplines and current topics; and to expand their use of the Korean language outside of the classroom in a variety of complex contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 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-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) NOTE: Also listed as DANC-110.

### **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. To be eligible for this course, the student must be fifteen years old by the last day of class; swim 300 yards continuously using these strokes in the following order: 100 yards front crawl using rhythmic breathing and a stabilizing propellant kick, 100 yards breaststroke, 100 yards of either front crawl or breaststroke or a combination of them; swim 20 yards using previously mentioned stroke surface dive to a depth of between 7-10 feet, retrieve a 10 pound object, return to the surface, and swim back the 20 yards within the time allotted. (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)

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### **LFIT-125 Golf**

#### **1 Credit**

This course is designed to introduce the student to the various aspects of golf. The use of the different types of clubs including the various woods and irons. Proper stroke and putting skills will also be covered. Scoring, course etiquette, and golfing safety will be covered. Students will receive instruction and playing time on a regulation golf course. (2 hours weekly)

### **LFIT-126 Yoga I**

#### **1 Credit**

This course is designed to provide students with the knowledge and ability to practice Indian Yoga. Students will experience how yoga can be used to improve health and well-being of mind and body. (1 hour weekly)

### **LFIT-127 Tai Chi**

#### **1 Credit**

This course is designed to provide the students with a knowledge and ability to perform the ancient Chinese martial art Tai Chi. The health aspects of Tai Chi practice will be emphasized. Students will also be presented with the history and philosophy of Tai Chi. (2 hours weekly)

### **LFIT-128 Martial Arts I**

#### **1 Credit**

This course is designed to provide the student with an understanding of the martial arts of the World. Students will train in the techniques and methods of the martial arts of Jeet Kune Do. This form of martial art involves the use of hand strikes, kicking, elbowing, takedowns, throws, and locks. The historical and cultural basis of various arts in general, as well as Jeet Kune Do specifically, will be presented. (2 hours weekly)

### **LFIT-129 Self Defense**

#### **1 Credit**

This course is designed to introduce the student to the principles and concepts of personal safety and self defense. The theories, strategies, and techniques of the Burmese martial art of Bando will form the base used to develop physical self-defense competency. Development of self-protective awareness will be emphasized. The philosophy, history, legality, and psychology of self defense will be presented. (2 hours weekly)

### **LFIT-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-177 Introduction to Stage**

#### **Combat**

#### **2 Credits**

This course will introduce students to the basics of safety and partnering techniques in unarmed, knife, broadsword, quarterstaff, and single sword combat for the stage. Students must work diligently to create a safe environment while portraying a character in a fight performance. Students will demonstrate these partnering skills in class performances. This class will also give an overview on stage combat styles around the world. (3 hours weekly) NOTE: Also listed as THET-177.

### **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

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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-205 Intermediate Belly Dancing** **1 Credit**

This course will enhance students' previous knowledge in basic belly dance as demonstrated in LFIT/DANC-105 Belly Dancing. This course focuses on training students to hone their skills of isolation, to begin incorporating props and more advanced belly dance techniques, and begins to foster beginning students' own choreography. Movement vocabulary will include isolations of head, shoulders, arms, hands, chest, belly, hips, and feet as well as techniques incorporating the entire body and traveling. Students are expected to cultivate an enriched understanding of an area of belly dance culture of their choice to further inform their exploration of this dance form. Students will demonstrate their knowledge of belly dance through choreographed and non-choreographed class performances. Prerequisite: LFIT-105 or DANC-105. (2 hours weekly) NOTE: Also listed as DANC-205.

### **LFIT-277 Intermediate Stage Combat: Unarmed** **2 Credits**

This physically-intense course will reinforce safety and partnering techniques in unarmed combat for the stage. Students must work diligently to create a safe environment while portraying a character in a fight performance. Students will demonstrate these advanced partnering skills in class performances. Students will have the option of performing a Skills Proficiency Test in Unarmed for a Fight Master with the Society of American Fight Directors. If students pass, they receive a certificate of proficiency in Unarmed from the SAFD. Prerequisite: THET/LFIT-177. (3 hours weekly) NOTE: Also listed as THET-277.

### **LFIT-278 Intermediate Stage Combat: Single Sword** **2 Credits**

This physically-intense course will reinforce the safety and partnering techniques in flashy, Hollywood sword fighting for the stage. Students must work diligently to create a safe environment while portraying a character in a fight performance. Students will demonstrate these advanced partnering skills in class performances. Students will have the option of performing a Skills Proficiency Test in Single Sword for a Fight Master with the Society of American Fight Directors. If students pass, they receive a certificate of proficiency

in Single Sword from the SAFD. Prerequisite: THET/LFIT-177. (3 hours weekly) NOTE: Also listed as THET-278.

### **LFIT-279 Intermediate Stage Combat: Quarterstaff** **2 Credits**

This physically-intense course is intended for students who seek advanced actor training in quarterstaff combat for the stage. Students must demonstrate safe partnering techniques and strong acting choices while fighting with quarterstaffs onstage. Topics covered include acting the fight, scene selections from film and literature, quarterstaff techniques, critiquing choreography, and voice in violence. Students will have the option of performing a Skills Proficiency Test in Quarterstaff for a Fight Master with the Society of American Fight Directors (SAFD). If students pass the Skills Proficiency Test, they receive a certificate of proficiency in Quarterstaff from the SAFD. Prerequisite: THET-177/LFIT-177. (3 hours weekly) NOTE: Also listed as THET-279.

### **LFIT-280 Intermediate Stage Combat: Knife** **2 Credits**

This physically-intense course is intended for students who seek advanced actor training in knife combat for the stage. Students must demonstrate safe partnering techniques and strong acting choices while fighting with aluminum theatrical knives. Topics covered include acting the fight, scene selections from film and literature, knife techniques, critiquing choreography, and voice in violence. Students will have the option of performing a Skills Proficiency Test in Knife for a Fight Master with the Society of American Fight Directors (SAFD). If students pass the Skills Proficiency Test, they receive a certificate of proficiency in Knife from the SAFD. Prerequisite: THET-177/LFIT-177. (3 hours weekly) NOTE: Also listed as THET-280.

### **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 coordination. Prerequisite: DANC-198 or LFIT-198. (2 hours weekly) NOTE: Also listed as DANC-298.

## **MATHEMATICS**

### **MATH-060 Basic Mathematics** **2 Credits**

Students will improve arithmetic skills and application solving skills. Areas of study include addition, subtraction, multiplication and division of whole numbers, decimals, fractions and integers; factoring numbers into primes; conversions between decimals, fractions and percents; ratio and proportion; place value and least common multiples. Correct usage of a scientific calculator is taught. Prerequisite: ENGL-093 AND appropriate score on mathematics placement test. (2 hours weekly)

### **MATH-061 Basic Algebra and Geometry** **4 Credits**

Students will be working with integers, simplifying numeric expressions with exponents, combining similar terms, multiplying polynomials, evaluating algebraic expressions, using commutative, associative and distributive properties, solving first degree equations, solving and graphing lines, investigating slope and the x- and y- intercepts. They will also become familiar with elementary topics in geometry. Prerequisite: MATH-060 or appropriate mathematics placement score AND ENGL-093. (6 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.



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### **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 Elementary Algebra** **4 Credits**

Skills covered include manipulating algebraic expressions with integer exponents, factoring second degree polynomials, simplifying polynomials, rational expressions and radicals. The student will write an equation for a line from given information. Systems of equations will be solved graphically and algebraically. Applications include the Theorem of Pythagoras, similar triangles and solving quadratic equations using factoring and the quadratic formula. Prerequisite: MATH-061 or appropriate score on mathematics 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. A graphing calculator is required. (TI 84 recommended, TI-89 not permitted.) Topics include linear, quadratic, exponential, inverse, and logarithmic functions; rational equations (both linear and quadratic); radical and power equations; and linear and nonlinear systems. Prerequisite: MATH-067 or appropriate score on mathematics 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 mathematics placement test. (2 hours weekly for 7 weeks)  
NOTE: Also listed as HEAL-105.

### **MATH-108 Business Mathematics** **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 mathematics placement test. (3 hours weekly)

### **MATH-122 Ideas in Mathematics** **3 Credits (Mathematics Core)**

Students will develop the ability to reason with quantitative information through the study of the principles of reasoning, number sense, probability and statistical reasoning, mathematical modeling and exponential functions. 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 is an emphasis upon the contemporary applications to various real-life problems. Intended for students who are not majoring in mathematics or science. Prerequisite: MATH-070 or higher or appropriate score on the mathematics placement exam. (3 hours weekly)

### **MATH-127 Concepts of Mathematics I** **4 Credits**

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. Mental Arithmetic is a required component of this course. 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 including the appropriate use of calculators and computers. MATH-127 is not a mathematics core course. Prerequisite: C or better in MATH-070 or appropriate score on mathematics placement test. (4 hours weekly)

### **MATH-128 Concepts of Mathematics II** **4 Credits (Mathematics Core\*)**

This course is the second course in a sequence intended primarily for students in the elementary and early childhood education programs. Topics include probability, metric and non-metric geometry, dimensional analysis, congruence and similarity, and coordinate and transformational geometry. Special emphasis is given throughout the course to problem-solving techniques including the appropriate use of calculators and computers. \*Core Course for appropriate education majors only. Prerequisite: C or better in MATH-070 or appropriate score on mathematics placement test. (4 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 statistical tables. A calculator and a statistical computation program are used to calculate measures of central location and variation, etc. Other topics include the normal distribution, linear regression and correlation, sampling, hypothesis testing, the chi square test and probability related to statistics. Prerequisite: MATH-070 or higher or appropriate score on mathematics placement test. (4 hours weekly)

### **MATH-141 College Algebra** **3 Credits (Mathematics Core)**

In this course students will learn the language of functions and be introduced to families of functions and their applications. Topics include linear, quadratic, exponential, and logarithmic functions. Other topics include solving systems of linear equations using matrices, matrix algebra and linear programming. Emphasis will be placed on solving problems algebraically and with the technological tools used in business and the social sciences. Prerequisite: MATH 070 or appropriate score on mathematics placement test. (4 hours weekly)

### **MATH-143 Precalculus I** **3 Credits (Mathematics Core)**

In this course, students will study topics from the first half of precalculus. 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. This course replaces MATH-131. Prerequisite: MATH-070 or appropriate score on mathematics placement test. (3 hours weekly)

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### **MATH-145 Business Calculus** **3 Credits (Mathematics Core)**

Students will develop skills in initial content of both differential and integral calculus, with an emphasis on applications from business and economics. Topics include finding the limits of functions, computing derivatives of polynomial, rational, radical, exponential, and logarithmic functions using the chain rule and the basic differentiation rules, and substitution in finding definite and indefinite integrals. Applications include dealing with optimization, related rates, marginal analysis, supply and demand, and area. Graphs of functions will be analyzed using first and second derivatives and limits to identify asymptotes, intervals of increase/decrease, maxima/minima, concavity, and points of inflection. The fundamental theorem of calculus, implicit differentiation, differentials and summations of area will be used when appropriate. Students can not receive credit for both MATH-145 and MATH-181. Prerequisite: MATH-131, MATH-141 or equivalent. (3 hours weekly)

### **MATH-153 Precalculus II** **3 Credits (Mathematics Core)**

This course is the second part of a two course sequence in precalculus. 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. Other topics include classical right triangle trigonometry, 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, De Moivre's theorem, polar coordinates and sequences and series. A graphical approach will be utilized throughout, with an emphasis on solving application problems. This course replaces MATH-133. Prerequisite: MATH-131 or MATH-143. (3 hours weekly)

### **MATH-155 Precalculus I & II** **5 Credits (Mathematics Core)**

Students will develop skills in the analysis of functions and solving of equations and inequalities. Polynomial, rational, exponential, logarithmic and trigonometric functions will be studied in detail. Additional topics include complex numbers and parametric and polar equations and sequence and series. 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. This course replaces MATH-135. Not open to students who have completed MATH-131,

MATH-133, MATH-143 or MATH-153. MATH-155 is equivalent to MATH-143 and MATH-153. Prerequisite: Appropriate score on mathematics placement test or equivalent. (5 hours weekly)

### **MATH-181 Calculus I** **4 Credits (Mathematics Core)**

Students will develop skills in the initial content of both differential and integral calculus including finding limits of functions, exposure to the epsilon-delta process and continuity, finding derivatives and integrals of polynomial, rational, radical, trigonometric, inverse trigonometric, exponential, and logarithmic functions, inverse functions, the chain rule, and integration by substitution. Applications dealing with optimization, related rates, Newton's method, L'Hopital's rule, and motion problems and properties of the graphs of functions are covered. Theorems include the mean-value theorem for derivatives and integrals, the squeeze theorem and the fundamental theorems of calculus. Implicit differentiation, differentials and summations of area will be used when appropriate. 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-145 or MATH-181. Prerequisite: MATH-153 or MATH-155 or appropriate score on the mathematics placement test. A grade of C or higher in the Precalculus sequence is strongly recommended. (4 hours weekly)

### **MATH-182 Calculus II** **4 Credits (Mathematics Core)**

This course is the second in a three-part calculus sequence. Applications include area bounded by curves, volume by rotating and slicing, arc length, work, and centers of mass. Integration techniques taught include integration by parts, partial fractions, trigonometric substitution, numerical integration, and improper integrals. Students will be introduced to hyperbolic functions, elementary differential equations, direction fields, parametric equations, polar coordinates and their applications. The study of sequences and infinite series will include tests for convergence of the various types of series, leading to power series and Taylor series. The use of a computer algebra system will be an integral part of the course. Prerequisite: MATH-181 or equivalent, a grade of C or higher is recommended. (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 FOR-

TRAN 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 weekly)

### **MATH-220 Discrete Structures** **3 Credits (Mathematics Core)**

In 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, probability proof techniques, and elementary graph theory, selected applications will be included. Prerequisite: MATH-181 or equivalent. (3 hours weekly)

### **MATH-240 Calculus III** **4 Credits (Mathematics Core)**

This course includes vector calculus in both two and three dimensional space along with the classical theorems of Green, Stokes, and Gauss. It will also include partial derivatives and multiple integrals along with a number of appropriate applications. A graphing calculator and MATLAB, a computer algebra system, will be an integral part of the course. Prerequisite: MATH-182 or equivalent, a grade of C or higher is recommended. (4 hours weekly)

### **MATH-250 Linear Algebra** **4 Credits (Mathematics Core)**

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, determinates, and quadratic forms and complex vector spaces. Various applications will be examined. Use of MATLAB, a computer algebra system, is required. Prerequisite: MATH-181 or equivalent. (4 hours weekly)

### **MATH-260 Differential Equations** **3 Credits (Mathematics Core)**

This course consists of concepts generally encountered in a first course in differential equations including a comprehensive treatment of first order differential equations employing a variety of solution techniques. A study of higher order equations, largely second order,

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is included with emphasis on linear equations possessing constant coefficients as well as variable coefficients. Classical and contemporary applications are included throughout coming from diverse fields such as mechanics, electrical circuits, economics. Computer uses with MATHLAB software provide an integrated environment for symbolic, graphic, and numeric investigations of routine solutions of differential equations and of modeling physical phenomena. The course concludes with a discussion of the Laplace transform and its application to linear equations with constant coefficients. Prerequisite: MATH-182 or equivalent, a grade of C or higher is recommended. (3 hours weekly)

### MEDICAL LABORATORY TECHNICIAN

#### **MLTS-201 Introduction to the Medical Laboratory** **3 Credits**

This course combines lecture and laboratory practice. It allows students to demonstrate professionalism and interpersonal skills while achieving competence with common laboratory procedures such as phlebotomy, making solutions, using aseptic techniques, and handling laboratory equipment such as microscopes, centrifuges, and pipettes. Students will be given the opportunity to demonstrate knowledge in laboratory mathematics, safety, medical regulations, and medical ethics. Pre- or corequisites: ENGL-121, CHEM-101, BIOL-101, and MATH-138. (2 hours theory, 4 hours lab weekly)

#### **MLTS-202 Clinical Chemistry** **3 Credits**

This course combines lecture and laboratory practice integral to the profession of Medical Laboratory Science. The course will focus on the following clinical chemistry topics: electrolytes, blood gases, carbohydrates, proteins, non-protein nitrogen compounds, lipids, minerals and vitamins, enzymes, endocrinology, and toxicology. Laboratory procedures, automation, and computerization will be part of the laboratory practice. This course will emphasize normal versus abnormal results with focus on clinical correlation and quality assurance. Prerequisites: MLTS-201, CHEM-101, and CHEM-201. (2.5 hours theory, 2 hours lab weekly)

#### **MLTS-203 Clinical Hematology** **4 Credits**

This course combines lecture and laboratory practice integral to the profession of Medical Laboratory Science. The course will focus on

the following clinical hematology topics: hemopoiesis, anemias, leukemias, and hemostasis/coagulation. The course will emphasize normal versus abnormal results with focus on clinical correlation and quality assurance. Hematology theory will be supplemented with hands-on microscopy and blood testing procedures. Prerequisite: MLTS-201. (3.25 hours theory, 3 hours lab weekly)

#### **MLTS-204 Clinical Immunology/Immuno-hematology** **4 Credits**

This course combines lecture and laboratory practice integral to the profession of Medical Laboratory Science. The course will focus on the following clinical immunologic topics: immunity, complement, serological procedures, autoimmunity, immuno-hematology genetics, blood groups and HLA system, blood bank testing, donation, and component therapy. Prerequisite: MLTS-201. (3.25 hours theory, 3 hours lab weekly)

#### **MLTS-205 Clinical Microbiology I** **3 Credits**

This course combines lecture and laboratory practice integral to the profession of Medical Laboratory Science. The course will focus on the following clinical topics: urinalysis, body fluids examination, parasitology, and mycology. Theory will be supplemented with hands-on microscopy and laboratory testing procedures. Prerequisites: MLTS-201 and BIOL-200. (2.5 hours theory, 2 hours lab weekly)

#### **MLTS-206 Clinical Microbiology II** **3 Credits**

This course combines lecture and laboratory practice integral to the profession of Medical Laboratory Science. The course will focus on the following clinical microbiology topics: aerobic and anaerobic bacteriology, virology, miscellaneous organisms (such as Chlamydia, Spirochetes, and Rickettsia), susceptibility testing, and epidemiology. The course will emphasize normal flora versus pathogens with focus on clinical correlation. Theory will be supplemented with hands-on microscopy and laboratory testing. Prerequisites: MLTS-201 and BIOL-200. (2.5 hours theory, 2 hours lab weekly)

#### **MLTS-251 Chemistry Clinical Practice** **2 Credits**

Chemistry Clinical Practice consists of an internship at a sponsoring chemistry laboratory clinical site. Supervised activities in areas of blood and body fluid clinical analysis are meant to enhance the student's medical laboratory knowledge base with emphasis on professionalism, safety, problem-solving, quality assurance, and instru-

ment maintenance. Prerequisites: MLTS-201, MLTS-202, MLTS-203, MLTS-204, MLTS-205, and MLTS-206. (3-week block of time at the clinical site for 8 hours per day, 5 days a week)

#### **MLTS-252 Hematology Clinical Practice** **2 Credits**

Hematology Clinical Practice consists of an internship at a sponsoring hematology laboratory clinical site. Supervised activities in areas of blood and body fluid clinical analysis are meant to enhance the student's medical laboratory knowledge base with emphasis on professionalism, safety, problem-solving, quality assurance, and instrument maintenance. Prerequisites: MLTS-201, MLTS-202, MLTS-203, MLTS-204, MLTS-205, and MLTS-206. (3-week block of time at the clinical site for 8 hours per day, 5 days a week)

#### **MLTS-253 Immunology/Immuno-hematology Clinical Practice** **2 Credits**

Immunology/Immuno-hematology Clinical Practice consists of an internship at a sponsoring serology and blood bank laboratory clinical site. Supervised activities in areas of blood and body fluid immunologic analysis are meant to enhance the student's medical laboratory knowledge base with emphasis on professionalism, safety, problem-solving, and quality assurance. Prerequisites: MLTS-201, MLTS-202, MLTS-203, MLTS-204, MLTS-205, and MLTS-206. (3-week block of time at the clinical site for 8 hours per day, 5 days a week)

#### **MLTS-254 Microbiology Clinical Practice** **2 Credits**

Microbiology Clinical Practice consists of an internship at a sponsoring microbiology laboratory clinical site. Supervised activities in areas of microbiologic clinical analysis are meant to enhance the student's medical laboratory knowledge base with emphasis on professionalism, safety, problem-solving, and quality assurance. Prerequisites: MLTS-201, MLTS-202, MLTS-203, MLTS-204, MLTS-205, and MLTS-206. (3-week block of time at the clinical site for 8 hours per day, 5 days a week)

### 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,

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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 phenomena. The construction and analysis of weather maps will be used with an emphasis on weather forecasting. Pre- or corequisite: METO-111. (2 hours lab weekly)

## **MICROSOFT**

### **MSFT-218 Managing a Microsoft Windows 2000 Network Environment** **3 Credits**

This course provides the knowledge required by System Administrators, Network Administrators, and IT professionals who implement, manage and troubleshoot existing network and server environments based on the Microsoft Windows® 2000 platform. These skills are generally required in medium to large size organizations that 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 hours lecture, 1 hour lab weekly)

### **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 weekly)

### **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 weekly)

### **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 weekly)

### **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 weekly)

### **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 weekly)

### **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 weekly)

### **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 weekly)

### **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 weekly)

### **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

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## 2012-2013 COURSE DESCRIPTIONS

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directory service and/or network infrastructures. Prerequisite: MSFT-279. (3 hours lecture, 1 hour lab weekly)

### **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 collecting the information and sorting through the details to resolve the given security requirement. Prerequisite: MSFT-215 or MSFT-279. (3 hours lecture, 1 hour lab weekly)

### **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 weekly)

### **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 weekly)

### **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 weekly)

### **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 weekly)

## MUSIC

### **MUSC-100 Fundamentals of Music** 3 Credits (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 (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-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 (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 (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 music in ritual and ceremony, as transmitter of culture and as a social and political tool. (3 hours weekly)

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## 2012-2013 COURSE DESCRIPTIONS

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### **MUSC-110 Music Theory, Musicianship, and 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. Corequisite: MUSC-110L. (4 hours lecture, 3 hours lab and additional practice time weekly)

### **MUSC-111 Music Theory, Musicianship and 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, Corequisite: MUSC-111L. (4 hours lecture; 3 hours lab and additional practice time weekly)

### **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 Theatre** **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. Corequisite: MUSC-117L. (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. Corequisite: MUSC-118L. (1 one-hour lesson per week, one hour lab weekly)

### **MUSC-119 Applied Music I** **1 Credit**

First semester of private college level study. Corequisite: MUSC-119L. (1 half-hour lesson per week, one hour lab weekly)

### **MUSC-120 Applied Music II** **1 Credit**

Second semester of private college level study. Corequisite: MUSC-120L. (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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### **MUSC-135 Fundamentals of Musicianship and Keyboard Skills** **3 Credits**

This class is designed to develop students' ability to match pitch, sing intervals, sing pitches of scales and chords, sight-sing simple written melodies with solfege syllables, perform simple rhythmic patterns, and take simple dictation. It is also designed to introduce students to basic keyboard skills including developing a comfortable hand position and ease of hand movement on the keyboards. This course is designed for music major students with little or no musical backgrounds, and it will prepare students for lab work in MUSC-110L. Prerequisite: MUSC-100. (3 hours weekly)

### **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-145 Music Technology in Society** **3 Credits (Arts/Humanities/ Interdisciplinary and Emerging Issues Core)**

From pop music played by a toothbrush, to medieval chants used as cell phone ring tones, to orchestral pieces written to accompany video games, music is embedded in more aspects of people's day to day lives than ever before. This course, which is open to all interested students, will examine the use of technology in the creation and presentation of music through history and especially in today's world. Students will participate in the creation of music and sound projects, but are not required to have a music or technology background. (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. Audition is required. (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 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 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 instru-

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ment. 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-189 Functional Guitar Class I** **2 Credits**

This is the first in a two-semester sequenced course. It is designed to address the specialized skill sets needed for music students wanting to pursue a major in music therapy or music education as well as for music therapists to meet the list of core competencies as defined by the American Music Therapy Association. This course can also serve as an introduction to guitar accompaniment for the general elective student. The course will cover functional aspects of guitar accompaniment as well as include historical facts, care of the guitar, tuning, chord chart and tablature reading, scales, stylistic approaches, chord theory, and group accompaniment. The goal of this class is to produce technical and accompaniment competencies utilizing tablature and chord charts with an emphasis on folk, blues, popular and multicultural idioms. (2 hours weekly)

### **MUSC-190 Functional Guitar Class II** **2 Credits**

This is the second in a two-semester sequenced class. It is designed to address the specialized skill sets needed for music students wanting to pursue a major in music therapy or music education as well as for music therapists to meet the list of core competencies as defined by the American Music Therapy Association. It is also an introduction to guitar accompaniment for the general elective student. The course will continue advancing on the topics covered in the MUSC-189 with emphasis on standard notation reading, group accompaniment, advanced chord structures and finger picking approaches. The goal of this class is to produce technical

and accompaniment competencies utilizing tablature, chord charts and standard notation with an emphasis on folk, blues, popular and multicultural idioms. Prerequisite: MUSC-189. (2 hours weekly)

### **MUSC-191 Class Voice I** **2 Credits**

Open to all interested students. Upon successful completion of this course, the student will have a basic understanding of the vocal function in singing. Equally important is the development of poise and self-confidence as a performer as well as overcoming symptoms of performance anxiety. The main activity of this course is the development of the singing voice through exercise and song. The skills acquired in the class will serve as a foundation for more in-depth vocal study on the private level. (2 hours weekly plus additional independent practice time)

### **MUSC-192 Class Voice II** **2 Credits**

Class Voice II will be a continuation of Class Voice I. Prerequisite: MUSC-191. (2 hours weekly)

### **MUSC-193 Class Piano I** **2 Credits**

Open to all students, this course offers the student an opportunity to learn the basic principles of piano playing. Beginning with note reading, it progresses next to sight reading, technical exercises to aid in the development of skills used in the playing of the instrument, and ultimately, the addition of beginning piano repertoire. Small class size allows for individual attention and encourages independent progress. This class will also serve as a foundation for more in-depth study on the private level for those interested in pursuing further study. (3 hours weekly plus additional independent practice time)

### **MUSC-194 Class Piano II** **2 Credits**

Class Piano II will be a continuation of Class Piano I. Prerequisite: MUSC-193. (3 hours weekly)

### **MUSC-195 Class Guitar I** **2 Credits**

Upon successful completion of this course, the student will have a fundamental understanding of the basics of music reading and guitar playing. The main focus is the discipline of classical guitar technique and style with emphasis on ensemble music reading and individual development. Some instruction will be offered in other styles of guitar music. This class will serve as a foundation for more in-depth study on the private level. (3 hours weekly plus additional independent practice time)

### **MUSC-196 Class Guitar II** **2 Credits**

This course is a continuation of Class Guitar I. Prerequisite: MUSC-195. (3 hours weekly)

### **MUSC-197 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 (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)



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### **MUSC-203 Music Literature in Context II** **3 Credits (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-III. 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-III. Corequisite:

MUSC-210L. (4 hours lecture, 3 hours lab, plus additional practice time weekly)

### **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. Prerequisite: MUSC-210. Corequisite: MUSC-211L. (4 hours lecture, 3 hours lab and additional practice time weekly)

### **MUSC-217 Applied Music III** **2 Credits**

Third semester of individual college level music study. Required for music major. Corequisite: MUSC-217L. (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. Corequisite: MUSC-218L. (1 one-hour lesson per week, one hour lab weekly)

### **MUSC-219 Applied Music III** **1 Credit**

Third semester of individual study program. Corequisite: MUSC-219L. (1 half-hour lesson per week, one hour lab weekly)

### **MUSC-220 Applied Music IV** **1 Credit**

Fourth semester of individual study program. Corequisite: MUSC-220L. (1 half-hour lesson per week, one hour lab weekly)

### **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 Professional 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. Prerequisite: 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)

### **MUSC-228 Audio Techniques I** **3 Credits**

This course is an introduction to audio recording, both the theory and practical applications. Through exercises and projects, students will study and work with the concepts and tools used in recording sound. Live recording and studio-based recording will both be emphasized. Prerequisite: MUSC-110, MUSC-110L, MUSC-111 and MUSC-111L. (3 hours weekly)

### **MUSC-229 Audio Techniques II** **3 Credits**

A continuation of Audio Techniques I, this course explores audio recording using advanced mixing and audio processing, as well as advanced aspects of the digital and audio workstation.

## 2012-2013 COURSE DESCRIPTIONS

Students will utilize the tools and techniques of audio recording through exercises and projects in order to build experience and self confidence. All projects will be discussed in class in a supportive environment. Students are encouraged to make their final projects ambitious and collaborative with other students and programs. Prerequisite: MUSC-228. (3 hours weekly)

### **MUSC-230 History of Western Art Music I: Ancient Worlds to the Baroque** 3 Credits (Arts/Humanities Core)

This course will begin by introducing musical practices and thoughts of the ancient Greeks. Through a systematic and organized presentation of historical events, theoretical thoughts, musical practice, representative composers and their works, the students gain a comprehensive overview and knowledge in the unfolding stylistic development of Western Art Music through the Medieval Period to the middle of the Eighteenth century, commonly recognized as the end of the Baroque Period. Students enrolled in this class will be required to demonstrate a listening comprehension of the representative musical compositions covered in this class by completing an aural proficiency assessment successfully. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### **MUSC-231 History of Western Art Music II: Classical to End of Nineteenth Century** 3 Credits (Arts/Humanities Core)

Through a systematic and organized presentation of historical events, theoretical thoughts, musical practice, representative composers and their works, the students gain a comprehensive overview and knowledge in the unfolding stylistic development of Western Art Music from the Classical to the end of Nineteenth century. Students enrolled in this class will be required to demonstrate a listening comprehension of the representative musical compositions covered in this class by completing an aural proficiency assessment successfully. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### **MUSC-232 History of Western Art Music III: The Twentieth Century** 3 Credits (Arts/Humanities Core)

Through a systematic and organized presentation of historical events, theoretical thoughts, musical practice, representative composers and their works, the students gain a comprehensive overview and knowledge in the unfolding stylistic development of Western Art Music in the Twentieth century. Students enrolled in this class will be required to demonstrate a listening comprehension of the representative musical

compositions covered in this class by completing an aural proficiency assessment successfully. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### **MUSC-234 Tunes in 'Toons** 3 Credits (Arts/Humanities Core)

Open to all interested students, this course provides an introduction to classical music through cartoons. Emphasis will be given to specific genres of classical music, musical historical periods, the connection of classical music to other arts, and aesthetics. Upon completion of the course, students will be able to identify specific classical composers and explain their importance from a global and historical perspective, recognize and define specific genres of classical music, and write and speak clearly about the aesthetics of classical music. This course will enhance the students' appreciation of classical music in a unique and memorable way. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### **MUSC-238 Music and Sound Creation I** 3 Credits

Musicians and composers use a variety of electronic instruments and computer-based tools to compose music and create sounds that are used in all types of media. In this course, students will learn to utilize computer-based tools along with music and sound creation techniques. Class will be held in a computer lab and coursework will be hands-on and project-based. Current commercial and artistic uses of electronic music and sound will be analyzed and critical listening skills developed. Creativity and compositional techniques will be discussed along with the concerns of professional working musicians and composers. Students will begin the process of creating their own palette of creation techniques and experiences in a supportive environment. Prerequisites: MUSC-110, MUSC-110L, MUSC-111 and MUSC-111L. (3 hours weekly)

### **MUSC-239 Music and Sound Creation II** 3 Credits

A continuation of Music and Sound Creation I, in this course, students will continue to build experience in the use of computer-based tools along with music and sound creation techniques to create projects for specific situations. Projects will be both individual and collaborative. Advanced topics in creativity will be discussed and students will be required to research advanced creation techniques. Students will begin to create music and sound files that can be used to start a professional portfolio. The two-semester sequence will culminate in a capstone project created by the student in collaboration with

the instructor and fellow students. Prerequisite: MUSC-238. (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 Nurse Education 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 the Nurse Education Program at a level higher than NURS-122/NURS-123.

### **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-121, HMDV-200, PSYC-101, and Mathematics Core.

### **NURS-122 Foundations of Nursing Practice** 8 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 curriculum framework and influence of the stress-adaptation process on basic needs and nursing care is emphasized. The student will select general nursing actions and develop competencies required to deliver safe, technical nursing care to patients in long-term and acute care settings. Prerequisite: Formal admission into the ADN Program or PN Certificate option. Specific admission criteria exist for the accelerated program. Prerequisites for ADN Nursing Program: BIOL-107, BIOL-203, CHEM 103, MATH-122, 138 or higher. Pre- or corequisite: BIOL-204, HMDV-200. Prerequisites for PN Certificate track: BIOL-107, BIOL-203, MATH-105. Pre- or corequisite: BIOL-204, HMDV-200. (5 hours theory, 3 hours lab weekly)

## 2012-2013 COURSE DESCRIPTIONS

### **NURS-123 Foundations of Nursing Practice for the Experienced Health Care Provider**

#### **7 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 curriculum framework and influence of the stress-adaptation process on basic needs and nursing care is emphasized. The student will select general nursing actions and develop competencies required to deliver safe, technical nursing care to patients in long-term and acute care settings. Prerequisite: Formal admission into the ADN Program or PN Certificate option and specific health care experience requirements. Prerequisites for ADN Nursing Program: BIOL-107, BIOL-203, CHEM 103, MATH-122, 138 or higher. Pre- or corequisite: BIOL-204, HMDV-200. Prerequisites for PN Certificate track: BIOL-107, BIOL-203, MATH-105. Pre- or corequisite: BIOL-204, HMDV-200. (5 hours theory, 2 hours lab weekly)

### **NURS-134 Family Centered Nursing I**

#### **4 Credits**

This course introduces the student to contemporary perspectives on the health care of women and the childbearing family. Students will develop competencies required to administer safe, technical nursing care to patients with both common and complex health care needs. Utilizing the curriculum framework, the student will examine patient responses to stress and will select nursing actions to meet patient needs. Prerequisites: NURS-122 or NURS-123, BIOL-204, HMDV-200. Pre- or corequisite: ENGL-121 and PSYC-101. (2.75 hours theory, 1.25 hours lab weekly)

### **NURS-135 Medical-Surgical Nursing I**

#### **4 Credits**

Building on theoretical knowledge and clinical competencies from NURS-122 or NURS-123, the student will develop competencies required to administer safe, technical nursing care to patients experiencing complex health problems. Utilizing the curriculum framework, the student will examine patient responses to stress and will select general nursing actions to meet patient needs. Prerequisites: NURS-122 or NURS-123, BIOL-204, HMDV-200. Pre- or corequisite: ENGL-121 and PSYC-101. (2.5 hours theory, 1.5 hours lab weekly)

### **NURS-140 Advanced Concepts in Practical Nursing**

#### **5 Credits**

This course will prepare the practical nurse student to provide care for individuals of all ages experiencing more complex health care problems resulting from the major responses

to stress. 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. Successful completion of this course includes success on the exit examination. Prerequisites: NURS-134 and NURS-135, PSYC-101, ENGL-121. (3 hours theory, 2 hours lab weekly)

### **NURS-170 Nursing Co-Op Work Experience**

#### **3 Credits**

See COOP-201-202 Cooperative Education Work Experience I and II.

### **NURS-230 Trends in Nursing**

#### **1 Credit**

This course provides the nursing student with an overview of the current trends and issues occurring 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 be challenged to examine how these issues and other current events shape nursing practice. Prerequisites: NURS-134 and NURS-135. (1 hour theory weekly)

### **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 curriculum framework will help students examine responses to 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 caring for children with a holistic approach to the family unit. Prerequisites: NURS-134 and NURS-135, PSYC-101. Pre- or corequisite: SOCI-101. (2.75 hours theory, 1.25 hours lab weekly)

### **NURS-235 Nursing Care of Patients in Community and Mental Health Settings**

#### **4 Credits**

This course will introduce students to psychiatric mental health nursing and community-based nursing practice. Students will examine concepts specific to community and mental health nursing and apply the nursing process to clients experiencing an alteration in perception and clients requiring community support services. Students will develop competencies required to administer safe, technical nursing care to

patients. Prerequisites: NURS-134 and NURS-135 or NURS-233 and NURS-234, PSYC-101. Pre- or corequisite: SOCI-101. (2.15 hours theory, 1.85 hours lab weekly)

### **NURS-240 Medical-Surgical Nursing II**

#### **8 Credits**

Building on theoretical knowledge and clinical competencies from previous nursing courses, the student will gain greater proficiency in caring for patients experiencing complex health problems. Students will utilize the curriculum framework to plan and provide patient-centered care. Theoretical study and clinical application of knowledge will also focus on leadership and management in nursing to promote quality patient care outcomes. Students will demonstrate competencies required to administer safe, technical nursing care and gain experience in managing care for a small group of patients. Upon successful completion of this course, to include success on the exit examination, students will be prepared to assume entry-level roles as associate degree nurses in caring for patients with diverse health needs. Prerequisites: NURS-234, NURS-235. Pre- or corequisite: NURS-230 and Humanities, Arts & Literature Core Courses. (4.3 hours theory, 3.7 hours lab weekly)

## **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)

### **NUTR-212 Food: Science and Technology**

#### **3 Credits**

This course is designed to introduce students to the basic chemical, physical, and microbiological aspects of food and the integration of basic sciences in the food industry. Students will examine the scientific, technical, and practical aspects involved with the harvest, storage, manufacture, preservation, packaging, distribution, and marketing of food products. Discussion of current food controversies and scientific literature will be integrated throughout the course. (3 hours weekly)

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### 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.

#### **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. 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 and numeric keyboarding speed and accuracy. This course may be completed in fewer than 14 weeks. 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. 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. 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. 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. 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. 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. 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. 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. 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

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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 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-203 Civility and the Virtue Tradition** **3 Credits (Humanities Core)**

This course examines the intersection of civility and the virtue tradition in philosophy. As our ancient world cultures have acknowledged, both individual happiness and a harmonious society depend on the cultivation of a virtuous character. Using written texts (including P.M. Forni's *Choosing Civility*), films, and literature, the focus is on the costs of incivility and the benefits of civility. Drawing on insights from the humanities and the arts, this course is interdisciplinary in focus and worldwide in scope, covering civility and the virtue tradition in Asia, Africa, and the West. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as HUMN-203.

### **PHIL-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 EXSC-230.

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### **PHIL-260 Film and Philosophy** **3 Credits (Arts/Humanities Core)**

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-143 or higher and PHOT-100. (3 hours lecture, 3 hours lab weekly)

### **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-143 or higher and PHOT-105. (2 hours lecture, 3 hours lab weekly)

### **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 weekly)

### **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 weekly)

### **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)

## **PHYSICAL THERAPIST ASSISTANT**

### **PTAP-100 Introduction to Physical Therapy** **2 Credits**

This course provides an introduction to the role of a physical therapist assistant in the healthcare delivery system. History and organization of the physical therapy profession, standards of practice, laws and regulations, the interdisciplinary healthcare team, ethics, and accessing research/healthcare literature will be covered. Prerequisite: Admission to the Physical Therapist Assistant (PTA) program. Corequisite: PTAP-110. (2 hours weekly)

### **PTAP-110 Fundamentals of Practice I** **3 Credits**

This course provides an introduction to the skills needed to care for patients in varied settings. This course will include body measurements, range of motion, vital signs, lifting and transfers, draping and positioning, documentation guidelines, manual muscle testing, posture and body alignment, assistive devices, and the pre-ambulatory patient. Prerequisites: Admission to the Physical Therapist Assistant (PTA) program and BIOL-203. Corequisite: PTAP-100. (2.25 hours lecture, 3 hours lab weekly)

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### **PTAP-120 Clinical Kinesiology**

#### **3 Credits**

This course will present advanced anatomy of the musculoskeletal system with emphasis on joint mechanics, human movement, and palpation of anatomical landmarks. The student will learn the principles of normal and abnormal posture and gait. Prerequisites: BIOL-204, PTAP-100, and PTAP-110. (2.25 hours lecture, 3 hours lab weekly)

### **PTAP-130 Therapeutic Modalities I**

#### **3 Credits**

This course is an introduction to the use of physical modalities for patient treatment. The principles of inflammation, cell repair, pain, and pain management will be introduced. The student will learn the physics, physiology, indications, contraindications, application, and patient preparation for the use of heat, cold, ultrasound, massage, vasocompression, wound care, hydrotherapy, and phonophoresis. Prerequisites: BIOL-204, PTAP-100, and PTAP-110. (2.25 hours lecture, 3 hours lab weekly)

### **PTAP-150 Clinical Pathology**

#### **3 Credits**

This course describes the etiology, signs, symptoms, and treatment of diseases and disorders commonly encountered in physical therapy. Prerequisites: BIOL-204, PTAP-100, and PTAP-110. (3 hours weekly)

### **PTAP-160 Orthopedic Dysfunctions I**

#### **3 Credits**

This course will present the principles of tissue development, healing, and response to physical therapy treatments. Common cervical spine and upper extremity orthopedic diagnosis, physical therapy interventions, and post-operative and injury care protocols will be discussed. Prerequisites: BIOL-204, PTAP-100, and PTAP-110. (2.25 hours lecture, 3 hours lab weekly)

### **PTAP-210 Fundamentals of Practice II**

#### **3 Credits**

This course provides an introduction to physical disabilities and community barriers. Independent activities of daily living, prosthetics, orthotics, static/dynamic splints, casts, and braces will be discussed. Also included will be relaxation training, pulmonary function, airway clearance techniques, breathing exercises, functional assessment, functional exercise, balance assessment, and balance training. Prerequisites: BIOL-204, PTAP-100, and PTAP-110. (2.25 hours lecture, 3 hours lab weekly)

### **PTAP-213 Clinical Education I**

#### **2 Credits**

This course consists of a review of Healthcare Provider-level CPR and First Aid, HIPAA, OSHA Hazard Communication (includes bloodborne pathogen), and introduction to the clinic during the first two weeks of the semester, followed by weekly on-site clinical experience in local settings. The course will allow for observation of physical therapy interventions and application of elemental principles of patient care to uncomplicated patients under direct supervision and at the discretion of the Clinical Instructor. Prerequisites: PTAP-100 and PTAP-110. Corequisites: PTAP-120, PTAP-130, PTAP-150, PTAP-160, and PTAP-210. (8 hours clinical weekly)

### **PTAP-214 Clinical Education II**

#### **2 Credits**

This course consists of a clinical experience at one clinical site. The students will have the opportunity to apply skills and knowledge developed in previous coursework in the technical program. Prerequisites: PTAP-120, PTAP-150, PTAP-160, PTAP-210, and PTAP-213. (8 hours clinical weekly)

### **PTAP-230 Therapeutic Modalities II**

#### **3 Credits**

This course continues with the study of physics, physiology, indications, contraindications, and patient preparation for the use of modalities. Focus will be on electromagnetic modalities including iontophoresis, biofeedback, transcutaneous electrical nerve stimulation (TENS), neuromuscular electrical stimulation, high volt, interferential, and microcurrent. The course will also include mechanical traction, continuous passive motion, and laser. Prerequisite: PTAP-214. (2.25 hours lecture, 3 hours lab weekly)

### **PTAP-240 Therapeutic Exercise**

#### **3 Credits**

This course covers the principles of exercise physiology, the application of exercise to treatment plans and injury prevention, equipment and exercise interventions to improve flexibility, strength, and motor control, special topics in women's health, and cardiovascular function. Prerequisite: PTAP-214. (2.25 hours lecture, 3 hours lab weekly)

### **PTAP-250 Clinical Neuroscience**

#### **3 Credits**

This course focuses on nervous system anatomy and function, and normal/abnormal development. Students also learn assessment of the neurologically impaired patient and therapeutic approaches to central nervous system dysfunctions throughout the life cycle. Prerequisite:

PTAP-214. (2.25 hours lecture, 3 hours lab weekly)

### **PTAP-260 Orthopedic Dysfunctions II**

#### **3 Credits**

This course presents common lower-extremity and thoracolumbar spine orthopedic diagnosis and physical therapy interventions. Post-operative and injury care protocols are discussed. Prerequisite: PTAP-214. (2.25 hours lecture, 3 hours lab weekly)

### **PTAP-265 Professional Issues in**

### **Physical Therapy**

#### **1 Credit**

This seminar covers topics relevant to professional development and communication. Topics include cultural competence, learning and communication styles, and ethical and legal aspects of care. The structure and function of institutions, reimbursement systems, wellness, and special topics in health care will be discussed. Employment topics will include resume writing, interviewing, and performance appraisals. Work and life issues will be covered. Corequisites: PTAP-230, PTAP-240, PTAP-250, and PTAP-260. (1 hour weekly)

### **PTAP-270 Clinical Education III**

#### **4 Credits**

This course consists of a full-time clinical rotation at one clinical site. The student will apply skills and knowledge from all previous coursework to patient care with the purpose of developing entry-level clinical competency. Clinical competencies will be continued. An oral presentation will be presented to the staff. The clinical site may require travel away from the local region, including out-of-state. Prerequisites: PTAP-230, PTAP-240, PTAP-250, PTAP-260, and PTAP-265. (16 hours clinical weekly)

### **PTAP-275 Clinical Education IV**

#### **4 Credits**

This course consists of a full-time clinical rotation at one clinical site. The student will continue to apply skills and knowledge obtained from all previous coursework and clinical experiences. Clinical competencies must be completed by the end of this rotation. An oral presentation will be presented to the staff that differs from Clinical Education III. A one-day review of clinical questions and licensure exam details will follow the end of the clinical. Location of clinical sites may require travel away from the local region, including out-of-state. Prerequisite: PTAP-270. (16 hours clinical weekly)

## 2012-2013 COURSE DESCRIPTIONS

### 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 weekly)

#### **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 corequisite: MATH-153, MATH-155 or higher. (3 hours lecture, 3 hours lab weekly)

#### **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. Prerequisites: PHYS-103, and MATH-143 and MATH-153, or MATH-155, or higher. (3 hours lecture, 3 hours lab weekly)

#### **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 weekly)

#### **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 weekly)

#### **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, engineer-

ing 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; gravitation; oscillations; rotation; and vibrations. 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 corequisite: MATH-140 or MATH-181. (3 hours lecture, 3 hours lab weekly)

#### **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: heat; kinetic theory of gases; thermodynamics; waves; electrostatics; DC and AC circuits; magnetism; electromagnetic interactions, and electromagnetic radiation. 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 corequisite: MATH-150 or MATH-182. (3 hours lecture, 3 hours lab weekly)

#### **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: wave motion; sound waves; superposition; standing waves; 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.



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Prerequisite: MATH-150 or MATH-182 and PHYS-111, and eligible to enroll in ENGL-121. (2 hours lecture, 3 hours lab weekly)

### 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. (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. (4 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. (4 hours weekly)

### PSYCHOLOGY

#### **PSYC-101 General Psychology** **3 Credits (Social and Behavioral Sciences Core)**

Through this introduction to the field of psychology, the student will be able to describe how psychologists do their research and gain an appreciation of how psychologists view people through studying the views of Freud, Skinner, and Maslow. The student will be able to summarize, interpret and evaluate psychological information, especially as it appears in films

and non-technical articles. Upon completion of this course, the student will be able to describe psychological concepts and facts on the major topics of psychology. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

#### **PSYC-102 Advanced General Psychology** **3 Credits**

After studying the topics of abnormal psychology, learning, psychological research methods, intelligence, social psychology, and aggression, the student will be able to objectively describe behavior, distinguish between normal and abnormal behavior, apply basic learning concepts and principles, critically evaluate secondary psychological sources, write a psychological research paper, identify important issues and problems concerning research, describe research on a variety of psychological topics and critique an article on a current social issue. This course is designed primarily for persons who are interested in taking additional psychology courses or wish an introduction to scientific psychology. Students may proceed through this course at their own pace. Prerequisite: PSYC-101. (3 hours weekly)

#### **PSYC-202 Social Psychology** **3 Credits**

In addition to understanding and applying major concepts, facts, principles, and theories of social psychology, the student will be able to interpret, analyze and critically evaluate social psychological materials. The student will be able to explain the important research on these topics: T-groups, conformity, obedience, attraction, attitude change, cognitive dissonance, prejudice, and aggression. Students will study several social psychological topics of their own choosing. Prerequisite: PSYC-101. (3 hours weekly)

#### **PSYC-203 Abnormal Psychology** **3 Credits**

Through this introduction to the field of abnormal psychology, the student will be able to describe both historical and current issues involved with defining and recognizing mental illness, to describe the causes of mental illness, to compare and contrast the major treatments of mental illness, and to describe some of the ways to prevent mental illness. In addition, the student will learn to be more critical of abnormal psychology information as found in the mass media. Prerequisite: PSYC-101. (3 hours weekly)

#### **PSYC-204 Adolescent Psychology** **3 Credits**

This course is a description of adolescent development based on research and theory interrelating physical, psychological, intellectual

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and social changes during the teen years and the systems dealing with those changes. This course meets the Maryland State Department of Education Adolescent Development requirement for an initial certificate in Secondary Education. This course also meets the MSDE Human Growth and Development requirement for an initial certificate in Generic Special Education Elementary/Middle and Generic Special Education Secondary/Adult. Prerequisite: PSYC-101. (3 hours weekly)

### **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. Prerequisite: PSYC-101. (3 hours weekly) NOTE: 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-110 Health Care Reform: Cost and Efficacy**

#### **3 Credits (Interdisciplinary and Emerging Issues Core)**

This course will address the timely issue of health care reform, its goal and objectives, and the pros and cons associated with a national health care system. Topics of study and discussion will be: Is health care for all a reality that we can afford? Can everyone be expected to be served? Will everyone be required to accept the same level of care? What are the sacrifices Americans will be asked to make to ensure health care for all? Will quantity of those insured mean diminished quality of health care? (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-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) NOTE: Also listed as ENST-233.

### **PUBH-260 Community Advocacy in Public Health**

#### **3 Credits**

This course provides students the opportunity to work directly with community-based organizations to develop practical and professional skills in the assessment, development, implementation, and evaluation of public health programming. Students will learn and demonstrate skills in community assessment and organization techniques including: stakeholder identification, coalition-building, grass-roots advocacy, and the identification of funding sources. (3 hours weekly)

### **PUBH-280 Global Health** **3 Credits (Interdisciplinary and Emerging Issues Core)**

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. Prerequisites: Eligibility for ENGL-121; MATH-131, -133, -135, -145 or higher; BIOL-101, BIOL-203, and -204. Pre- or corequisite: PHYS-101. (2.5 hours theory, 6 hours on-campus lab weekly)

### **RADT-111 Radiologic Procedures I** **4 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. Prerequisite: RADT-101. Corequisite: RADT-112. (2 hours theory, 8 hours on-campus lab weekly)

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### **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. Prerequisite: RADT-101. Corequisite: RADT-111. (16 clinical lab hours weekly)

### **RADT-121 Radiologic Procedures II**

#### **3 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. Prerequisites: RADT-111 and RADT-112. Corequisites: RADT-122 and RADT-123. (2 hours theory, 4 hours college lab weekly)

### **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. Prerequisites: RADT-111 and RADT-112. Corequisites: RADT-121 and RADT-123. (16 clinical lab hours weekly)

### **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. Prerequisite: RADT-111 and RADT-112. Pre- or corequisites: RADT-121 and RADT-122. (3 hours weekly)

### **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, arthog-

raphy, and other special procedures. The clinical focus will be on anatomy, special techniques, positioning, equipment, and image evaluation technique and quality assurance. Prerequisites: RADT-121, RADT-122, RADT-123. (24 clinical lab hours weekly)

### **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. Prerequisite: RADT-212. Corequisite: RADT-232. (2 hours theory, 8 hours on-campus lab weekly)

### **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. Prerequisite: RADT-212. Corequisite: RADT-231. (24 clinical lab hours weekly)

### **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. Prerequisites: RADT-231 and RADT-232. Corequisite: RADT-252. (2 hours weekly)

### **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 prepara-

tion for entry into practice. Prerequisites: RADT-231 and RADT-232. Corequisite: RADT-251. (24 hours clinical weekly)

## 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)**

In this foundational course, students will apply four language skills – listening, speaking, writing, and reading – in order to be able to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Russian-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Russian language to other relevant disciplines; and to begin using the Russian language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary will be theme-

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based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **RUSS-102 Elementary Russian II** **4 Credits (Humanities Core)**

In this second-semester foundational course, students will advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to expand their ability to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Russian-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Russian language to other relevant disciplines; and to expand their use of the Russian language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary that support it will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **RUSS-201 Intermediate Russian I** **4 Credits (Humanities Core)**

In this first intermediate-level course, students will further advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to refine their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in multiple tenses and contexts; to deepen the comparisons of Russian-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Russian language to other relevant disciplines; and to expand their use of the Russian language outside of the classroom in a variety of contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **RUSS-202 Intermediate Russian II** **4 Credits (Humanities Core)**

In this second intermediate-level course, students will greatly advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to further refine and expand their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in complex structures and contexts; to deepen further the comparisons of Russian-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Russian language to other relevant disciplines and current topics; and to expand

their use of the Russian language outside of the classroom in a variety of complex contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **RUSS-203 Advanced Intermediate Russian I** **4 Credits (Humanities Core)**

In this literature-based, intermediate course, students will further develop skills in reading, comprehending, speaking, and writing. Grammatical concepts introduced in elementary and intermediate classes will be re-examined with the intension of expending them for use in conversation as well as in expressing ideas in writing in the form of a short essay. Content of the course will be determined by the literary works such as classical and contemporary short stories, folk tales, and poems by prominent Russian poets. Students will apply their speaking skills in conversations about the above literary works and presentations. (4 hours weekly)

### **RUSS-210 Russian Film** **3 Credits (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.

## **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.

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### **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. (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. (3 hours weekly)

### **SOCI-203 Sociology of Sport** **3 Credits**

Through this course, the student will analyze contemporary sport using theoretical tools and research methods of sociology. The student will investigate the ways in which sport is shaped by social forces such as culture, economics, politics, stratification, globalization and consumerism. The student will also study the effects of sport on the larger society by examining sport's societal functions, its influence on social interaction, and its relation to various social problems including deviance and inequality. Prerequisite: ENGL-121. (3 hours weekly)

### **SOCI-204 Social Change** **3 Credits (Social and Behavioral Sciences Core)**

This course is an opportunity for students to continue developing their sociological imagination as it relates to social change in society, both domestically and internationally. We will consider the social origins, purposes, and consequences of social change in contemporary societies, and will emphasize the ways in which change agents, trends, and social contexts, reproduce, reinforce, and challenge prevailing institutional relationships. This course will critically explore the evolution of social change by investigating topics that are both theoretical and practical in nature. The goal of this course is to expand an understanding of the dynamic relationships between the impetus for social change and the consequences of change as reflected in the com-

munities in which we live and the global arena. Prerequisite: Eligibility to enroll in ENGL-121. (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 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 foundational course, students will apply four language skills – listening, speaking, writing, and reading – in order to be able to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Spanish-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Spanish language to other relevant disciplines; and to begin using the Spanish language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **SPAN-102 Elementary Spanish II** **4 Credits (Humanities Core)**

In this second-semester foundational course, students will advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to expand their ability to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Spanish-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Spanish language to other relevant disciplines; and to expand their use of

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the Spanish language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary that support it will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **SPAN-201 Intermediate Spanish I 4 Credits (Humanities Core)**

In this first intermediate-level course, students will further advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to refine their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in multiple tenses and contexts; to deepen the comparisons of Spanish-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Spanish language to other relevant disciplines; and to expand their use of the Spanish language outside of the classroom in a variety of contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **SPAN-202 Intermediate Spanish II 4 Credits (Humanities Core)**

In this second intermediate-level course, students will greatly advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to further refine and expand their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in complex structures and contexts; to deepen further the comparisons of Spanish-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Spanish language to other relevant disciplines and current topics; and to expand their use of the Spanish language outside of the classroom in a variety of complex contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (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-205 Spanish Through the Media 4 Credits (Humanities Core)**

In this content-based, advanced intermediate course, students will further develop skills in comprehending and speaking Spanish. Learning will be based on current authentic Spanish media, including news from satellite channels, broadcast news, printed Spanish 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)

### **SPAN-221 Cultures of the Spanish-Speaking World 3 Credits (Interdisciplinary and Emerging Issues Core)**

In this course, students will study the geography and history of the countries where Spanish is the main language as they apply to the development of various cultures, attitudes, and beliefs. They will compare and contrast various institutions, both governmental and social, with special emphasis on a specific country or region, such as Spain, South America, the Caribbean, and/or Mexico. Students will also look at the expression of culture through art, music, food, dress, and literature. Taught in English, this course does not fulfill the world languages 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-115 Intercultural Communication 3 Credits**

Using directed readings, stories, media and activities, this course is designed to increase students' sensitivity to other cultures, and just as importantly, increase awareness of their own cultural backgrounds and the contexts (social, cultural and historical) in which we live and communicate. This course is designed for students to explore communication differences and similarities when living and working with people of different ethnicity, race, sex and/or nationality. Through increased awareness and sensitivity, students will be able to articulate intercultural influences on communication. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### **SPCH-142 Business Development and Sales for Emerging Leaders 3 Credits**

Developing effective selling skills is important not only for professional salespeople but also for all of us who seek to persuade others. This course introduces the student to the basic skills

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used in business development and professional selling. Topics covered include how to prospect for potential clients, build effective relationships, assess an individual's needs, present specific solutions and negotiate agreements. Given the growing need for global competency among business professionals, this course will also look at cultural context and the implications for negotiating agreements. This is appropriate for those interested in learning more about the profession of selling or for those who want to improve their ability to persuade others. Instruction is highly interactive with extensive use of oral and written communication and role play. (3 hours weekly) NOTE: Also listed as BMGT-142.

### **SPCH-145 The Standard American Accent** **3 Credits**

This course is designed to help students reduce their regional or non-standard American English accent. This course also allows students to experience and understand the basic tools of communication, voice, and diction. Class exercises include relaxation, articulation, vocal range, and inflection. Students will learn to speak the standard American English accent with clarity and confidence. (3 hours weekly)

### **SPCH-151 The Spoken Word** **3 Credits**

The course will focus on performing literary selections as spoken presentations with an emphasis on analyzing prose, poetry, dramatic literature, and children's literature in order to communicate its beauty, meaning, and emotional impact while emphasizing the oral and aural quality of the works. In addition, this course will empower individuals to feel more at ease making text-based presentations at public and private events. Especially recommended for all public performers, education, business and journalism /mass media majors and for those wishing to improve their delivery and articulation. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as THET-151.

### **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-175 Business Communications** **3 Credits**

Communication skills are vital to the success of any employable person in today's competitive organizational environment. Those able to communicate an idea through interpersonal communication, technology, and writing will be better prepared to conduct themselves properly in an organizational setting. This course encompasses four primary facets of business communication applicable to any employment setting: business writing, interpersonal business communication, business etiquette and professionalism, and business communications utilizing technology. Students will be immersed in the business writing process, thus enabling them to plan, design, and ultimately author a number of documents applicable to today's organizational environment. Students will compose cover letters, resumes, thank you letters, and job acceptance letters in preparation for the job search process. Students will also learn how to function cohesively and communicate as a team through delivering a persuasive group presentation. Finally, course members will learn how companies leverage technology, such as web applications, social media, and other tools to better communicate internally as well as with customers. By the completion of this course, students will also maintain a firm understanding of the nuances of business etiquette, both domestically and internationally. (3 hours weekly) NOTE: Also listed as BMGT-175.

### **SPCH-205 Intermediate Public Speaking** **3 Credits**

Students will gain development of a marked degree of skill in the composition and delivery of various types of speeches. Students will obtain advanced training in speech delivery techniques in both a controlled classroom audience setting as well as presentations in corporate board rooms, orientation meetings, banquet halls, and public forums using complex and multi-media visual aids. Special emphasis on speeches related to the student's major vocational area. Prerequisite: SPCH-105. (3 hours weekly)

### **SPCH-260 Voice and Diction** **3 Credits**

This course allows students to experience and understand the basic tools of communication, voice, and diction. Class exercises include re-

laxation, 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 several memorized performances. 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)

## TELEVISION AND RADIO

### **TVRD-125 Concept and Story Development** **3 Credits**

This course is an introduction to concept development and storytelling methods through a series of short writing assignments of various forms. Students will generate ideas and stories for creative projects in print and electronic media such as television, radio, and film. This course is writing intensive. Prerequisite: ENGL-121. (3 hours weekly) NOTE: Also listed as ENGL-125.

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### **TVRD-126 Introduction to Journalism** **3 Credits**

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.

### **TVRD-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. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### **TVRD-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.

### **TVRD-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: TVRD-130 or ARTT-130. (4 hours weekly) NOTE: Also listed as ARTT-131.

### **TVRD-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.

### **TVRD-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, programming, 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)

### **TVRD-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: TVRD-150. (4 hours weekly)

### **TVRD-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 interrelationships of the industry to the audience, advertisers, and government regulators. Prerequisite: ENGL-121. (3 hours weekly)

### **TVRD-223 Writing for Screen Narrative** **3 Credits**

This course will teach the strategies and means to develop and execute narrative scripts with the primary focus on the short form narrative film. Emphasis is placed on the student's increasing ability to employ the tools of the craft, including but not limited to: story structure, mythic structure, plot, characterization, dialogue, format, story editing and revision. Conventional scriptwriting techniques will be covered as well as critical approaches to understanding these techniques. Elements of the feature film form will be studied, extrapolated and applied to shorter forms as well. Prerequisite: ENGL-121. (3 hours weekly) NOTE: Also listed as ENGL-223 and FILM-223.

### **TVRD-224 Writing for Radio and Multimedia** **3 Credits**

This course is an overview and introduction to writing for ear and writing for multimedia productions as they relate specifically to radio. Students will write and voice original scripts using studio

recording equipment, editing software, and multimedia software tools. Emphasis is on analysis of peer scripts as well as the scripts of professional productions, and on revision. Students create several projects with focus on audience demographics, research, script writing format, storyboarding and completing a multimedia production. Topics include news writing, interviewing, promos, PSAs, commercials, pitches, personal essays, blogging and audio slideshows. Prerequisite: ENGL-121. (3 hours weekly) NOTE: Also listed as ENGL-224.

### **TVRD-225 Cinematography and Lighting for Film and Television** **3 Credits**

This course will develop complex skills in both the theory and practice of cinematography and lighting. Advanced camera functions will be explored from a technical and creative perspective, and students will develop visual solutions for a variety of shooting situations. Lighting techniques will be examined using studio lights, grip equipment, and additive gels. Emphasis will be placed on working collaboratively in a professional studio environment to create lighting designs for both film and television. Prerequisite: ARTT-130 or TVRD-130. (4 hours weekly)

### **TVRD-230 Television Production I** **3 Credits**

This course will include the basic structure of dramatic television productions: script breakdown, casting, directing talent, as well as camera, sound, and lighting techniques for dramatic productions. Television majors will be working with students from THET-241, Acting for Television. Prerequisite: ARTT-131 or TVRD-131. (4 hours weekly)

### **TVRD-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, and 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. Prerequisites: TVRD-230 and TVRD-223 or ENGL-223. (4 hours weekly)

### **TVRD-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



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music-based radio show. Prerequisite: TVRD-151. (4 hours weekly)

### **TVRD-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. Prerequisites: TVRD-250 and TVRD-224 or ENGL-224. (4 hours weekly)

### **TVRD-290 Television and Radio Internship I** **3 Credits**

This internship combines classroom theory and work applications with on-the-job training. Students will learn how to make the transition from school to work. The internship is a practicum with measurable learning objectives designed to broaden the educational experience.

### **TVRD-291 Television and Radio Internship II** **3 Credits**

This course is the second of two internship courses which combines classroom theory and work applications with on-the-job training. Students will continue to learn how to make the transition from school to work. The internship is a practicum with measurable learning objectives designed to broaden the educational experience. Prerequisite: TVRD-290.

## **THEATRE**

### **THET-101 Introduction to Acting** **3 Credits (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-102 Acting I** **3 Credits (Fine Arts/Humanities Core)**

This course is an introduction to the art and craft of acting, focusing on the actor's inner and outer resources including physical and vocal response, concentration, imagination, and sensory awareness. Also includes beginning-level work on character creation through improvisation,

performance and script analysis. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### **THET-120 Stage Management** **3 Credits**

Students will learn and practice the basic principles of organizing a rehearsal process, managing appropriate procedures and regulations, and running the performances of a theatrical production. (3 hours weekly)

### **THET-125 Text Analysis** **3 Credits (Arts/Humanities Core)**

Students will develop the skills necessary for the analysis and interpretation of play scripts from a variety of global cultures as the basis for public performance, from the viewpoints of audience members and practitioners. Students will be introduced to various play types and structures as distinct from one another and requiring different types of analysis and appreciation. Introduction to research methods for contemporary performance, including reviews, critical interpretation, and research for production. Required for all theatre majors. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### **THET-131 Theatre Appreciation** **3 Credits (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 allow the student to gain knowledge in the main disciplines of theatre, including scenery, lighting and projection, costume and makeup, sound, stage management and properties. Safe operation of power tools and back stage machinery, lighting equipment, audio equipment are also covered. (4 hours weekly)

### **THET-136 Lighting I** **3 Credits**

The purpose of this class is to enable students to safely work with basic stage lighting and projection equipment for the stage and provide a basic understanding of lighting technology along with new innovations in lighting and projection technology. This will include working with electrical wiring, hand and power tools, stage

lights, computerized lighting consoles, projectors and media servers. Prerequisite: THET-135. (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 and provide a basic understanding of audio technology along with new innovations in audio technology. This will include working with microphones, amplifiers, mixers, tape decks and equalizers. Prerequisite: THET-135. (4 hours weekly)

### **THET-138 Basic Stage/Media Make-Up** **3 Credits**

Basic Stage/Media Make-Up is a hands-on course that will address the following topics: basic understanding of facial anatomy and its application to make-up; basic theory on the origin and need for make-up; character analysis through make-up; principles of highlight, shadow, color, and lighting; types and styles of make-up; application and design; and the purpose of the make-up designer/artist. (3 hours weekly)

### **THET-151 The Spoken Word** **3 Credits**

The course will focus on performing literary selections as spoken presentations with an emphasis on analyzing prose, poetry, dramatic literature, and children's literature in order to communicate its beauty, meaning, and emotional impact while emphasizing the oral and aural quality of the works. In addition, this course will empower individuals to feel more at ease making text-based presentations at public and private events. Especially recommended for all public performers, education, business and journalism majors and for those wishing to improve their delivery and articulation. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly) NOTE: Also listed as SPCH-151.

### **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)

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### **THET-177 Introduction to Stage Combat** **2 Credits**

This course will introduce students to the basics of safety and partnering techniques in unarmed, knife, broadsword, quarterstaff, and single sword combat for the stage. Students must work diligently to create a safe environment while portraying a character in a fight performance. Students will demonstrate these partnering skills in class performances. This class will also give an overview on stage combat styles around the world. (3 hours weekly) NOTE: Also listed as LFIT-177.

### **THET-190 Theatre History I** **3 Credits (Arts/Humanities Core)**

A study of the evolution of theatre from its ritual origins through Greek and Roman traditions, the medieval worlds of England and Japan, the Renaissance through Romanticism, examining Elizabethan and Jacobean drama, Restoration and Neo-Classical traditions, as well as the 17th and 18th 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. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### **THET-191 Theatre History II** **3 Credits (Arts/Humanities Core)**

A study of the evolution of theatre from the development of Realism in the 19th century through the Theatre of the Absurd in the 1960's examining Naturalism, Idealism, Symbolism, Expressionism, and Surrealism, continuing to the highly diversified contemporary theatre from the 1960's to the present, with special attention to issues of diversity, access, the international avant-garde, and the impact of technology. Emphasis is on the play in performance reflecting the changing physical theatre, as well as the social, political, and artistic currents of the period. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### **THET-202 Acting II** **3 Credits (Arts/Humanities Core)**

This course expands on the critical thinking and artistic skills initiated in Acting I, creating a dialogue between theory and practice through deeper character work and detailed script analysis combined with a disciplined approach to the rehearsal process. Prerequisite: THET-102. (3 hours weekly)

### **THET-209 Modern Drama** **3 Credits (Literature/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-216 Contemporary Drama: Topics in Diversity** **3 Credits (Arts/Humanities/ Literature Core)**

Contemporary Drama studies works written for European and American theater from 1950 until current practice. Students discuss and appraise plays; identify basic elements which distinguish contemporary drama from earlier periods; evaluate performances of contemporary plays; and study what playwrights have said about the nature of drama. Students are introduced to the formalist conventions and characteristics, terms and concepts, and critical theory of drama in order to master skills in interpretation, analysis, and critical evaluation. Students also discuss the impact of gender, race, culture, and sexual orientation studies on dramatic material. This course is writing intensive. Prerequisite: ENGL-121. NOTE: Also listed as ENGL-216.

### **THET-224 Musical Theatre Performance** **2 Credits**

This course serves as an overview of all the necessary skills needed in musical theatre performance. Topics include singing techniques, music reading and sight singing, choosing and performing audition material, working with musical directors and accompanists, acting the song, the business of musical theatre, and Broadway history from 1927 to present. Students will attend at least two professional musical theatre performances. The class will culminate in a public performance of class material. Pre- or corequisite: MUSC-117 or MUSC-118. (3 hours weekly)

### **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 compre-

hensive exercises and on-camera evaluation. Prerequisite: THET-102. (4 hours weekly)

### **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 several memorized performances. 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 seven different dialects: standard British, Cockney, Irish, variations of American Southern, French, German, and Russian. Students will demonstrate how to research a dialect, mark a text, and speak the dialect using the sounds that are character relevant. Students will perform a monologue or scene for each dialect learned. Prerequisite: THET-260 or SPCH-260. (3 hours weekly)

### **THET-265 Acting Shakespeare** **3 Credits**

This course will introduce students to the acting techniques employed to perform the works of William Shakespeare. Topics will include scansion, voice and diction, period movement, historical overview, and stage to screen performances. Students will demonstrate their performance skills through memorized monologues and scenes. Students will participate in a public performance event at HCC, performing Shakespeare pieces learned in class. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

### **THET-271 Theatre Juried Audition Techniques** **2 Credits**

This course is a capstone course for the theatre performance track in the theatre area of study intended to prepare a résumé and audition monologues for both professional work and application to transfer institutions. The culmination of the course will be the presentation of monologues and résumé to a jury comprised of departmental instructors and theatre professionals. Students will be expected to put significant

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## 2012-2013 COURSE DESCRIPTIONS

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time into their preparation outside of class meetings. Prerequisite: THET-202. (2 hours weekly)

### **THET-273 Movement for the Actor** **3 Credits**

This course will focus on training actors to understand their own physical habits through spatial awareness exercises, Laban, Element, Lecoq, 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 physical embodiments of characters in monologues and scenes. Students will also demonstrate their skills in Neutral and Character Mask work. Prerequisite: THET-102. (4 hours weekly)

### **THET-277 Intermediate Stage** **Combat: Unarmed** **2 Credits**

This physically-intense course will reinforce safety and partnering techniques in unarmed combat for the stage. Students must work diligently to create a safe environment while portraying a character in a fight performance. Students will demonstrate these advanced partnering skills in class performances. Students will have the option of performing a Skills Proficiency Test in Unarmed for a Fight Master with the Society of American Fight Directors (SAFD). If students pass, they receive a certificate of proficiency in Unarmed from the SAFD. Prerequisite: THET-177 or LFIT-177. (3 hours weekly) NOTE: Also listed as LFIT-277.

### **THET-278 Intermediate Stage** **Combat: Single Sword** **2 Credits**

This physically-intense course will reinforce the safety and partnering techniques in flashy, Hollywood sword fighting for the stage. Students must work diligently to create a safe environment while portraying a character in a fight performance. Students will demonstrate these advanced partnering skills in class performances. Students will have the option of performing a Skills Proficiency Test in Single Sword for a Fight Master with the Society of American Fight Directors (SAFD). If students pass, they receive a certificate of proficiency in Single Sword from the SAFD. Prerequisite: THET-177 or LFIT-177. (3 hours weekly) NOTE: Also listed as LFIT-278.

### **THET-279 Intermediate Stage** **Combat: Quarterstaff** **2 Credits**

This physically-intense course is intended for students who seek advanced actor training in quarterstaff combat for the stage. Students must demonstrate safe partnering techniques and strong acting choices while fighting with quarterstaffs onstage. Topics covered include acting the fight, scene selections from film and literature, quarterstaff techniques, critiquing choreography, and voice in violence. Students will have the option of performing a Skills Proficiency Test in Quarterstaff for a Fight Master with the Society of American Fight Directors (SAFD). If students pass the Skills Proficiency Test, they receive a certificate of proficiency in Quarterstaff from the SAFD. Prerequisite: THET-177 or LFIT-177. (3 hours weekly) NOTE: Also listed as LFIT-279.

### **THET-280 Intermediate Stage** **Combat: Knife** **2 Credits**

This physically-intense course is intended for students who seek advanced actor training in knife combat for the stage. Students must demonstrate safe partnering techniques and strong acting choices while fighting with aluminum theatrical knives. Topics covered include acting the fight, scene selections from film and literature, knife techniques, critiquing choreography, and voice in violence. Students will have the option of performing a Skills Proficiency Test in Knife for a Fight Master with the Society of American Fight Directors (SAFD). If students pass the Skills Proficiency Test, they receive a certificate of proficiency in Knife from the SAFD. Prerequisite: THET-177 or LFIT-177. (3 hours weekly) NOTE: Also listed as LFIT-280.

## **TURKISH**

### **TURK-101 Elementary Turkish I** **4 Credits (Humanities Core)**

In this foundational course, students will apply four language skills – listening, speaking, writing, and reading – in order to be able to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Turkish-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Turkish language to other relevant disciplines; and to begin using the Turkish language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support

effective communication around the theme. (4 hours weekly)

### **TURK-102 Elementary Turkish II** **4 Credits (Humanities Core)**

In this second-semester foundational course, students will advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to expand their ability to communicate at a basic level by exchanging, interpreting, and presenting information; to compare Turkish-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Turkish language to other relevant disciplines; and to expand their use of the Turkish language outside of the classroom in limited contexts. Content and supporting language structures and vocabulary that support it will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **TURK-201 Intermediate Turkish I** **4 Credits (Humanities Core)**

In this first intermediate-level course, students will further advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to refine their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in multiple tenses and contexts; to deepen the comparisons of Turkish-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Turkish language to other relevant disciplines; and to expand their use of the Turkish language outside of the classroom in a variety of contexts. Content and supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### **TURK-202 Intermediate Turkish II** **4 Credits (Humanities Core)**

In this second intermediate-level course, students will greatly advance their ability to apply four language skills – listening, speaking, writing, and reading – in order to further refine and expand their ability to communicate at an intermediate level by exchanging, interpreting, and presenting information in complex structures and contexts; to deepen further the comparisons of Turkish-speaking cultures' practices, perspectives, and products to students' own cultures; to connect the Turkish language to other relevant disciplines and current topics; and to expand their use of the Turkish language outside of the classroom in a variety of complex contexts. Content and

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## 2012-2013 COURSE DESCRIPTIONS

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supporting language structures and vocabulary will be theme-based, with outcomes measured in a variety of ways, including task-based activities that support effective communication around the theme. (4 hours weekly)

### WIRELESS COMMUNICATIONS

#### **WCOM-110 RF/Wireless Fundamentals** 3 Credits

Upon completion of this course, the student will understand the fundamentals of Radio Frequency and Wireless technologies in the real world environment and how information is transmitted and received through that medium. An overview of many types of cellular communication systems will also be presented. Prerequisite: TELE-100. (2 hours lecture, 3 hours lab weekly)

#### **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 corequisites: ELEC-213 and WCOM-110. (2 hours lecture, 3 hours lab weekly)

#### **WCOM-200 Wireless LANs** 3 Credits

Upon completion of this course, the student will apply the principles of wireless data communications, protocols, and standards related to Wireless Local Area Networking (WLAN). Topics include: RF Transmission, propagation, WLAN frequency bands, characteristics and uses of wireless network devices, compare and contrast with standard "wired" network device and WLAN implementations. Students will have hands-on experience in building, configuring, securing and troubleshooting basic and extended WLANs. Students will be qualified to administer and support different brands of wireless LAN hardware. This course prepares students to sit for Certified Wireless Network Administrator (CWNA) certification. Prerequisite: CSCO-281. (2 hours lecture, 3 hours lab weekly)

#### **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 (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. Prerequisite: 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 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.

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## 2012-2013 COURSE DESCRIPTIONS

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**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 (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.

A black and white portrait of Helen Mitchell, an older woman with short, light-colored hair, smiling. She is wearing a light-colored turtleneck sweater, large earrings, and a necklace with various beads and pendants. The background is slightly blurred, showing what appears to be a library or office setting with bookshelves.

# Helen Mitchell

Professor, Philosophy

Director of Women's  
Studies

## *2011-2012 Inspiring Faculty of the Year*

Dr. Mitchell truly exemplifies HCC's values of innovation, nurturing, sustainability, partnerships, integrity, respect, excellence, and service; not just for this year, but throughout her career at the college. She began her career at HCC in 1974 in the office of continuing education, eventually moving to a full-time faculty position in the arts and humanities division in 1993, and today serves as professor of philosophy and director of HCC's women's studies division.

Dr. Mitchell has been recognized as an exceptional teacher with an extraordinary commitment to the intellectual and creative life of the college, inspiring her students and colleagues to high standards of excellence, civility, and professionalism. Dr. Mitchell is an active contributor at HCC beyond the classroom, including roles as committee member, moderator, organizer and lecturer at a variety of important college events. She serves on numerous committees and teams around the college, and chairs the Women's Studies Advisory Group. She has been instrumental in the establishment of scholarships at the college that support students studying women's studies, as well as assist students with purchasing textbooks. Dr. Mitchell was honored in 1999 by the Howard County Commission for Women and inducted into the Hall of Fame. She is highly sought after as a scholar, an editor, and a speaker in Maryland and nationally.

# GetThere

# 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)**

B.A., Florida State University; M.S., University of Utah; M.L.A., Johns Hopkins University; Ph.D., University of Maryland College Park  
*Vice President of Student Services*

### **Sharon J. Pierce (1990)**

B.S., M.S.N., University of Maryland at Baltimore; Ed.D., Morgan State University  
*Vice President of Academic Affairs; Professor, Nursing*

### **Sarah F. Angerer (2005)**

B.A., Trinity College; M.A., Johns Hopkins University  
*Grants Coordinator/Writer*

### **Stephanie Bender (2010)**

M.B.A., University of Baltimore  
*Director of Financial Aid Services*

### **Randall R. Bengfort (1989)**

B.S., B.A., Iowa State University; M.A., University of Maryland College Park; Ed.D., Morgan State University  
*Director of Marketing and Communications*

### **Michele S. Bilello (2000)**

B.S., Pennsylvania State University; M.S., Johns Hopkins University  
*Capital Programs Administrator*

### **Kimberly J. Bohnet (2011)**

B.S., Northern University; M.P.A., Columbia University in the City of New York  
*Director of Basic Skills & Special Populations Program*

### **Llatetra D. Brown (2004)**

B.A., Adelphi University; M.A., New York University  
*Director of Student Life*

### **Alison E. Buckley (2011)**

M.B.A., University of Maryland College Park; M.O., University College Dublin; M.A., University of Delaware  
*Associate Vice President for Enrollment Services*

### **Christele Noelle Cain (2005)**

A.A., A.A., Howard Community College; B.S., Stevenson University  
*Director of International Education*

### **Cherisse N. Carlin (2005)**

B.S., M.A., Ph.D., University of Maryland, Baltimore County  
*Associate Director of Financial Aid Services; Client Relations and Outreach*

### **Jason C. Copley (2012)**

B.A., Salisbury University  
*Associate Director of Development*

### **John J. Coughlin (2012)**

B.A., University of Maryland College Park; M.A., Ball State University; Ph.D., James Madison University  
*Director, Counseling and Career 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*

### **Linda E. Emmerich (2007)**

A.A., Community College Baltimore County-Catonsville; A.B., Goucher College; M.S., Johns Hopkins University  
*Executive Associate to the President*

### **Jean M. Frank (1989)**

B.S., University of Maryland College Park; M.S., Johns Hopkins University  
*Associate Director of Planning, Research & Organizational Development*

### **Nancy S. Gainer (2008)**

B.A., Regis College; M.A., Emerson College  
*Executive Director of Public Relations & Marketing*

### **Debra A. Greene (2008)**

B.S., Howard University; M.A., New York University  
*Director, Academic Support Services*

### **Anna Hamilton (2003)**

B.S., University of Maryland Baltimore County  
*Associate Director of Student Computer Support*

### **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  
*Director of Resource Development*

### **Beverly H. Johnson (1993)**

B.A., University of Pennsylvania; M.A., Columbia University  
*Director of Technical Training & Business Services*

### **David C. Jordan (2008)**

B.S., University of Maryland College Park; M.B.A., University of Baltimore; Senior Professional in Human Resources (SPHR)  
*Associate Vice President of Human Resources*

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## COLLEGE STAFF

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**Margaret J. Kahlor (1992)**

A.A., Howard Community College; B.A., University of Maryland Baltimore County; M.A., American University; Certified Trainer in Quantum Technique  
*Executive Producer, Television Services Director*

**Patricia M. Keeton (1983)**

B.S., University of Maryland; M.S., Johns Hopkins University  
*Executive Director, Workforce Development*

**Susan Kramer (1991)**

*Producing Artistic Director-Student Arts Collective*

**Cheoleon Lee (2009)**

B.S., Kon-Kuk University; M.A., University of Florida; Ph.D., University of California Riverside  
*Associate Director of Institutional Research*

**Sung H. Lee (1997)**

B.S., University of Maryland Baltimore County; Nortel Certification, Microsoft Certified Professional, Microsoft Certified System Engineer (MCSE)  
*Director of Student Computer Support*

**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; Maryland Certified Professional Counselor  
*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, Educational Foundation*

**Kenneth McGlynn (2008)**

A.A., Community College Baltimore County-Catonsville  
*Director of Security Services*

**Alesia McManus (2010)**

B.S., University of California-Davis; M.L.S., University of California Los Angeles  
*Director of the Library*

**Kimberly A. McNair (2003)**

B.S., M.A., Towson University  
*Director of Student Conduct & Executive Associate to the Vice President of Student Services*

**Elizabeth H. Moss (2009)**

B.A., Swarthmore College; J.D., University of Maryland School of Law  
*Director of Procurement*

**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; IBM Certified SOA Associate, Solution Architect, and Solution Advisor  
*Systems Engineer*

**Mary C. O'Rourke (2012)**

B.A., College of Notre Dame of Maryland  
M.S., Johns Hopkins University  
*Director of Admissions (Nursing & Allied Health)*

**Emily M. Bonham Owen (2005)**

B.A., The College of William and Mary in Virginia; M.A., Hood College  
*Associate Registrar*

**Kimberley J. Pins (1999)**

B.S., M.S., Iowa State University  
*Director, Children's Learning Center*

**Dorothy B. Plantz (1996)**

B.A., State University of New York; M.A., Michigan State University  
*Interim Director of Admissions & Advising*

**Richard W. Pollard (1996)**

A.A., B.A., Saint Leo College; M.S., University of Maryland University College  
*Executive Director of Information Technology Services*

**Rebecca C. Price (1989)**

B.A., Kansas State University; M.A., San Jose State University  
*Director of English Language Center*

**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*

**Patricia M. Remoy (2011)**

B.A., Clemson University; M.S., Ph.D., The Pennsylvania State University  
*Associate Director for Learning Outcomes Assessment*

**Michele A. Schuetrum Bowser (1987)**

A.A., Community College Baltimore County-Catonsville; M.A., Ashford University  
*Associate Director of Financial Aid Services, Loans & Technology*

**Diane E. Schumacher (1999)**

B.S., Springfield College; M.Ed., Temple University; Certificate, National Association of Collegiate Women's Athletic Association  
*Director, Athletics*

**Mohammad S. Sharif (2011)**

B.S., Sir Syed University of Engineering & Technology; M.S., University of Maryland-College Park  
*Senior Network Engineer*

**Jane A. Sharp (2001)**

B.A., St. Edwards University; M.S., Johns Hopkins University  
*Marketing Manager*

**Valerie T. Smith (1996)**

A.A., Essex Community College  
*Senior Enterprise Server Engineer*

**Eli Stav (2006)**

A.A., Broward Community College; B.A., Florida Atlantic University; M.S., Kansas State University; Sc.D., Towson University  
*Director of Testing and Campus Information Services*

**Michael Stebbins (2005)**

B.F.A. M.F.A., University of Wisconsin-Milwaukee  
*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)**

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*Director of Accounting-Financial Services*

**Nancy E. Tarr Hart (2009)**

B.A., College of Notre Dame of MD  
*Managing Director, Rep Stage*

**Christy Thomson (2001)**

A.A., Community College Baltimore County-Catonsville; B.S., Towson University; M.A., Hood College  
*Associate Director of Admissions (Outreach)*



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## COLLEGE STAFF

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**Christine L. Ward (2012)**

B.S., University of Maryland College Park  
M.S., Towson University  
*Continuing Education Nursing and Allied  
Health Program Director*

**Arla J. Webb (1977)**

*Director of Auxiliary Services*

**Minah Woo (2000)**

B.S., Philadelphia College of Bible; M.A.,  
Biblical Theological Seminary; M.A., College of  
Notre Dame of Maryland  
*Associate Director of English Language  
Learning Center*

**Caroline E. Wood (2007)**

B.A., Drew University; M.S., McDaniel College  
*Center Director, Mt. Airy College Center for  
Health Care Education*

**Linda C. Wu (1999)**

B.S., University of Maryland, M.S., Villa Julie  
College  
*Director, Administrative Information Systems*

**Karlyn K. Young (2001)**

A.S., Owens Community College; B.S.,  
University of Toledo; Senior Professional in  
Human Resources (SPHR); Organizational  
Coaching Certificate  
*Director of Human Resources*

## PROFESSIONAL/ TECHNICAL STAFF

**Joan L. Abel (2009)**

B.S.N., University of Maryland Baltimore  
County; M.L.S., University of Maryland College  
Park  
*Laboratory Instructional Assistant*

**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*

**Jay Alpers (2011)**

B.S., Oberlin College; M.A., Ph.D., University  
of Oregon  
*Research Associate*

**Michael F. Altobelli (2012)**

B.S., Pennsylvania College of Technology  
*SCS Computer/Network Support Technician*

**Grace M. Anastasiadis (2007)**

A.A., Howard Community College; B.A.,  
University of Maryland College Park  
*Student Arts Collective Artistic & Managing  
Coordinator*

**Brenda L. Anderson (1999)**

*Office Manager/Financial Aid Information  
Analyst*

**Crocetta G. Argento (2011)**

B.A., University of Connecticut  
*International Education Program Assistant*

**Althea D. Augoustatos (1990)**

*Basic Skills Program and Budget Assistant*

**Angela Denise Bailey (2004)**

A.A., Community College Baltimore County-  
Catonsville; B.S., University of Maryland  
University College  
*Preschool Teacher*

**James S. Bailey (2011)**

A.A., Essex Community College; B.A., Towson  
State University; M.M., Peabody Institute  
*Music Institute Program Manager*

**Jillian Kathleen Ball (2010)**

*AIS Support Technician*

**Mary O. Barton (2007)**

A.A., Prince George's Community College;  
B.A., Towson University; M.Div., Fuller  
Theological Seminary  
*ELC Intake/Assessment Specialist and  
Transitions Counselor*

**Deborah A. Bauley (1996)**

B.A., The College of William and Mary in  
Virginia; M.Ed., Virginia Polytechnic and State  
University  
*Transcript Evaluator*

**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  
*Enterprise Server Engineer I*

**Daryl H. Beard (1988)**

*Audio/Visual Services 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)**

B.S., University of Maryland College Park;  
M.B.A., The George Washington University  
*Human Resources and Risk Management  
Specialist*

**Dennis J. Bivens (1999)**

A.A., Black Hawk College; B.A., University of  
Arkansas  
*Systems Support Technician*

**A. David Blachowicz (2008)**

B.S., Towson University  
*Horowitz Center Technical Director*

**Andrea P. Black (2011)**

B.S., University of Maryland, University College  
*Office Associate V*

**Richard L. Black-Howell (2011)**

B.S., Excelsior College; M.L.S., Southern  
Connecticut State University  
*Reference Librarian*

**Scott A. Bohandy (1997)**

A.A., Howard Community College; B.A.,  
University of Maryland Baltimore County  
*AV Equipment Services Manager*

**William H. Booth (2012)**

B.A., Tiffin University; M.S., Coppin State  
University  
*Assistant Director of Security Services*

**Gregory W. Bowers (2012)**

A.A., Howard Community College  
*UNS Computer and Network Support  
Technician*

**Simone H. Breuninger (2001)**

A.A., Fayetteville Technical Community College  
*Office Supervisor*

**Janelle Marie Broderick (2003)**

A.A., A.A., Howard Community College; B.A.,  
University of Maryland Baltimore County  
*Horowitz Center Manager*

**Donna L. Brunne (1998)**

B.A., Nipissing University  
*Executive Assistant to the VP of Academic  
Affairs*

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## COLLEGE STAFF

---

**Brittany D. Budden (2006)**

B.A., Vanderbilt University; M.Ed., Loyola University Maryland  
*Director of Service Learning*

**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)  
*Benefits Manager*

**Carolyn Cain (1980)**

*Academic Office Supervisor*

**Marjorie A. Cangiano (1989)**

B.A., Bowling Green State University; Certified in Teaching Occupational Spanish  
*Continuing Education Coordinator (Lifelong Learning)*

**Victoria M. Cardoni (2011)**

A.A., Howard Community College; B.A., Towson University; M.B.A., University College, University of Maryland  
*Records & Registration Specialist (Veterans & Military)*

**Mary Kay Casciaro (1985)**

*Athletic and Fitness Office Manager*

**Clara M. Casey (2008)**

*SCS Computer/Network Support Technician*

**Apichart Chalungsooth (2002)**

B.A., Payas University; M.A., Northern Illinois University  
*Library Technology & Systems Specialist*

**Dennis L. Collier (1986)**

*Facilities Operations Manager*

**Kevin M. Collins (1998)**

*Auxiliary Services Assistant*

**Linda L. Collins (2003)**

*Accounts Payable Coordinator*

**Jon S. Cooper (2008)**

Nationally Registered Emergency Medical Technician Paramedic; Emergency Medical Services Educator  
*Basic Life Support Program Manager*

**Raenel S. Cotton (2012)**

A.A., Howard Community College; B.S., Stevenson University  
*Interim Financial Aid Counselor*

**Lori A. Crocken (2003)**

A.A., Villa Julie College; B.S., Towson University  
*Preschool Teacher*

**Cheryl B. Cudzilo (2012)**

B.A., University of Maryland College Park; M.Ed., University of Georgia Athens  
*Assistant Registrar, Operations and Scheduling*

**Jason R. Cunningham (2011)**

*Carpentry Maintenance Mechanic*

**Darrell A. Dale (2005)**

B.S., University of Maryland College Park  
*Athletic and Facility Operations Services Technician*

**Maria R. D'Amato (2004)**

*Assistant Director of Development*

**Joyce A. Danzig (2006)**

B.S., Frostburg State University  
*Grant Accountant and Compliance Officer*

**Jessica J. Deutch (2007)**

A.A., Howard Community College  
*Accounting Clerk*

**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*

**Andrea L. Drew (2012)**

B.S., Delaware State University  
*Financial Aid Counselor*

**Jason Dry (2003)**

A.A., Montgomery College  
*Simulation Lab Administrator*

**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 & Curriculum Design Specialist for Employee Development*

**Faith E. Dyment (2009)**

B.A., Norwich University  
*Foundation Associate*

**Carol A. Egan (2004)**

B.S. B.S., University of Maryland College Park; M.S., University of Phoenix  
*Programmer/Analyst*

**Bobby Chaunce Eldridge (2005)**

*Enterprise Server Engineer*

**Sarah M. English (2011)**

A.A., Howard Community College; B.A., Towson University  
*Assistant Graphic Artist*

**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; Certificate in Foundations of Distance Education, University of Maryland University College  
*Instructional Technologist-Education Technology*

**Linda A. Evans (2007)**

B.S., Frostburg State University; M.S., Johns Hopkins University  
*Basic Skills Workplace & Registration Coordinator*

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**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*

**Patricia M. Fassbender (2002)**

*Career Programs Course & Customized Training Assistant*

**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*

**Tara M. Fisher (2008)**

*Continuing Education/BTC Program Assistant*

**Jenna L. Fletcher (2010)**

B.A., The College of William and Mary in Virginia; M.A., Trinity University  
*Senior Testing Specialist*

**Sarah R. Francisco (2010)**

B.A., Oklahoma State University; M.A., University of Tennessee, Knoxville  
*Admissions & Academic Advisor (Outreach)*

**Rodney A. Freeman (1996)**

*Painting Supervisor*

**Steven Freeman (2011)**

B.A., Chicago State University; M.B.A., Marylhurst University  
*Retention Specialist*

**Crystal S. French (1996)**

A.S., Prince George's Community College; B.S., University of Maryland College Park  
*SCS Network Specialist - Gateway*

**Loraine B. Frey (2012)**

B.S., University of Delaware; D.P.T., Shenandoah University  
*Physical Therapist Assistant Program-Clinical Coordinator*

**Sharon A. Frey (1984)**

A.A., Catonsville Community College  
*Library Administrative Assistant*

**Mary K. Fuller (1980)**

*Office Supervisor*

**Melodie Gale (2001)**

B.A., M.S., Towson State University  
*Assistant Director of Learning Assistance Center/Retention Services*

**Alexander A. Garcia (1997)**

*Senior SCS Network Administrator*

**Wanda W. Garcia (1994)**

A.A., A.A.S, Howard Community College; B.S., Columbia Union College; Graduate Certificate in Distance Education, University of Maryland University College; M.Ed., American Intercontinental University; Webmaster Certification Series  
*Web Enterprise Engineer*

**Schnell R. Garrett (2006)**

B.A., Kentucky State University; M.A., Bowling Green State University  
*Assistant Director of Student Life*

**Ashley F. Gavidia (2009)**

B.A., Wellesley College  
*English Institute Program & Admissions Coordinator*

**Suzanne Rosch Geckle (2004)**

B.S., University of Delaware; M.S., University of Maryland College Park  
*Student Labs Manager/Senior IT Help Desk Technician*

**Yonas B. Ghebregiabber (2010)**

B.A., University of Asmara; M.S., University of Arkansas Fayetteville  
*Research Associate*

**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*

**Teresa L. Graham (1998)**

A.A., Howard Community College; B.A., University Baltimore  
*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*

**L. Dewey Grim (2003)**

*Assistant Textbook Manager*

**Patricia M. Grim (1985)**

*Supervisor, Print Shop*

**Deborah A. Gubisch (2005)**

*Payroll Manager*

**Regina M. Gulliford (2008)**

*Office Associate V*

**Farida P. Guzdar (1989)**

B.A., University of Calcutta; B.S.; University of Maryland University College  
*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/Center Coordinator*

**Carla B. Hairston (2009)**

B.A., Hood College; M.A., University of Maryland Baltimore County  
*Web Site Development Specialist*

**Regina M. Hanlon (2006)**

*Office Associate V*

**Mary K. Hargadon-Zester (2011)**

B.S., University of Maryland College Park; M.S., University of Maryland University College  
*Personal Counselor*

**Jason G. Harris (2005)**

CER, Rets Technical Center  
*Senior SCS Computer and Network Support Technician*

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## COLLEGE STAFF

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**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*

**Andrew David Hatcher (2007)**

*Help Desk 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, Library*

**Susan C. Hellenbrand (2004)**

B.S., University of Wisconsin Madison; Microsoft Certified Application Specialist  
*Research Analyst*

**Erick M. Henlon (1992)**

Teachers' Certification, Church Teachers' Facility & Athletic Operations–Leagues & Intramural Professional

**Tabitha Y. Herry (2005)**

B.S., University of Maryland Baltimore County; M.S., Towson University  
*Senior Programmer/Analyst*

**Melanie L. Hershman (2005)**

A.A., Stevenson University; B.S., University of Maryland University College  
*Preschool Teacher*

**Lisa A. Hess (2001)**

B.S., Towson University  
*Admissions and Academic Advisor (Nursing and Allied Health)*

**Christopher W. Heston (2008)**

A.A., Howard Community College  
*Staff Accountant–Business Services*

**Theresa M. Heston (1993)**

*Accounting Clerk–Financial Aid*

**Emily A. Hicks (2007)**

B.A., Franciscan University of Steubenville  
*ELC Instructor*

**Brigitte M. Hisky (2006)**

B.S., Towson University  
*Reference Assistant*

**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 Coordinator*

**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*

**Lucy H. Hunter (1983)**

B.S. Northwestern University; M.S. Johns Hopkins University  
*Reading Specialist/Advisor*

**Marie Janiszewski (2007)**

B.S., Towson University; M.A., University of Louisville  
*Assistant Director of Financial Aid, Scholarships*

**Marsha O'Neill Jenkins (2006)**

*Academic Office Supervisor*

**Richard G. Jenkins (1989)**

*Carpenter/Renovations Foreman*

**Kimberlee S. Jewer (2008)**

B.A., Baltimore International College  
*Office Associate V*

**Danielle S. Johnson (2008)**

A.B., University of Georgia; M.S., Georgia State University  
*Admissions & Academic Advisor (Nursing & Allied Health)*

**Zakia W. Johnson (2009)**

B.A., M.Ed., University of Delaware  
*Counselor, Student Support Services*

**Julie M. Jones (2000)**

A.A.S., Howard Community College; B.S., University of Maryland University College; Certificate of Proficiency, Internet Professional and Webmaster  
*Audience Services Manager and Website Designer*

**Maria G. Jones (2006)**

B.A., Maryknoll College  
*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*

**Bernard P. Kelly (1983)**

*Grounds Supervisor*

**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)*

**Erin E. Kline (2003)**

A.A., Howard Community College  
*Academic Office Supervisor*

**Jessica S. Klug (2011)**

B.A., Towson University  
*Purchasing Coordinator*

---

## COLLEGE STAFF

---

**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*

**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  
*Electronic Resources/Archives Librarian*

**Jyotsna S. Kshirsagar (1991)**

B.A., University of Pune  
*Purchasing Assistant*

**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  
*Acting Coordinator, Silas Craft Collegians Program*

**Stephanie L. Lemghari (2001)**

A.A., Howard Community College; B.S., University of Baltimore; Certified Program Planner (CPP)  
*Data Evaluation & Report Specialist*

**Alisa A. Lewis (2009)**

B.A., Roanoke College; M.A., Ohio State University  
*Assistant Director of Loans*

**Christine R. Lewis (2007)**

B.A., Samford University; M.A., San Francisco State University; M.A., Golden Gate Baptist Theological Seminary  
*ELC Instructor*

**Michele L. Lewis (2002)**

*Human Resources Information Specialist*

**Tricia Anissa Lewis (2006)**

A.A., Howard Community College; B.A., M.A., University of Maryland Baltimore County  
*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)**

A.A., Howard Community College  
*Business and Technology Program Administrator*

**Portia N. Logan (1991)**

B.S., Mississippi University for Women  
*Compensation & HRIS Manager*

**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*

**Chung H. Lui (2011)**

B.A., Fu-Jen Catholic University; M.A., University of Wisconsin-Eau Claire  
*Career Programs Administrative Assistant*

**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; M.L.A., Johns Hopkins University  
*Assistant Director of Advising-Technology*

**Kevin Christopher Maffey (2009)**

B.A., University of Maryland College Park  
*Information Specialist (Intake)*

**Maria L. Maier (2000)**

B.A., Marymount University  
*Interim Capital Projects Coordinator & Interior Designer*

**Noriko Maitland (2007)**

M.A. Ed., University Northern Iowa; Microsoft Certified Application Specialist for Office Access 2007  
*International Student Admissions Officer & Academic Advisor*

**Danielle J. Malloy (2008)**

B.A., College of Notre Dame of Maryland; Final Cut Pro 7 Level 1 Apple Certified Pro  
*Studio/Field Production Specialist/Technician*

**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; Certified LEED Green Associate  
*Facility Renovations, Sustainability, and Safety Manager*

**Maureen J. Marshall (2012)**

B.S., University of Dayton; M.S., Loyola University Maryland  
*Assistant Director, Career Links Program*

**Kathleen M. Martin (2012)**

B.A., Juniata College  
*English Institute Information Specialist*

**Paul Martin (2002)**

B.S., M.A., University of Maryland College Park; National Certified Counselor (NCC)  
*Career Counselor*

**Tijuana D. Mayo (2001)**

A.A.S., Southside Virginia Community College; B.S., Saint Paul's College  
*Records and Registration Specialist*

**Kentricia F. McCleas (2008)**

A.A.S., University of the District of Columbia; B.S., Columbia Union College  
*Radiology Technology Clinical Coordinator*

**Marjorie P. McDonald (2001)**

*Academic Office Supervisor*

**Laura Wells McHugh (2006)**

B.A., M.Ed., University of Maryland College Park  
*Rouse Scholars Freshman Coordinator*

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## COLLEGE STAFF

---

**Kathleen M. McSweeney (1998)**

B.A., Boston College, M.A., George Washington University  
*Assistant Director of Disabled Student Services*

**Kristie A. Meck (2011)**

A.A., Anne Arundel Community College; B.S., University of Baltimore  
*Employment Manager*

**Meltem Meral (2010)**

A.A., Howard Community College  
*Preschool Teacher*

**Carl A. Merritt (1999)**

B.F.A., University of Maryland Baltimore County; Final Cut Pro 7 Level 1 Apple Certified Pro  
*Promotion/Producer Animation Graphic Design*

**Susan L. Miller (1996)**

*Gateway Campus Administrator*

**Jacob B. Mitchell (2012)**

*Senior Computer/Network Support Technician*

**William H. Moody (2005)**

*Chief Electrician*

**Eric S. Moore (2007)**

*Acting Master Theatre Electrician & Key Technician*

**Melanie M. Moore (2002)**

A.A., Howard Community College; B.B.A., College of Notre Dame of Maryland; 90-hr Childcare Certification; Childcare Certification I and II  
*Executive Office Associate*

**Melinda J. Moore (2002)**

*Executive Information Specialist*

**Geren W. Mortensen (2008)**

Certificate, TESST  
*Crew Chief/Audio Engineer*

**Stephen P. Musselman (1985)**

B.S., Frostburg State University  
*Assistant Director of Facility and Athletic Operations*

**Nanette E. Muzlera-Mooney (1995)**

A.A., Howard Community College  
*Executive Assistant to the Vice President of Administration and Finance*

**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*

**Keith E. Neal (2009)**

A+ Service Technician Certification  
*Electronics/Technology Laboratory Manager*

**Patricia Joanne Neal (2009)**

A.A.S., Howard Community College  
*Emergency Medical Services Clinical Coordinator*

**Thomas E. Neser, 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*

**Shanda N. Ngere (2009)**

A.A., Howard Community College  
*Lead Evening Cashier*

**Cheryl D. Nitz (1996)**

R.N., B.S., University of Maryland  
*Nursing & Health Laboratory Manager*

**Nona G. Nourbakhsh (2008)**

A.A., Howard Community College; B.A., University of Maryland Baltimore County  
*Preschool Teacher*

**Donna M. O'Brien (1983)**

*Accounting Analyst*

**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*

**Christine N. Palmer (2010)**

B.A., Trinity University  
*Admissions & Academic Advisor (Outreach)*

**Melissa Rachel Paper-Garthoff (2010)**

B.F.A., University of Maryland Baltimore County  
*Research Specialist*

**Connie J. Pavlovsky (1991)**

*Program Assistant*

**Susan P. Pazornick (1999)**

B.S., University of Maryland College Park  
*Admissions & Advising Information Specialist (Transcript Evaluation)*

**Michael D. Popp (2004)**

*HVAC Mechanic III*

**Melissa M. Prinz (2008)**

B.S., Bowling Green State University  
*Preschool Teacher*

**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 Manager*

**Shantaya I. Rao (2011)**

B.A., The Pennsylvania State University; M.A., Portland State University  
*ELC Instructor*

**Carol L. Rea (2000)**

*Rider School Program Assistant*

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*Office Associate V*

**Cheryl M. Reynolds (1984)**

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*Financial Aid Specialist*

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*Environmental Services Manager*

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*Assistant Registrar, Veterans Affairs and Scheduling*

**James F. Robbins (1984)**

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*Admissions & Academic Advisor*

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*Director, Mediation & Conflict Resolution Center*

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A.A., A.A., Howard Community College  
*Continuing Education Records & Registration Assistant-A*

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A.A.S. Howard Community College  
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*Electrician*

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**Narinder Sharma (2002)**

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*Welcome Center Supervisor*

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**Vicky L. Trail (1976)**

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**Margaret W. Tricoli (2005)**

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*Records, Registration, & Veterans' Affairs Office Supervisor*

**J. Lee Tydings (2007)**

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*Gift Processor*

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*Creative Services Coordinator*

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**Karen Vadnais (1992)**

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## FACULTY

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**John C. Esenwa (2000)**

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*Professor, Health and Life Fitness*

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*Assistant Professor, Hospitality Management*

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*Associate Professor, Cardiovascular Technology; Director, Cardiovascular Technology*

**Assefa Z. Fisseha (2009)**

A.A.S., Ambo College of Agriculture; A.A.S., Montgomery College; B.S., Mekelle State University; M.S., International Institute for Geo-Information; Science and Earth Observation  
*Assistant Professor, Radiologic Technology*

**Greg E. Fleisher (2005)**

B.S., Shepherd College; M.S., North Carolina State University  
*Associate Professor, Sociology; Assistant Director of Rouse Scholars Program*

**Scott Foerster (2003)**

B.A., Harvey Mudd College; M.S., Claremont Graduate School  
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**Mary Beth E. Furst (2007)**

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*Assistant Professor, Business*

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*Professor, Art*

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*Assistant Professor, English*

**Margaret H. Garroway (1991)**

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B.S., Ohio State University  
*Professor, Technology*

**Ann M. Repka (2003)**

B.S., St. Joseph's University; Ph.D., Medical College of Pennsylvania  
*Assistant Professor, Biology*

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B.S.N., University of Virginia; M.S.N., University of Phoenix  
*Assistant Professor, Nursing*

**Elisa Roberson (2011)**

B.S., Towson University; M.A., Loyola University  
*Assistant Professor, English*

**Pedram Sadeghian (2007)**

B.A., Transylvania University; M.S., Ph.D., University of Louisville  
*Assistant Professor, Computer Science*

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B.S., M.A., University of Khartoum; Ph.D., University of Bayreuth; Certified Green Professor; Certified in Effective On-Line Teaching  
*Associate 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*

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B.A., Furman University; M.A., University of Maryland Baltimore County  
*Associate 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*

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B.A., University College, University of Maryland; Ph.D., University College, University of Maryland  
*Assistant Professor, Psychology and Human Development*

**Susan A. Seibel (2011)**

A.A., Baltimore City Community College; B.S., University of Maryland Baltimore County  
*Instructor, Dental Hygiene; Director, Dental Hygiene Program*

**Laura C. Sessions (1997)**

A.A., Anne Arundel Community College; B.A., University of Maryland College Park; M.S.N., Johns Hopkins University; Certified Nurse Educator  
*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; M.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*

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*Professor, Mathematics*

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## COLLEGE STAFF

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**Jennifer A. Stott (2008)**

B.S., Vanderbilt University; M.S., University of South Florida  
*Assistant Professor, Physical Science*

**Jean E. Straka (2004)**

B.S., M.S., Northern Illinois University  
*Professor, Nursing*

**William L. Straube (2005)**

B.A., Knox College; Ph.D., University of Maryland College Park  
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**Kristina J. Suter (1999)**

B.M., Mansfield State College; M.M., Michigan State University; D.M.A., University of Maryland College Park  
*Professor, Music; Coordinator, Piano Music Program*

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B.A., The Catholic University of America; M.B.A., Loyola College; Microsoft Office Specialist Master  
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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  
*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*

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B.S., University of Maryland Baltimore County; M.S., Ryerson University  
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**Philip J. Vilardo (1993)**

B.A., Penn State University; M.A., Ph.D. Johns Hopkins University  
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**Rozaliya Volynskiy (2002)**

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**Janice A. Weinberger (1999)**

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*Assistant Professor, Biology*

**Gregory J. Wentz (2008)**

A.O.S., Culinary Institute of America  
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**Martha J. Westhaver (1996)**

B.A., University of Maryland Baltimore County; M.A., University of Baltimore; Certificate in New Media Publishing  
*Associate Professor, Arts & Humanities; Director of Film, Humanities & Interdisciplinary 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*

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**Annette M. Zeender (2011)**

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*Instructor, Biology*

## ADJUNCT FACULTY

*On a rotating basis, adjunct faculty who have made a long-term contribution to HCC will be highlighted in this section.*

**Robin Allen-Klein (2002)**

B.A., University of Southern California; M.Ed., University of California Los Angeles  
*Adjunct Instructor, English*

**Aaron Altscher (2007)**

B.S., M.B.A., University of Mary Washington  
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**Gail Baptiste (2005)**

B.S., M.S., University of Wisconsin Stevens Point  
*Senior Adjunct Instructor, Nutrition*

**Susan Beare (1995)**

B.A., Elmira College; M.S., Long Island University  
*Adjunct Instructor, Continuing Education and Workforce Development*

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*Senior Adjunct Instructor, History*

**Edward Brune (2009)**

B.S., Virginia Polytechnic Institute and University; M.S., University of Maryland College Park  
*Adjunct Instructor, Mathematics*

**Linda Bunyard (2004)**

B.S., University of New Hampshire; M.S., University of Memphis  
*Senior Adjunct Instructor, Nutrition*

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M.A., Loyola University Maryland  
*Adjunct Instructor, English*

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A.A., Arundel Institute of Technology  
*Adjunct Instructor, Cisco*

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*Senior Adjunct Instructor, Education*

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*Senior Adjunct Instructor, History*

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*Adjunct Instructor, Physical Science*

**Nancy Frank (1993)**

B.S., University of Connecticut; M.S., McDaniel College  
*Master Adjunct Instructor, Life Fitness*

**Michael Giuliano (1989)**

B.A., M.A., Johns Hopkins University—Writing Seminars  
*Senior Adjunct Instructor, Film & Interdisciplinary Arts*

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B.S., B.B.A., Towson University  
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B.A., Goucher College; M.B.A., University of Maryland College Park  
*Adjunct Instructor, English as a Second Language*

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*Adjunct Instructor, Astronomy and Physics*

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*Adjunct Instructor, Network Security*

**Grace Lee (1999)**

B.S.E.E., University of Maryland College Park; B.A., M.A., University of California at Berkeley  
*Master Adjunct Instructor, Mathematics*

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**Brandon McCoy (2008)**

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*Adjunct Instructor, Acting*

**Brenda Tompkins McDade (1992)**

B.S., Texas Southwestern  
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B.S., University of Missouri; M.S., John F. Kennedy University  
*Senior Adjunct Instructor, Health and Human Services*

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Electrical Engineering Certificate, TESST College  
*Adjunct Instructor, Computer Repair*

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B.A., Queens College  
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*Senior Adjunct Instructor, Nursing*

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## EMERITI

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*Professor Emeritus, Biology*

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*President Emeritus*

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*Professor, History*

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*Professor Emeritus, History*

**Martha A. Matlick (1971)**

Diploma, Mercy Hospital School of Nursing; B.S., M.S., St. John's University; Ed.D., Virginia Polytechnic Institute and State University  
*Professor Emeritus, Nursing*

**Ruby Kay Meyers (1984)**

B.S., Mary Washington College; M.S., George Washington University; M.S., Johns Hopkins University  
*Professor Emeritus, Mathematics*

**Rebecca W. Mihelcic-Chapman (1986)**

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*Professor Emeritus, Biomedical/Electronics*

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B.A. Morgan State University; M.F.A., Maryland Institute, College of Art  
*Professor Emeritus, Art; Vice President of Academic Affairs*

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B.S.N., Johns Hopkins University; M.S., Ph.D., University of Maryland  
*Professor Emeritus, Nursing; Division Chair, Health Sciences*

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*President Emeritus*

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*Professor Emeritus, Computer Systems*

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B.A., Wheaton College; M.Ed., Rutgers University; Ph.D., Union Institute; Certified Life Coach  
*Professor Emeritus, English*

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B.S., M.S., Towson University; M.Ed., West Chester University  
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# Curriculum Advisory Committees

## **CARDIOVASCULAR TECHNOLOGY**

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JOEL SANDLER, MBA, BSN, RN—Senior Director, Cardiovascular Center, George Washington University Hospital  
STEVE SIMMS, Manager—Cardiac Lab, Washington Hospital Center  
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TODD TAYLOR—Deputy State's Attorney, Howard County State's Attorney's Office  
MICHAEL HENNICK—Cyber Security & Information Technology, Raytheon Solipsys

JEFFREY DEWBERRY—Forensic Analyst, US Government  
FELICIA A. DIPRINZIO, EnCE, ACE—Computer Forensics Examiner, Criminal Investigations Division, Harford County Sheriff's Office

## **CRIMINAL JUSTICE**

LEE ARBETMAN—Executive Director, Street Law, Inc.  
BOBBIE FINE, Esquire—Adjunct Instructor, Howard Community College  
DAVID MAXSAM—Adjunct Faculty, Howard Community College  
WILLIAM McMAHON—Police Chief, Howard County Police Department  
TODD TAYLOR—Deputy State's Attorney, Howard County State's Attorney's Office  
HARRY TRAUIG—Adjunct Faculty, Howard Community College

## **EARLY CHILDHOOD EDUCATION**

FRAN BEALL—Program Coordinator, Howard County Public School Employees' Child Development Program  
LINDA BEHSUDI—Education Program Manager, Howard County Office of Children's Services  
LAURIE COLLINS—Instructional Facilitator, Howard County Public School System  
LISA DAVIS—Coordinator, Early Childhood Programs, Howard County Public Schools  
BUNNY EGERTON—General Manager for Youth Services, Columbia Association  
DOROTHY ERNST—Licensing Specialist, Maryland State Department of Education, Office of Child Care  
GERRY FEILD—Director, Hilltop Child Care Center  
JODI FISHMAN—Executive Director, Bet Yeladim  
CAROLYN GAST—Head of Children's and Teen's Programming, Howard County Library  
BARBARA McCREADY—Licensing Supervisor, Maryland State Department of Education, Office of Child Care  
KRISTIN NAVARRO—Child Care and Special Projects Specialist, Howard Community College, Division of Continuing Education  
KIMBERLEY PINS—Director, Howard Community College Children's Learning Center  
JOAN SATTLER—Associate Professor, College of Notre Dame of Maryland  
PAT SCULLY—Early Childhood M.A.T. Coordinator, UMBC

LOUIS VALENTI—Regional Manager, Maryland State Department of Education, Office of Child Care  
OCIE WATSON-THOMPSON—Associate Professor/Chairperson, Department of Early Childhood Education, Towson University  
DEBBIE YARE—Program Manager, Howard County Office of Children's Services

## **EMERGENCY MEDICAL SERVICES**

ANGIE BENNETT, MS, EMT-P—ALS Coordinator, Maryland Fire and Rescue Institute  
CHUCK BOON—Chief Compliance Officer, LifeStar Response  
SHAWN BRAST—Howard County General Hospital  
KENNETH BROWN—Primary Instructor Paramedic Pathways Program, Howard County Fire and Rescue  
JOHN BUTLER—Deputy Chief, EMS Operations, Howard County Fire and Rescue  
DEB FLEISCHMANN—Director of Administrative Services, Howard County General Hospital  
JANA McATEE—Program Alumnus  
DWIGHT POLK, MSW, EMT-P—Program Director EMT-P Program, Department of EHS  
KEVIN SEAMAN, MD—Medical Director for Howard County Fire and Rescue and HCC EMS Program  
ALAN SHANKROFF—LifeStar Response Maryland State Fireman's Association representative  
Commercial Ambulance Service representative

## **ENTREPRENEURSHIP**

JEFF AGNOR—Partner, Davis, Agnor, Rapaport & Skalny, LLC  
AARON ALTSCHER—HCC adjunct instructor  
TODD ARTERBURN—Partner, The Rainmaker Group  
BRIAN DUGGAN—Babson College  
GLENN FALCAO—President, Falco Investments  
PAM KLAHR—President, Howard County Chamber of Commerce  
BECKY MANGUS—Owner, The Business Monthly & Maryland Entrepreneur Quarterly  
MICHAEL MOBLEY—Managing Partner, Obsian Management  
LAURIE REUBEN—Owner, Cheshire Consulting Group, LLC

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## CURRICULUM ADVISORY COMMITTEES

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### HOSPITALITY

JOE BARBERA—Owner, Aida Bistro & Deli  
DAN BELL—Vice President, MICROS Systems, Inc.  
BRIAN BERNSTEIN—Corporate Chef, Saval Food Service  
MICHAEL BIRCHENALL—Editor and Publisher, Foodservice Monthly  
JOSEPH BOJANOWSKI—President, PM Hospitality Strategies, Inc.  
RACHELINA BONACCI—Executive Director, Howard County Tourism—Inc.  
LAURIE COLLINS—Coordinator, ProStart Hospitality Program, Howard County Public Schools  
KATHY DONNELLY—Business Development Manager, Carnival Cruise Lines  
BILL KING, ERIC KING—Shanty Grille Restaurant, Marshall Weston, President/CEO, Resaturant Association of Maryland  
DAVID N. LYCETT—CES Hospitality, LLC  
MUKESH MAJMUDAR—President and CEO, Star Hotels, Inc.  
GARY REHAUT—Director of Good & Beverage, Baltimore Marriott Waterfront  
ED SHERWIN—President, Sherwin Food Safety  
CHEF MICHELE TERSIGUEL—Executive Chef, Tersiguel's Restaurant  
MARSHALL WESTON—Interim President/CEO, Restaurant Association of Maryland

### NURSING

STACEY BREIDENSTEIN—Associate Vice President, Provider Contracting & Institutional Relations  
JANET MOYE CORNICK, EdD  
GAIL M. DOERR—Continuing Education Nursing and Allied Health Program Director  
JUDITH A. FEUSTLE, MEd, ScD, RN—Associate Dean, Nursing Education, Stevenson University  
JUDITH HORENSKY, RN, MS—Consultant, Home Care  
BARBARA FEAGA LARIMORE—Health Director, Association of Retarded Citizens  
ANN MECH, MS, JD—Assistant Professor of Nursing, Coordinator for Legal Services, University of Maryland  
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BETTY O'CONNOR—Patient Care Manager, Harbor Hospital  
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PATRICIA OWENS—Manager of Therapeutic Recreation and Volunteer Coordinator, Athelas Institute  
EUGINIA POWELL, PhD, RN—Director of Education & Research, St. Agnes Hospital  
NANCY PREGNAR, ScM, RN, BC—Clinical Nurse Educator, Montgomery General Hospital  
JEAN TROTTER, RN, MS—health Care Consultants  
RICHARD WEISENHOF, PhD—Coordinator for Educational Technologies/Media, Howard County Public Schools  
JEAN WILSON, RN, MSN—Institute of Notre Dame

### RADIOLOGIC TECHNOLOGY

JOHN DUNN—Imaging Manager, Howard County General Hospital  
WILLIAM HASTIE—Radiographer, Dedicated Imaging  
MARIE KELLY—Radiographer and Supervisor for Interventional Studies, Maryland General Hospital  
ANDREA KISH—Radiology Manager, Dedicated Imaging  
JAMES LEMON—Principal, Wilde Lake High School  
SHANNON McGUIRE—Clinical Instructor, Dedicated Imaging  
JACK McWALTER, MD—Radiology Manager, Dedicated Imaging  
CHERYL NITZ—Nursing & Health Lab Manager, Howard Community College  
ROGER NORTH—Radiographer, Kernan Medical Center

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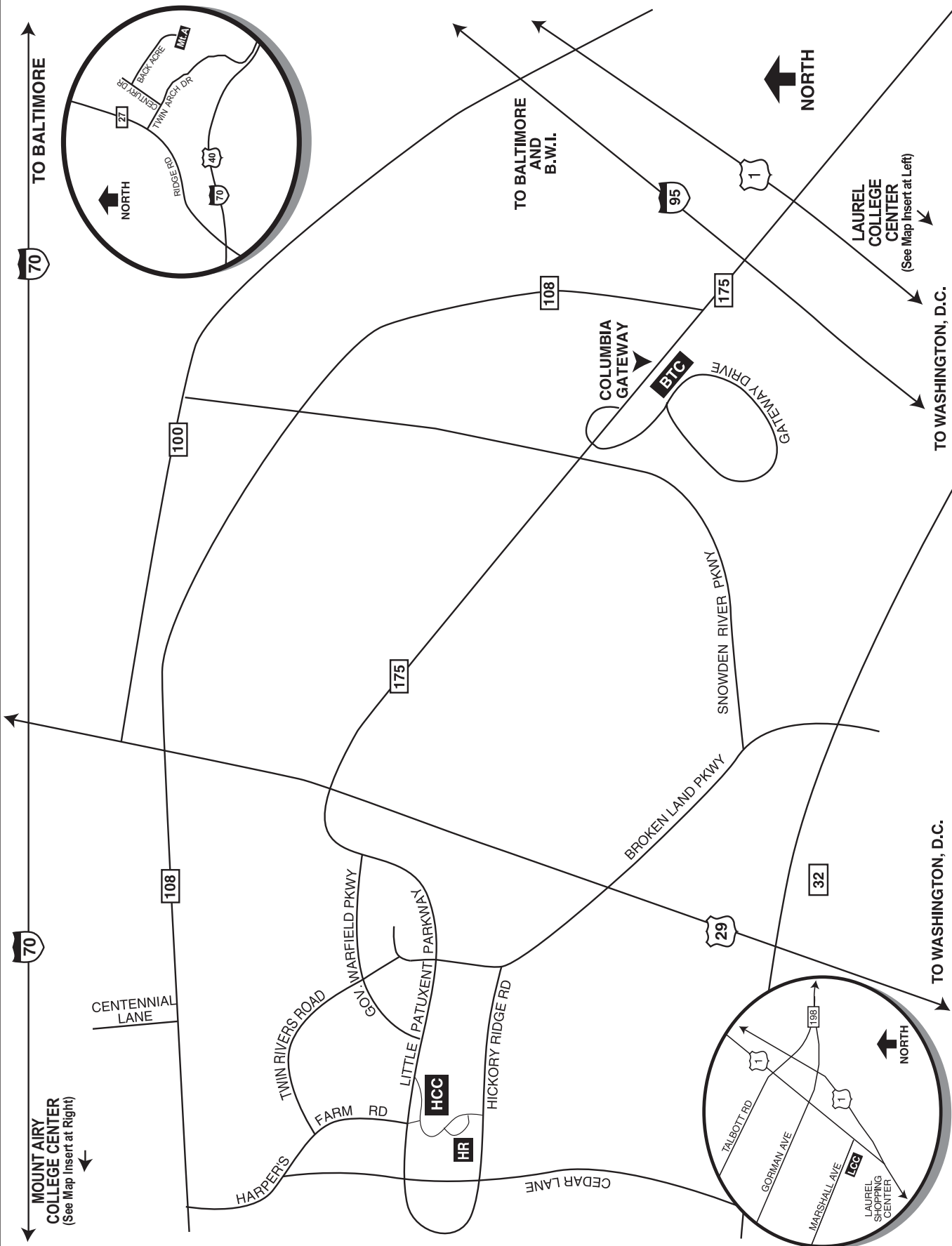
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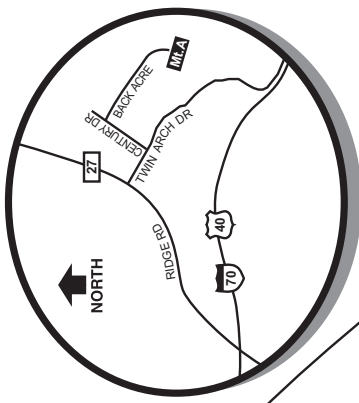
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Wireless Communications, 159, 276  
Withdrawal from Classes, 40  
Women's Studies, 91

# COLLEGE LOCATION



TO BALTIMORE  
70



TO BALTIMORE  
AND  
B.W.I.

NORTH

LAUREL  
COLLEGE  
CENTER  
(See Map Insert at Left)

TO WASHINGTON, D.C.

70

MOUNT AIRY  
COLLEGE CENTER  
(See Map Insert at Right)

CENTENNIAL  
LANE

108

TWIN RIVERS ROAD  
WARFIELD PKWY  
GONN  
LITTLE PATUXENT PARKWAY  
HICKORY RIDGE RD  
HARPER'S FARM RD

HCC  
HR

CEDAR LANE

175

BROKEN LAND PKWY

29

SNOWDEN RIVER PKWY

COLUMBIA  
GATEWAY

BIC

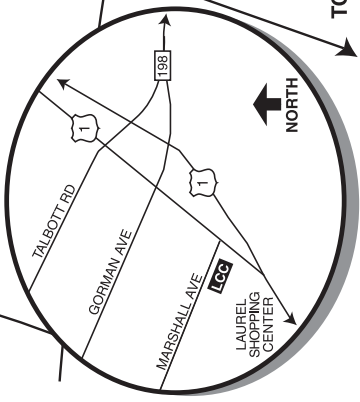
GATEWAY DRIVE

108

175

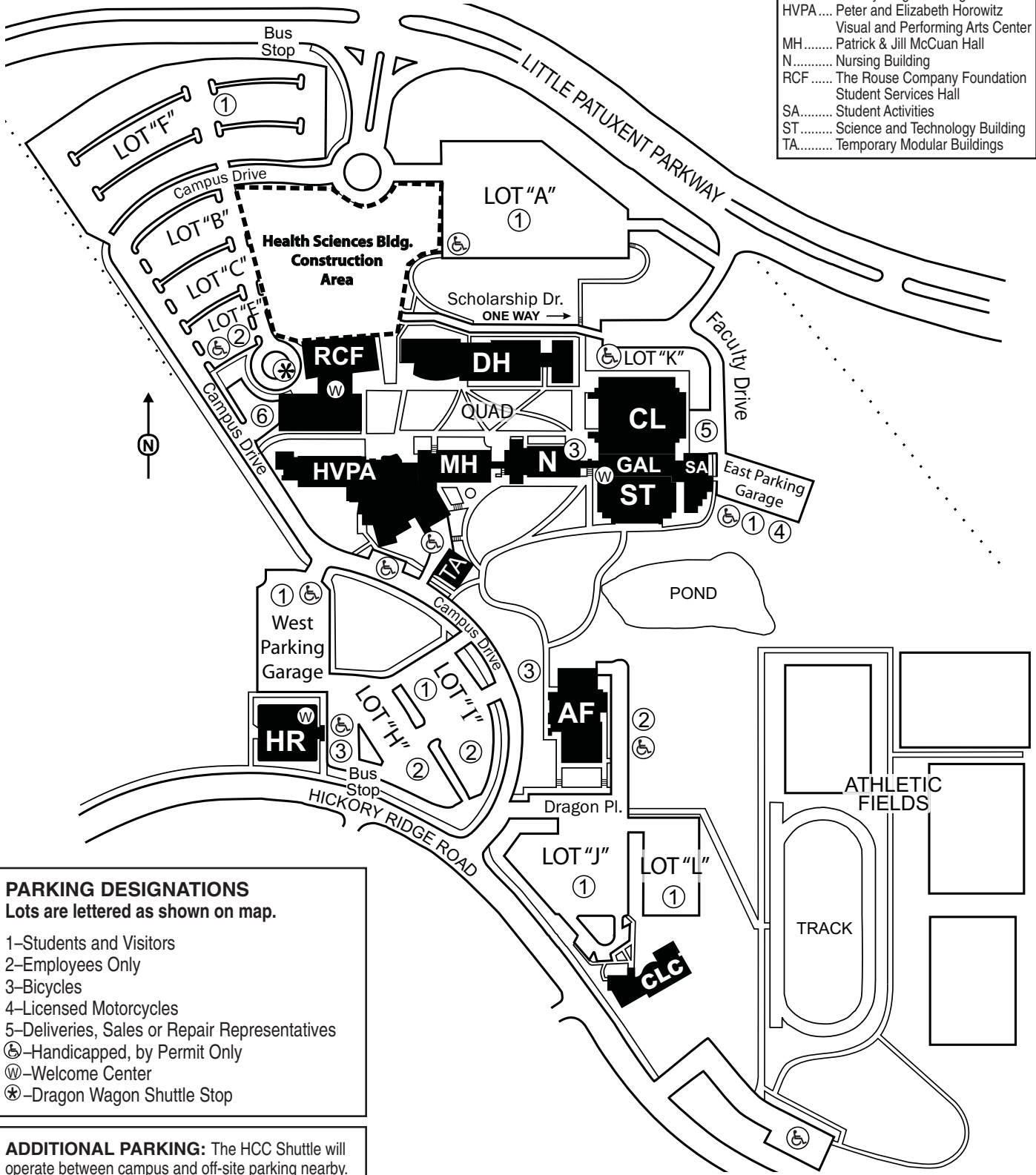
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TO WASHINGTON, D.C.



# COLLEGE MAP

BUILDING LOCATION CODES	
AF	..... Athletic & Fitness Center
CL	..... James Clark Jr. Library Hall
CLC	..... Children's Learning Center
DH	..... Mary Ellen Duncan Hall for English, Languages & Business
GAL	..... Dwight A. Burrill 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



- PARKING DESIGNATIONS**  
Lots are lettered as shown on map.
- 1-Students and Visitors
  - 2-Employees Only
  - 3-Bicycles
  - 4-Licensed Motorcycles
  - 5-Deliveries, Sales or Repair Representatives
  - ♿-Handicapped, by Permit Only
  - Ⓜ-Welcome Center
  - ⊛-Dragon Wagon Shuttle Stop

**ADDITIONAL PARKING:** The HCC Shuttle will operate between campus and off-site parking nearby. Visit [www.howardcc.edu/park](http://www.howardcc.edu/park) for information.