

# MONTGOMERY COLLEGE CATALOG

Volume 60 • 2010–2011



Students who plan to graduate from Montgomery College should select one catalog during their enrollment and follow the curriculum outlined in that catalog, provided they graduate within seven years of the catalog chosen.

Montgomery College's online catalog, located on the Official Policies and Documents page of the College's Web site at [www.montgomerycollege.edu/catalog](http://www.montgomerycollege.edu/catalog), is the official version of this document. In the case of conflicts between the printed catalog or other versions of the catalog and the Official Policies and Documents page of the Web site, the material on the online page shall control.

## A MESSAGE FROM THE PRESIDENT

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Hello, and welcome to Montgomery College.

If you are a new student, congratulations on your decision to attend Maryland's largest and most diverse community college. Since 1946, hundreds of thousands of Montgomery County students have chosen the College as the place to earn an associate's degree, transfer to a four-year college or university, enhance professional skills, or pursue personal interests.

To our returning students, we are pleased that you chose to continue your college education at Montgomery College. You already know about what we offer: three convenient campus locations in Germantown, Rockville, and Takoma Park/Silver Spring; small class sizes; affordable tuition; and a community of faculty and staff deeply committed to student success.

This catalog will help you get started—or back on track—with your educational and professional goals. The possibilities are endless: consider studying programs in such areas as the arts, humanities, sciences, and technology, or training for high-demand fields like the health sciences, education, and biotechnology.

While you are a student at Montgomery College, I encourage you to participate in student life activities and community service opportunities. Please take advantage of the College's art shows, concerts, theatrical productions, and lectures throughout the year. Montgomery College has so much to offer.

Thank you for choosing us, and best wishes for success during this 2010-11 academic year.

Sincerely,

Hercules Pinkney, Ed.D.  
Interim President  
*president@montgomerycollege.edu*

## Student Success Model

Student success is accomplished through a collaborative effort to achieve learning that actively engages students, faculty, and staff. Student success can be measured by identifying and clarifying student goals and expectations upon entry, assessing student progress and experiences through their courses, and evaluating student outcomes at the time of exit. Montgomery College fulfills its implicit contract with the larger community when student success is achieved.

## Student Success Credo

*We believe student success is accomplished when students*

- read, write, and speak at the college level;
- use mathematics tools and concepts at the college level;
- use information resources, including developing technology, to support continued learning;
- are positive, motivated learners who accept responsibility for their success;
- are self-confident, independent, and active learners with critical thinking skills enabling lifelong learning;
- are tolerant and flexible, and aware of the interdependence of modern society.

*We believe student success is facilitated through*

- assessing student academic skills and placing students in appropriate courses;
- counseling and advising students to establish focused and realistic educational, career, and personal goals;
- assessing ongoing development, clarification, and refinement of student goals throughout the educational process;
- teaching students with challenging, but nurturing and encouraging, instructional methods;
- providing effective and appropriate learning support programs and services.

*We believe student success is enabled when faculty and staff are committed to*

- providing a positive, welcoming climate that reflects an ethical, caring college community;
- taking a personal interest by encouraging,

assisting, and respecting the individual potential in each student;

- setting personal performance expectations that reflect their commitment to student success.

*We believe student success is further ensured when the College*

- is responsive to the community's needs and sets goals to meet them;
- clearly and effectively communicates information internally and externally;
- provides a physical environment conducive to learning and the development of a sense of community among students, faculty, and staff;
- offers students a comprehensive co-curricular program;
- is responsive to the needs of faculty and staff directly involved in the learning process;
- develops plans, allocates resources, and assigns administrative time to activities contributing to student success;
- provides professional development opportunities for faculty and staff that enhance the learning environment;
- maintains a reward system that recognizes faculty and staff contributions to students and their learning;
- regularly evaluates (with student input) all aspects of the College, instructional as well as support and administrative offices, and uses the data to improve such aspects.



## CHANGING LIVES

*We are in the business of changing lives.*

*Students are the center of our universe.*

*We encourage continuous learning for  
our students, our faculty, our staff, and our community.*

## ENRICHING OUR COMMUNITY

*We are the community's college.*

*We are the place for intellectual, cultural, social, and political dialogue.*

*We serve a global community.*

## HOLDING OURSELVES ACCOUNTABLE

*We are accountable for key results centered around learning.*

*We will be known for academic excellence by every  
high school student and community member.*

*We inspire intellectual development through  
a commitment to the arts and sciences.*

*We lead in meeting economic and workforce development needs.*



**WE WILL TEND TO OUR INTERNAL SPIRIT.**



## OUR INTERNAL SPIRIT

*We are committed to high academic and performance standards and take pride in our collective achievements.*

*We are welcoming, compassionate, and service-oriented to our diverse communities.*

*We operate in a creative, innovative, flexible, and responsive manner.*

*We practice collaboration, openness, honesty, and widely shared communications.*

*Integrity, trust, and respect guide our actions.*

*We value and respect academic vitality and excellence.*

*Our spirit is renewed through enthusiasm, celebration, a sense of humor, and fun.*

Adopted by the Montgomery College Board of Trustees • July 17, 2000

## DIRECTORY

Some frequently used addresses and phone numbers for the College are listed below. You can also find contact information for College departments and programs at [www.montgomerycollege.edu](http://www.montgomerycollege.edu).

Central Administration  
900 Hungerford Drive  
Rockville, MD 20850  
240-567-5000

Germantown Campus  
20200 Observation Drive  
Germantown, MD 20876  
240-567-7700  
Security: 240-567-7777

Rockville Campus  
51 Mannakee Street  
Rockville, MD 20850  
240-567-5000  
TTY: 301-294-9672\*  
Security: 240-567-5111

Takoma Park/Silver Spring  
Campus (TP/SS)  
7600 Takoma Avenue  
Takoma Park, MD 20912  
240-567-1300  
TTY: 301-587-7207\*  
Security: 240-567-1600

Admissions and Records  
Germantown: 240-567-7823  
Rockville: 240-567-5000  
TP/SS: 240-567-1501

Alumni  
Office of Alumni Affairs  
240-567-5378

Employment  
Office of Human Resources  
240-567-5353  
TTY: 240-567-5353\*

Equity and Diversity  
240-567-5276

Financial Aid and  
On-Campus Student  
Employment  
240-567-5100

Library  
Germantown: 240-567-7850  
TTY: 240-567-1971\*  
Rockville: 240-567-5067  
TTY: 240-567-8025\*  
TP/SS: 240-567-1431  
TTY: 240-567-1540 or 1546\*

Public Relations  
Office of Communications  
240-567-5310

School of Art + Design  
at Montgomery College  
240-567-4454

Transcripts  
Admissions and Records  
Office  
Germantown: 240-567-7821  
Rockville: 240-567-5000  
TP/SS: 240-567-1501

Tuition and Fees  
Admissions and Records  
Office  
Germantown: 240-567-7823  
Rockville: 240-567-5000  
TP/SS: 240-567-1501

Use of College Facilities  
Office of Facilities  
Germantown: 240-567-7882  
Rockville: 240-567-5016  
TP/SS: 240-567-1564

Veterans Affairs Office  
240-567-5033

Workforce Development &  
Continuing Education  
51 Mannakee Street  
Rockville, MD 20850  
240-567-5188  
TTY: 240-567-7931\*  
TP/SS: 240-567-5515

\* TTY numbers are for deaf and hard-of-hearing persons only.

### ***Collegewide or Campus Closure, Delayed Opening, or Emergency***

Montgomery College will always operate on its regular schedule unless otherwise announced. Changes to the college's operational status will be communicated in a number of ways. Additional information is on page 16.

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## COLLEGE CALENDAR

### Academic Year 2010-11

*Please visit [www.montgomerycollege.edu/dates](http://www.montgomerycollege.edu/dates)  
for detailed semester calendars.*

#### Summer Sessions 2010

<b>Monday, May 24</b>	Official beginning of summer session
<b>Monday, May 31</b>	Memorial Day; College closed
<b>Tuesday, June 1</b>	Summer session I classes begin
<b>Monday, June 21</b>	Midsummer session classes begin
<b>Monday, July 5</b>	Independence Day observed; College closed
<b>Monday, July 12</b>	Summer session II classes begin
<b>Friday, August 20</b>	Official end of summer sessions

#### Fall Semester 2010

<b>Monday, August 23</b>	Official beginning of academic year Faculty return for professional days
<b>Monday, August 30</b>	Fall semester classes begin
<b>Monday, September 6</b>	Labor Day; College closed
<b>Saturday–Sunday, September 11–12</b>	Weekend classes begin
<b>Wednesday, November 24</b>	No classes; non-instructional duty day
<b>Thursday–Sunday, November 25–28</b>	Thanksgiving Holiday; College closed
<b>Monday–Sunday, December 13–19</b>	Final week of classes—exams
<b>Monday–Thursday, December 20–23</b>	Non-instructional duty days
<b>Friday–Sunday, December 24–January 2</b>	Winter Holidays; College closed
<b>Tuesday, January 4</b>	Official end of fall semester

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# COLLEGE CALENDAR

## Academic Year 2010-11

*Please visit [www.montgomerycollege.edu/dates](http://www.montgomerycollege.edu/dates)  
for detailed semester calendars.*

### Winter Session 2011

<b>Tuesday, January 4</b>	Winter session classes begin
<b>Monday, January 17</b>	Martin Luther King Jr. Day; College closed
<b>Thursday, January 20</b>	Winter session classes end

### Spring Semester 2011

<b>Wednesday, January 5</b>	Official beginning of spring semester
<b>Thursday, January 13</b>	Faculty return for professional days
<b>Monday, January 17</b>	Martin Luther King Jr. Day; College closed
<b>Monday, January 24</b>	Spring semester classes begin
<b>Monday–Sunday, March 14–20</b>	Spring recess for faculty and students
<b>Thursday–Friday, March 17–18</b>	Spring break; College closed
<b>Monday–Sunday, May 9–15</b>	Final week of classes—exams
<b>Monday–Friday, May 16–20</b>	Non-instructional duty days Commencement
<b>Friday, May 20</b>	Official end of spring semester/ academic year

### Summer Sessions 2011

<b>Monday, May 23</b>	Official beginning of summer sessions for faculty
<b>Monday, May 30</b>	Memorial Day; College closed
<b>Tuesday, May 31</b>	Summer session I classes begin
<b>Monday, June 20</b>	Midsummer session classes begin
<b>Monday, July 4</b>	Independence Day; College closed
<b>Monday, July 11</b>	Summer session II classes begin
<b>Friday, August 19</b>	Official end of summer sessions

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**Notice**

In keeping with the College's educational mission, the educational policies and procedures are continually being reviewed and changed. The statements and provisions in this catalog are subject to change at the discretion of the College and without notice. This catalog should not be construed as constituting a contract, express or implied, between the College and any person. The College may issue supplements and make revisions at its sole discretion. The official version of the catalog may be found on the Official Policies and Documents page of the College's Web site: *www.montgomerycollege.edu/verified*.

Readers should use this catalog solely as a reference document, recognizing that it is not always the most authoritative or complete source of information. Students are responsible for keeping informed of official policies and meeting all relevant requirements and should confirm the current status of statements and provisions before registering. Where there is a conflict between any official documents and any summary of such documents which may appear in this catalog, the provisions of the official document shall apply.

The College reserves the right in its sole discretion to change any of the policies and procedures of the College at any time, including but not limited to those related to admission, instruction, and graduation. This also includes without limitation the right of the College to make changes of any nature in the College's academic program, courses, curricula, schedule, calendar, tuition, fees, academic policies, and other policies and procedures affecting students, whenever the College in its sole discretion deems it desirable to do so. The College also reserves the right to shift programs, departments, or courses from one to another of its campuses. The foregoing changes may include, without limitation, the elimination of programs, departments, or courses; the modification of the content of any of the foregoing; the rescheduling of classes, with or without extending the announced academic term; and the cancellation of scheduled classes or other academic activities. If such changes are deemed desirable by the College, the College may in its sole discretion require or afford such alternatives for scheduled classes or other notification that the College deems reasonably practical under the circumstances. All such changes are effective at such times as the College determines and, unless otherwise stated in writing, will apply not only to prospective students but also to those who already are enrolled in the College. Enrollment of all students is subject to these conditions.

Payment of tuition in whole or part or attendance at a class shall constitute a student's acceptance of the College's rights as set forth above.

**Montgomery College Is Open to All**

With students enrolled from every continent and from more than 170 different countries around the globe, Montgomery College is a community of diverse students, faculty, staff, and alumni that are citizens of the world. As a community open to all, the College embraces its extraordinary diversity and it is committed to creating learning opportunities that prepare our students to contribute to and participate in a global society and marketplace.

At Montgomery College, we demonstrate our commitment to diversity in several ways, which includes ensuring an environment where all persons are provided opportunities for employment and/or participation in academic programs and other College activities. The College's senior leadership team has established and implemented policies to assure that we maintain an educational and employment environment free from ethnic, cultural, and racial hostility, violence, or harassment. It is the policy of Montgomery College not to discriminate on the basis of age, sex, gender identity, race, sexual orientation, color, marital status, religion, national origin, disability, status as a veteran or veteran of the Vietnam era, or genetic status. This policy is consistent with Title VI of the Civil Rights Act of 1964; Title IX of the Educational Amendments Act of 1972; Section 504 of the 1973 Rehabilitation Act, as amended; the Americans with Disabilities Act; and other applicable laws and regulations. Inquiries regarding compliance with these laws may be directed to the director of equity and diversity, 900 Hungerford Drive, Rockville, MD 20850, 240-567-5276, *www.montgomerycollege.edu/Departments/OED* or to the director of the Office for Civil Rights, Department of Education, Washington, DC 20201. Under provisions of the Americans with Disabilities Act, this material is available in alternative formats by contacting the Disability Support Services Office at 240-567-5058 or TTY 301-294-9672 for the deaf and hard of hearing.

**Student Liability Statement**

At the time of enrollment, each student agrees to assume the personal risks and liabilities entailed in any course requirement. The student releases and holds harmless Montgomery College, its trustees, and employees from any injury sustained through his/her actions or the actions of other students enrolled in the course.

## ABOUT MONTGOMERY COLLEGE



“We are in the business of changing lives.”  
—Montgomery College Mission Statement

**M**ontgomery College has been changing lives in Montgomery County for more than 60 years.

Founded in 1946, Montgomery College began as an evening college at Bethesda-Chevy Chase High School, serving an initial student body of just 186 students.

By 1950, the College acquired the buildings and land previously occupied by the Bliss Electrical School. This Takoma Park location became the College’s first campus. The Rockville Campus opened in 1965, and the Germantown Campus opened in 1978.

Today, the College is a multicampus institution that serves nearly 60,000 students annually, through a combination of credit and noncredit continuing education programs.

Chartered by the state of Maryland and governed by a 10-member Board of Trustees, Montgomery College is widely recognized for the quality and scope of its academic programs in liberal arts, humanities, sciences, business, and technologies.

Campuses are located in Germantown, Rockville, and Takoma Park/Silver Spring, complemented by Workforce Development & Continuing Education centers and other off-campus sites throughout Montgomery County.

More than 100 degree and certificate programs prepare students to earn an associate’s degree, transfer to a four-year college or university, enter the job market, upgrade career skills, complete an apprenticeship, or enhance life through enrichment experiences.

A highly accomplished and innovative faculty provide individualized instruction and a supportive learning environment. Affordable tuition and various extracurricular activities—athletic programs, performing arts, student clubs and multicultural organizations, student government—create a complete college experience for the county’s culturally diverse student population.

Courses and student services are provided year-round for day, evening, and weekend students.

## College Philosophy

The College is an open-access, public education institution dedicated to academic excellence and committed to student success. The College offers a wide range of postsecondary academic programs, career training, and lifelong learning opportunities at moderate cost to residents, businesses, and other organizations within Montgomery County. The College provides an enriching and comprehensive learning experience for students, faculty, staff, and community members who enhance the College with a diversity of ethnicities, cultures, ages, and experiences. This diversity offers opportunities for students to appreciate individual differences and to communicate ideas. As an educational resource center, the College acknowledges its responsibility and participates actively with public and private agencies to search for solutions to community problems.

## College Program Commitments

The vision of academics at Montgomery College is a natural expansion of our student-centered mission of caring, commitment to quality, and service to community that holds us accountable for key results centered on learning. This vision incorporates clear priorities and the challenges of the future: continued access, retention, achievement, and collaborative learning. These priorities are achieved within a framework of service to the community and continued learning and professional development.

In keeping with its philosophy, policies, and purposes, the College offers the following high-quality educational opportunities:

- transfer curricula for students wishing to transfer to upper-division degree studies at four-year colleges and universities;
- technical and semiprofessional curricula for students wishing to prepare for immediate employment;
- a broad-based general education curriculum upon which students with undecided objectives can build;
- credit and noncredit courses that may be used for employment, reemployment, and

retraining and for exploring interests in professional and technical fields;

- a continuing education program that extends the resources of the College into the community;
- forums, lectures, short courses, concerts, dramatic productions, art exhibits, athletics, and other activities meant to add balance to the total instructional program of the College;
- academically, vocationally, and personally oriented counseling services;
- a program designed to identify and help remedy students' academic deficiencies;
- an early placement program for qualified high school seniors wishing to supplement their secondary school courses and/or accelerate their college studies;
- an honors program for students of outstanding ability; and
- an extensive summer program for current students, for undergraduates from other institutions, and for high school graduates who wish to begin their college studies.

## Degrees, Certificates, and Letters of Recognition

The Maryland Higher Education Commission has authorized the College to confer the associate of arts, associate of science, associate of applied science, associate of arts in teaching, and associate of fine arts degrees upon its graduates. The College awards diplomas, certificates, and letters of recognition. Specific requirements are listed in the Curricula section.

## Academic Recognition and Memberships

As a public institution, the College is legally accountable to the state of Maryland and Montgomery County. At the state level, the College reports to the Maryland Higher Education Commission (MHEC). MHEC establishes minimum requirements for associate degree-granting institutions and establishes general policies for the operation of community colleges.

### ***Middle States Association Accreditation***

The College was first accredited on April 28, 1950, after an evaluation by a committee representing the Commission on Higher Education of the Middle States Association (an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation). It has remained on the accredited list ever since. For more information on accreditation, contact:

Middle States Commission  
on Higher Education  
3624 Market Street  
Philadelphia, PA 19104  
267-284-5000  
[www.msche.org](http://www.msche.org)

### ***Other Accreditation***

The College holds accreditation from the state of Maryland and numerous academic and professional organizations. Examples of accrediting organizations for specific curricula are as follows:

*Diagnostic Medical Sonography*  
Commission on Accreditation of Allied Health Education Programs

*Health Information Management*  
Commission on Accreditation for Health Informatics and Information Management Education

*Interior Design*  
National Kitchen and Bath Association

*Music*  
National Association of Schools of Music

*Nursing*  
National League for Nursing Accrediting Commission

*Physical Therapist Assistant*  
Commission on Accreditation in Physical Therapy

*Radiologic Technology*  
Joint Review Committee on Education in Radiologic Technology

*Surgical Technology*  
Commission on Accreditation of Allied Health Education Programs

## **Alumni**

The Montgomery College Alumni Association is a free membership organization of former students, graduates, and College retirees committed to enriching lives and producing meaningful opportunities for alumni, students, and the College community. A volunteer board of governors, operating as part of the Montgomery College Foundation, directs the activities of the Alumni Association. The board includes the association's elected officers, chapter representatives, and retired employees.

The Alumni Association has also embraced former students of the Maryland College of Art and Design (now the School of Art + Design at MC) and members of the Bliss Electrical Society (graduates of the Bliss Electrical School and College alumni from the electronics and computer technician programs). Any group of at least 10 persons is eligible to form a student/alumni academic or special interest chapter; call the Alumni Association at 240-567-5378 for more information.

The Alumni Association awards several scholarships each year. Two are awarded to the son, daughter, mother, or father of a College alumnus/alumna who graduated or earned at least 50 credits. Also available is the Socrates and Anne Koutsoutis Statue of Liberty Scholarship, for a first-year student. Summer Dinner Theatre students are eligible for partial or full scholarships. Electrical engineering or computer science majors are eligible for a Louis D. Bliss Memorial Scholarship.

The Alumni Association annually honors outstanding and high-achieving alumni. The Milton F. Clogg Outstanding Alumni Achievement Awards are presented at the Alumni Awards Dinner, where former athletes are inducted into the Athletic Hall of Fame. Nominations are accepted from current and former students, faculty, and staff. For scholarship applications, award nomination forms, and information on Alumni Association membership benefits, please call 240-567-5378 or visit the College Web site ([www.montgomerycollege.edu](http://www.montgomerycollege.edu)) and click on "Alumni & Friends."

## College Policies

All official College policies and procedures are posted on our Web site at [www.montgomerycollege.edu/verified/pnp](http://www.montgomerycollege.edu/verified/pnp). Policies detailed in this official document include Drug and Alcohol Abuse Prevention, Hate/Violence Activity, Equal Employment Opportunity and Non-discrimination, and Sexual Harassment.

### *Closing of College (Weather, Delay, Emergency)*

Montgomery College will always operate on its regular schedule unless otherwise announced. Changes to the College's operational status will be communicated through the following means:

- College home page: [www.montgomerycollege.edu](http://www.montgomerycollege.edu).
- MyMC Web site at <https://mymcprod.montgomerycollege.edu/cp/home/displaylogin>. A message will be placed on the front page.
- College's phone number, 240-567-5000. A recorded message will be available.
- Montgomery College Television, Cable Channel 10, in Montgomery County.
- Commercial radio and TV stations. Stations include:
  - ★ Channel 4/WRC..... WTOP (103.5 FM)
  - ★ Channel 5/WTTG... WAMU (88.5 FM)
  - ★ Channel 7/WJLA..... WMAL (630 AM)
  - ★ Channel 9/WUSA..... WFMD (930 AM – Frederick)
  - ★ News Channel 8.....WFRE (99.9 – Frederick)
- Montgomery College ALERT. Cell phone text messages and/or e-mail messages are sent to registered users. Registration for this service is available at the Montgomery County government Web site at <http://alert.montgomerycountymd.gov>. Click on "New User" in the left-hand column of the site. Enter a user's name, e-mail address, and cell phone number. Select the Montgomery College ALERT option. Please note that while signing up for Montgomery College ALERT is free of charge, wireless carriers may charge a text

message fee. For more information visit [www.montgomerycollege.edu/emergency](http://www.montgomerycollege.edu/emergency).

Subscribers to Montgomery College ALERT will automatically be enrolled in the countywide emergency alert notification system, which issues alerts in the case of major emergencies that affect the safety of the County's residents.

Information regarding emergency preparedness is available on page 53.

### *Student Code of Conduct*

The College believes that students are adults who are responsible for their own actions and should be free to pursue their educational objectives in an environment that promotes learning, protects the integrity of the academic process, and protects the College community.

The Student Code of Conduct outlines the policies, regulations, and procedures of the College regarding academic honesty and student behavior, including penalties and appeals. The code can be viewed on the Web at [www.montgomerycollege.edu/verified/pnp/42001](http://www.montgomerycollege.edu/verified/pnp/42001).

### *Smoking*

Smoking and tobacco use are prohibited in all indoor and outdoor College-owned property and are not permitted within leased College office and classroom space. Tobacco products will not be sold in College facilities. Details of the tobacco use policy, as well as enforcement protocol, can be viewed at [www.montgomerycollege.edu/verified/pnp/75003](http://www.montgomerycollege.edu/verified/pnp/75003).

## College Schedule

The College operates on a semester basis, fall and spring. In addition, the College offers two summer sessions and a winter session. All three campuses offer classes and services days, evenings, and weekends, although hours vary. Noncredit courses run year-round, and classes begin weekly. Detailed schedules of the College's credit classes are published two times a year and are available on the College Web site just prior to any semester or summer/winter session.



## GERMANTOWN CAMPUS

MESSAGE FROM DR. SANJAY K. RAI, INTERIM VICE PRESIDENT AND PROVOST,  
GERMANTOWN CAMPUS



To all of you joining or returning to Montgomery College on the Germantown Campus—welcome. The sprawling, scenic Germantown Campus is located just 30 miles north of Washington, D.C., between

Route 355 and Interstate 270. This newest Montgomery College campus opened on the current site in 1978.

Today, the campus serves over 6,500 full- and part-time day, evening, and weekend students. Our faculty and staff work closely with the arts community and the businesses on the I-270 high-tech corridor, supported by the resources in the High Technology and Science Center and the county's Germantown Innovation Center in our newly renovated Goldenrod Building. Together, we tailor curricula and courses to prepare our students to work in this dynamic environment.

In maintaining its commitment to the community, the Germantown Campus continues

to encourage the community to use the campus facilities—including conference rooms available in the Goldenrod Building and the auditorium in Globe Hall, as well as the library and physical education facilities—for club, association, or civic activities.

Building on the success of the Germantown Campus biotechnology instructional programs, we have already begun sowing the seeds for the next generation of scientists and laboratory researchers through a collaborative project to construct a Life Sciences and Technology Park, a county-operated technology incubator that opened in fall 2008, and a Bioscience Education Center currently being designed for the Germantown Campus. This visionary project will help ensure that the local biotechnology industry continues to thrive for the benefit of students and the local community.

In the following building descriptions, the codes that appear in parentheses following the building names correspond to the codes used in the campus map on page 19, posted on campus buildings, and published in the schedule of classes.



**The Goldenrod Building (GB)** contains classrooms and administrative, faculty, and staff offices, including Distance Education and the Center for Teaching and Learning, on the first floor. The second floor is being utilized by Montgomery County for a bioscience and technology incubator, the Germantown Innovation Center.

**The High Technology and Science Center (HT)** contains classrooms, computer-equipped classrooms, specialized technology labs, a Technology Lab Center, a Math and Accounting Learning Center, a video-conferencing room, the Globe Hall auditorium with seating for 517, and faculty offices.

**The Humanities and Social Sciences Building (HS)** contains classrooms, computer-equipped classrooms, the Writing Center and Language Lab, the library, MC Books & More (the bookstore), the cafeteria, the Child Care Center (licensed to enroll up to 18 children), and administrative and faculty offices.

**The Physical Education Building (PG)** contains classrooms, a gymnasium, a swimming pool, a weight room, locker rooms, and faculty offices.

**The Sciences and Applied Studies Building (SA)** contains classrooms, computer-equipped classrooms, lecture halls, an interdisciplinary laboratory and related service center, the Science Learning Center, the Office of Safety and

Security (open 24 hours a day), the Admissions and Records Office, the Assessment Center, the Counseling and Advising Office, the Financial Aid Office, the International and Multicultural Student Center, the Student Employment Services Office, the Student Life Office, the Student Success Center, and faculty and administrative offices.

**For more information,  
visit the campus Web site at**  
*www.montgomerycollege.edu/gthome*  
**or call 240-567-7700.**

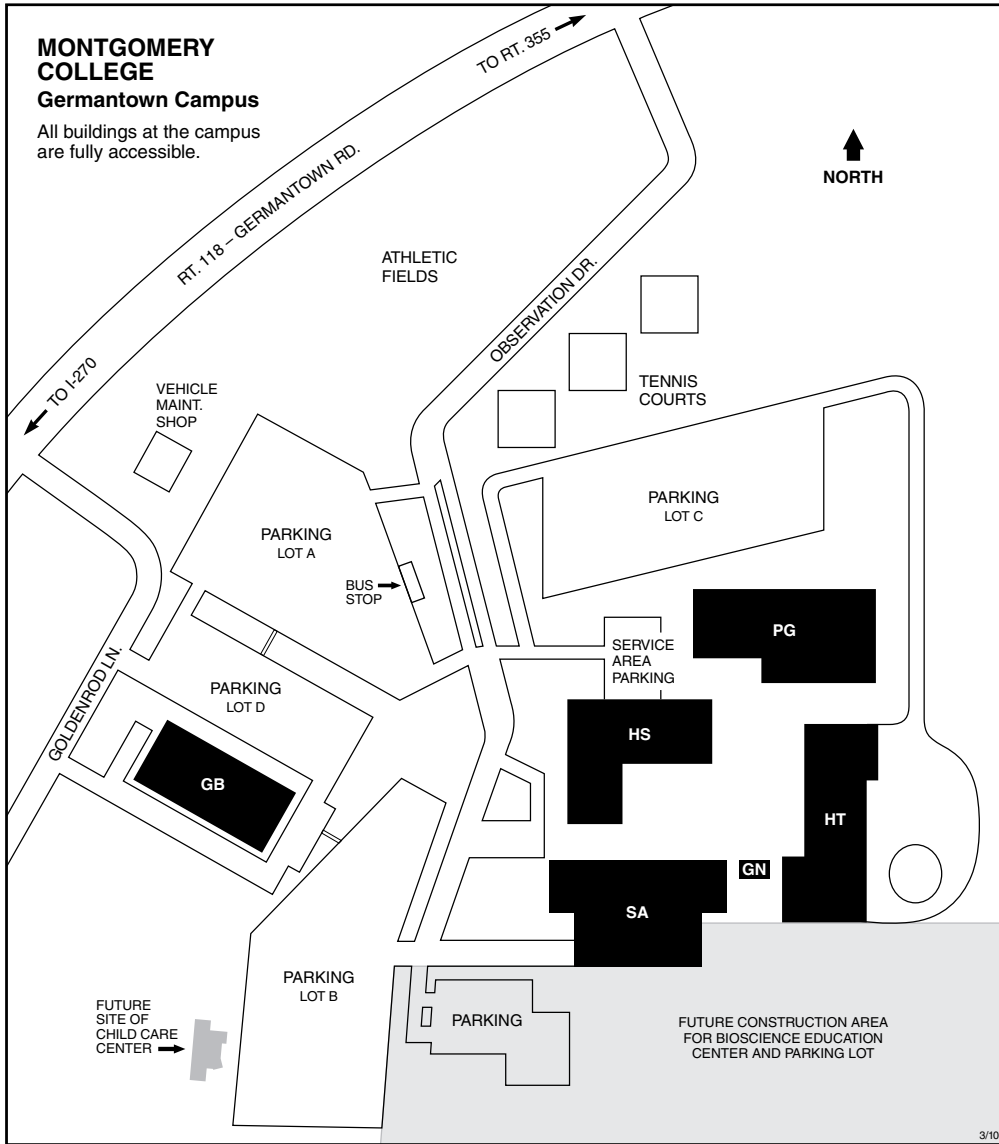
**Germantown Campus  
20200 Observation Drive  
Germantown, MD 20876**

#### Directions to the Germantown Campus

**By Car:** Take I-270 to Exit 15 East (Route 118). Continue to the second traffic light at Observation Drive; turn right onto campus. A valid College parking permit is required. Visitor permits can be obtained from the Office of Safety and Security in SA 282.

**By Metro:** Take Red Line train to Shady Grove station and transfer to Ride On Bus Route 55 to on-campus stop.

**By Bus:** The campus is served by Ride On Bus with connections to Metrorail. For more information, visit *www.montgomerycollege.edu/maps*.



**Montgomery College**  
**Germantown Campus**  
 20200 Observation Drive  
 Germantown, MD 20876  
 240-567-7700  
[www.montgomerycollege.edu](http://www.montgomerycollege.edu)

**Germantown Campus**  
**Legend of Buildings**  
*(as of March 2010)*  
 GB Goldenrod Building  
 GN Greenhouse  
 HS Humanities and Social Sciences Building

HT High Technology and Science Center  
 PG Physical Education Building  
 SA Sciences and Applied Studies Building (Security Office and Admissions Office)

## ROCKVILLE CAMPUS

MESSAGE FROM DR. JUDY E. ACKERMAN, VICE PRESIDENT AND PROVOST,  
ROCKVILLE CAMPUS



Welcome to the Rockville Campus of Montgomery College. The Rockville Campus offers exceptional academic and cultural programs that reflect the international flavor of this suburban campus. The campus opened in 1965 with 2,489 students and now welcomes over 17,000 students. In addition, Workforce Development & Continuing Education students attend classes on the Rockville Campus. The campus is a beehive of athletic and cultural activities in which community members participate along with our students. If you have any questions about the Rockville Campus, please do not hesitate to call my office at 240-567-5010.

The Rockville Campus of Montgomery College will lead, motivate, and inspire our students and partners. As the College's largest and most comprehensive campus, Rockville will remain in the forefront by providing premier learning opportunities for a diverse, dynamic population, offering exciting signature academic and cultural programs and creating a state-of-the-art, welcoming campus. As the vibrant heart of the College and community, the Rockville Campus strives to never skip a beat in responding to the challenges of our global society.

In the following building descriptions, the codes that appear in parentheses following the building names correspond to the codes used in the campus map on page 22, posted on campus buildings, and published in the schedule of classes.

**The Campus Center (CC)** has MC Books & More (the bookstore), CaféMC, dining rooms, MC Copies (graphics and copy shop), and MC Munchies (candy and snack shop).

Also in the Campus Center are the Assessment Center, the Office of Student Life and Student Activity Center, Workforce Development & Continuing Education classrooms and offices, and the Marriott Hospitality Center (food management student kitchen).

**The Child Care Center (CH)** is licensed to enroll up to 40 children.

**The Computer Science Building (CS)** houses classrooms, computer laboratories, and other computer facilities.

**The Counseling and Advising Building (CB)** houses Disability Support Services (DSS), including the Learning Center and DSS offices, and the Office of Safety and Security on the first floor (open 24 hours a day); the Counseling/Advising Center, counselor offices, and the Career/Transfer Center are on the second floor.

**The Gordon and Marilyn Macklin Tower (MT)** contains the library; the Math/Science Learning Center; the Writing, Reading and Language Center; faculty and administrative offices; ITV and Media Production Services; and the College Special Collections.

**The Homer S. Gudelsky Institute for Technical Education (GU)** is a state-of-the-art technical training facility offering instructional programs in four primary areas: automotive technology, building and construction technology, computer publishing and printing management, and workforce technologies. The facility houses instructional laboratories, classrooms, a conference center, and faculty offices.

**The Humanities Building (HU)** houses the Writing and Reading Center, the Center for Teaching and Learning, an honors seminar room, classrooms, computer laboratories, a conference room, the Evening and Weekend Adjunct Faculty Office, faculty offices, and the mailroom. The Amphitheatre (AT),

adjacent to the Humanities Building, is a vibrant outdoor space for relaxation and special events.

**The Interim Technical Training Center (TT)** houses a corporate training area, a machine tool production laboratory, a sheet metal fabrication laboratory, a building and construction laboratory, and classrooms.

**The Music Building (MU)** houses a recital hall, a rehearsal hall, practice rooms, studios, an ear-training laboratory, specialized classrooms, and faculty offices. The building is equipped with pianos, organs, and other musical instruments.

**The Paul Peck Art Building (AR)** contains classrooms; the Sarah Silberman Art Gallery; studios for crafts, sculpture, painting, ceramics, drawing, printmaking, and design; and faculty offices.

**The Physical Education Center (PE)** includes two all-purpose gymnasiums, a swimming pool with a separate diving area, an apparatus room, a weight room, dance studios, locker and shower facilities, classrooms, and faculty offices. Adjacent to the building are the athletic areas for track, baseball, softball, tennis, and soccer.

**The Robert E. Parilla Performing Arts Center (PA)** has a 500-seat theatre and is the site for both campus productions and community performances. Its design includes 38 line sets, a greenroom, a Bayreuth pit, a lobby gallery, dressing rooms with showers, and a box office. Student productions are presented here, as are events in the College's Guest Artist Series and Saturday Morning Children's Series. The facility is also used extensively by the public.

**The Rockville Annex (RA)** contains faculty and staff offices.

**The Science East Building (SE)** is equipped with biology, engineering, geology, physical science, and physics laboratories, as well as classrooms, offices, and a large lecture hall.

**The Science West Building (SW)** is equipped with biology and chemistry laboratories. The building also has a lecture hall, general classrooms, science preparation rooms, and offices.

**The South Campus Instruction Building (SB)** currently houses classrooms, the TRIO Student Support and Gateway to College programs, faculty offices, and the Financial Aid central offices.

**The Student Services Building (SV)** contains the campus offices of Admissions and Records, International Student Coordinator, Student Financial Aid, Cashier, and Veterans Affairs.

**The Technical Center (TC)** contains facilities for career-oriented programs, including applied geography, architectural technology, computer-aided design and graphics, construction management, graphic arts, interior design, photography, and television. It also contains classroom and faculty offices.

**The Theatre Arts Building (TA)** contains classrooms, laboratory performance spaces, a scenery shop, technical facilities, faculty offices, and a stage and arena for academic performances and College activities.

**For more information,  
visit the campus Web site at**  
*[www.montgomerycollege.edu/rhome](http://www.montgomerycollege.edu/rhome)*  
**or call 240-567-5000; TTY 301-294-9672**

**Rockville Campus  
51 Mannakee Street  
Rockville, MD 20850**

### Directions to the Rockville Campus

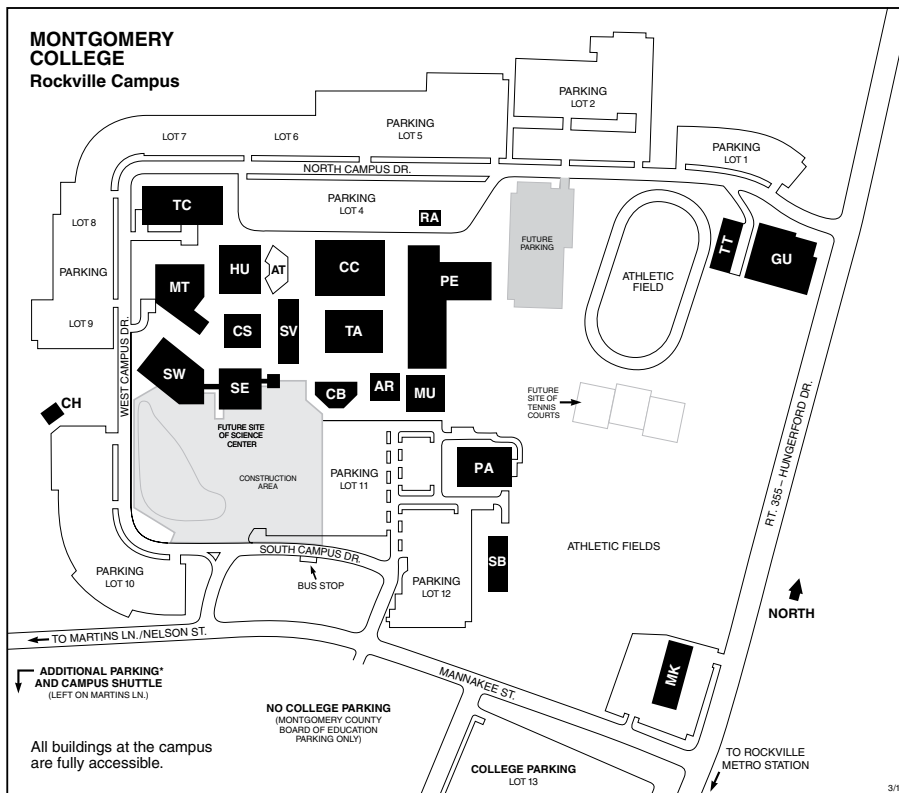
**By Car:** From the north: Take I-270 South to Exit 6 (Route 28), W. Montgomery Ave./Rockville. Then take Exit 6A (Route 28) East. Turn left at first traffic light onto Nelson Street. Go to first traffic light at Mannakee Street; turn left. The campus is 1-1/2 blocks on the left.

From the south: Take I-495 to I-270 North Exit 6A (Route 28, W. Montgomery Avenue/Rockville). Follow Montgomery College sign through traffic light (road becomes Nelson Street). Go to first traffic light at Mannakee Street; turn left. The

campus is 1-1/2 blocks on the left. A valid College parking permit is required. Visitor permits can be obtained from the Office of Safety and Security in CB 101.

**By Metro:** Take Red Line train to Rockville station and transfer to Metrobus Q2 (Veirs Mill Road line) or Ride On Bus Route 46 to campus bus stop on South Campus Drive.

**By Bus:** The campus is served by both Ride On Bus and Metrobus routes with connections to Metro-rail. Visit [www.montgomerycollege.edu/maps](http://www.montgomerycollege.edu/maps) for more information.



### Montgomery College Rockville Campus

51 Mannakee Street  
Rockville, MD 20850  
240-567-5000  
TTY 301-294-9672  
[www.montgomerycollege.edu](http://www.montgomerycollege.edu)

### Rockville Campus Legend of Buildings

(as of March 2010)

AR Paul Peck Art Building  
AT Amphitheatre  
CB Counseling and Advising Building (Security Office)

CC Campus Center (Workforce Development & Continuing Education)  
CH Child Care Center  
CS Computer Science Building  
GU Homer S. Gudelsky Institute for Technical Education  
HU Humanities Building  
MK Mannakee Building (Central Administration)  
MT Gordon and Marilyn Macklin Tower  
MU Music Building  
PA Robert E. Parilla Performing Arts Center

PE Physical Education Center  
RA Rockville Annex  
SB South Campus Instruction Building  
SE Science East Building  
SV Student Services Building (Admissions Office)  
SW Science West Building  
TA Theatre Arts Building  
TC Technical Center  
TT Interim Technical Training Center

\*Parking at Rockville Municipal Swim Center. Take Mannakee Street to left on Martins Lane.

## TAKOMA PARK/SILVER SPRING CAMPUS

MESSAGE FROM DR. BRAD J. STEWART, VICE PRESIDENT AND PROVOST,  
TAKOMA PARK/SILVER SPRING CAMPUS



The Takoma Park/Silver Spring Campus is nestled among charming tree-lined streets and Victorian houses at the edge of Washington, D.C., and it is easily accessible by Metrorail and by bus. Established on this site in 1950, this cosmopolitan campus is the headquarters of the College's health sciences program.

Each semester at Montgomery College's Takoma Park/Silver Spring Campus, we change lives—and change the world one student at a time. Our dedicated faculty bring expertise and offer quality instruction in over 100 different disciplines to more than 7,000 students from over 100 countries. At Takoma Park/Silver Spring, our students are the centerpiece of all our efforts. We offer a wide variety of learning-centered educational opportunities that affirm our commitment to ensuring student access, retention, and success. Our campus is home to the Paul Peck Institute for American Culture and Civic Engagement and the School of Art + Design.

The Takoma Park/Silver Spring Campus continues to expand. A 58,000 square-foot Performing Arts Center opened in August 2009. This state-of-the-art facility contains a 500-seat auditorium/theater, a 125-seat thrust stage theater, several classrooms, a film editing studio, and a dance studio. The renovated Commons Building on the east campus opened for spring 2010 classes and includes nine new classrooms, a social sciences computer center, and the Bliss Exhibition Hall.

We are proud of the many relationships we develop with business and community organizations. Our students gain valuable work experience through internship and volunteer opportunities, which enhance their classroom learning.

We welcome your presence at the Takoma Park/Silver Spring Campus, or any other Montgomery College campus, in person or via distance education. Please experience our campus and take advantage of our top-notch academic and cultural offerings, participate in discussions sponsored by our Paul Peck Institute, visit our art gallery, use our tennis courts and swimming pool, or attend a lecture or theater performance.

In the following building descriptions, the codes that appear in parentheses following the building names correspond to the codes used in the campus map on page 25, posted on campus buildings, and published in the schedule of classes.

**The Charlene R. Nunley Student Services Center (ST)** houses the Office of Admissions and Records, the International Student Coordinator's Office, the Counseling Center, the Assessment Center, the Career/Transfer Center, the Office of Student Financial Aid, MC Books & More (the bookstore), MC Copies (graphics and copy shop), MC Munchies (candy and snack shop), the Office of Student Life, the Cashier's Office, the cafeteria, the mailroom, the Office of Safety and Security (open 24 hours a day), computer-equipped classrooms, and open labs.

**The Child Care Center (DC)** is licensed to enroll up to 26 children.

**The Commons (CM)** includes classrooms, a lecture hall, the Social Sciences Computer Center, the Bliss Exhibition Hall, conference rooms, and offices.

**The Communications Arts Center (CA)** houses classrooms and faculty offices.

**The East Garage (EG)** provides parking for Montgomery College students, employees, and visitors.

**Falcon Hall (FH)** houses a gymnasium, swimming pool, racquetball court, fitness center, classrooms, and other specialized areas related to health and physical education.

**The Mathematics Pavilion (MP)** contains classrooms, the Math Tutoring Center, and math faculty offices.

**The Morris and Gwendolyn Cafritz Foundation Arts Center (CF)** houses classrooms, art studios, an art gallery, faculty offices, community use studios, and a library.

**The Health Sciences Center (HC)** provides state-of-the-art health sciences classrooms, laboratories, and other facilities. It also houses a community health center operated by Holy Cross Hospital that offers a valuable learning experience for student nurses. In addition, the College's Workforce Development & Continuing Education Unit operates a business training center on the first floor of the building.

**North Pavilion (NP)** houses faculty offices and administrative offices associated with campus construction projects.

**Pavilion One (P1)** contains classrooms and faculty offices.

**Pavilion Two (P2)** contains faculty and other offices.

**Pavilion Three (P3)** contains classrooms and faculty offices.

**The Performing Arts Center (PC)** houses two theaters, a dance studio, a film editing studio, classrooms, and offices. In September 2010, this building will be renamed Cultural Arts Center (CU).

**The Resource Center (RC)** houses the library, classrooms, faculty offices, and the Writing and Reading Center.

**The Science North Building (SN)** houses chemistry, engineering, biology, and physics laboratories; the Math/Science Learning Center; and faculty offices.

**The Science South Building (SS)** houses the Mathematics Interactive Computing Classroom, a planetarium, a greenhouse, and faculty offices.

**The West Garage (WG)** provides parking for Montgomery College students, employees, and visitors.

**For more information,  
visit the campus Web site at**  
*[www.montgomerycollege.edu/tphome](http://www.montgomerycollege.edu/tphome)*  
**or call 240-567-1300; TTY 301-587-7207**

**Takoma Park/Silver Spring Campus**  
**7600 Takoma Avenue**  
**Takoma Park, MD 20912**

***Directions to the Takoma Park/  
Silver Spring Campus***

**By Car:** Take I-495 to Exit 31B, Georgia Avenue South (Route 97). Continue south on Georgia Avenue past the Colesville Road (Route 29) intersection. Following the signs for Montgomery College, turn left on Sligo Avenue. Follow Sligo Avenue to Fenton Street; turn right. Continue (southbound) on Fenton Street through the traffic light at Philadelphia Avenue (Route 410). The East Garage is just ahead on your right, and the campus itself begins one block farther at New York Avenue and Fenton Street. The West Garage is located off Georgia Avenue, on Jesup Blair Drive. A valid College parking permit is required. Visitor permits can be obtained from the Office of Safety and Security in ST 117.

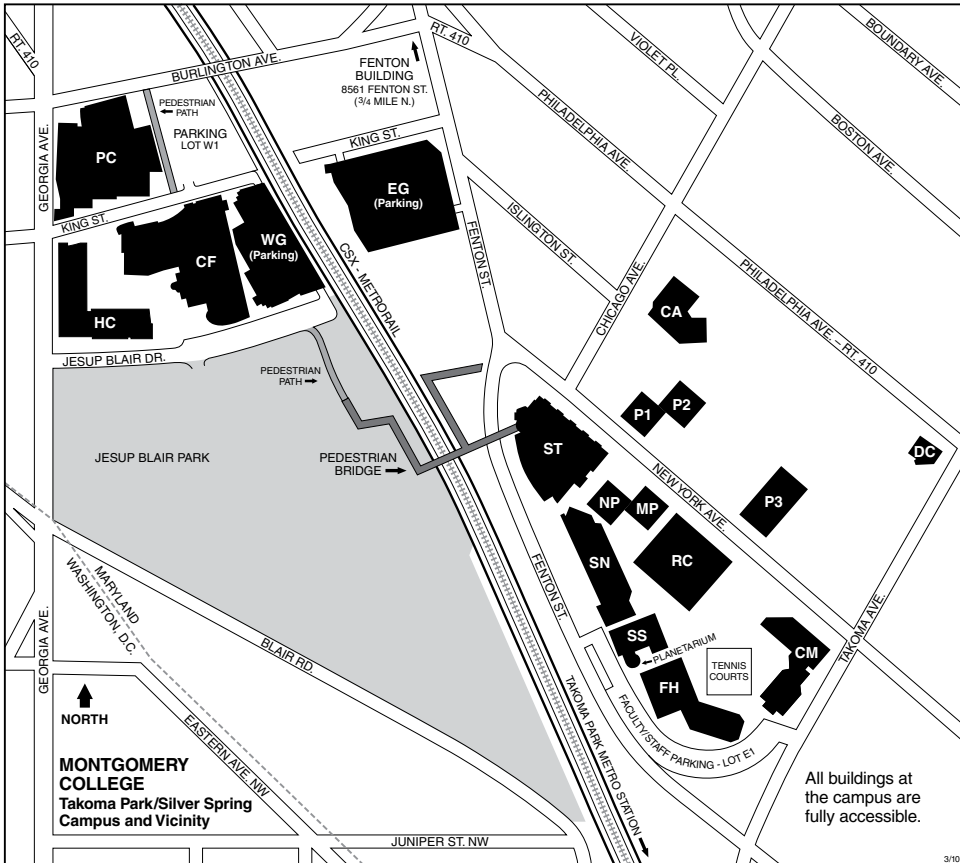
**By Metro:** Take Red Line train to Silver Spring station, then transfer to Ride On Bus Route 17 or 18.

**By Bus:** The campus is served by both Ride On Bus and Metrobus routes with connections to Metrorail. Visit *[www.montgomerycollege.edu/maps](http://www.montgomerycollege.edu/maps)* for more information.



# MONTGOMERY COLLEGE

## Takoma Park/Silver Spring Campus and Vicinity



### Montgomery College Takoma Park/Silver Spring Campus

7600 Takoma Avenue  
Takoma Park, MD 20912  
240-567-1300  
TTY 301-587-7207

[www.montgomerycollege.edu](http://www.montgomerycollege.edu)

### Takoma Park/Silver Spring Campus Legend of Buildings

(as of March 2010)

CA Communications Arts Center<sup>1</sup>

CF The Morris and Gwendolyn  
Cafritz Foundation Arts Center  
CM The Commons  
DC Child Care Center  
EG East Garage (parking)  
FH Falcon Hall (Physical Education)  
HC Health Sciences Center  
(Workforce Development &  
Continuing Education - WDCE)<sup>2</sup>  
MP Mathematics Pavilion  
NP North Pavilion  
P1 Pavilion One  
P2 Pavilion Two  
P3 Pavilion Three

PC Performing Arts Center<sup>3</sup>  
RC Resource Center  
SN Science North Building  
SS Science South Building  
(Planetarium)  
ST Charlene R. Nunley  
Student Services Center  
(Security Office and  
Admissions Office)  
WG West Garage (parking)

<sup>1</sup> Name and building code will change to Pavilion Four (P4) in September 2010.

<sup>2</sup> WDCE will relocate to CF in fall 2010.

<sup>3</sup> Name and building code will change to Cultural Arts Center (CU) in September 2010.

## WORKFORCE DEVELOPMENT & CONTINUING EDUCATION

MESSAGE FROM MR. GEORGE M. PAYNE, VICE PRESIDENT,  
WORKFORCE DEVELOPMENT & CONTINUING EDUCATION



The Workforce Development & Continuing Education (WD&CE) programs at Montgomery College provide a wide range of pre- and post-degree educational offerings and services designed to meet the needs of county residents and businesses. Individuals in career transitions, those reentering the workforce, and those maintaining current technical skills, as well as those seeking lifelong educational enrichment experiences, are among the more than 25,000 students of the WD&CE programs each year.

With more than 1,700 courses offered year-round, the chances of finding a course of interest are excellent. High-quality noncredit courses are available in more than 25 program areas, including information technology, small business and management, technical training, certification and licensure preparation, financial planning, real estate, child care, health sciences, personal development, career development, writing, American English, cultural diversity, customer service, quality management, and leadership development. These course offerings change continuously to reflect the ever-changing needs of the businesses and communities we serve.

Courses are offered through six program areas: Community Education and Extended Learning Services; Business, Information Technology, and Safety; the Gudelsky Institute for Technical Education; the Health Sciences Institute; the School of Art + Design; and Adult ESOL and Literacy-GED Programs. Courses in these program areas may be taken at the three College campuses and at other community sites, including the Westfield South Center in Wheaton, the Business Training Centers in Olde Towne Gaithersburg and Silver Spring, and the

Refugee Center in Silver Spring. Courses are of varying lengths, have flexible start dates, and are offered in the daytime, evening, and weekend to suit the needs of the populations served.

Many WD&CE credit and noncredit courses are delivered as a result of a customized training program developed for business and community organizations. Contract training partnerships align College education and training resources with the demands of the workplace and are tailored to each business partner's requirements. Employer-sponsored training programs have grown significantly in recent years and are frequently delivered at the business location.

For more information on WD&CE programs, please visit our Web site at [www.montgomerycollege.edu/wdce](http://www.montgomerycollege.edu/wdce).

### Online Learning Courses

Each month, Montgomery College offers an exciting array of hundreds of noncredit online courses. These are open to everyone. Most of the online courses are six weeks in length and include such topics as Office Skills, Computer Skills, Digital Photography, Web Page Design, Personal Enrichment, Health Care Continuing Education, and Career Skills. These courses offer two lessons a week for a total of 12 lessons. For more information, please visit the Web site: [www.montgomerycollege.edu/wdce/nonlinecourses.html](http://www.montgomerycollege.edu/wdce/nonlinecourses.html).

### Who Is a WD&CE Student?

People of all ages, educational backgrounds, and interests participate in WD&CE courses each year. These people come from many walks of life and many occupations, including business professionals, health care providers, technicians, engineers, teachers, homemakers, students with prior degrees, and retired persons. WD&CE courses appeal to those with a lifelong interest in learning.

## Special Programs

### *Adult ESOL and Literacy-GED Programs*

The Adult ESOL (English for Speakers of Other Languages) and Literacy-GED (General Educational Development) Programs are grant-funded programs offering a variety of classes for newcomers, refugees, those who wish to become U.S. citizens, and those who wish to take the GED examination. Vocational ESOL courses are also offered for students interested in areas such as building trades, health care, and customer service. Participants in these programs work with a College and Career Coach who will help them transition to other vocational programs offered by the College. Classes in these programs are free or at a reduced tuition rate.

The Adult ESOL Program has six levels and provides basic English language and life skills instruction to county residents. Classes are also available in English in civic participation and U.S. citizenship preparation. Classes are offered at a variety of times throughout the county.

The Refugee Training Program is a grant-funded program that offers classes in English for documented refugees and political asylees in the American workplace, basic life skills, computer literacy, and pre-vocational training in health care and other fields. For more information, please visit the Web site: [www.montgomerycollege.edu/wdce/aelg/refugeecenter.htm](http://www.montgomerycollege.edu/wdce/aelg/refugeecenter.htm).

The Literacy-GED Program serves those who have not obtained a high school diploma and need to improve their literacy, writing, numeracy, and other content area skills in order to earn a GED. The Literacy-GED Program also offers a GED practice test and community orientations on the GED test and program. For more information on Adult ESOL and GED classes, please visit the Web site: [www.montgomerycollege.edu/wdce/aelg/index.htm](http://www.montgomerycollege.edu/wdce/aelg/index.htm).

### *English as a Second Language (Noncredit ESL)*

To meet the expanding need for language training, WD&CE offers a broad array of English courses to help students prepare

to enter the American English Language Program (AELP) or to enhance their proficiency in English in order to progress professionally. For more information, please visit the Web site: [www.montgomerycollege.edu/wdce/ce/esl.html](http://www.montgomerycollege.edu/wdce/ce/esl.html).

### *Biotechnology*

The biotechnology workforce development program serves the needs of the county's growing biotechnology industry. Courses are offered to interest both scientists and the general public. Topics include basic biotechnology, laboratory skills, and Food and Drug Administration (FDA) regulatory compliance. Customized training options are available. For more information on these courses, please visit the Web site: [www.montgomerycollege.edu/wdce/biotechnology.html](http://www.montgomerycollege.edu/wdce/biotechnology.html).

### *Business Training Services*

WD&CE offers a range of diversity courses that help employers throughout the Washington metropolitan region to understand the changing demographics of their workforce and their customers so that they can increase productivity, build teamwork, maximize the potential of their employees, improve customer satisfaction, and remain competitive. Courses cover multicultural and multigenerational teamwork. The full course inventory of the College can be drawn upon to meet workplace education and training needs and can be delivered in a wide variety of learning formats, including on-site, Web-based, intense, or regular length instructional programs. Topics of technical assistance may include training needs assessments, focus groups, curricular design, and educational program design. For more information, please visit the Web site: [www.montgomerycollege.edu/leveltwo/business.htm](http://www.montgomerycollege.edu/leveltwo/business.htm).

### *World Languages*

WD&CE offers affordable, dynamic noncredit courses in a variety of foreign languages: currently Spanish, French, Italian, German, Mandarin, Russian, Farsi, and American Sign Language, as well as courses for heritage speakers. The primary goal of the language courses is to develop communication

skills in the language as quickly as possible. These courses work to meet a wide variety of needs, from basic communication skills to advanced levels of instruction for those with good fluency. Contract classes and customized courses are also available to local businesses, government agencies, and community organizations. For more information, visit the website: [www.montgomerycollege.edu/wdce/ce/foreignlanguages02.html](http://www.montgomerycollege.edu/wdce/ce/foreignlanguages02.html).

### ***Gudelsky Institute for Technical Education***

To meet the technical education and training needs of the workforce and the community, the Homer S. Gudelsky Institute for Technical Education (GITE) provides instructional programs in four primary areas: automotive technology, building and construction technology, computer publishing and printing management, and workforce technologies. GITE offers both credit and noncredit courses taught via classroom and lab training, on-site or off-site customized contract training, apprenticeship training, and long- or short-term training. For more information, please visit the Web site at [www.montgomerycollege.edu/departments/giter.v](http://www.montgomerycollege.edu/departments/giter.v).

### ***Health Sciences Institute***

The Health Sciences Institute was designed to meet the needs of health care providers in the metropolitan Washington area. It offers both noncredit and credit courses and programs of study in various health care careers. These courses and programs will provide individuals with workforce skills, certification in specific disciplines, and associate degrees in an array of health sciences. Customized courses and programs, training courses, seminars, and specialty workshops are available. Experienced faculty, from the College or from the local community of health care providers, participate to develop the workforce for the health care community. For more information, please visit the Web site: [www.montgomerycollege.edu/healthsciences](http://www.montgomerycollege.edu/healthsciences).

### ***Hispanic Business & Training Institute***

The Hispanic Business & Training Institute (HBTI) was created in 1999 as a partnership between the College, Montgomery County Department of Economic Development, and Hispanic Chamber of Commerce of Montgomery County. HBTI has since grown into an award-winning program through which training increases economic opportunities for the Hispanic community. HBTI offers a variety of training programs in small business, home improvement licensure, OSHA safety training, computer applications, food safety certification, legal assistant, and occupational Spanish. For more information, please visit the Web site: [www.montgomerycollege.edu/wdce/hispanicbusinessinstitute.html](http://www.montgomerycollege.edu/wdce/hispanicbusinessinstitute.html).

### ***Information Technology Institute***

In response to the need for skilled information technology workers, the College established the Information Technology Institute (ITI). ITI offers noncredit courses at all three College campuses as well as at our off-campus centers in Gaithersburg and Wheaton. In addition, ITI provides customized training at business sites throughout the region.

ITI is designed to prepare new workers and retrain existing workers to fill positions in Montgomery County's information technology market. Courses are available to meet a wide range of student needs and career goals and are taught by faculty with years of practical experience.

The College is a member of the Microsoft IT Academy, Oracle Academic Initiative, Oracle Workforce Development Program, and Cisco Systems Networking Academy. Courses in these programs offer students the opportunity to prepare for industry certification examinations.

ITI also offers TechLEAP, a 6–12-month retraining program with a paid internship for individuals seeking new careers in the information technology field.

For more information on ITI, please e-mail [edmund.palaszynski@montgomerycollege.edu](mailto:edmund.palaszynski@montgomerycollege.edu) or visit the Web site at [www.montgomerycollege.edu/iti](http://www.montgomerycollege.edu/iti).

### ***Professional Licensure and Certification***

To help the professional community meet certification or licensure requirements, numerous WD&CE courses are offered in cooperation with business, government, and professional organizations in the following areas:

- insurance, real estate, small business, mortgage loan, and Society for Human Resources Management (SHRM) and American Management Association (AMA) certification courses (see [www.montgomerycollege.edu/wdce/professionallicense.html](http://www.montgomerycollege.edu/wdce/professionallicense.html) and [www.montgomerycollege.edu/wdce/management.html](http://www.montgomerycollege.edu/wdce/management.html) for more information);
- automotive, electrical, plumbing, stationary engineering, and occupational safety;
- health care, including nursing; and
- computer and networking fields.

### ***Project Management***

Montgomery College's WD&CE Department is a Global Registered Education Provider by the Project Management Institute (PMI). Courses in a variety of project management topics prepare individuals for new roles in project management and also prepare them for the PMI certifications, including the nationally and internationally recognized Project Management Professional certification. For more information, please visit the Web site: [www.montgomerycollege.edu/wdce/bits/projectmanagement.html](http://www.montgomerycollege.edu/wdce/bits/projectmanagement.html).

### ***SAT Preparation***

WD&CE offers an SAT preparation program to high school students and anyone preparing to take the SAT. It is a comprehensive, short-term, affordable course that reviews content skills and provides extensive timed practice with real sections of the SAT. Classes are held primarily at Montgomery County Public School sites after school, evenings and Saturdays. Courses are offered prior to six SAT testing dates during the school year and during the summer. For more information, visit the website: [www.montgomerycollege.edu/wdce/mcps/satprep.html](http://www.montgomerycollege.edu/wdce/mcps/satprep.html).

### ***Senior Adult Programs***

The Lifelong Learning Institute offers many courses designed for county residents age 50 or older. The Institute provides affordable, relevant, and dynamic learning opportunities conveniently held at campus and community locations. The Lifelong Learning Institute is committed to creating and fostering a variety of intellectually stimulating opportunities in the arts, humanities, lifestyle, and personal finance areas. For more information, please visit the Web site: [www.montgomerycollege.edu/wdce/enrichmentallages.html](http://www.montgomerycollege.edu/wdce/enrichmentallages.html).

### ***Youth Programs***

WD&CE Youth Programs offers specialized and enrichment programs throughout the school year for students in kindergarten through 12th grade. These programs are offered in special one-day enrichment workshops, after-school and Saturday minicourses, and a comprehensive nine-week summer program. Many programs are collaborative efforts with Montgomery County Public Schools. For more information, please visit the Youth Programs Web site at [www.montgomerycollege.edu/wdce/youth.html](http://www.montgomerycollege.edu/wdce/youth.html).

### ***Extended Learning Services***

Extended learning options include off-campus credit courses and Assessment of Prior Learning.

### ***Off-Campus Courses***

**Courses Open to the Public.** Credit courses are offered at conveniently located government and company sites throughout Montgomery County. These courses follow the same syllabi as campus courses; are taught by faculty qualified to teach at the Germantown, Rockville, and Takoma Park/Silver Spring campuses; and are supported by campus departments. For more information, please visit the Extended Learning Services Web site: [www.montgomerycollege.edu/wdce/extendedlearning.html](http://www.montgomerycollege.edu/wdce/extendedlearning.html).

**Employer-Sponsored Programs.** Numerous public agencies and private companies have arranged for college credit courses to be provided to their employees on site either during or after normal working hours. These courses are typically job related and are normally paid for by the employer under the College's business and industry agreement, which enables county-based agencies and businesses to pay in-county tuition rates regardless of where their employees reside. Some of the organizations that have sponsored on-site programs through Montgomery College are the National Institute of Standards and Technology, divisions of the FDA, the National Institutes of Health, and Choice Hotels International.

### *Assessment of Prior Learning*

Students may be able to obtain college credit for prior learning experiences. Montgomery College can evaluate these experiences through

- credit by examination, if available, administered by each department—contact the appropriate department for information;
- CLEP (College Level Examination Program) testing administered by Extended Learning Services—send an e-mail to [clep@montgomerycollege.edu](mailto:clep@montgomerycollege.edu) for test dates and applicable information and to get answers to a set of frequently asked questions; or
- the Portfolio Development Program administered by Extended Learning Services.

In addition, students who have completed employer-sponsored training programs may want to investigate whether the American Council on Education (ACE) has evaluated that training and recommended awarding college credit.

More information is available at the Web site: [www.montgomerycollege.edu/assessment\\_prior\\_learning](http://www.montgomerycollege.edu/assessment_prior_learning).

## **Workforce Access Programs**

WD&CE offers noncredit programs for students with developmental disabilities, including the Graduate Transitions Program (GTP) and the Challenge Program.

GTP is a certificate program designed for students with developmental disabilities who want to pursue postsecondary education. GTP offers a custom-tailored learning community enabling students to transition to greater independent living through functional education, vocational and employment training, and life skills. This noncredit program focuses on basic academic skills and enhancing potential success as productive citizens in our community.

The Challenge Program is a collection of courses designed to help adults with developmental disabilities function more independently in the home, at work, and in the community. Course topics include computers, reading, vocabulary building, art, math, theater, small business, and more.

For more information visit the Web site at [www.montgomerycollege.edu/wdce/academicworkprep.html](http://www.montgomerycollege.edu/wdce/academicworkprep.html).

## **How to Enroll**

The Admissions and Registration section of this catalog describes the procedures for enrolling in noncredit or credit WD&CE courses. For a schedule of current noncredit WD&CE offerings, please call 240-567-5188 (TTY 240-567-7931), e-mail [wdce@montgomerycollege.edu](mailto:wdce@montgomerycollege.edu), or visit the Web site at [www.montgomerycollege.edu/wdce](http://www.montgomerycollege.edu/wdce).

## **Tuition and Fees**

The registration fee and tuition for WD&CE courses and other offerings are determined periodically by the vice president for WD&CE. Please call 240-567-5188 or refer to the course schedule or the Web site at [www.montgomerycollege.edu/wdce](http://www.montgomerycollege.edu/wdce) for tuition and fees.

## DISTANCE EDUCATION



**T**he College offers students the opportunity to earn college credit at a distance through two types of online courses: fully online or blended. Fully online courses are taught entirely over the Internet. Students sign in to the course where they “meet” their instructor, access the syllabus and other course materials, participate in discussions, collaborate with other students, turn in assignments, and may even take quizzes and exams. Faculty teaching fully online courses rarely require students to come to campus other than possibly to attend a course-specific orientation or to take proctored exams. Blended courses require regular, predetermined classroom attendance in addition to coursework that is conducted online. Both types of online courses provide students with flexibility and convenience. Some online courses allow for real time interaction through chats or the virtual classroom. If a course requires on-campus meetings, the information will be included in the section notes available from the class

schedule, found online at [www.montgomerycollege.edu/credit](http://www.montgomerycollege.edu/credit).

Online courses require the same prerequisites, admissions, and registration procedures as do on-campus courses. Online courses have the same learning objectives as those taught in a traditional format. Distance Education students have access to the same services as do on-campus students, including online or walk-in counseling and advising sessions, libraries and library databases, and learning centers on any campus.

To find out if online learning is the right fit, a student may take the READI assessment found on the Distance Education Web site [www.montgomerycollege.edu/distance](http://www.montgomerycollege.edu/distance). Just select the link that asks, “Are You READI?” A variety of orientation options are available to help students learn more about Distance Education and to explore the course management system. Please call the Office of Distance Education at 240-567-6000 with questions.

## ADMISSIONS AND REGISTRATION

### Admissions Policy

Montgomery College is committed to a policy of equal opportunity in student admissions, student financial assistance, and other student policies and procedures without regard to age, sex, race, color, religious belief, national origin, or disability. It is the policy of the Board of Trustees of the College that all who are high school graduates, or the equivalent, and who can benefit from the programs and services of the College, shall qualify for admission. Others may also, under certain circumstances, be considered for admission. To accommodate the various interests and goals of persons requesting admission to the College, applicants, depending on their objectives and educational background, are admitted to the credit programs and courses of the College in the following categories: degree or certificate seeking (curriculum decided); degree or certificate seeking (curriculum undecided); or non-degree seeking.

Some curricula of the College have a limit on the number of students who may be admitted. In addition, admission to the College does not automatically qualify a student for all courses and curricula; some programs and course offerings have more stringent requirements. Students should contact the appropriate College departments and the Office of Admissions and Records for more information.

### Criteria for Admission to Montgomery College Credit Programs

In order to satisfy minimum qualifications for enrollment in the College's credit courses, in addition to submitting an application, the applicant must meet any one of the following conditions:

1. Be a graduate of an accredited high school.
2. Have satisfactorily completed the GED examination.
3. Be a high school student, or equivalent, who has completed the sophomore

year with a 3.0 quality point average or the junior year with an overall 2.75 quality point average (based on a 4.0 scale) or be recommended by a high school guidance counselor or principal. The student must have an articulated plan for concurrent high school and college attendance during the junior and senior years that has the approval of parents (or guardians) and counselor and which will include all courses required for high school graduation. These standards are applicable in summer terms as well as fall and spring semesters. The deans of student development may recommend a waiver to the director of admissions and enrollment management in exceptional circumstances.

4. Be a student in a public or private school, or equivalent, who does not meet the requirements in number 3 above, but whose achievement in a certain field of study is clearly exceptional. This achievement may be documented through testing or other means deemed necessary by the relevant dean, department chair, or faculty, and it must surpass the level of courses offered by the school attended. The College may admit the student upon the recommendation of the high school counselor or principal. The approval of the dean of student development on the campus where the course is to be taken is also required.
5. Be a student who is homeschooled and who is in compliance with state and county education guidelines. The compliance form should be submitted with the application for admission. All requirements listed in 3 and/or 4 above also apply.
6. Be a person 16 years old or older who has graduated from or left secondary school.

In all cases, the College reserves the right to make the final decision on admission.



## Admissions Procedures for Credit Programs

All applicants must submit an application for admission to the Office of Admissions and Records together with the \$25 nonrefundable application fee. Newly admitted students will receive an admission letter with instructions regarding assessment tests, advising, or other procedures required for registration. Applicants who plan to enroll in selective admission programs, including the health sciences and some art and music majors, should contact the Office of Admissions and Records regarding additional admission procedures.

### *Applicants for Health Sciences Programs*

The health sciences programs have additional admission and enrollment requirements. These selective programs are available only at the Takoma Park/Silver Spring Campus and require a special application form. All candidates must be eligible for admission to the College (a Montgomery College application for admission must be submitted at the same time as the health sciences application, if the general application was not submitted previously); must meet curriculum admission criteria that have been approved in advance by the campus vice president and provost for the curriculum for which the student is applying; and must have a minimum grade point average of 2.5 (on a 4.0 scale) for consideration. All candidates' backgrounds will be reviewed for appropriate academic preparation (assessment testing may be required).

All candidates who are offered admission to a health sciences program must meet all legal requirements and/or standards imposed by recognized professional societies and by the institution or agency where the clinical practice is to occur and must understand that participation in certain clinical courses (e.g., those involving hospital practice) requires the passing of appropriate health examinations (e.g., a TB test and/or certain vaccinations), drug tests, and a criminal background check through the Maryland Hospital Association Student Check Program.

### *Applicants for the School of Art + Design at Montgomery College*

Prospective students must submit a School of Art + Design (SA+D) application, a portfolio of previous artwork, official transcripts (high school or college) that reflect a 2.3 or better grade point average, and a letter of recommendation. Students must be accepted into the SA+D program prior to course registration.

### *International Applicants*

The College is proud to have a large and highly diverse enrollment of international students from over 170 countries. International students who require a student visa (F1 or M1) should contact the international student coordinators in the Office of Admissions and Records for additional enrollment procedures. For details, see [www.montgomerycollege.edu/admissions/120](http://www.montgomerycollege.edu/admissions/120) for details.

### *Applicants Enrolled in Another College/University*

Applicants who are enrolled in another college or university and wish to take courses at Montgomery College must apply for admission and should submit a letter of permission from the home institution before attempting to register. Doing so will streamline the registration process and ensure the transferability of credit to the home institution.

### *Applicants Who Lack a Secondary School Diploma or GED*

Applicants who lack a secondary school diploma or GED credentials and who have not attended another college or university are limited to enrollment in two courses per semester or summer term until the completion of 12 hours with a cumulative 2.0 grade point average, unless special permission is granted by the Office of Admissions and Records. The campus dean of student development or designee may recommend permission based on documented potential.

### ***Personal Interest Applicants***

Personal interest applicants whose first language is English are exempt from assessment testing for all courses, with the exception of English and mathematics. However, they must meet specific course prerequisites and any other applicable regulations. The personal interest admissions category is available to those who have been out of high school a minimum of three years.

## **Admissions/Registration Procedures for Workforce Development & Continuing Education Courses**

There are four easy ways to register for Workforce Development & Continuing Education (WD&CE) courses:

1. In person at the Office of Admissions and Records on any campus; or at WD&CE Customer Service, 220 Campus Center, Rockville Campus or at our satellite locations, Gaithersburg Business Training Center or Westfield South Center.
2. By mail: send the WD&CE registration form to WD&CE, 51 Mannakee Street, 220 Campus Center, Rockville, MD 20850.
3. By fax: 240-567-7860.
4. Online at the College Web site (*www.montgomerycollege.edu*), for students who have previously enrolled in a Montgomery College credit or non-credit course.

Registrants will be enrolled in the order that registration and payments are received.

Students in the Adult ESOL and Literacy-GED Programs or Refugee Training Program should contact those offices for registration assistance, since the procedures are different from the four options described above. For more information, visit the Web site at *www.montgomerycollege.edu/wdce/aelg/index.htm*.

For off-campus and nontraditional credit courses and programs such as Distance Education and Assessment of Prior Learning,

applicants must follow the same procedures required of all individuals seeking admission to the College's credit programs.

## **Assessment Testing (Appropriate Course Placement)**

The College uses assessment tests to determine skill levels for placement in courses. These tests help students identify areas of strength as well as areas in need of skill development. Based on the results of these tests, students will be placed in the appropriate level of credit or noncredit courses; students will also be counseled on developing a schedule with the appropriate mix of courses.

Different assessment tests and placement procedures may be used depending on the English language skills of the applicant. Although these tests provide opportunities for college-level course placement, some students may not be immediately placed in college-level courses.

The following students must take an assessment:

- all new full-time students;
- part-time students who seek a degree, certificate, or letter of recognition or who plan to transfer to another institution;
- students whose first language is not English—U.S. citizens and residents as well as international students;
- students who want to enroll in their first English or mathematics course; and
- students who were not previously tested and are currently on restriction or returning after suspension.

Students with documentation of previous college-level coursework in English or mathematics or with documentation of appropriate scores on one of the standardized tests accepted by the College are exempt from assessment. Personal interest students who are not enrolling in their first English or mathematics course may take up to 11 credits (in courses that do not require English or mathematics prerequisites) before

determining whether assessment testing is needed.

Students must have an application on file in the Office of Admissions and Records in order to schedule a time for assessment. Students should take the appropriate assessment on the campus at which they plan to enroll. Students who assess as needing pre-college level courses are required to complete those courses before they can enroll in college-level courses.

Counselors and academic advisers will assist all students in developing educational plans that are best suited to individual goals, interests, and demonstrated skills.

## Credit for Prior Learning

### *Advanced Standing Credit*

Students may be awarded Montgomery College credit for prior learning in accordance with approved academic regulations of the College. The Office of Admissions and Records will evaluate courses taken at other institutions and tests taken to earn college credit upon request by degree-seeking students and upon receipt of appropriate documentation. Such documentation may include

- official transcript from an accredited U.S. college or university;
- scores from advanced placement examinations (i.e., AP, IB, or A-levels);
- transcript from CLEP (College Level Examination Program) tests or the DANTES (Defense Activity for Non-traditional Education Support) Testing Program;
- credit-by-examination for courses identified in the catalog with “CE” after the course title—Montgomery

College faculty prepare and evaluate such examinations or designate CLEP tests to be used in place of internally prepared examinations;

- high school transcript and credit award form for approved articulation agreements between the College and Montgomery County Public Schools;
- transcript of technical training in a nationally accredited training program that has been listed in the Council on Postsecondary Accreditation and/or American Council on Education publications; or
- transcript or appropriate documentation of military technical school training.

Students seeking advanced standing credit for coursework completed outside of the United States must have their transcripts evaluated by an independent, accredited credentialing service. This evaluation must then be forwarded directly from the service provider to the Office of Admissions and Records at the campus a student plans to attend. To assure evaluation prior to the start of the semester/term, documents must be received by April 1 for summer, July 1 for fall, or November 1 for spring.

### *Credit by Learning Assessment (Portfolio Option)*

Students may also receive credit for prior learning through the Portfolio Development Program. Call 240-567-7870 for additional materials and information.

More information about all prior learning assessments may be obtained from the Offices of Admissions and Records on each campus.

## FINANCIAL INFORMATION



### Tuition and Fees

Tuition and fees paid by students cover a significant portion of the cost of the operation of the College. Revenues from the county and state governments make up nearly all the difference.

Students registered at the College pay tuition according to their residency classification, using the criteria outlined in Appendix A. Refer to the class schedule and/or the College Web site for current tuition and fee information.

*The College reserves the right to change tuition and fees at any time at the discretion of the Board of Trustees.*

In addition to tuition, students pay a consolidated fee of 20 percent and other applicable fees. Some courses require that students purchase textbooks and additional supplies or equipment, which may add significantly to the cost of these courses.

### *Appeals of Residency Classification*

A change in residency classification or an appeal of current classification, as outlined in Appendix A, may be requested within a reasonable time following a decision by the

College. Appeals for changes of residency classification must be accompanied by evidence justifying such changes and must be processed prior to the end of the third week of classes. Any changes processed after the third week of classes will be effective the following semester. Appeals must be submitted in writing to the campus registrar. If the student is not satisfied with the decision of the registrar, a written appeal may be made to the director of admissions and enrollment management, whose decision is final.

### *Business/Industry Tuition Agreements*

Businesses or other organizations that do business in the state of Maryland may be eligible to enter into an agreement with the College that affords their employees or members tuition and fees at the in-county residence rate, regardless of actual domicile. The courses taken must benefit the employer, and the employer must pay for the courses directly or through an employee reimbursement program. Contact the Office of Admissions and Records for more information.

### *Tuition Waiver*

**Persons 60 Years and Older or Who Are Retired and/or Disabled.** Maryland state residents who have enrolled in any credit or credit-equivalent course offered by the College will have their tuition waived if they meet either of the following criteria:

- 60 years of age or older, or
- retired from the workforce by reason of total and permanent disability as defined by the Social Security Act or the Railroad Retirement Act.

Persons age 60 or older must register during the final three days of registration in order to get tuition waiver on a space-available basis. Persons classified as retired from the workforce with a disability (disabled) can get a tuition waiver any time they register.

**Maryland National Guard.** Any resident of Maryland who is a member of the Maryland National Guard for a minimum of a 24-month enlistment and enrolls in any class at the College, which is eligible under the Annotated Code of Maryland, Section 16-106 (Educ.) for state support, shall be eligible for a 50 percent waiver of the tuition.

**Foster Care Recipients.** Any foster care recipient who resides in a foster care home located in the state of Maryland and who is enrolled at the College in an associate's degree program on or before reaching 21 years of age shall be eligible for waiver of tuition and mandatory fees, provided that he or she has filed for federal and state financial aid by March 1 of each year. If a qualified foster care recipient receives a scholarship or grant, the waiver of tuition and fees will apply only to the difference between the amount of the scholarship or grant and the amount of the tuition and mandatory fees.

### *Fees*

Fees related to registration, tuition, and other charges are payable in full by the deadline indicated, unless the student has signed up for an installment plan. No fees are to be collected in the classroom. Fees are not normally refundable.

**Application fee** (nonrefundable): \$25

This nonrefundable fee must accompany all applications for admission from students who will be registering at the College for the first time. Students who are applying for readmission are not charged an application fee.

**Applied music fee:** \$75/credit hour

Covers the additional costs associated with applied music courses.

**Change of schedule fee:** \$10

Within the first week (seven calendar days including the day classes begin as stated in the College calendar) of classes, students may adjust their schedule of study at no charge. Thereafter, a fee is charged for each schedule change.

**Consolidated fee** (see refund policy later in this section): 20 percent of total tuition with a \$50 minimum (not to exceed 20 percent of maximum charge for each residence category).

All students must pay this fee, which is intended to partially offset the costs associated with registration, records, use of various in-class instructional and laboratory supplies and equipment, instructionally related items (such as library, learning resources, and counseling and advising materials and services), student activities and athletics, and alumni activities. Eleven percent of the consolidated fee for the fall semester and spring semester for all on-campus credit-hour students will be deposited from the consolidated fee to the credit and support of campus student athletics (intercollegiate and intramural) and other student activities.

**Credit-by-examination fee:** 40 percent of in-county tuition rate.

This fee is charged to students on the basis of the number of credit hours in the course and is equal to 40 percent of the in-county tuition rate. Where a national examination is used, any additional charges will be paid by the student.

**Invalid check fee:** \$25/occurrence

This fee is charged if a check, given for and/or by a student, is not honored by the bank. Returned checks may cause the student's registration to be cancelled.

**Late payment fee:** \$50 (nonrefundable)

**Late registration fee:** \$35 (nonrefundable)

This nonrefundable fee is charged to students who register after the last regular registration date listed in the schedule of classes. It is payable at the time registration is completed.

**Library fines and fees** (as incurred)

Each library patron is responsible for returning books or other materials to the library. Fines are assessed for overdue materials. A fee is assessed based on the value of damaged or nonreturned materials.

**Major facilities reserve fund fee:** \$5/credit hour

This fee is to fund capital additions to and construction of nonadministrative facilities.

**Replacement diploma fee:** \$25

This fee is charged to students who wish to replace a lost or mutilated diploma.

**Student status letter of certification fee:** \$5

This fee is charged each time a College office must produce a certification of various types of College academic and financial records. Certifications may be in the form of a letter certifying the full-time status of the student (or other academic information) or in the form of a copy of the student's financial record with the certification that the copy is a true and accurate record. This fee is only assessed for those certifications that are College generated. Certifications that are sent to the College and merely signed are not subject to this fee. No certifications will be issued for any student who is financially delinquent with the College.

**Study abroad fee:** \$200

This fee is assessed to students participating in the College's Study Abroad Program to fund the additional administrative costs associated with the program.

**Technology fee:** \$5/credit hour

This fee is assessed to partially offset the costs of technology associated with instructional programs. Fees are not refundable after the 100% refund date for the course.

**Traffic fines** (variable)

Fines are charged for violations of the College traffic regulations. See the *Montgomery*

*College Motor Vehicle Regulations* publication available online at [www.montgomerycollege.edu/verified](http://www.montgomerycollege.edu/verified).

**Transcript fee:** \$5/issue

A fee of \$5 is charged for each transcript issued. Requests, addressed to the Office of Admissions and Records, must be made at least one week in advance of the date of issue. No transcript will be issued for any student who is financially delinquent with the College.

**Transportation fee** (nonrefundable): \$4/credit hour

This nonrefundable fee is assessed to establish an enterprise fund designated for transportation operations.

## Financial Responsibility

Each student is individually responsible for his or her tuition and fees. Stopping payment on a check tendered in payment of tuition and fees does not relieve the student of financial responsibility for incurred tuition and fee charges. To ensure that the student's financial record reflects the correct charges, the student is responsible for notifying in writing the campus Office of Admissions and Records of all registration changes.

If a third party such as, but not limited to, a federal, state, or municipal government agency agrees to pay a student's tuition and fees, the student is not relieved of his or her primary responsibility. If such a third party fails to honor its agreement, the College reserves the right to bill the student directly.

*Outstanding financial balances must be paid before future registration is permitted or certifications, diplomas, or transcripts are issued.*

## Payment of Tuition and Fees

Payment may be made at the Office of Admissions and Records by check, money order, credit card, or debit card. The Cashier's Office will accept all forms of payment (cash, check, money order, credit card, or debit card). Checks and money orders must be made payable to Montgomery College for the exact amount of tuition and

fees. The College accepts VISA, MasterCard, American Express, and Discover credit or debit cards in payment of tuition and fees in person and by Web. Tuition and fees are to be paid in full with the exception of the installment plans. See Appendix B for more details.

### ***Tuition and Fees Installment Program***

Information on paying tuition and fees by installment plan can be found in the schedule of classes.

### ***Refunds***

The effective date for withdrawal will be the date that the student successfully drops the class online or the date that notification of withdrawal is filed in the Office of Admissions and Records. The refund deadline date for each course section is noted on the schedule/invoice issued at the time of registration or printed by the student who registers online. All refunds are payable by check to the student of record.

The refund policy is as follows:

- For courses cancelled by the College: 100 percent refund of tuition, consolidated fee, major facilities reserve fee, applied music fee, and technology fee.
- For courses dropped by the student by the published deadline date (listed on the student schedule/invoice): 100 percent refund of tuition, consolidated fee, major facilities reserve fund fee, applied music fee, and technology fee.
- For students involuntarily withdrawing from the College: (1) Under certain circumstances, refunds of tuition only (fees are nonrefundable after published refund date) will be prorated based on the total amount of expired course time after the first week of classes (see the section on involuntary withdrawal in Appendix C for details). (2) For military personnel called to active duty or being transferred because of related troop movements, a 100 percent refund of

tuition and fees will be provided for the semester within which the effective date of withdrawal falls (see Appendix C).

### ***Treatment of Title IV Funds When Students Withdraw***

Students who are awarded Title IV financial aid must earn their aid by attending classes. When students completely withdraw from school or stop attending school during a semester, the school must follow rules established by the federal government to determine the amount of financial aid earned.

- When students receive more Title IV funds than they have earned, the unearned portion must be returned to program accounts. This may result in students owing money to either the College or the federal government.
- When students have not received all of their earned Title IV funds, they may still receive disbursement of this aid.

Title IV funds include the following programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Academic Competitiveness Grant, D.C. Leveraging Educational Assistance Program, Federal Perkins Loans, Federal Stafford Loans (subsidized and unsubsidized), and Federal Parent Loans for Undergraduate Students (PLUS). Examples of how this policy is applied are available at the Office of Student Financial Aid at each campus.

### ***Textbooks and Supplies***

Textbooks and course-related supplies are not included in tuition and fees. All required books and supplies should be purchased before the first day of classes. Books and supplies cost approximately \$60–\$120 per course and can be purchased from the bookstore on the campus where the course is taught or online two weeks before the start of classes. Students should check the booklist posted in each store or on the MC Books & More Web site.

## FINANCIAL AID

The Montgomery College student financial aid program is structured to meet the College's philosophy that no student should be restricted from attending because of limited financial resources. Financial aid programs include grants, scholarships, loans, and student employment. An Office of Student Financial Aid is located on each campus.

Contact Information:

240-567-5100

*financialaid@montgomerycollege.edu*

### Definition of Financial Need

Financial need is defined as the difference between estimated student expenses at Montgomery College and the expected family contribution. When the expected family contribution exceeds the student's estimated expenses, the student has no financial need. The College determines financial need by using the federal methodology. The amount of aid awarded cannot exceed the financial need of the student. The College offers several scholarships, loans, and work programs where financial need is not required. For further information, contact the Office of Student Financial Aid.

### Eligible Programs

Students should check with the Office of Student Financial Aid to determine which degree or certificate programs are eligible for assistance. Currently, students enrolled in the following programs are *not eligible* for financial aid: all letter of recognition programs; specialized art certificate; electronic photography certificate; photographic techniques certificate; portrait, fashion, and photojournalism certificate; undeclared certificates requiring fewer than 16 credit hours; and old degree programs not in the current catalog.

New certificates may not yet be approved for eligibility; please contact the Office of

Student Financial Aid to confirm the eligibility status of any program not listed here.

### Financial Aid Procedures

Application forms for financial aid are available January 1 for the following academic year, and it is highly recommended that all students apply for assistance as early as possible.

For priority consideration, the Free Application for Federal Student Aid (FAFSA) should be completed and submitted no later than May 15 for the fall and spring semesters, or November 1 for the spring semester only.

To expedite processing, students are encouraged to file the FAFSA online at *www.fafsa.ed.gov*. Students should list Montgomery College (Title IV code 006911) on the FAFSA as the first-choice college for the academic year. Students should read the directions for the application carefully and complete it accurately. For questions about the FAFSA, contact the Office of Student Financial Aid. Additional information about federal student assistance programs and the FAFSA is available at *www.studentaid.ed.gov*.

Students applying for Maryland state financial assistance must complete the FAFSA. It must be received by the federal processor or submitted online by March 1 to receive maximum consideration for Maryland state aid.

After the campus financial aid counselor receives the required forms, along with the appropriate documentation to verify the information reported, the counselor will determine whether the student is eligible for aid and which financial resources are available. The financial aid office will then notify the student of the award(s).

A student who files an application for financial aid in accordance with the above instructions and the policies adopted by the College will be considered for all types of financial aid programs for which he or she may be eligible if funds are available.



### ***Financial Aid Appeals***

The College has established an appeals process for students who feel that their financial aid application was not given proper consideration.

1. The student should request a review conference with a financial aid counselor.
2. If the student disagrees with the decision of the counselor, the student may appeal the decision in writing to the campus director of student financial aid, who will render a written decision.
3. An appeal may be presented to the Financial Aid Professional Judgment Committee for final decision.

### ***Satisfactory Academic Progress***

Students applying for financial aid and those who are awarded financial aid are required to make satisfactory academic progress as defined in the Montgomery College Office of Student Financial Aid Standards of Satisfactory Academic Progress. The policy is available in any campus financial aid office or online at [www.montgomerycollege.edu/verified/FinancialAidInformation](http://www.montgomerycollege.edu/verified/FinancialAidInformation).

## **Grants and Scholarships**

Conditions and characteristics of all federal and state programs described below are subject to change without notice. Individual departments and organizations offer many other scholarships and awards, which are announced periodically.

### ***Board of Trustees Scholarship— Academic Potential***

The Board of Trustees awards a scholarship to one graduating student from each Montgomery County public high school based on academic potential demonstrated in high school. The scholarship may cover county tuition and fees for up to 15 hours per semester for one year only. The student must be nominated by the high school and then approved by the Admissions and

Records Office and the Office of Student Financial Aid. A limited number of second-year awards are available.

### ***Board of Trustees Scholarship— Academic Specialty***

The Board of Trustees awards approximately 100 scholarships based on academic specialty to graduating Montgomery County high school students who have demonstrated academic potential. The scholarship may cover up to 15 hours per semester of county tuition and fees for the first academic year. Applications are available from the Office of Admissions and Records and the Office of Student Financial Aid. A limited number of second-year awards are available.

### ***Board of Trustees Student Tuition Grants—Need Based***

The College's Board of Trustees established a tuition grant program to assist students with financial need, particularly those who qualify for little or no federal grant money. Students must maintain at least a 2.0 cumulative grade point average to continue receiving this grant. Applicants must follow the previously explained steps for applying for aid, must demonstrate academic potential, and must have financial need as defined by the College.

The Board of Trustees grants are generally available to full-time and part-time students who demonstrate financial need. The amount of the grant is also based on availability of funds.

### ***Federal Pell Grant***

Undergraduate students attending an institution of higher education may be eligible for a Federal Pell Grant of up to \$5,350 (2009–10 figures) per year, based on the number of credits enrolled and the cost of education at the College.

Eligibility is determined on a yearly basis, and it is the student's responsibility to reapply each year. Eligible students must be in a program that is at least one year long and leading to a degree or certificate, and the

students must demonstrate financial need. Students may be enrolled on a full-time (12 or more credit hours), three-quarter-time (9–11 credit hours), or half-time (minimum 6–8 credit hours) basis. Students enrolled for fewer than 6 credit hours may be eligible if they have a maximum need factor. The amount of the grant to which a student is entitled under this act in any academic year is determined annually by Congress. Application is accomplished by completing the FAFSA.

### ***Federal Supplemental Educational Opportunity Grant***

Students who demonstrate exceptional financial need may be eligible for a Federal Supplemental Educational Opportunity Grant (FSEOG) based on availability of funds. Preference is given to Pell-eligible students who have exceptional financial need. Students apply for the FSEOG by completing the FAFSA. Students must reapply every year.

### ***Federal TEACH Grant***

The Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides non-need-based grants of up to \$4,000 per year to students who intend to teach in a high-need field in a public or private elementary or secondary school that serves students from low-income families. Students must complete the FAFSA, be U.S. citizens or eligible noncitizens, meet all other requirements for federal financial aid, and enroll at the College in teacher education transfer programs in mathematics (605), physics (603), or Spanish (602). These are the only programs approved by the U.S. Department of Education for TEACH Grants at Montgomery College. Other qualifying criteria apply; please see a campus financial aid office for additional information.

This grant requires a four year teaching service commitment for any amount of grant a student may receive. If students receive a TEACH Grant but do not complete the required teaching service, they are required to repay the grant as a federal unsubsidized Stafford Loan, with interest charged from the date of each TEACH Grant disbursement.

### ***Montgomery College Foundation Scholarships***

Community organizations, businesses, service clubs, and individual sponsors support many full-tuition and part-tuition scholarships. Qualifications for each scholarship vary according to criteria established by the donors. One application entitles a student to be considered for all scholarships for which he or she may be qualified.

A complete listing of Foundation scholarships, applications, and further information can be viewed at [www.montgomerycollege.edu/finaid](http://www.montgomerycollege.edu/finaid). The priority deadline for application is June 1 for the coming year.

**Matthew J. Murad Memorial Endowed Scholarship.** This full scholarship was established by Ronald and Gloria Murad to honor the memory of their son Matthew, a Montgomery College and University of Maryland alumnus who died in a car accident in 1999. The scholarship is offered to business administration students on the Germantown Campus who have demonstrated a combination of superior academic achievement, financial need, and aptitude for the field of finance/accounting.

**John and Ada Thorpe Endowed Scholarship.** John and Ada Thorpe, parents of Dr. Louise Crissman, an adjunct professor of Spanish, established a scholarship to provide financial assistance to deserving but needy students. Dr. Crissman hopes that this scholarship will provide support to students in realizing their goals.

**E.U. Caring Campaign Scholarship.** The employees of E.U. Services, Inc., located in Rockville, established this scholarship in 1994. It exemplifies their dedication, generosity, and ongoing commitment to the success of Montgomery College students. The employees of E.U. Services not only give personally to this scholarship but are also dedicated to helping less fortunate individuals all around Montgomery County. U.S. citizens who demonstrate academic merit and financial need may qualify for this scholarship.

### *Special Programs for High School Students*

Students currently enrolled in high school and taking classes at the College may apply for the following need-based grants:

**Montgomery College Board of Trustees High School Grant.** This grant can be used to pay for the cost of tuition and fees for one three-credit-hour class per semester. Students who are currently homeschooled are eligible for this grant.

**College Institute Grant.** Applicants must be Montgomery County Public School students enrolled in the College Institute. This grant pays for tuition and fees, as well as a book allowance that is determined by the scholarship coordinator. The maximum grant per student depends on financial need and available funds.

Current high school students must complete the Montgomery College High School Grant Application, available at campus financial aid offices or on the Web at [www.montgomerycollege.edu/finaid](http://www.montgomerycollege.edu/finaid).

## Loans

### *Direct PLUS Loans*

Parents of undergraduate students may borrow in the Federal Parent Loans for Undergraduate Students (PLUS) Program. Parents may borrow up to the entire cost (minus any aid) of the attending College per student. The loan has a fixed interest rate of 7.9 percent on Direct PLUS Loans first disbursed on or after 7/1/06. Repayment will begin 60 days after disbursement.

### *Federal Perkins Loans*

The Federal Perkins Loans are low-interest (5 percent) loans designed to help students pay for their education. A student may borrow up to a total of \$8,000 for the equivalent of the first two years of a four-year degree program while attending the College, provided that he or she has not received loan funds from another institution and meets the following eligibility criteria:

- The student must demonstrate exceptional financial need in order to receive first priority for a Federal Perkins Loan.
- The student must have been accepted for enrollment as an undergraduate at the College in an eligible degree or certificate program.
- The student must not be in default on any federal Title IV loan or owe a refund on any federal Title IV grant which may have been received at any postsecondary educational institution as evidenced by the National Student Loan Data System.
- The student must maintain satisfactory academic progress according to the standards listed in the College's financial aid packet.

Before Federal Perkins Loan funds are issued, the student must complete a Master Promissory Note. Students are given specific instructions on how and when this procedure will take place.

- Repayment begins nine months after the student drops below half-time status (six credit hours) or leaves school for other reasons.
- During the repayment period, 5 percent interest will be charged on the unpaid principal balance. The amount of repayment depends on the size of debt.
- Upon leaving the institution, the student will be notified of the exit interview process and given specific payment schedule information.

- A description of the various loan deferment, forbearance, and cancellation options is provided on the loan promissory note and issued to the student.

Check the College financial aid web page after July 1, 2010, at [www.montgomerycollege.edu/finaid](http://www.montgomerycollege.edu/finaid) for changes to the Perkins Loan program.

### ***Direct Subsidized Loan/Direct Unsubsidized Loan***

The Direct Subsidized Loan Program is part of the William D. Ford Federal Direct Loan Program. The loans are borrowed directly from the federal government. The undergraduate student borrower must be a U.S. citizen or permanent resident, have financial need, and maintain satisfactory academic progress. The student must be enrolled for at least six credit hours in each semester.

The Direct Unsubsidized Loan is not based on financial need, but all students must file a FAFSA to apply for a loan. The amount students may borrow depends on their eligibility for the Direct Subsidized Loan Program and their dependency status. Dependent students may borrow \$5,500 as a freshman and \$6,500 as a sophomore, and independent students may borrow \$9,500 as a freshman and \$10,500 as a sophomore. These annual maximum loan amounts are a combination of both the subsidized and unsubsidized loan programs.

Students should expect fees to be deducted from the loan proceeds by these programs for loan origination. The amount of these fees varies depending on the amount borrowed. All first-time borrowers at Montgomery College must complete an in person entrance interview before receiving any loan proceeds. All students who borrow under these programs must complete an exit interview when they drop below half-time enrollment (six credit hours) in a semester.

Direct Subsidized Loan and Direct Unsubsidized Loan repayment begins six months after the student ceases to be at least a half-time student in an eligible program.

The minimum repayment is \$50 per month, and the interest rate varies. The actual amount and length of the repayment period are determined by the U.S. Department of Education and the borrower.

The Direct Unsubsidized Loan principal may be deferred while the student is in school. Interest must be paid while the borrower is in school, during deferment, and during grace periods, according to the repayment schedule. The Direct Unsubsidized Loan interest can be paid according to a payment schedule or be accrued and added to the principal while the student is enrolled for at least six credit hours in a semester.

### ***Emergency Loans***

The College has a very limited amount of money available for small loans to assist students in meeting emergency needs that cannot be met by other resources. These loans are short term and may be interest free. To find out about eligibility criteria, application procedures, and repayment procedures, contact the Office of Student Financial Aid.

## **Student Employment**

### ***College Student Assistantship Program***

Each year a number of qualified students receive approval to work on the College campuses as student assistants. Special emphasis is placed on skills, grade point average, relevancy to field of study, and the hiring unit's needs. To learn about available jobs, students should check individual departments and check the MC ejobs Web site through MyMC.

### ***Federal Work Study Program***

Federal Work Study (FWS) employment may be awarded to students who

- complete the FAFSA and have demonstrated financial need,
- are in need of employment in order to pursue a course of study at this College, and
- are capable of maintaining good academic standing in the course of study while employed.

Under the FWS program at the College, students usually work an average of 15 hours per week during the school year. Summer employment is also available. Interested students should see the student employment specialist in the campus financial aid office and check the MC ejobs Web site through MyMC.

### **Veterans Benefits—See *Military Services* on page 52**

## **District of Columbia Student Financial Assistance Programs**

### ***DC Leveraging Educational Assistance Partnership Program (DCLEAP)***

DCLEAP is a federal financial aid program designed to assist eligible students who demonstrate financial need while attending post-secondary educational institutions. Recipients receive up to \$1,500 per year, with a 6-year maximum of \$9,000. DC residents must use the DC State Education Office's DC OneApp to apply for this grant. The DC OneApp is the single access to three of the District of Columbia's grant programs: the DC Tuition Assistance Grant (DCTAG), DCLEAP, and the DC Adoption Scholarship (DCAS). This application is only available online. Students should apply and submit required documentation before June 30 each year or they will be placed on a waitlist. Further details can be found on <http://osse.dc.gov/seo> or by calling the DC State Education Office at 202-727-2824.

### ***DC Tuition Assistance Grant (DCTAG) Program***

These awards are for current residents of Washington, D.C., and who have lived in the District of Columbia for at least 12 months prior to beginning their first year in college. Students must be high school graduates or GED recipients, 24 years of age or younger before the application deadline, accepted for enrollment in—or working toward—a first-time undergraduate degree, and maintain at least half-time enrollment status (six credit hours per semester) in order to receive \$1,250 per semester. The award amount varies by students' credit enrollment. Further details can

be found on <http://osse.dc.gov/seo> or by calling the DC State Education Office at 202-727-2824.

## **Maryland State Student Financial Assistance**

The General Assembly of the State of Maryland created several scholarship and grant programs to help those who need financial assistance for a college education. The Maryland State Office of Student Financial Assistance awards various categories of scholarships for which Montgomery College students are eligible to apply. Additional information on Maryland state programs is available at the Web site [www.mhec.state.md.us/financialaid](http://www.mhec.state.md.us/financialaid).

### ***Distinguished Scholar Program***

Every public and private senior high school in Maryland can nominate up to seven students for this award. Any student preparing to enter the senior year with a grade point average of 3.7 on a 4.0 scale (for grades 9–11) is eligible. Students should check with their high school guidance counselors for specific requirements of the program. Financial need is not a consideration in this \$3,000-per-year award. The award is renewable for three years provided a grade point average of 3.0 is demonstrated in a full-time (12 or more semester hours) academic program at an eligible Maryland institution.

### ***Educational Excellence Awards***

**Howard P. Rawlings Educational Assistance Grant.** These awards are made by the Maryland State Office of Student Financial Assistance on the basis of demonstrated financial need. All recipients must demonstrate a suitable level of financial need each year for award renewal. Awards ranging from \$400 to \$3,000 can be given *only to full-time students* at the College who are enrolled in a degree or certificate program.

**Guaranteed Access Grant.** The state's neediest students are guaranteed access to post-secondary education in Maryland through this program if they meet the program criteria. All applicants must file both a FAFSA

and a Guaranteed Access Grant application directly with the State Office of Student Financial Assistance by March 1 of the year they plan to attend the College. Grants range from \$400 to \$14,300 per year.

### ***House of Delegates Scholarship***

Each state delegate may award scholarships to residents of his or her election district. Recipients may receive a one-year award ranging in value from \$200 to \$9,000. The award may be offered each year for up to four years at the discretion of the delegate. Students interested in these scholarships should contact the delegate representing their election districts.

### ***Maryland Part-Time Student Grant Program***

These scholarships, which are need based, can be awarded to part-time students who are enrolled in degree-granting programs for 3–11 credit hours. Awards range from a minimum annual award of \$200 to \$2,000. Students apply for this program by filing the FAFSA.

### ***Senatorial Scholarship***

Each state senator has an annual quota of scholarship units which are awarded to residents of his or her senatorial district or sub-district. Recipients of this scholarship may attend the College either full or part time. Awards range from \$400 to \$9,000 per year.



## SERVICES FOR STUDENTS



### Academic Support

Counselors and other professionals on all campuses offer academic skill workshops, counseling, tutoring, and other programs to help students improve skills in studying, test-taking, overcoming math anxiety, and time management. Services are available in a variety of learning centers at each campus.

### Adult Learners

Montgomery College Adult Learner programs provide a variety of resources for the College's ever-growing adult student population. Our adult student services connect students with people and offices that provide services and programs for this unique population. The programs cater to all adult students—individuals entering Montgomery College who have never attended college and adult students now returning to college. Each of the three campuses offers individualized academic advising and counseling services targeted to adult students interested in

taking courses for college credit. In addition, each campus has a financial aid office and tutoring centers and offers adult-focused academic, social, and informational workshops and programs.

Adult students interested in enrolling at the college may email [kim.brown@montgomerycollege.edu](mailto:kim.brown@montgomerycollege.edu) in order to be directed to the person or office best able to answer their questions.

For information regarding a specific campus, please contact the appropriate office listed below:

- *Germantown*: Germantown Options for Adult Learners (G.O.A.L.), 240-567-6976, [goal@montgomerycollege.edu](mailto:goal@montgomerycollege.edu)
- *Rockville*: Office of Adult Student Services (OASS), 240-567-4243, [adultstudents@montgomerycollege.edu](mailto:adultstudents@montgomerycollege.edu)
- *Takoma Park/Silver Spring*: Counseling Department: 240-567-1480, Director of Evening/Weekend office: 240-567-3904

Montgomery College's Workforce Development & Continuing Education office also offers noncredit courses (including Adult ESOL and Literacy-GED) as well as college credit courses and business training in convenient community locations. More information can be obtained by calling 240-567-5188.

## Assessment

Students must demonstrate their skill in English, reading, and mathematics upon admission to the College so they may be placed in courses matching their academic skill levels. Students may be exempt from assessment if they can provide documentation that they have completed appropriate college coursework or have sufficiently high scores on standardized test instruments such as the SAT, ACT, or TOEFL. If such documentation is not available, students must take the college placement examination. The assessment center on each campus provides this testing to students. The centers also provide testing services for students who need to take make-up examinations, those enrolled in Distance Education courses, and students with disabilities who need special accommodations.

## Athletics

Montgomery College offers a variety of intercollegiate and intramural sports. The College belongs to the National Junior College Athletic Association (NJCAA), Region XX, and the Maryland Junior College Athletic Association (JUCO). Rockville teams—the Knights—include men's and women's basketball, cross-country, soccer, tennis, and track; men's baseball, golf, lacrosse, and volleyball; and women's fast-pitch softball and volleyball. Rockville also offers a number of intramural teams. Takoma Park/Silver Spring teams—the Falcons—include a number of intramural teams. Germantown teams—the Gryphons—include intercollegiate baseball and basketball.

## Bookstores

The College operates MC Books & More bookstores on all three campuses and an art store in The Morris and Gwendolyn Cafritz Foundation Arts Center. New and used textbooks and classroom materials are available in the stores and online. Hours of operation are scheduled to meet the needs of each campus and are extended at the beginning of each semester. Normal days of operation are Monday through Saturday. Please see the schedule of classes for hours of operation.

Each store offers reference books, study guides, bargain books, and best-sellers. Books still in print may be special ordered. Other merchandise, such as software, art materials, school supplies, medical and laboratory supplies, and calculators, is available. Textbook buyback takes place at the end of each semester and periodically throughout the year. See each campus bookstore for details.

Montgomery College clothing and memorabilia, an assortment of greeting cards, balloons, and gifts are available in all stores. Gift-wrapping services, gift cards, and order information on class rings and nursing pins are also available.

Students may visit the bookstore Web site to research all services available, to view course textbook selections, and to place orders online. For more information, to access these services, or to contact bookstore staff, visit [www.montgomerycollege.edu/bookstores](http://www.montgomerycollege.edu/bookstores).

## Career/Transfer Centers

Career development resources and information about transfer to four-year colleges and universities are available at all three campuses. Students are assisted in locating the specific resources they need to choose a major and explore career fields, job opportunities, and educational programs at transfer institutions.

Career development resources include planning guides, self-assessment inventories, occupational information, and computerized career guidance programs. Courses and workshops help students assess their skills, interests, and values, and through



these assessments students can learn about practical issues related to the job search, such as writing a resume and interviewing.

Representatives from many colleges and universities regularly visit the College to talk with prospective transfer students about programs and scholarships, and workshops are offered each semester on transfer-related topics.

*Career and transfer resources are available at the following locations:*

*Germantown:* Career/Transfer Center, 172 SA, located with Counseling and Advising

*Rockville:* Career/Transfer Center, 219 CB

*Takoma Park/Silver Spring:* Career/Transfer Center, 134 ST

## Child Care: Early Learning Centers

Convenient, affordable, high-quality child care and early childhood education programming are available on all three College campuses. Our nationally accredited programs for children ages two and a half to five years offer half- and full-day options; excellent teacher/child ratios; a hands-on, developmental curriculum; a comfortable play/learning environment; and enrichment programs. A limited number of tuition scholarships are available.

The Rockville Early Learning Center also operates a Head Start Program for income-eligible 3- and 4-year old children. Before- and after-school care is available for children up to the third grade at the Rockville Campus on a space-available basis.

Each Child Care Center is open weekdays from 7:00 a.m. to 6:00 p.m. Students and College employees may enroll children at the center with priority registration and special discounted rates. Centers are also open to the community as space is available. For more information visit the Child Care Services Web page at [www.montgomerycollege.edu/departments/auxiliaryservices](http://www.montgomerycollege.edu/departments/auxiliaryservices).

## Counseling and Advising

Academic advising is an educational process that facilitates students' understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning. Students and their counselors or faculty advisers are partners in meeting the essential learning outcomes, ensuring student academic success, and outlining the steps for achievement of the students' personal, academic, and career goals.

Counselors and faculty advisers help students make long- and short-term academic plans. They assist students in planning to complete certificates or degrees from the College and in preparing to transfer to four-year colleges and universities. Counselors also listen to students' concerns and offer advice. They can connect them with community services, if necessary, or assist them in crisis and other critical situations. Counselors help students in making educational, transfer, and career decisions and in planning for and progressing toward their individual goals.

Faculty advisers assist students in identifying useful elective courses for any declared majors, make referrals to academic support services, recommend out-of-class activities and experiences to enhance learning or career development, and educate students about academic honor or professional associations. Faculty advisers also assist students in preregistering for academic courses in their major.

Students are encouraged to seek counseling and advising services throughout the academic year instead of only during registration periods. Students who see the same counselor or adviser during their enrollment at the College benefit by setting clear academic goals that are reviewed periodically.

### Counseling and Advising Locations

Students may visit the Counseling and Advising Center on any campus (Germantown, 172 Sciences and Applied Studies Building; Rockville, 215 Counseling and Advising Building; Takoma Park/Silver

Spring, 122 Student Services Center) for walk-in assistance or to make an appointment for a specific need. Hours vary, but all centers have some evening and weekend hours. Counselors are also available for e-mail advising. Visit the Web site at [www.montgomerycollege.edu/departments/studev/counselingandadvising.html](http://www.montgomerycollege.edu/departments/studev/counselingandadvising.html) for telephone and e-mail contact information for counselors and advisers on each campus, as well as much more information about student development programs and services.

### *Student Development (DS) Courses*

Counselors are faculty and teach courses that ease the transition to college and provide tools for developing academic and life skills.

Student Development courses are designed to meet the diverse academic needs and interests of students. Courses to help with the transition to college include First Year Seminar (DS 107) and Seminar for International Students (DS 104). These two courses in particular are an important component of our First Year Experience activities, and all first-time college students are strongly encouraged to take one of these courses. Courses in Study Habits Development (DS 102), Memory Development (DS 108), and Building Math Confidence (DS 112) focus on building skills. Career Development: Dynamics and Application (DS 103) teaches how to choose, plan, establish, or change career fields. Success Group (DS 106) helps students who have a history of academic and personal issues develop behavioral strategies to improve overall success.

### **Disability Support Services**

In accordance with the provisions of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, the College provides accommodations, access to facilities, programs, activities, and services for qualified students with documented disabilities. Accommodations are based on information provided by qualified professionals (see the Eligibility and Services section below).

Disability Support Services (DSS) counselors on all three campuses advise students and provide academic, career, and personal counseling. They determine and facilitate appropriate academic and technological accommodations, act as liaisons with College resources and external agencies and consultants, and provide referral services for students with disabilities. DSS faculty and staff assist in arranging support services within the framework of student self-determination and self-advocacy.

### *Eligibility and Services*

Students must submit documentation to the DSS office from an appropriate professional to verify the presence and impact of a disability. Students are responsible for the cost of this verification. DSS counselors certify eligibility for services and meet with students to determine academic adjustments and/or accommodations. Each campus offers assistive technology, including computers with disability-specific software and hardware, voice recognition and synthesizers, print magnifiers and scanners, large print, and Braille. The Rockville Campus offers the College Access Program (see page 61) to qualified students with learning disabilities.

### *Arranging for Services*

New students and returning students requesting support services and/or accommodations need to submit a Request for Services Form to a DSS counselor at the campus they plan to attend at least six weeks before the beginning of each semester. If this timeline is not followed, services may be delayed, possibly until the next semester. Students at any campus requesting a sign language interpreter must call the Rockville DSS Office. Students must have an interview with a DSS counselor on their campus, complete assessment testing, select courses, register, and make payment at least six weeks before the start of the semester to allow enough time to assist with appropriate course placement and arrange interpreter services. Failure to meet the deadline may delay services, possibly until the next semester.

For more information and application materials, please contact the appropriate DSS Office:

*Germantown:* 175 SA, 240-567-7770

*Rockville:* 122 CB, 240-567-5058 (V)/  
301-294-9672 (TTY)

*Takoma Park/Silver Spring:* 122 ST, 240-567-  
1480 (V)/240-567-1475 (TTY)

More information and all application materials are available for printing at the Web site: [www.montgomerycollege.edu/dss](http://www.montgomerycollege.edu/dss).

## First Year Experience

All first-time students are expected to participate in the College's First Year Experience (FYE) program. This includes the Montgomery Advising Program (MAP) or International Montgomery Advising Program (IMAP) sessions, offered either in person or online (as eMAPs) by the Counseling and Advising departments. In addition to New Student Orientation, offered before every semester, the centerpiece of the FYE program is the FYE course, which may be chosen from DS 107 (First Year Seminar), DS 104 (Seminar for International Students), DS 102 (Study Habits Development), or FYE courses that have been approved by a counselor.

The FYE will help new students learn the expectations for a college student and the skills to enhance their potential for success, time management, successful studying, and the development of an individualized education plan. They will learn about the higher education system, the purpose of general education, personal development, and career planning.

## Food Services

CaféMC locations and vending machines on each campus offer a variety of food, snacks, and beverages. In addition, MC Munchies snack shops are located on the Rockville and Takoma Park/Silver Spring campuses. For more information on CaféMC operating hours and menu offerings, check the schedule of classes or visit the Web site at [www.montgomerycollege.edu/departments/auxiliaryservices/foodservice](http://www.montgomerycollege.edu/departments/auxiliaryservices/foodservice). For MC Munchies

locations, visit [www.montgomerycollege.edu/departments/auxiliaryservices/mcmunchies](http://www.montgomerycollege.edu/departments/auxiliaryservices/mcmunchies). For vending machine locations, visit [www.montgomerycollege.edu/departments/auxiliaryservices/vending](http://www.montgomerycollege.edu/departments/auxiliaryservices/vending).

## Housing

Students are responsible for their own living accommodations. The College does not approve or maintain housing facilities.

## International and Multicultural Students

Counselors on each campus advise international and multicultural students from diverse cultures, including a wide range of ethnic, geographic, and language backgrounds. Students whose first language is not English can obtain specialized counseling and academic advising throughout the year. Orientation and special activities programming are offered.

## Libraries

Montgomery College libraries provide a variety of information resources to support the curricula of the College. The Rockville Campus Library has the largest and broadest collection and has longer hours of operation; the Takoma Park/Silver Spring Campus Library has special collections to support the art, health sciences, multicultural, and American English language programs; and the Germantown Campus Library emphasizes business, computing, high technology, biotechnology, and multicultural resources to support its programs.

Patrons with a valid student identification card or a community borrower's card may check out circulating materials for use outside of the libraries. Students registered for the current semester may also use the libraries' electronic resources, including online books, journals, and electronic course reserves from outside the libraries, via the Internet. Audiovisual materials can also be viewed in the libraries and are available to faculty for classroom instruction. All of these materials can

be accessed through the libraries' home page: [www.montgomerycollege.edu/library](http://www.montgomerycollege.edu/library).

All libraries provide access to the catalog of in-house resources and to numerous online indexes, full-text databases, and online books and journals. Internet stations are available in each library for college and community patrons to use. A knowledgeable, professional staff is available to assist students with research.

Interlibrary loan service is available to provide resources that the College does not own. Assistive technologies are available for patrons with special needs.

For more information, please visit the Montgomery College libraries Web site ([www.montgomerycollege.edu/library](http://www.montgomerycollege.edu/library)) or call one of the campus libraries:

*Germantown:* 240-567-7850 (recorded line); 240-567-1971/TTY

*Rockville:* 240-567-5067 (recorded line); 240-567-8025/TTY

*Takoma Park/Silver Spring:* 240-567-1431 (recorded line); 240-567-1540 or 1546/TTY

### **College Special Collections**

The library/special collections librarian, located at 214 Macklin Tower at the Rockville Campus, oversees and provides access to the documents and memorabilia related to the history of the College. Materials for reference and research purposes may be requested by contacting the Special Collections Office at 240-567-7174 or by e-mail to [shelly.jablonski@montgomerycollege.edu](mailto:shelly.jablonski@montgomerycollege.edu).

### **Military Services**

Montgomery College is a military-friendly institution, recognizing and supporting the contributions that our students make outside the classroom as active duty servicemembers, guardsmen, reservists, veterans, and dependents. To that end, the College assists the military community in reaching their educational goals by providing:

- Flexible withdrawal procedures in the event of activation, deployment, or enlistment
- Waived residency requirements for active duty servicemembers and dependents

- Flexible residency requirements for those affected by Base Realignment and Closures
- Veterans Benefits processing
- Tuition Assistance processing
- Tuition Waivers for Maryland National Guardsmen
- Servicemembers Opportunity College Student Agreements
- Support to the Education Office at Walter Reed Army Medical Center and the National Naval Medical Center

### **Combat2College**

Combat2College is a nationally recognized program that offers individualized academic advising, social opportunities through clubs and activities, and drop-in gym hours and martial arts to the College's military community.

### **Veterans Affairs Office**

The Veterans Affairs Office (VAO) was established to assist all students applying for Department of Veterans Affairs (DVA) educational benefits. To contact the office, e-mail [va@montgomerycollege.edu](mailto:va@montgomerycollege.edu). Students eligible to receive benefits must submit a Certification Request for VA Benefits form, available at [www.montgomerycollege.edu/admissions/StudentForms/StudentForms.htm](http://www.montgomerycollege.edu/admissions/StudentForms/StudentForms.htm) to the Office of Admissions and Records or to [va@montgomerycollege.edu](mailto:va@montgomerycollege.edu) each semester after completing registration to have their enrollment certifications submitted to the DVA. Students receiving benefits must contact [va@montgomerycollege.edu](mailto:va@montgomerycollege.edu) regarding any changes in enrollment. For more information, visit [www.montgomerycollege.edu/admissions/vab](http://www.montgomerycollege.edu/admissions/vab).

### **Parking and Motor Vehicle Registration**

Each person associated with the College who parks a vehicle on any campus of the College or any property owned, leased, maintained, or operated by the College must register the vehicle regardless of its ownership. Students, faculty, staff, and visitors must abide by College

traffic regulations. The College reserves the right to issue a citation or to tow, at the owner's risk and expense, any unregistered vehicle parked in violation. Information about vehicle registration and parking is available online at [www.montgomerycollege.edu/parking](http://www.montgomerycollege.edu/parking). The *Montgomery College Motor Vehicle Regulations* are available online at [www.montgomerycollege.edu/verified](http://www.montgomerycollege.edu/verified).

## Safety and Security Services

Montgomery College is committed to providing a safe and secure environment at all times that will support and enhance the institution's educational programs and services. The Office of Safety and Security is responsible for the protection of the College community, first aid, emergency assistance, 24-hour escort service (upon request), enforcement of campus parking regulations, and the lost and found service. Officers on each campus are on duty 24 hours a day, 7 days a week. In compliance with the Crime Awareness and Campus Security Act of 1990, the College's campus security procedures are provided online in the Montgomery College Annual Security Report at [www.montgomerycollege.edu/verified/security](http://www.montgomerycollege.edu/verified/security).

### Safety and Security Office Locations

*Germantown Campus:* 282 SA, 240-567-7777 (recorded line)

*Rockville:* 101 CB, 240-567-5111 (recorded line)

*Takoma Park/Silver Spring:* 117 ST, 240-567-1600 (recorded line)

### Emergencies

College employees should report all emergencies to the Office of Safety and Security. In case of a life-threatening emergency, someone should call 9-1-1 and then notify Safety and Security. Emergency phones are located in all campus elevators and in numerous internal and external locations. These phones will automatically ring in the nearest Office of Safety and Security. Calls made on the emergency phones are recorded.

As an added safety measure, automated external defibrillators (AEDs) are available

in every building on each campus. They are mounted in cabinets on the wall in the main lobby/entry area. A local alarm will sound when the cabinet is opened. Security officers also have a portable unit, and another unit is available in each security vehicle.

### Emergency Preparedness

In the event of emergency situations involving Montgomery College directly—or if an emergency occurs at the local, regional, or national level that could impact the college community—Montgomery College's safety and security personnel and other College officials utilize in-house emergency response plans and coordinate their response activities with local, county, state, and federal authorities, as appropriate. The College works directly in conjunction with Montgomery County's Office of Emergency Management and Homeland Security, in the event of any local activation of the county's Emergency Operations Center.

Additional information, including emergency evacuation area maps, is available at [www.montgomerycollege.edu/emergency](http://www.montgomerycollege.edu/emergency).

## Student Employment Services

The purpose of Student Employment Services is to teach currently enrolled students and recent graduates the skills that they need to become successfully employed; to assist students in matching their career or job goals to employment openings (current or future) to ultimately obtain employment; and to successfully place students into cooperative education and internship experiences that are related to their majors. Employment services include

- individual assistance with resume writing, cover letter preparation, interview skills, job readiness, and job search skills;
- job readiness workshops (resume preparation, interviewing techniques, etc.);
- job listings for full-time, part-time, and temporary employment opportunities;
- internship information and referral;
- employer on-campus recruitment, part-time job fairs, and annual career

information job fairs;

- online job search resources; and
- resume writing and federal employment application software programs.

Employment information and resources are located in the Germantown and Takoma Park/Silver Spring Career/Transfer Centers and in 002 Campus Center on the Rockville Campus. A job opportunity coordinator is available on each campus to work with students on an individual basis. For more information, please e-mail [studemp@montgomerycollege.edu](mailto:studemp@montgomerycollege.edu) or visit the Web site: [www.montgomerycollege.edu/departments/studemp](http://www.montgomerycollege.edu/departments/studemp).

## Student Life

The Office of Student Life on each campus provides a place for students to take advantage of a variety of programs and opportunities to get involved in college-sponsored activities and operations. These opportunities are an integral part of the co-curricular experience and enhance the academic experience at the College. Programs develop skills and abilities in such areas as leadership, communication, program planning, budget and financial management, collaboration, social and civic engagement, and multicultural understanding. Programs and events may focus on student, college, campus, and community issues; examples of such issues are academic majors, honor societies, entrepreneurship, recreation and wellness, arts, service learning, and theatre and film.

The Office of Student Life offers leadership training to give students the necessary skills to participate effectively in clubs and organizations. Students have the opportunity to run for student government offices, participate in the planning and recommend allocation of budget expenditures, and contribute to the development of campus life. Available clubs and organizations vary by campus but generally include cultural, ethnic, religious, political, mentoring, tutorial, recreational, academic, and service clubs; other organizations include Phi Theta Kappa (honor society), campus newspapers, and the Student Senate. Suggestions for new groups and programs are always welcome.

The Student Life Offices are located in room 186 of the Sciences and Applied Studies Building at Germantown, room 005 of the Campus Center at Rockville, and room 216 of the Student Services Center at Takoma Park/Silver Spring.

## New Student Orientation

The New Student Orientation Program is strongly recommended for all incoming freshmen students. The three campuses offer several program formats before the beginning of fall and spring semesters. Specific information may be obtained from the Office of Student Life Web sites for each campus: Germantown, [www.montgomerycollege.edu/departments/studevel](http://www.montgomerycollege.edu/departments/studevel); Rockville, [www.montgomerycollege.edu/departments/stdactrv](http://www.montgomerycollege.edu/departments/stdactrv); Takoma Park/Silver Spring, [www.montgomerycollege.edu/departments/stdactp](http://www.montgomerycollege.edu/departments/stdactp).

The orientation program introduces students, parents, and family members to a variety of first-year experiences designed to ease the transition to college life and help students enjoy a successful year at Montgomery College. Faculty, staff, administrators, and students collaborate to provide workshops, open houses, tours, discussions, and social events to help new students and their families learn about services, college expectations, campus life, academic issues, parent/family involvement, safety, and much more.

## Support Centers

The College provides a number of centers at each campus that support student success. Services include tutoring, study skills development, access to information technology, books, models, audiovisuals and other media, and other success skills materials and support activities. There is no charge for use of these services. Students are encouraged to stop by any of the centers listed below for information regarding hours and available services.

### Germantown Campus

- Career and Transfer Center, 172 SA
- Disability Support Services, 175 SA
- Library Reference Desk, 212D HS

- *Math and Accounting Learning Center*, 229 HT
- *Science Learning Center*, 202 SA
- *Technology Lab Center*, 230 HT
- *Writing Center and Language Lab*, 150 HS

### **Rockville Campus**

- *CA/CS Computer Tutoring*, 320 HU
- *Career and Transfer Center*, 219 CB
- *Disability Support Services Learning Center* (by referral from a DSS counselor only), 122 CB
- *ESL Tutoring*, 20 MT
- *General Purpose Computer Labs*, 312, 314 HU; 21A, 25/26 CS
- *Library*, 107 MT
- *Math/Science Learning Center*, 02 MT
- *Student Support Services (TRIO)*, 006 SB
- *Writing and Reading Center*, 002 HU
- *Writing, Reading, and Language Center*, 20 MT

### **Takoma Park/Silver Spring Campus**

- *Career/Transfer Center*, 134 ST
- *Disability Support Center* (by referral from a DSS counselor only), 230 ST
- *Learning Skills Support Services*, 241 HC
- *Library*, 215 RC
- *Math/Science Learning Center*, 101 SN
- *Math Tutoring Center*, 240 MP
- *Medical Learning Center*, 221 HC
- *Social Sciences Computer Center*, 110 CM
- *Student Technology Center*, 304 ST
- *Writing and Reading Center*, 105 RC

## **Television**

The College's ITV and Media Production Services Unit manages Montgomery College Television (MCTV Channel 10 on Verizon, Comcast, or RCN cable), a nationally award-winning educational television channel providing high-quality,

thought-provoking TV programming for students and community members of all ages. Montgomery College students can get involved in many ways: participating in practical hands-on television production internships involving live TV studios, remote field shoots, state-of-the-art digital video and audio editing, and multimedia projects; supplementing in-class, blended, or online classes by watching related support programs; or simply as one of our community of viewers. For more information about the College's array of digital media services, visit [www.montgomerycollege.edu/departments/itv](http://www.montgomerycollege.edu/departments/itv).

## **Transportation**

Current Montgomery College students can take the Ride On bus free of charge. They must simply show the Ride On driver a College student identification card with a current semester sticker. Ride On schedules, maps, and routes are available online at the Ride On and Transit Services page of the Montgomery County Web site: [www.montgomerycountymd.gov](http://www.montgomerycountymd.gov). For details on how to obtain a valid MC student ID, visit [www.montgomerycollege.edu/studentid](http://www.montgomerycollege.edu/studentid).

## **TRIO Programs**

In 1965, Congress established a series of programs to help low-income Americans enter college, graduate, and move on to participate more fully in the country's economic and social life. These programs are funded under Title IV of the Higher Education Act of 1965 and are referred to as the TRIO Programs. Two of these programs are the Educational Opportunity Center and Student Support Services.

### ***Educational Opportunity Center***

The Educational Opportunity Center (EOC) provides information and counseling on college admissions to qualified adults who want to enter or continue a program of post-secondary education. An important objective of EOC is to counsel participants on financial aid options and to assist in the application process. The goal of EOC is to increase the

number of adult participants who enroll in postsecondary education institutions.

Students in the program are eligible to receive career counseling, college admission and financial aid counseling, application assistance, and, when necessary, referrals to English as a Second Language and GED instructional programs. Participation eligibility is based on the following categories: first-generation college student (neither parent has a bachelor's degree), low-income student (based on taxable income and family size), and the desire to enroll in postsecondary education. In addition, students must be U.S. citizens or permanent residents or meet the residency requirements for federal financial assistance. The EOC office and satellite locations at community-based organizations, social services agencies, and other community resource programs make higher education information conveniently accessible.

The EOC program is located on the Takoma Park/Silver Spring Campus. For more information please call 240-567-5644 or visit the Web site: [www.montgomerycollege.edu/admissions/mceoc](http://www.montgomerycollege.edu/admissions/mceoc).

### ***Student Support Services***

Student Support Services TRIO is a federally funded grant program serving Montgomery College since fall 2001. Our goal is to positively affect and increase the college's retention, transfer, and graduation rates by providing and coordinating a variety of educational support services and activities for our students, who are first-generation college students, meet federal low-income guidelines, and/or are students with disabilities. In this capacity, we facilitate the process of a student's transition from one level of higher education to the next.

Participation in the program is limited to 160 Montgomery College students. To qualify (to be eligible) you must be

1. a U.S. citizen or permanent resident,
2. currently enrolled, and
3. a member of one or more of the following categories:

- a first-generation college student, meaning that neither parent has received a four-year degree prior to you turning 18;
- a low-income individual—meet low-income requirements based on federal guidelines if you are receiving a financial aid Pell Grant you may qualify; or
- an individual with a disability—have a documented physical or learning disability through the college's Disability Support Services Office.

Our goal is achieved by providing

- staff invested in your academic success,
- personalized attention to your situation,
- assistance in learning to navigate through the College system and identify resources,
- a learning community for personal and academic growth,
- academic advising and monitoring,
- resource information for career exploration and planning,
- transfer assistance and advising,
- financial aid application assistance, and
- a sense of belonging and purpose.

We believe in the value of each individual, and we enjoy the privilege of serving and witnessing student growth. We believe in students' dreams and provide a nurturing and supportive environment for the realization and accomplishment of those dreams. We are committed to lifelong learning. Our goal is to empower students to make positive life choices, adapt to a changing world that requires new responsibilities and skills, and create and maintain supportive connections and communities.

Please e-mail [sss@montgomerycollege.edu](mailto:sss@montgomerycollege.edu) or visit our Web site at [www.montgomerycollege.edu/Departments/ssserv](http://www.montgomerycollege.edu/Departments/ssserv) for more information.



## ACADEMIC REGULATIONS AND STANDARDS



**T**he following academic regulations and standards information is a summary of a selection of critical student regulations. Information in this section is intended as reference material and is not the official language of the Montgomery College Academic Regulations. A complete and updated list of the official regulations can be viewed in the College's Policies and Procedures, posted online at [www.montgomerycollege.edu/academicregulations](http://www.montgomerycollege.edu/academicregulations).

### Definition of Full-Time Student

A full-time student at the College is defined as one who is enrolled in 12 or more credit hours (billing hours) per semester.

### Course Structure

A *credit hour* or *semester hour* is equivalent to approximately 15 hours of lecture, 30 hours of laboratory or studio, or 45 hours of an alternative instructional situation, such as

an internship. Fall and spring courses are usually taught for 14–15 weeks, including final examinations. A three-credit lecture course may meet three days a week for 50 minutes each session, two days a week for 75 minutes each session, or once a week for 150 minutes. Condensed courses (same total hours of instruction but taught over fewer weeks) are also available. Two summer sessions offer courses varying in length from four to eight weeks. A winter session offers a limited number of intensive courses over a three-week period.

For lecture courses, it is expected that most students will spend two hours of study or preparation for each hour of class.

### Class Attendance

Students are expected to attend all class sessions. The instructor may drop the student from the class in cases involving excessive absences. "Excessive absences" is defined as

one more absence than the number of classes per week during a fall or spring semester; the number of absences is prorated for accelerated sessions.

## Grading System

Grade	Standard	Quality Points
A	Superior	4
B	Good	3
C	Average	2
D*	Pass without recommendation	1
F	Failure	0
I	Incomplete	None
P	Pass (Credit by Examination)	None
S	Satisfactory	None
U	Unsatisfactory	None
W	Withdrawn	None
AU	Registered for audit	None

*\*The grade of D may not be accepted for transfer credit.*

The grade of I (incomplete) will be awarded in bona fide emergency situations, at the request of either the instructor or the student in consultation with the instructor. The coursework must be completed within the four weeks following the beginning of the next full semester.

The grade of W (withdrawn) will be recorded if a course is dropped after 20 percent of its length has been completed. A student may officially withdraw from a course and receive a grade of W until 73 percent of its length has been completed.

Students who stop attending classes but do not officially withdraw by the 73 percent deadline will receive a grade of F.

The grades of S (satisfactory) and U (unsatisfactory) may be earned only in courses not included in computing the grade point average (GPA).

Unless the catalog states otherwise, a student may only attempt a course three times. The grade of record will be the most recent grade. The grade of AU will not be considered an attempt.

## Calculating a Grade Point Average

A student's GPA is calculated by multiplying the number of credit hours in a certain course by the appropriate number of quality points (4 for an A, 3 for a B, etc.) and then dividing that number by the course's credit hours. For example, a student taking a three-hour course and earning an A will be entitled to 3 times 4, or 12, quality points. Those 12 points are then divided by the number of credits (3) to give a GPA of 4.0.

The cumulative GPA, which factors in courses taken throughout a student's career at Montgomery College, is calculated by dividing the total number of quality grade points earned in all semesters by the total number of credit hours. Only courses that have a recorded grade of A, B, C, D, or F may be factored into the computing of quality grade points or overall GPAs.

Note that credit hours and semester hours are one and the same when it comes to calculating GPA.

## Academic Standing

Students are expected to maintain a level of competent achievement in their courses. A minimum GPA of 2.0 is required for a student to achieve and remain in good academic standing. Students not in such standing will be placed on academic alert, academic restriction, or suspension as appropriate. Information on these three statuses is published in the Academic Regulations section of the College's Policies and Procedures on the Web at [www.montgomerycollege.edu/academicregulations](http://www.montgomerycollege.edu/academicregulations).

### Dean's List

To qualify for the Dean's List, a student must earn a 3.4 GPA with a semester load of no fewer than five credit hours.

## Student Cumulative Records

Any past or present student's cumulative record as maintained by the College is considered confidential, and access to the record is limited to that student or those persons who have legitimate requests for the information contained in the record. Student cumulative records are maintained in the Office of Admissions and Records on each campus. Detailed information about student rights to and release of records can be viewed online at [www.montgomerycollege.edu/verified/pnp/41003](http://www.montgomerycollege.edu/verified/pnp/41003).

## Graduation

To qualify as a candidate for the associate's degree, a student must have earned a minimum of 60 hours of academic credit, which must include (a) the General Education requirements (see the Curricula section of this catalog) and (b) all courses required in the curriculum elected by the student. No more than 45 of the 60 hours required for the associate's degree may be earned outside of the College (70 percent of the required credit hours for certificates).

To qualify as a candidate for a certificate or a degree, a student must have a minimum cumulative GPA of 2.0 and a 2.0 GPA in the curriculum in which the degree or certificate will be granted. To receive the associate of arts in teaching (A.A.T.), students must have a minimum cumulative grade point average of 2.75 and must present acceptable scores on one of the following state-approved standardized tests: SAT, ACT, GRE, or Praxis I Pre-Professional Skills Test. To qualify for graduation honors, a student must have a cumulative GPA of 3.4. The general obligations of the candidate

are published in the Academic Regulations section of the College's Policies and Procedures (on the Web at [www.montgomerycollege.edu/academicregulations](http://www.montgomerycollege.edu/academicregulations)).

An annual commencement is held at the end of the spring semester. Diplomas are awarded at the end of each semester and summer session. All students graduating during an academic year are eligible to participate in the spring commencement.

Prior to a student's graduation, the Admissions and Records Office must conduct an official graduation review. To ensure that graduation candidates can make any final changes to their final semester schedules, these students are expected to file applications for candidacy with their campus registrars no later than

**November 1 for spring graduation**

**April 1 for summer graduation**

**July 1 for fall graduation**

There is no guarantee that applications received after this date will be processed in time for the resulting degree audit to be useful in planning a student's last semester. Students should see a counselor for assistance with a graduation audit before applying for graduation. A degree audit tool is also available for student use through the MyMC portal.

Students who plan to graduate from Montgomery College should select one catalog during their enrollment and follow the curriculum outlined in that catalog, provided they graduate within seven years of the catalog chosen. If there is a consecutive two-year break in enrollment, the student must use a catalog issued during the enrollment period following the two-year break in enrollment. Time limits may be appealed.

**The preceding academic regulations and standards information is a summary of a selection of critical student regulations. Information in this section is intended as reference material and is not the official language of the Montgomery College Academic Regulations. A complete and updated list of the official regulations can be viewed in the College's Policies and Procedures, posted online at [www.montgomerycollege.edu/academicregulations](http://www.montgomerycollege.edu/academicregulations).**

## SPECIAL PROGRAMS



### Arts Institute

The Arts Institute promotes, enhances, and supports the broad range of arts programs at the College, including graphic design, dance, film, fine arts, illustration, music, photography, and theatre. With support from the Montgomery College Foundation and the College's donors, the Arts Institute brings distinguished guest artists and arts activities to all three campuses for the benefit of students, faculty, staff, and the community.

Through its Distinguished Guest Lecture Series, the Baltimore Symphony Orchestra Distinguished Chamber Music Series, the Willpower! Festival, the World Arts Festival, Gateway to the Arts, and other programs that bring visiting artists to the College, students are given exceptional opportunities to work with and learn from distinguished

professionals and scholars. Special exhibits, such as "Portraits of Life: Student Experiences" and "Morris Yarowsky: Selected Works," are typical of special projects produced by the Arts Institute.

The Arts Institute enables internships at museums so that students can discover additional career options in the arts and blend learning in the classroom with on-the-job experience. The Arts Institute Study Abroad program has taken arts students to study in Italy and China.

Working with the arts faculty and staff, the Arts Institute also develops collaborative projects with area arts organizations to enhance College and community programs in the arts.

For more information on the Arts Institute, visit [artsinstitute.montgomerycollege.edu](http://artsinstitute.montgomerycollege.edu) or e-mail [artsinstitute@montgomerycollege.edu](mailto:artsinstitute@montgomerycollege.edu).

## College Access Program

The College Access Program is a learning community at the Rockville Campus that serves students with language-based learning disabilities who have the potential and motivation for success in college classes, but who first require a developmental program in English, reading, and study skills. The program helps students with learning disabilities to develop reading and writing skills, learning strategies, and study techniques, so that they are better prepared to succeed in college classes. Students in the program receive assistance through interactive developmental classes, laboratory and tutorial sessions, and counseling support.

The College Access Program accepts a limited number of students each fall and spring semester; early application is advised. For more information and application materials, please call Disability Support Services at 240-567-5058 or visit the Web site: [www.montgomerycollege.edu/dss](http://www.montgomerycollege.edu/dss).

## Cooperative Education & Internship Program

The Collegewide Cooperative Education (Co-op) & Internship Program is an academic course that places eligible students in full- or part-time jobs in their major. Students can earn up to three academic credits each semester (a maximum of six at the College) while participating in work experiences related to their major. Students can be paid by their employer or opt to work in volunteer positions. For both co-op and internship students, the program offers an opportunity to blend classroom learning with on-the-job experience.

To be eligible for co-op and internships, students must be enrolled at the College, must have completed 12 college credits (including two courses in the student's major), and must have a minimum 2.0 grade point average. The Co-op & Internship Office is located on the Takoma Park/Silver Campus, but students from all campuses are encouraged to participate in the program. The director regularly visits the Germantown and Rockville campuses for orientation sessions and

student meetings. For more information and applications, please visit the Web site: [www.montgomerycollege.edu/departments/cooped](http://www.montgomerycollege.edu/departments/cooped).

## Developmental Courses

Developmental courses are offered for students who need to strengthen their academic foundations in English, reading, and mathematics in order to be successful in college-level courses. Students may be required to enroll in a number of credit and noncredit developmental courses, depending on their records, the results of assessment testing, and individual needs.

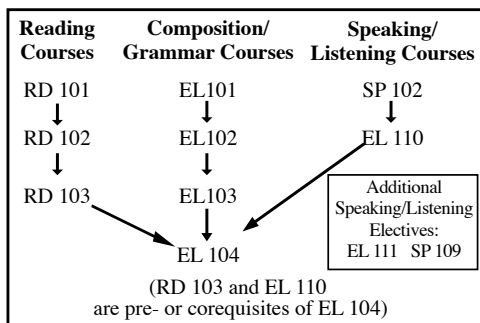
Depending on the placement of the student and the number of developmental courses taken, the student may carry additional courses for credit, if the assessment level for the course has been met. See the course descriptions in this catalog for assessment levels of each course. Students may enroll in developmental courses on either a part- or full-time basis. See Assessment Testing (Appropriate Course Placement) in the Admissions and Registration section of this catalog for more information.

## English as a Second Language (American English Language Program)

The American English Language Program (AELP) offers courses designed to prepare non-native speakers of English for successful college work in the United States. The program includes four courses that develop writing and grammar skills (EL 101, 102, 103, and 104), three courses that emphasize reading skills and vocabulary (RD 101, 102, and 103), and several courses that focus on speaking, listening, and note-taking (SP 102 and EL 110, with additional electives EL 111 and SP 109). Students placed into the AELP must pass or test out of EL 104, EL 110, and RD 103 in order to take most courses that count toward a degree at Montgomery College.

Following admission to the College, students are tested to determine their current level of American English proficiency, as required by College regulations. Non-native

speakers may test out of one or more sequences or the entire program if their scores are sufficiently high. If they test out entirely, they will be eligible for EN 101/101A and will be able to enroll in transferable credit-level col-



lege courses. Students whose language test scores indicate that they are not ready for the College's entry-level AELP courses are referred to the Workforce Development & Continuing Education Division for classes in pre-academic American English.

Students may enroll in the AELP on a full-time or part-time basis on all three campuses. For assistance or additional information, contact the Office of Student Development or the AELP coordinator at the Germantown, Rockville, or Takoma Park/Silver Spring campus.

## Gudelsky Institute for Technical Education

To meet the technical education and training needs of the workforce and the community, the Homer S. Gudelsky Institute for Technical Education (GITE) provides instructional programs in four primary areas: automotive technology; building and construction technology; computer publishing and printing management; and workforce technologies, which includes computer repair, welding, locksmithing, and machining. GITE offers both credit and noncredit courses taught via classroom and lab training, on-site or off-site customized contract training, apprenticeship training, and long or short-term training. For more information, please visit the Web site: [www.montgomerycollege.edu/departments/gitero](http://www.montgomerycollege.edu/departments/gitero).

## Health Sciences Institute

The Health Sciences Institute was designed to meet the needs of health care providers in the metropolitan Washington area. It offers both noncredit and credit courses and programs of study in various health care careers. These courses and programs will provide individuals with workforce skills, certification in specific disciplines, and associate's degrees in an array of health sciences. Customized courses and programs, training courses, seminars, and specialty workshops are available. Experienced faculty, from the College or from the local community of health care providers, participate to develop the workforce for the health care community. For more information, visit the Web site: [www.montgomerycollege.edu/healthsciences](http://www.montgomerycollege.edu/healthsciences).

## Honors Programs

### Collegewide Honors Program

The College is committed to providing high-ability, motivated students with stimulating and challenging opportunities both inside and outside the classroom. Honors course offerings are varied and differ on each campus based on faculty interests and the number of students participating in the program. Honors offerings are listed in the class schedule by academic department and in the campus Honors Program section. Honors tutorials and independent study classes are both designated with an HP prefix. They give students the opportunity to pursue a special topic in a seminar-format class or work on an independent research project with a professor. Honors classes, indicated with an HC suffix, are honors sections of standard classes. Honors modules, indicated with an HM suffix, allow students to have an enriched honors experience while taking a standard class.

The Honors Program is collegewide and designed for the high-achieving student. The program requires that participating students complete a minimum of 15 honors credits distributed among at least three different disciplines (such as the arts, humanities, social sciences, and sciences) in a minimum of two semesters. In order to receive the Honors Program designation on their

transcripts, students must maintain a minimum 3.2 grade point average (GPA) until they either graduate from the College or transfer to another institution.

Honors Program students receive special advising opportunities, including schedule, scholarship, and transfer counseling. They can also participate in activities set up for honors students such as clubs, honors colloquia, conferences, lectures, theatre performances, and other events. A limited number of Honors Internships are available. These have a competitive application and may require GPA above the Honors Program minimum of 3.2.

Applicants must meet one of the following entry requirements: (1) SAT scores of 600 on each section and a minimum high school GPA of 3.5 on a 4.0 scale (unweighted), (2) eligibility for EN 102 as determined by the Montgomery College placement process and a minimum high school GPA of 3.5 on a 4.0 scale (unweighted), (3) completion of a minimum of 12 credits in transfer-level classes at Montgomery College with a minimum 3.2 GPA, including a grade of A or B in EN 101 or EN 101A.

Admission to the Honors Program requires a separate application process. Applications are available online at [www.montgomerycollege.edu/advantage/honors](http://www.montgomerycollege.edu/advantage/honors) and through the Admissions and Records Office and the honors coordinators at each campus. For more information, contact Dr. Lucy Laufé, collegewide and Germantown honors coordinator, at [lucy.laufe@montgomerycollege.edu](mailto:lucy.laufe@montgomerycollege.edu); Professor Richard Penn, Rockville honors coordinator, at [richard.penn@montgomerycollege.edu](mailto:richard.penn@montgomerycollege.edu); or Dr. Carole Wolin, Takoma Park/Silver Spring coordinator, at [carole.wolin@montgomerycollege.edu](mailto:carole.wolin@montgomerycollege.edu).

Students who do not enroll in the Honors Program but wish to take honors classes must have a minimum 3.2 GPA and must have completed at least 12 credit hours of college-level coursework, including EN 101 or EN 101A with a grade of A or B. Exceptions to these requirements may be made on a case-by-case basis by the campus honors coordinator. Recent high school graduates may be admitted to honors courses based on evaluation of high school grade reports.

Students who have completed 12 credit hours of honors work, including coursework in at least two different disciplines, and who have maintained a 3.4 GPA or better, are eligible to be recognized as Honors Scholars at campus Academic Awards ceremonies in the spring semester. For more information about the Honors Scholars Award, contact the campus honors coordinators.

### ***Macklin Business Institute Scholars Program***

The Gordon and Marilyn Macklin Business Institute Scholars Program is a competitive collegewide program offering business students an opportunity to pursue honors coursework in economics, statistics, and accounting and to participate in a weekly honors seminar. Students meet and interact with business leaders and may qualify for a business internship. Students admitted to the one-year sophomore-level or two-year program are provided with the use of a laptop computer and are usually offered a scholarship benefit that covers the in-county full-time cost of tuition and fees (up to 30 credit hours at the in-county rate per academic year).

To apply for the two-year program, students must have completed high school graduation requirements by the end of June or must be returning Montgomery College students with fewer than 12 credits. Scholars are chosen on the basis of high school records, SAT scores, recommendations, essays, and interviews. The application process for the two-year program begins each year in September, with applications due January 21. Students are notified of their acceptance by April 15.

To apply for the one-year sophomore-level program, students should have 24–36 transferable credits and be following a business transfer program in preparation for transfer to a program for completion of a bachelor's degree. The application period for the one-year program begins each year in February, with applications due April 30. Students are notified by June of their acceptance for the fall semester, which begins the one-year program.

Students are expected to maintain 12 or more credits per semester during their

participation in the program. For more information, please e-mail [mbi@montgomerycollege.edu](mailto:mbi@montgomerycollege.edu), or visit the Web site at [www.macklin.org](http://www.macklin.org).

### **Montgomery Scholars Program**

The Montgomery Scholars Program, which opened on the Rockville Campus in fall 1999, is a selective-admissions program designed for high school graduates who plan to transfer to a four-year institution at the end of two years. Scholars are chosen on the basis of high school records, SAT scores, intellectual interests, extracurricular activities, recommendations, essays, and other indicators of academic excellence.

Montgomery Scholars participate in an academically rigorous curriculum of honors courses, including team-taught, interdisciplinary classes especially designed for the program. During the summer between their freshman and sophomore years, Scholars attend the International Summer Programme at the University of Cambridge, England. The capstone experience of the program is the Honors Colloquium. Students study and research an important issue related to their major and area of academic interest and present their research in a public colloquium. The Montgomery Scholars Program emphasizes the importance of expert counseling in helping students to plan their course of study and prepare their portfolios for transfer.

For more information, contact Dr. Mary Furgol ([mary.furgol@montgomerycollege.edu](mailto:mary.furgol@montgomerycollege.edu)) or visit the Web site: [www.montgomerycollege.edu/admissions/MCScholars](http://www.montgomerycollege.edu/admissions/MCScholars).

### **Renaissance Scholars Honors Program at Germantown and Takoma Park/Silver Spring**

The Renaissance Scholars Program is designed to accommodate the needs of both part-time and full-time high-achieving students interested in a challenging curriculum while they acquire courses needed for their associate's degree and beyond. The core of the program consists of team-taught, interdisciplinary pairs of courses that are offered in the evenings and on weekends.

In addition to stimulating coursework, students have the opportunity to participate in numerous social, cultural, and academic experiences outside of the classroom that help foster a learning community and enrich the students' educational experiences. Students in this honors program receive scholarship support, special advising, and the opportunity to receive College credit for a study/travel experience during the summer. Admission to this honors program is selective and requires a separate application process. Students are selected on the basis of a portfolio that includes an essay, a personal or professional resume, and letters of recommendation.

For more information, contact Professor Joan Naake at the Germantown Campus ([joan.naake@montgomerycollege.edu](mailto:joan.naake@montgomerycollege.edu)) or Dr. Carole Wolin at the Takoma Park/Silver Spring Campus ([carole.wolin@montgomerycollege.edu](mailto:carole.wolin@montgomerycollege.edu)) or visit the Web site at [www.montgomerycollege.edu/departments/reischolars](http://www.montgomerycollege.edu/departments/reischolars).

### **Information Technology Institute**

In response to the need for skilled information technology workers, the College established the Information Technology Institute (ITI). ITI offers cutting-edge high-technology courses at all three College campuses as well as at off-campus centers in Gaithersburg and Wheaton. ITI also provides customized training at business sites throughout the region.

ITI is designed to prepare new workers and retrain existing workers to fill positions in Montgomery County's high-technology market. Noncredit courses are available to meet a wide range of student needs and career goals. Courses are taught by knowledgeable practitioner faculty who bring their on-the-job expertise to the classroom.

The College is a member of the Microsoft IT Academy, through which ITI offers courses in the Microsoft Official Curriculum. The College is also a member of the Oracle Academic Initiative, the Oracle Workforce Development Program, and the Cisco Systems Networking Academy. Courses in these programs offer students the opportunity to prepare for industry certification examinations.

Special programs provided by ITI include TechLEAP, a 6–12 month retraining program



for individuals seeking new careers in the information technology field. TechLEAP offers three career paths in web design, programming, and networking. In addition to classes, participants may be eligible for paid internships with area employers.

For more information on ITI, please e-mail [edmund.palaszynski@montgomerycollege.edu](mailto:edmund.palaszynski@montgomerycollege.edu), or visit the Web site at [www.montgomerycollege.edu/iti](http://www.montgomerycollege.edu/iti)

## International Education Program

The International Education Program (IEP) has been developed to bring a greater awareness of world cultures and global perspectives to the student body and the community through activities that foster understanding and appreciation of all cultures. These activities cover three interrelated areas: culture, curriculum, and travel.

**Culture:** The international richness of Montgomery College's enrollment enhances a student's understanding and appreciation of one another through daily contact. The IEP further enriches the College and community population through special programs that include exhibitions, performances, lectures, films, discussions, and culinary events.

**Curriculum:** The international studies concentration of the liberal arts and sciences curriculum was developed by the College's faculty to allow students to explore careers in foreign service and international business. In addition, many courses have an international focus that reflects the College's emphasis on global issues.

**Travel:** The IEP offers long- and short-term study abroad opportunities. Students may select from a consortium of institutions in more than 26 countries to study abroad for a semester, a summer, or a year. These accredited academic institutions provide programs, courses, and room and board for students. To participate, students must have a 2.5 grade point average and at least 12 college-level credits. A semester of advance planning through the Office of International Education is required before going abroad. In addition, to enhance student knowledge of the world, faculty members

offer short-term study/travel trips related to the study areas of selected credit courses. Study groups have gone to Russia, China, England, Greece, Turkey, Jordan, Egypt, Morocco, Mexico, and St. Croix. New destinations are offered each year, and yearly brochures highlight courses with a study/travel component. Students who do not wish to take a 15-week credit course but who want to participate in the travel experience may do so through Workforce Development & Continuing Education.

For more information, visit [www.montgomerycollege.edu/departments/internationaleducation](http://www.montgomerycollege.edu/departments/internationaleducation) or contact Professor Greg Malveaux, coordinator, Study Abroad ([greg.malveaux@montgomerycollege.edu](mailto:greg.malveaux@montgomerycollege.edu)).

## Internships—See Cooperative Education & Internship Program

*Information about internship opportunities is also available from Student Employment Services, the Career/Transfer Centers, academic departments, counselors, and advisers.*

## MC/MCPS/USG Partnerships

In an effort to further cement the long-standing relationship among Montgomery College (MC), Montgomery County Public Schools (MCPS), and the Universities at Shady Grove (USG)/University System of Maryland, representatives from all institutions joined together to form a special unified council in the summer of 2008. The Pre-K Through 20 Council, as it is now titled, works collaboratively to develop a seamless, articulated program of educational opportunities for Montgomery County learners, so that they may easily move throughout their years of study, beginning with preschool and ending with successful completion of graduate school. This educational collaborative will ensure rigorous academic and workplace preparation for all students in the county.

For additional information about the council, contact Dr. Clarice A. Somersall, interim vice president for academic initiatives and partnerships, at [clarice.somersall@montgomerycollege.edu](mailto:clarice.somersall@montgomerycollege.edu).

### **Montgomery County Public Schools**

There are currently 31 academic initiatives in the MC and MCPS partnership designed to help prepare students for a smooth transition to postsecondary education. The College Institute, Gateway to College, and Tech Prep are three of the programs that have been developed to better serve the full spectrum of student needs.

For more information, visit the Web site: [www.montgomerycollege.edu/departments/mcmcps](http://www.montgomerycollege.edu/departments/mcmcps).

### **College Institute**

The College Institute is an innovative partnership between the College and MCPS that provides an opportunity for high-achieving seniors to earn college credits on a high school campus during the regular school day. Currently this program is available to seniors at Wootton, Gaithersburg, Seneca Valley, and John F. Kennedy High Schools. Eligible students must have a weighted cumulative grade point average of 3.5 or higher, must have achieved a minimum score of 550 on each portion (critical reading, writing, and math) of the SAT exam, and must have completed nearly all of the high school graduation requirements.

Students may apply for financial assistance through a College Institute Grant, which covers tuition and fees and includes a book allowance. The amount of assistance is based on financial need and available funds. The College's courses offered through the College Institute enhance and supplement Advanced Placement classes offered at the high schools. All College Institute students must enroll in the one-credit First Year Seminar (DS 107) during their initial semester in the program. Contingent on funding, the College and MCPS hope to expand the institute to other parts of the county.

### **Gateway to College Program**

The Gateway to College program at Montgomery College serves youths 16–20 years old who have stopped attending Montgomery County public high schools and for whom high school completion is at risk. The program

gives students the opportunity to earn a high school diploma while transitioning to the College. Students may simultaneously accumulate high school and college credits, earning their high school diploma while progressing toward an associate degree or certificate.

In their first term, students are part of a cohort experience where they work to build their academic and personal skills and prepare to take college courses with the general student population. In addition to reading, writing, and mathematics, cohort students take a career development class to help focus their academic goals, and a college survival and success class to learn how to take effective notes; study for tests; and juggle school, work, and family life. At the end of the cohort term, the students will take the College's assessment tests. They will then transition into the general college population, taking courses to fulfill their remaining MCPS high school diploma requirements while also earning college credit. Students will remain in the program until they complete their high school diploma or until they reach the age of 21, whichever comes first.

For more information, visit the Web site: [www.montgomerycollege.edu/departments/mcmcps/ciw/index.htm](http://www.montgomerycollege.edu/departments/mcmcps/ciw/index.htm).

### **Tech Prep Program**

Tech Prep is a national program developed to equip students with the skills they will need to compete in today's technological world. Students who complete an MCPS Career and Technology Education (CTE) program are eligible to receive college credits if they earned grades of B or better and if they major in the corresponding program at the College. Students who wish to obtain college credit for their high school CTE programs must obtain the appropriate forms and transcripts from their schools before earning articulated credits at the College. The following programs are available:

<b>MCPS Program</b>	<b>MC Program</b>
Accounting/Finance	Accounting/ Business
Automotive Technology/ Automotive Dealership	Automotive Technology

Biotechnology	Biotechnology
Building Trades	Building Trades Technology
Business Administration	Computer Applications
Computer Science and Technologies/ Information Technology	Computer Science/ Information Systems/ Computer Programming/ Gaming/Web Development
Construction Management	Architecture and Construction Technology
Early Child Development	Early Childhood Education Technology
Fire Science Technology	Fire Science Fire Service Management
Hotel/Travel	Hospitality Management
Landscape Technology/ Horticulture	Landscape Technology
Justice, Law, and Society	Paralegal Studies
Medical Careers	Health Sciences
Network Operations	Computer Science/ CISCO
Network Operations/ Computer Maintenance	Network and Wireless Technologies
Printing Management Technology Statewide Agreement	Computer Publishing and Printing Management
Project Lead the Way	Engineering Science
Restaurant/Food and Beverage Management	Hospitality Management

Prince George's County Public Schools students enrolled in the Tech Prep Automotive Technology and Building Trades programs, Howard County Public Schools students enrolled in the Tech Prep Biotechnology program, and Washington County Public Schools students enrolled in the Tech Prep Building Trades program receive credits on the same basis as MCPS CTE students.

Any Printing Management completer at any public high school in the State of Maryland may transfer appropriate credits to Montgomery College under the statewide Printing Management Technology articulation agreement. For more information, please visit our Web site: [www.montgomerycollege.edu/departments/mcmcps/techprep/index.htm](http://www.montgomerycollege.edu/departments/mcmcps/techprep/index.htm).

### ***Universities at Shady Grove***

A unique partnership with USG allows College students to earn bachelor's degrees from University System of Maryland four-year institutions offering programs in Montgomery County. Students can complete an associate's degree at the College and then the final two years of study for a bachelor's degree at USG, conveniently located in Rockville.

The following institutions are currently involved in this partnership: Bowie State University; Salisbury University; Towson University; University of Baltimore; University of Maryland, Baltimore; University of Maryland, Baltimore County; University of Maryland, College Park; University of Maryland, Eastern Shore; and University of Maryland University College.

Institutions in this partnership offer courses at USG that can be applied toward undergraduate degrees in the following areas:

- accounting,
- biological sciences,
- biotechnology,
- business,
- communication,
- computer and information science,
- construction management technology,
- criminology and criminal justice,
- education,
- health systems management,
- homeland security management,
- hotel and restaurant management,
- human resource management,
- information systems,
- investigative forensics,
- kinesiological sciences,

- laboratory management,
- management and marketing,
- nursing,
- political science,
- psychology,
- public health science,
- simulation and digital entertainment,  
and
- social work.

Additional programs will be added in future semesters. Please consult USG's Web site ([www.shadygrove.umd.edu](http://www.shadygrove.umd.edu)) for more information. The student's diploma will be from the specific institution offering the degree program.

USG also offers graduate-level programs in a variety of areas, including business administration, computer systems management, education, engineering, environmental management, health care and services, industrial-organizational psychology, management, pharmacy, public administration, publications design, social work, software engineering, and technology management.

These programs are offered through the institutions listed above. A variety of certificate programs are also available through University of Maryland University College. Because of the nature of the specialized programs and courses, students interested in transferring to USG must carefully plan their academic program at the College. For more information about degree programs and admission, contact an MC adviser; call USG at 301-738-6023; or visit [www.shadygrove.umd.edu](http://www.shadygrove.umd.edu) or [www.montgomerycollege.edu/partners/USGwelcome.htm](http://www.montgomerycollege.edu/partners/USGwelcome.htm).

### **Montgomery County Collaboration Board**

The MC Board of Trustees and the Montgomery County Board of Education seek the advice and counsel of residents of the community, employers, and educational representatives through the establishment of cluster advisory committees. Operating under the Montgomery County Collaboration Board (MCCB), these advisory committee members serve to advise, counsel, and assist in the planning,

development, and evaluation of the MCPS and MC systems' efforts in creating and maintaining a well-prepared, educated, and adaptable workforce to meet the current and future needs of employers through articulated programs in Montgomery County. The MCCB serves as a forum for critical stakeholders to engage in dialogue on the ways and means of providing cutting-edge education and training programs to MCPS students.

While the MCCB is advisory in nature and is not charged with administrative, policy-making, or legislative responsibility, the members' recommendations influence actions in providing rigorous, realistic preparation for students. The operations of the MCCB are divided among 11 Career Cluster Advisory Boards, each with its own workforce specialization.

Cluster Advisory Board specializations include the following areas:

- Arts, Humanities, Media, and Communication
- Biosciences, Health, and Medicine
- Business Management and Finance
- Construction and Development
- Education, Training, and Child Studies
- Engineering, Research, and Manufacturing
- Environmental, Agricultural, and National Resources
- Human and Consumer Services, Hospitality, and Tourism
- Information Technologies
- Law, Government, Public Safety, and Administration
- Transportation, Distribution, and Logistics

The regular voting members of the overarching MCCB shall consist of an MCCB president, 11 Career Cluster Advisory Board presidents, and one student representative from both MCPS and Montgomery College.

At Montgomery College, the MCCB is facilitated through the Office of the Vice President for Academic Initiatives and Partnerships.

## Paul Peck Humanities Institute

The Paul Peck Humanities Institute enriches the learning and teaching experiences of Montgomery College students and faculty, from all disciplines, through the humanities. The Institute reaches students in three ways: by offering humanities events which enable students on all three campuses to interact with speakers engaged in a wide variety of topics; by generating the Smithsonian Faculty Fellowship program, in support of Montgomery College faculty who utilize the Smithsonian as a teaching resource; and by providing internship programs that diversify the learning opportunities of high-achieving students.

The Paul Peck Humanities Institute generates various additional programs and collaborations designed to enrich the experience of learners at Montgomery College and in our wider communities. For more information, please visit the Web site [www.montgomerycollege.edu/humanities](http://www.montgomerycollege.edu/humanities), or contact [esther.schwartz-mckinzie@montgomerycollege.edu](mailto:esther.schwartz-mckinzie@montgomerycollege.edu).

### ***The Smithsonian Institution, Library of Congress, and United States Holocaust Memorial Museum Internship Programs: HP 275PA, HP 275PB, and HP 275PG***

The Smithsonian Institution, Library of Congress, and the United States Holocaust Memorial Museum Internship Programs provide unique opportunities for Montgomery College students to experience the professional environment of world-class museum and library research activities. Samples of activities an intern may participate in include assisting with new or ongoing research programs, performing collection analysis and organization, designing and preparing new exhibits, abstracting and archiving academic materials, and planning new educational programs. Eligible students have completed 15 credit hours of coursework at Montgomery College, have earned a 3.4 overall grade point average, and will have completed EN 102 or 109 with grades of B or better prior to commencement of the internship. Interested students should prepare themselves for this opportunity by taking General Education courses and earning high grades.

Students spend 16 hours per week at the internship site. Stipends of \$1,100 may be awarded to program interns as funding is available and are intended to help with tuition and/or transportation costs related to commuting to the internship site.

### ***Potomac Review Internships: HP275PF***

Internships with the *Potomac Review* offer Montgomery College students the opportunity to be involved in all facets of magazine production, including editorial decision making about layout, design, and the selection of submissions. Interns play a key role in organizing the annual F. Scott Fitzgerald Literary Conference. Eligible Montgomery College students have completed one of the following creative writing courses with a grade of B or better: EN 218, EN 219, EN 223, EN 224 and HP 251 (Writing the Novel). Other courses may be considered for eligibility.

Internship awards cover the cost of three in-county credit hours and are awarded pending available funding.

For more information, please visit [www.montgomerycollege.edu/humanities](http://www.montgomerycollege.edu/humanities), or contact Professor Julia Wakeman-Linn at [PotomacReviewEditor@montgomerycollege.edu](mailto:PotomacReviewEditor@montgomerycollege.edu).

## Paul Peck Institute for American Culture and Civic Engagement

The Paul Peck Institute for American Culture and Civic Engagement was established at the College in 2004 to educate Americans of all ages about our culture, our history, our principles, and our responsibilities and thus to get more people participating in the civic and political process.

The institute sponsors the Jefferson Café, a network of community dialogues on issues and themes of American life, as well as guest lectures pertaining to American culture and the political process. Partnering with community groups such as the League of Women Voters, the institute offers opportunities for community participation at the College's campuses as well as at other sites throughout Montgomery County. In 2004 and 2005, the institute was awarded a By the People grant by PBS-MacNeil/Lehrer Productions to

support the Jefferson Café program. In 2009, the Maryland Humanities Council supported the Institute's year-long Lincoln Bicentennial project with a major grant.

The institute is based at the Takoma Park/Silver Spring Campus but serves the entire College as well as the surrounding community and, ultimately, the nation. For more information, please contact the director, Dr. Francine Jamin ([francine.jamin@montgomerycollege.edu](mailto:francine.jamin@montgomerycollege.edu)), or visit the Web site: [www.montgomerycollege.edu/departments/americanculture](http://www.montgomerycollege.edu/departments/americanculture).

## Phi Theta Kappa International Honor Society

Phi Theta Kappa is the international honor society for students at community colleges. The Beta Kappa Omega (Germantown), Beta Lambda Alpha (Rockville), and Kappa Omega (Takoma Park/Silver Spring) chapters were chartered at the College in 1960. To be considered for election to Phi Theta Kappa, a student must have a cumulative grade point average of at least 3.5 for at least 15 credit hours of coursework (excluding EL and RD courses) at the College. A cumulative grade point average of 3.4 is required to maintain membership. Election to Phi Theta Kappa represents one of the highest honors that can be bestowed on a student at the College.

For more information, please contact Lucy Laufe ([lucy.laufe@montgomerycollege.edu](mailto:lucy.laufe@montgomerycollege.edu)) at the Germantown Campus, Sue Adler ([sue.adler@montgomerycollege.edu](mailto:sue.adler@montgomerycollege.edu)) or Brian Baick ([brian.baick@montgomerycollege.edu](mailto:brian.baick@montgomerycollege.edu)) at the Rockville Campus, and James Walters ([james.walters@montgomerycollege.edu](mailto:james.walters@montgomerycollege.edu)) at the Takoma Park/Silver Spring Campus.

## School of Art + Design at Montgomery College

The School of Art + Design (SA+D) at Montgomery College provides students a portfolio-intensive, art school experience designed to prepare them for transfer to premier art colleges. This studio-intensive program is located at the Takoma Park/Silver Spring Campus in The Morris and Gwendolyn Cafritz Foundation Arts Center.

In the SA+D program, students can earn an associate of fine arts degree (A.F.A.) with major concentrations in either studio art (see page 111) or graphic design (see page 191). The A.F.A. degree is designed as the first half of a four-year bachelor of fine arts (B.F.A.) degree. Two-thirds of the required coursework is in studio art or graphic design and one-third is in general education courses. Coursework is designed to facilitate transfer and the application process for scholarships from baccalaureate institutions.

Prospective students must submit a portfolio of previous artwork, an SA+D application, official transcripts (high school or college) that reflect a 2.3 or better grade point average, and a letter of recommendation. Students must be accepted into the SA+D program prior to course registration. All students in SA+D are assigned a faculty mentor. Faculty mentors work individually with students to prepare them for the two required comprehensive portfolio reviews and the SA+D graduating student exhibition.

The studio-intensive curriculum, combined with a comprehensive program of co-curricular activities, continues the artists' community environment that has been a tradition for over 50 years. For more information, e-mail [david.epstein@montgomerycollege.edu](mailto:david.epstein@montgomerycollege.edu) or visit the Web site: [www.montgomerycollege.edu/schoolofartanddesign](http://www.montgomerycollege.edu/schoolofartanddesign).

## Continuing Education/Workforce Development Program

The SA+D Continuing Education/Workforce Development Program provides quality noncredit courses in fine arts and visual communications for youth and adults in studio art, photography, and graphic design for print and Web. The program provides opportunities for portfolio building, lifelong learning, personal enrichment, and professional skill development. Highly qualified instructors, well-equipped facilities, small class sizes, and convenient course schedules provide a creative, supportive environment for students at all levels.

SA+D is committed to collaborating with other community organizations and educational centers to provide learning venues

outside the College campuses to meet art education and training needs throughout Montgomery County. For more information, e-mail [nan.mccoy@montgomerycollege.edu](mailto:nan.mccoy@montgomerycollege.edu) or visit the Web site: [www.montgomerycollege.edu/schoolofartanddesign](http://www.montgomerycollege.edu/schoolofartanddesign).

### ***SA+D Pre-College Portfolio Institute***

Throughout the year, SA+D provides pre-college portfolio development courses, including an intensive summer Pre-College Portfolio Institute. These programs are offered to rising high school juniors and seniors (sophomores accepted on a space-available basis) and adults to build artistic skills and develop a well-rounded portfolio for potential college admission and scholarship reviews. For more information, e-mail [nan.mccoy@montgomerycollege.edu](mailto:nan.mccoy@montgomerycollege.edu) or visit the Web site: [www.montgomerycollege.edu/schoolofartanddesign](http://www.montgomerycollege.edu/schoolofartanddesign).

### **Women's Studies**

The Women's Studies Program (WSP) offers courses about women and gender for both women and men. The program is designed to explore the experiences and contributions of women to their cultures. Informed by feminist theory, the courses in the WSP challenge false assumptions and theories about women, race, and class; encourage rigorous critical thinking; raise issues of gender bias and the subjective nature of knowledge; support women's development as individuals and as participating members of their larger communities; and expand women's and men's options beyond the limits of traditional

gender roles. These writing-intensive courses help students consider the differences gender makes—in family relationships, friendships, education, and work. These classes are comfortable settings for delving into feminist scholarship and theory.

In addition to the interdisciplinary introductory course on women's studies, courses in the program include women's history, philosophy, literature, sociology, psychology, physical education, and health. Honors modules are available for some classes. Courses as well as opportunities to pursue independent study projects are also available on women in media and arts, women's health, and similar topics. Service learning and internship opportunities are frequently offered.

Most courses fulfill General Education requirements in the humanities or behavioral and social sciences distribution areas as well as the College's multicultural requirement.

A letter of recognition can be earned by students who complete nine or more credits in courses approved by the WSP. These courses must include WS 101 Introduction to Women's Studies. The WSP also features speakers, seminars, and other programs, including an active women's studies student club. Student awards and scholarships are presented annually.

For more information at the Germantown Campus, please visit the office at 240 Humanities and Social Sciences Building; for more information at the Takoma Park/Silver Spring Campus, please visit the office at 202 Pavilion Three. The collegewide office, located in 212 Macklin Tower, Rockville Campus, provides academic material and information on upcoming events.





# CURRICULA



## Degrees, Certificates, and Letters of Recognition

*A curriculum* is a series of courses designed to assist students in reaching academic, transfer, specific technical, or semiprofessional career goals as well as to assist undecided students. Montgomery College recognizes students with associate's degrees, certificates, and letters of recognition.

### *Associate's Degree*

An associate's degree recognizes successful completion of a 60- to 70-credit combination of General Education courses in English, mathematics, arts, behavioral and social sciences, humanities, and science (see pages 76–80 for more information); courses in a specific track or skill area; and, in some cases, electives.

The College is currently authorized by the Maryland Higher Education Commission (MHEC) to offer five associate's degrees:

**Associate of Arts (A.A.).** This degree recognizes mastery in the liberal and fine arts and is intended for transfer to equivalent

bachelor of arts programs at four-year schools. The A.A. is awarded in arts and sciences, business, computer gaming and simulation, computer science and technologies, and general studies. Tracks within these programs allow students to focus their studies in specific areas (for example, arts and sciences program—music track).

**Associate of Science (A.S.).** This degree recognizes mastery in science or technology with a heavy emphasis on undergraduate mathematics or science and is intended for transfer to bachelor of science programs at four-year institutions. The A.S. is awarded in engineering science, nursing, and science. Tracks within the engineering science and science programs allow students to focus their studies in specific areas (for example, engineering science program—aerospace engineering track).

**Associate of Applied Science (A.A.S.).** This degree recognizes mastery of vocational-technical occupational skills and is intended for those seeking immediate employment opportunities. Students may still transfer

eligible courses to four-year institutions offering upper-division programs in related areas. Tracks within some A.A.S. programs allow students to focus their studies in specific areas (for example, graphic design program—illustration track).

**Associate of Arts in Teaching (A.A.T.).** This degree recognizes mastery in a core of professional education coursework and fieldwork experiences appropriate for the first two years of teacher preparation. The program is intended to prepare students to transfer to an early childhood, elementary, or secondary education program at a four-year college or university in the state of Maryland. Students who receive the A.A.T. will have fulfilled their General Education requirements and earned acceptable scores on one of the following state-approved standardized tests: SAT, ACT, GRE, or Praxis I Pre-Professional Skills Test. The A.A.T. offers a 2+2 program between community colleges and four-year colleges and universities while enhancing our efforts at 2+2+2 collaborative programs with local K–12 schools.

**Associate of Fine Arts (A.F.A.).** This degree recognizes mastery in the professional arts in programs that have as a primary goal transfer to a B.F.A. program, are similar to the first two years of a B.F.A. program, and require at least 60 percent of the course credit to be in studio work and related areas. The College offers two A.F.A. degrees: graphic design and studio art.

### ***Certificate***

A certificate recognizes successful completion of a sequence of courses (a minimum of 12 credits) that focus on the development of specific technical skills.

### ***Letter of Recognition***

The letter of recognition is designed to provide students with a confirmation of the completion of a sequence of courses (6–11 credits) that teach focused skills and competencies in specific career areas. Students seeking only a letter of recognition, who are not planning to pursue a certificate or asso-

ciate's degree at the College, are considered non-degree-seeking students and are not eligible for financial aid.

## **Campus Curricula Offerings**

Some curricula are offered at all campuses and some are limited to one or two. In this section of the catalog, when a curriculum is offered at a specific campus, it is indicated by G for Germantown, R for Rockville, or T for Takoma Park/Silver Spring. If there is no campus designation, all campuses may offer the curriculum. (Note that the graphic design A.F.A. and the studio art A.F.A. are offered at the School of Art + Design in Silver Spring as well as at the Germantown, Rockville, and Takoma Park/Silver Spring campuses.) Students may take appropriate courses offered on any campus to meet the requirements of the curriculum in which they are enrolled.

## **Choosing a Curriculum**

Curricula at the College are designed to serve a variety of individual educational needs, including preparation for transfer and for specific technical or semiprofessional careers. Students should consider their needs, interests, goals, experience, and training in selecting a curriculum. Counselors and academic advisers can aid in the selection process. If a student wishes to change from one curriculum to another, he or she must receive approval of an academic adviser or counselor. Counselors can assist students in determining whether a change in curriculum may result in a loss of credit.

### ***Undecided Students***

Students uncertain of their goals may obtain career exploration assistance at Montgomery College. Assistance may be provided by the Career/Transfer Centers, counseling services, academic faculty in areas of interest, workshops on career exploration, and career development courses. Students should also read the following section on selecting a major. Using the general studies curriculum, the student and counselor can design a program of courses to meet career or transfer goals.

### *Selecting a Major*

Many students come to college without clearly defined career goals. The first step toward academic and career success is to select a field that matches a person's skills, interests, and values. There are several computerized guidance programs and pencil-and-paper inventories that can help students identify interests and match them with possible occupations. These programs are available in the Career/Transfer Center on any campus.

### **Learning Assessment**

The College is committed to promoting student success and ensuring student retention while also continuing the institution's excellence, accountability, and continuous learning. To this end, practices and procedures have been established to ensure that faculty and administrators systemically and methodically assesses student learning outcomes and review programs. All programs, departments, and administrative offices participate in the College Area Review, which evaluates each area of the College for collective improvement. On a more individual level, high-enrollment, general education courses undergo Outcomes Assessment, where faculty implement projects, tests, or other assessments as a means of judging whether students are engaging in and learning from course material.

For more information about the College Area Review please visit the Web site [www.mcinfonet.org/car](http://www.mcinfonet.org/car). For more information about Outcomes Assessment, visit [www.montgomerycollege.edu/Departments/outcomes](http://www.montgomerycollege.edu/Departments/outcomes).

### **Transfer to a Four-Year Institution**

Montgomery College students transfer each year to four-year colleges and universities across the country. Students interested in transferring should consult with an adviser or counselor as early in their educational program as possible. Counselors can assist with course selection and academic planning to maximize the transfer of eligible credit at transfer institutions.

For students who plan to continue their education and transfer in a specific discipline

(e.g., business administration, computer science, or engineering), the College offers programs that provide the first two years of a four-year degree program as well as a general studies curriculum. Students intending to transfer after completing their studies at the College should plan their programs carefully. Counselors and academic advisers will assist students in planning; however, it is the responsibility of students to select a transfer institution and to meet the requirements for transfer to that institution. Students are encouraged to meet with a counselor or academic adviser each semester to determine the most appropriate transfer plan.

### *Articulation Agreements*

The College is dedicated to creating partnerships with four-year colleges and universities that will help to ease our students' path to transferring for further study. One important way of doing this is by forming articulation agreements, official agreements that match coursework between schools. These are designed to help students make a smooth transition when transferring from the College to a four-year institution. Some agreements state that four-year schools will accept an entire degree from the College without question. Other agreements outline specific courses to take at the College as students plan for transfer. For more information on the College's articulation agreements, visit the Web site: [www.montgomerycollege.edu/departments/studev/articulations.htm](http://www.montgomerycollege.edu/departments/studev/articulations.htm).

### *Transfer Guidance*

Detailed transfer guidance and information on schools in the Maryland state system and other area colleges and universities can be found in the Counseling and Advising departments or the Career/Transfer Centers on all three campuses. Students should also consult the appropriate catalogs or Web resources, attend Transfer Information Days held during the fall and spring semesters on each campus, and meet with an adviser at the transfer institution. The following information is also available on the Web:

- The Montgomery College transfer Web site ([www.montgomerycollege.edu/transfer](http://www.montgomerycollege.edu/transfer)) includes information to help students research, select, and apply to colleges, obtain financial aid, and navigate the transfer process.
- ARTSYS (<http://artweb.usmd.edu>), the articulation system for Maryland colleges and universities, indicates which Montgomery College courses will be accepted for credit at transfer institutions (Maryland public colleges and universities and some private colleges).
- Maryland's transfer Web site (<http://mdtransfer.usmd.edu>) contains links to Maryland colleges and universities participating in ARTSYS.

## Technical Training

Students who have specific technical career interests and wish to complete two years of study can choose from a wide range of occupational programs. These degree programs contain highly specialized technical courses and a strong component of general education courses to increase students' breadth of knowledge. The College also offers non-degree certificate curricula, in which students develop technical skills and expertise in a specific area.

Students enrolling in career/technical curricula should be aware that in some of these curricula there are specialized courses that are not usually acceptable for transfer to four-year colleges and universities.

## The General Education Program

In the belief that all students who earn a degree from Montgomery College should exhibit both breadth and depth of knowledge, the College requires a General Education component in all degree programs. The goal of the General Education program is to provide all students, in both career and transfer curricula, with the foundation to live a productive life, to be a citizen of the world, to appreciate aesthetic values, and to engage in life-long learning in a continually changing world. For this reason, the General

Education program requires courses across the arts and humanities, behavioral and social sciences, and natural sciences.

After completing the program, students will develop five Competencies: skills in written and oral communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Students will also develop an awareness of the arts and an understanding of their personal, social, and civic responsibilities.

### *Global and Cultural Perspective Requirement*

Students in associate of arts (A.A.) and associate of science (A.S.) programs will include one course designated as a "Global and Cultural Perspectives" course from within the General Education Distribution Areas. The course has a primary focus or provides in-depth study that leads students to an appreciation of the differences, as well as commonalities, among people by studying the ideas, history, values, and/or creative expressions of diverse groups.

### *Transfer of General Education Courses*

Montgomery College's General Education program meets the Maryland Higher Education Commission's (M.H.E.C.) Academic Regulations on General Education and Transfer and the Middle States accreditation General Education guidelines. M.H.E.C. transfer guidelines state that general education courses taken at one Maryland public college or university will transfer without further review to another Maryland public institution without the need for a course-to-course match. That is, a course designated as general education by a sending institution will fulfill a general education category requirement even if the receiving institution does not offer that specific course among general education choices.

Students interested in transferring to private or out-of-state schools should select General Education courses carefully. For more information about the General Education program and transfer, please visit [www.montgomerycollege.edu/departments/genedcomm](http://www.montgomerycollege.edu/departments/genedcomm).

## The General Education Program, 2010 – 2011

Component	Number of Credits Required				
<b>Foundation</b>	<b>A.A.</b>	<b>A.A.S.</b>	<b>A.A.T.</b>	<b>A.F.A.</b>	<b>A.S.</b>
English	3	3	3	3	3
Health	1-3	1-3	1-3	0	1-3
Mathematics	3	3	3	3	3
Speech	3	3	3	0	3
<b>Distribution</b>					
Arts	3	0	3	3	3
Humanities	3	0	3	3	3
Either Arts or Humanities	3	3	3	3	0
Behavioral and Social Sciences	6*	3	6	3	6*
Natural Sciences	7†	4†	7†	3	8†
<b>Total credits</b>	<b>32-34</b>	<b>20-22</b>	<b>32-34</b>	<b>21</b>	<b>30-32</b>

**Note: In all A.A. and A.S. curricula, students are required to select at least one course with a global and cultural perspectives designation.**

\* The two three-credit-hour behavioral and social sciences courses must be from different disciplines.

† At least one lab science course must be taken to fulfill the natural sciences requirement.

### Foundation/Distribution Courses

#### **English Foundation (ENGF)**

Complete EN 101 as a College prerequisite for EN 102 or 109 unless eligible for placement into EN 102 or 109 through transfer credit, AP scores, or SAT/ Accuplacer scores and College English department permission.

EN 102	Techniques of Reading and Writing II
EN 109	Writing for Technology and Business

#### **Mathematics Foundation (MATF)**

MA 110	Survey of College Mathematics
MA 113	Intro to Probability

MA 115	Mathematical Ideas
MA 115A	Mathematical Ideas
MA 116	Elements of Statistics
MA 130	Elements of Mathematics I: Mathematical Reasoning and Number Systems <sup>†</sup>
MA 131	Elements of Mathematics II: Geometry and Algebra <sup>†</sup>
MA 132	Elements of Mathematics III: Probability, Statistics, and Problem Solving <sup>†</sup>
MA 160	Elementary Applied Calculus I
MA 180	Precalculus
MA 181	Calculus I
MA 182	Calculus II

\* Courses marked with an asterisk fulfill the General Education global and cultural perspectives requirement.

† MA 130, 131 and 132 are required for the associate of arts in teaching (A.A.T.). Many transfer institutions will not accept MA 130, 131 or 132 as a general education math course if an A.A.T. is not completed.

**Speech Foundation (SPCF)**

- SP 108 Intro to Human Communication  
 SP 112 Business and Professional  
 Communication

**Health Foundation (HLHF)**

*Students may choose a 1- to 3-credit course to fulfill the Health Foundation requirement.*

- HE 100 Principles of Healthier Living  
 HE 101 Personal and Community Health  
 HE 107 First Aid and CPR  
 HE 108 Nutrition for Fitness and Wellness  
 HE 109 Personalized Health Fitness  
 HE 111 Drugs and Lifestyle Wellness  
 HE 112 Health Issues in Human Sexuality  
 HE 120 Science and Theory of Health  
 HE 130 Intro to Aging  
 HE 150 Fitness and Nutrition for Weight  
 Management  
 HE 200 Intro to Health Behaviors  
 HE 201 Health and Fitness for Teachers  
 HE 202 Controlling Stress and Tension  
 \* HE 204 Women's Health  
 HE 205 First Responder  
 HE 230 Health in the Later Years

**Arts Distribution (ARTD)**

- AR 101 Intro to Drawing  
 AR 103 Two-Dimensional Design  
 AR 105 Color Theory and Application  
 \* AR 107 Art History: Ancient to 1400  
 AR 108 Art History: 1400 to Present  
 AR 112 Digital Photography for Fine Arts I  
 AR 121 Ceramics I  
 AR 123 Crafts  
 \* AR 127 Art Appreciation (Art in Culture)  
 \* AR 130 Survey of Asian Art  
 AR 203 Photographic Expression I  
 \* AR 208 Survey of African Art  
 AR 209 Architectural History: Ancient  
 to 1400  
 AR 210 Architectural History: 1400 to  
 Present  
 \* AR 213 World Woodcut and Relief  
 Traditions

- AR 219 American Art  
 AR 220 American Art Since 1945  
 AR 227 Weaving and Textiles  
 AR 231 Modern Art: Its Origins and  
 Development  
 AR 235 Italian Renaissance Art  
 CG 120 Computer Graphics: Art and  
 Illustration I  
 DN 100 Intro to Dance  
 EN 218 Intro to Creative Writing  
 of Fiction  
 EN 220 Film and Literature  
 EN 223 Intro to Creative Writing  
 of Poetry  
 FL 110 Intro to Film  
 ID 211 Historic Interiors I  
 ID 212 Historic Interiors II  
 IS 273 Integrated Arts  
 MU 110 Listening to Music  
 \* MU 111 World Music  
 \* MU 133 History of Jazz  
 \* MU 136 American Popular Music  
 PG 150 Photography I  
 PG 161 Intro to Digital  
 Photography  
 TH 108 Intro to the Theatre  
 TH 109 Fundamentals of Acting  
 TR 104 Media Appreciation

**Humanities Distribution (HUMD)**

- \* AB 101 Elementary Arabic I  
 \* AB 102 Elementary Arabic II  
 \* CN 101 Elementary Chinese I  
 \* CN 102 Elementary Chinese II  
 \* CN 201 Intermediate Chinese I  
 \* CN 202 Intermediate Chinese II  
 \* EN 122 Intro to World Mythology  
 \* EN 135 The Black Experience in American  
 Literature  
 EN 190 Intro to Literature  
 EN 200 Special Topics in Literature  
 \* EN 201 Intro to World Literature I  
 \* EN 202 Intro to World Literature II  
 \* EN 204 Intro to Asian American  
 Literature

*\* Courses marked with an asterisk fulfill the General Education global and cultural perspectives requirement. Denoted by M in course description.*

*† MA 130, 131 and 132 are required for the Associate of Arts in Teaching (A.A.T.). Many transfer institutions will not accept MA 130, 131 or 132 as a general education math course if an A.A.T. is not completed.*

* EN 208	Women in Literature	* HS 203	Latin American History
EN 209	The Bible as Literature	* HS 205	History of Russia
EN 210	American Literature of Nature & the Environment	* HS 207	East Asian Civilization
EN 211	A Survey of American Literature I	* HS 208	Modern Asia
EN 212	A Survey of American Literature II	HS 210	The United States & 20th Century World Affairs
EN 213	Survey of British Literature I	* HS 214	Conflict in the Modern Middle East
EN 214	Survey of British Literature II	HS 219	The United States since 1945
* EN 215	Masterpieces of Asian Literature	HS 225	The History of England 55 B.C. to 1688
EN 216	The American Novel	HS 226	The History of England 1688 to the Present
* EN 217	Literature of the Holocaust	* HS 229	African History to 1800
EN 221	The Short Story	* HS 230	African History from 1800
EN 230	Intro to Modern Drama	* IT 101	Elementary Italian I
EN 231	Intro to Modern Poetry	* IT 102	Elementary Italian II
* FR 101	Elementary French I	* KR 101	Elementary Korean I
* FR 102	Elementary French II	* KR 102	Elementary Korean II
* FR 201	Intermediate French I	* LG 200	Intro to Linguistics
* FR 202	Intermediate French II	* LT 101	Elementary Latin I
* FR 207	Readings in French Literature	* LT 102	Elementary Latin II
* FR 208	Readings in French Literature	PL 180	Morality and Contemporary Law
* GR 101	Elementary German I	PL 190	Elementary Logic and Semantics
* GR 102	Elementary German II	PL 201	Intro to Philosophy
* GR 201	Intermediate German I	PL 202	Intro to the Study of Ethics
* GR 202	Intermediate German II	* PL 203	Intro to the Study of Religion
* HS 110	Women in the Western World	PL 205	Philosophy in Literature
* HS 112	Women in World History	* PL 207	Women in Philosophy I
HS 113	Alternative Lifestyles: 19th Century American Utopias	* PL 208	Women in Philosophy II
* HS 114	The World in the 20th Century	* RU 101	Elementary Russian I
* HS 116	World History to A.D. 1500	* RU 102	Elementary Russian II
* HS 117	World History from A.D. 1500	* RU 201	Intermediate Russian I
HS 118	History of Sport in America	* RU 202	Intermediate Russian II
HS 120	Technology & Culture in the Western World	* SL 100	American Sign Language I
* HS 129	The History of African Americans to 1865	* SL 110	American Sign Language II
* HS 130	The History of African Americans since 1865	* SN 101	Elementary Spanish I
* HS 136	Civil Rights in America	* SN 102	Elementary Spanish II
* HS 137	History of Asian Americans	* SN 103	Intensive Elementary Spanish
* HS 138	History of Latinos in the U.S.	* SN 201	Intermediate Spanish I
HS 151	History of Europe to 17th Century	* SN 202	Intermediate Spanish II
HS 161	History of Europe from 17th Century	* SN 215	Advanced Spanish Conversation & Composition
HS 186	History of the Ancient World	* SN 216	Advanced Readings in Spanish Literature
HS 201	History of the United States to 1865	* WS 101	Intro to Women's Studies
HS 202	History of the United States from 1865		

*\* Courses marked with an asterisk fulfill the General Education global and cultural perspectives requirement. Denoted by M in course description.*

### ***Behavioral and Social Sciences Distribution (BSSD)***

*If a degree requires two BSSD courses, they must come from two different disciplines.*

- \* AN 101 Intro to Sociocultural Anthropology
- \* AN 206 World Cultures
- \* CJ 110 Administration of Justice
- \* EC 103 The Evolution of Economic Societies
- EC 105 Basic Economics
- EC 201 Principles of Economics I
- EC 202 Principles of Economics II
- GE 101 Intro to Geography
- GE 102 Cultural Geography
- GE 103 Economic Geography
- \* GE 110 Global Geography
- PS 101 American Government
- PS 102 State and Local Government
- PS 105 Intro to Political Science
- \* PS 121 Political Ideologies
- \* PS 201 Comparative Politics & Governments
- \* PS 203 International Relations
- \* PS 210 Race and Ethnicity in U.S. Politics
- PS 241 Western Political Thought
- \* PS 282 Politics of the Third World
- PY 102 General Psychology
- \* SL 121 Intro to the Deaf Culture
- \* SO 101 Intro to Sociology
- \* SO 105 Social Problems and Issues
- \* SO 108 Sociology of Gender
- \* SO 204 Sociology of the Family
- \* SO 208 Race and Ethnic Relations
- \* SO 210 Sociology of Age and Aging
- \* SO 212 Sociology of Sport
- \* SO 240 Globalization Issues

### ***Natural Sciences Distribution with Lab (NSLD)***

*If a degree requires two science courses, one must be a laboratory science (NSLD).*

- AS 101 Intro to Astronomy
- AS 102 Intro to Modern Astronomy
- BI 101 General Biology
- BI 105A Environmental Biology
- BI 105B Environmental Biology Laboratory (must be taken with BI 105A for Laboratory credit)

- BI 107 Principles of Biology I
- BI 108 Principles of Biology II
- BI 204 Human Anatomy & Physiology I
- BI 205 Human Anatomy & Physiology II
- BI 207 Ecology
- BI 208 Field Ecology (3 credits)
- CH 101 Principles of Chemistry I
- CH 102 Principles of Chemistry II
- CH 103 Survey of Organic and Biological Chemistry
- CH 109A Chemistry and Society (must be taken with CH 109B for Laboratory credit)
- CH 109B Chemistry and Society Laboratory
- CH 120 Essentials of Organic and Biochemistry
- GE 104 Physical Geography
- GL 101 Physical Geology
- GL 102 Historical Geology
- ME 101 Meteorology: An Intro to Weather
- PC 101 Physical Science I
- PC 102 Physical Science II
- PH 110 Sound and Lights in the Arts
- PH 203 General Physics I
- PH 204 General Physics II
- PH 262 General Physics II: Electricity and Magnetism
- PH 263 General Physics III: Waves, Optics, and Modern Physics

### ***Natural Sciences Distribution without Lab (NSND)***

- \* AN 105 Human Evolution and Archaeology
- BI 104 Understanding Viruses
- BI 105A Environmental Biology
- BI 106 Marine Environmental Science
- BI 109 Natural Science of the Chesapeake Bay
- BI 130 The Human Body
- CH 109A Chemistry and Society
- ES 100 Intro to Engineering Design
- FM 103 Intro to Nutrition
- ME 100 Weather and Climate
- PH 105 Conceptual Physics
- PH 161 General Physics I: Mechanics and Heat

***\* Courses marked with an asterisk fulfill the General Education global and cultural perspectives requirement.***



## Curricula Summary by Program Area

Title	A.A.	A.A.S.	A.A.T.	A.F.A.	A.S.	C	L	Page
<b>Accounting</b>		301				167		95, 96
<b>American Sign Language</b>		608				220		96, 97
<b>Applied Geography</b>								
Applied Geography		344						98
Cartography and Geographic Information Systems						184		99
Geographic Education						183		100
<b>Architectural and Construction Technology</b>								
Architectural Technology		302						101
CAD for the Building Professional						203		102
Management of Construction		303				142		103, 104
<b>Art</b>								
Art	003							105
Art Education	060							106
Art History	059							107
Specialized Art						211 <sup>†</sup>		112
Studio Art	062			900A* 910		212		109, 110, 111, 114
<b>Automotive Technology</b>								
Automotive Electrical Systems Specialist						162		116
Automotive Technology		307						115
Engine Performance Specialist						160A		116
Powertrain Specialist						161A		117
Undercar Specialist						163A		117
<b>Biotechnology</b>								
Biotechnology		334				219		118, 119
Biomanufacturing						246		120
<b>Building Trades Technology</b>								
Building Trades Technology								121
Carpentry						179A	810A	123
Electrical Wiring						245	807A	124
HVAC						244	808A	125, 126
Residential Remodeling and Repair						236A	818	126, 127

\* School of Art + Design program

† Programs with this notation include specialized tracks. Students interested in pursuing studies in a specialized track should refer to the individual curricula for detailed information and the appropriate admissions code.

‡ See the appropriate curriculum description for information on the admissions codes necessary for students planning to pursue a degree in any of the health sciences.

## Curricula Summary by Program Area

Title	A.A.	A.A.S.	A.A.T.	A.F.A.	A.S.	C	L	Page
<b>Business</b>								
Business	006							128
International Business	149							129
<b>Communication and Broadcast Technology</b>								
Broadcast Journalism						207		130
Digital Multimedia Production						214		131
Radio		309						132
Radio Production						208		133
Television		310						134
Television Production						209		135
<b>Communication Studies</b>	609							136
<b>Computer Applications</b>								
Computer Applications		311 <sup>†</sup>						137
Database Systems						238		139
Information Technology						213		140
<b>Computer Gaming and Simulation— see also Web Careers</b>	606 <sup>†</sup>							141
<b>Computer Publishing and Printing Management</b>								
Computer Publishing and Printing Management		343						143
Electronic Imaging Prepress						197		144
Printing Technology						176		145
<b>Computer Science and Technologies</b>								
Computer Programming						108		148
Computer Science	107							146
Information Systems	109							147
<b>Criminal Justice</b>		314						149
<b>Education</b>								
Early Childhood Education Technology		315						153
Early Childhood Education						177		154
Early Childhood Leadership and Management							819	155

\* School of Art + Design program

† Programs with this notation include specialized tracks. Students interested in pursuing studies in a specialized track should refer to the individual curricula for detailed information and the appropriate admissions code.

‡ See the appropriate curriculum description for information on the admissions codes necessary for students planning to pursue a degree in any of the health sciences.

## Curricula Summary by Program Area

Title	A.A.	A.A.S.	A.A.T.	A.F.A.	A.S.	C	L	Page
Elementary Education/Generic Special Education Pre-K–12			601A					158
Teacher Education Transfer Program (Early Childhood Education)			604					156
Teacher Education Transfer Program (Secondary) in Chemistry			610					159
Teacher Education Transfer Program (Secondary) in English			607					161
Teacher Education Transfer Program (Secondary) in Mathematics			605					156
Teacher Education Transfer Program (Secondary) in Physics			603					164
Teacher Education Transfer Program (Secondary) in Spanish			602					165
<b>Engineering Science</b>								
Aerospace Engineering					408			166
Bioengineering					411A			167
Chemical Engineering					406			168
Civil Engineering					407			169
Computer Engineering					409			170
Electrical Engineering					402			171
Fire Protection Engineering					403			172
General Engineering					410			176
Materials Science and Engineering					413			173
Mechanical Engineering					404			174
Nuclear Engineering					405			175
<b>Ethnic Social Studies</b>						241	816	177
<b>Fire Science and Emergency Services Management</b>		346A				240		178, 182
Emergency Medical Technician							811	183
Fire and Arson Investigation						180		180
Fire Prevention Technology		321				247		184, 185
Fire Protection Technology		322				188		187, 188
<b>General Studies</b>	129							189

\* School of Art + Design program

† Programs with this notation include specialized tracks. Students interested in pursuing studies in a specialized track should refer to the individual curricula for detailed information and the appropriate admissions code.

‡ See the appropriate curriculum description for information on the admissions codes necessary for students planning to pursue a degree in any of the health sciences.

## Curricula Summary by Program Area

Title	A.A.	A.A.S.	A.A.T.	A.F.A.	A.S.	C	L	Page
<b>Geography—see Applied Geography</b>								
<b>Graphic Design</b>		304A		902A*				190, 191
Computer Graphics: Art and Animation						175		192
Graphic Design with Digital Tools						239		193
Illustration		305						194
<b>Health Enhancement, Exercise Science, &amp; Physical Education</b>								
Aging Studies	600A							198
Exercise Science/ Health Fitness Specialist	157A							195
Health Education	186							200
Personal Trainer						191A		202
Physical Education Teacher Preparation/Coaching	159							203
<b>Health Sciences</b>								
Diagnostic Medical Sonography	‡					151 <sup>†</sup>		150, 152
Health Information Management	‡							204
Medical Coder/Abstractor/Biller						218		206
Mental Health Associate*	‡							227
Nursing*					‡			235
Physical Therapist Assistant*		‡						243
Polysomnography Technology						243		245
Radiologic (X-Ray) Technology*		‡						246
Surgical Technology*		‡				228		253, 255
<b>Hospitality Management</b>								
Food and Beverage Management						055	814	208, 209
Hospitality Management		347 <sup>†</sup>						207
Hospitality Supervision and Leadership						233	813	210
Meeting, Conference, and Event Planning						237	815	211, 212
<b>Information Systems Security</b>		356				242		212, 213
<b>Interior Design</b>								
Advanced Interior Design						224		218

\* School of Art + Design program

† Programs with this notation include specialized tracks. Students interested in pursuing studies in a specialized track should refer to the individual curricula for detailed information and the appropriate admissions code.

‡ See the appropriate curriculum description for information on the admissions codes necessary for students planning to pursue a degree in any of the health sciences.

## Curricula Summary by Program Area

Title	A.A.	A.A.S.	A.A.T.	A.F.A.	A.S.	C	L	Page
Design Industry Partnership						225		219
Interior Design — Preprofessional	102	306 <sup>†</sup>						214, 216
Introductory Interior Design						226		218
<b>Landscape Technology</b>		328				140		220, 222
<b>Liberal Arts and Sciences</b>								
Arts	045							223
International Studies	152							224
Music	054					204		228, 230
<b>Management</b>								
Management						145		225
Supervisory Management							805	226
<b>Music—see Liberal Arts and Sciences</b>								228
<b>Network and Wireless Technologies</b>								
A+ Microcomputer Certification Qualification							817	235
Microcomputer Technician Certificate						210		232
Network and Wireless Technologies		354 <sup>†</sup>						231
Network Engineer						215 <sup>†</sup>		233
Wireless Technologies						227		234
<b>Nursing—see Health Sciences</b>								
<b>Paralegal Studies</b>								
Paralegal Studies		341				156		237, 238
Legal Analysis							804	239
<b>Photography</b>								
Electronic Photography						193		240
Photographic Techniques						194		241
Photography		342						239
Photography Master						196		242
Portrait, Fashion, and Photojournalism						172		242
<b>Pre-Dentistry—see Science</b>								
<b>Pre-Medical Technology—see Science</b>								
<b>Pre-Medicine—see Science</b>								
<b>Pre-Optometry—see Science</b>								

\* School of Art + Design program

† Programs with this notation include specialized tracks. Students interested in pursuing studies in a specialized track should refer to the individual curricula for detailed information and the appropriate admissions code.

‡ See the appropriate curriculum description for information on the admissions codes necessary for students planning to pursue a degree in any of the health sciences.

## Curricula Summary by Program Area

Title	A.A.	A.A.S.	A.A.T.	A.F.A.	A.S.	C	L	Page
<b>Pre-Pharmacy</b> — <i>see</i> <b>Science</b>								
<b>Radio</b> — <i>see</i> <b>Communication and Broadcast Technology</b>								
<b>Science</b>								
Chemistry and Biochemistry					412D			248
Environmental Science and Policy					412E			249
Life Science					412A			251
Mathematics					412B			252
Physics					412C			253
<b>Technical Writing</b>						143		255
<b>Television</b> — <i>see</i> <b>Communication Arts Technologies</b>								
<b>Theatre</b>								
Dance	128							256
Theatre Performance	011							257
Theatre Technical	014							258
<b>Transfer Studies</b>						234		259
<b>Web Careers</b>								
Internet Games and Simulation						232		262
Web Careers		353 <sup>†</sup>						260
Web Design						229A		262
Web Development						231A		263
Web Programming						230		264

\* School of Art + Design program

† Programs with this notation include specialized tracks. Students interested in pursuing studies in a specialized track should refer to the individual curricula for detailed information and the appropriate admissions code.

‡ See the appropriate curriculum description for information on the admissions codes necessary for students planning to pursue a degree in any of the health sciences.

## Alphabetical List of Curricula

Title	Type(s) of Program	POS Code	Page
A+ Microcomputer Certification Qualification	L	817	235
<i>Accounting</i>	A.A.S., C	301, 167	95
Advanced Interior Design	C	224	218
Aging Studies	A.A.	600A	198
<i>American Sign Language</i>	A.A.S., C	351, 220	96
<i>Applied Geography</i>	A.A.S., C (2)	344, 184, 183	98
<i>Architectural / Construction Technology</i>	A.A.S. (2), C (2)	302, 303, 203, 142	101
Architectural Technology	A.A.S.	302	101
<i>Art (see also Specialized Art and Studio Art)</i>	A.A. (4), A.F.A.(2), C (2)		105
Art	A.A.	003	105
Art Education	A.A.	060	106
Art History	A.A.	059	107
Arts	A.A.	045	223
Automotive Electrical Systems Specialist	C	162	116
<i>Automotive Technology</i>	A.A.S. (1), C (4)		115
Automotive Technology	A.A.S	307	115
Bioengineering	A.S.	411A	167
<i>Biotechnology</i>	A.A.S., C (2)	334, 219, 246	118
Biomanufacturing	C	246	120
Broadcast Journalism	C	207	130
<i>Building Trades Technology</i>	A.A.S., C (4), L (4)		121
Building Trades Technology	A.A.S.	308*	121
<i>Business</i>	A.A. (2)	006, 149	128
CAD for the Building Professional	C	203	102
Carpentry	C, L	179A, 810A	123
Cartography and Geographic Information Systems	C	184	99
Chemistry and Biochemistry	A.S.	412D	248
<i>Communication and Broadcasting Technology</i>	A.A.S (2), C (4)		129
Communication Studies	A.A.	609	136
<i>Computer Applications</i>	A.A.S, C (2)	311*, 238, 213	137
Computer Applications	A.A.S.	311*	137
<i>Computer Gaming and Simulation</i>	A.A.	606*	141
Computer Graphics: Art and Animation	C	175	192
Computer Programming	C	108	148

Note: In the column for type(s) of program, C = certificate and L = letter of recognition. POS codes are listed for specific curricula; general curricular areas (in italics) that include multiple curricula do not have POS codes.

\* Programs with this notation include specialized tracks. Students interested in pursuing studies in a specialized track should refer to the individual curricula for detailed information and the appropriate admissions code.

† See the curriculum description for information on the POS code.

## Alphabetical List of Curricula

Title	Type(s) of Program	POS Code	Page
<i>Computer Publishing and Printing Management</i>	A.A.S., C (2)	343, 197, 176	143
Computer Publishing and Printing Management	A.A.S.	343	143
Computer Science	A.A.	107	146
<i>Computer Science and Technologies</i>	A.A. (2), C	107, 109, 108	146
Criminal Justice	A.A.S.	314	149
Dance	A.A.	128	256
Database Systems	C	238	139
Design Industry Partnership	C	225	219
<i>Diagnostic Medical Sonography</i>	A.A.S., C	+	150
Diagnostic Medical Sonography	A.A.S.	+	150
Diagnostic Medical Sonography	C	+	152
Digital Multimedia Production	C	214	131
Early Childhood Education	C	177	154
Early Childhood Education Technology	A.A.S.	315	153
<i>Education</i>	A.A.S. (1), A.A.T. (7), C, L		153
Electrical Wiring	C, L	245, 807A	124
Electronic Imaging Prepress	C	197	144
Elementary Education/Generic Special Education Pre-K–12	A.A.T.	601A	158
Emergency Medical Technician	L	811	183
Electronic Photography	C	193	240
Engine Performance Specialist	C	160A	116
Engineering, Aerospace	A.S.	408	166
Engineering, Bioengineering	A.S.	411A	167
Engineering, Chemical	A.S.	406	168
Engineering, Civil	A.S.	407	169
Engineering, Computer	A.S.	409	170
Engineering, Electrical	A.S.	402	171
Engineering, Fire Protection	A.S.	403	172
Engineering, General	A.S.	410	176
Engineering, Materials Science and Engineering	A.S.	413	173
Engineering, Mechanical	A.S.	404	174
Engineering, Nuclear	A.S.	405	175
<i>Engineering Science</i>	A.S. (11)		166
Environmental Science and Policy	A.S.	412E	249

Note: In the column for type(s) of program, C = certificate and L = letter of recognition. POS codes are listed for specific curricula; general curricular areas (in italics) that include multiple curricula do not have POS codes.

\* Programs with this notation include specialized tracks. Students interested in pursuing studies in a specialized track should refer to the individual curricula for detailed information and the appropriate admissions code.

† See the curriculum description for information on the POS code.



## Alphabetical List of Curricula

Title	Type(s) of Program	POS Code	Page
<i>Ethnic Social Studies</i>	C, L	241, 816	177
Exercise Science/Health Fitness Specialist	A.A.	157A	195
Fire and Arson Investigation	C	180	180
Fire Prevention Technology	A.A.S., C	321, 247	184
Fire Protection Technology	A.S., C	322, 188	187
<i>Fire Science and Emergency Services Management</i>	A.A.S. (3), C (4)		178
Fire Science and Emergency Services Management	A.A.S.	346A	178
Fire and Emergency Services Management	C	240	182
Food and Beverage Management	C, L	055, 814	208
General Studies	A.A.	129	189
Geographic Education	C	183	100
<i>Graphic Design</i>	A.F.A., A.A.S. (2), C (2)		190
Graphic Design	A.A.S.	304A	190
Graphic Design, School of Art + Design	A.F.A.	902A	191
Graphic Design with Digital Tools	C	239	193
Health Education	A.A.	186	200
<i>Health Enhancement, Exercise Science, and Physical Education</i>	A.A. (4), C		195
Health Information Management	A.A.S., C	+	204
<i>Hospitality Management</i>	A.A.S., C (3), L (3)		207
Hospitality Management	A.A.S.	347*	207
Hospitality Supervision and Leadership	C, L	233, 813	210
HVAC	C, L	244, 808A	125
Illustration	A.A.S.	305	194
Information Systems	A.A.	109	147
<i>Information Systems Security</i>	A.A.S., C	356, 242	212
Information Technology	C	213	140
<i>Interior Design</i>	A.A., A.A.S, C (3)		214
Interior Design, Advanced	C	224	218
Interior Design, Introductory	C	226	218
Interior Design, Industry Partnership	C	225	219
Interior Design—Preprofessional	A.A., A.A.S.	102, 306*	214
International Business	A.A.	149	129
International Studies	A.A.	152	224
Internet Games and Simulation	C	232	262

Note: In the column for type(s) of program, C = certificate and L = letter of recognition. POS codes are listed for specific curricula; general curricular areas (in italics) that include multiple curricula do not have POS codes.

\* Programs with this notation include specialized tracks. Students interested in pursuing studies in a specialized track should refer to the individual curricula for detailed information and the appropriate admissions code.

† See the curriculum description for information on the POS code.

## Alphabetical List of Curricula

Title	Type(s) of Program	POS Code	Page
<i>Landscape Technology</i>	A.A.S., C	328, 140	220
Legal Analysis	L	804	239
<i>Liberal Arts and Sciences</i>	A.A. (2)	045, 152	223
Life Science	A.S.	412A	251
<i>Management</i>	C, L	145, 805	225
Management of Construction	A.A.S., C	303, 142	103
Mathematics	A.S.	412B	252
Medical Coder/ Abstractor/ Biller	C	218	206
Meeting, Conference and Event Planning	C, L	237, 815	211
Mental Health Associate	A.A.S.	+	227
Microcomputer Technician	C	210	232
<i>Music</i>	A.A., C	054, 204	228
Network Engineer	C	215*	233
<i>Network and Wireless Technologies</i>	A.A.S., C(3), L		231
Network and Wirelss Technologies	A.A.S.	354*	231
Nuclear Engineering	A.S.	405	175
Nursing	A.S.	+	235
<i>Paralegal Studies (see also Legal Analysis)</i>	A.A.S., C, L	341, 156, 804	237
Personal Trainer	C	191A	202
Photographic Techniques	C	194	241
<i>Photography</i>	A.A.S., C (4)		239
Photography	A.A.S.	342	239
Photography Master	C	196	242
Physical Education Teacher Preparation/Coaching	A.A.	159	203
Physical Therapist Assistant	A.A.S.	+	243
Physics	A.S.	412C	253
Polysomnography Technology	C	243	245
Portrait, Fashion, and Photojournalism	C	172	242
Powertrain Specialist	C	161A	117
Pre-Dentistry ( <i>see Life Science</i> )	A.S.	412A	
Pre-Medical Technology ( <i>see Life Science</i> )	A.S.	412A	
Pre-Medicine ( <i>see Life Science</i> )	A.S.	412A	
Pre-Optometry ( <i>see Life Science</i> )	A.S.	412A	
Pre-Pharmacy ( <i>see Life Science</i> )	A.S.	412A	
Printing Technology	C	176	145

Note: In the column for type(s) of program, C = certificate and L = letter of recognition. POS codes are listed for specific curricula; general curricular areas (in italics) that include multiple curricula do not have POS codes.

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† See the curriculum description for information on the POS code.

## Alphabetical List of Curricula

Title	Type(s) of Program	POS Code	Page
<i>Radio</i>	A.A.S.	309	132
Radio Production	C	208	133
Radiologic (X-Ray) Technology	A.A.S.	†	246
Residential Remodeling and Repair	C, L	236A, 818	126
School of Art + Design	A.F.A. (2)	900A, 902A	110, 191
<i>Science</i>	A.S. (5)		248
Specialized Art	C	211*	112
Studio Art	A.A., A.F.A., C	062, 910, 212	109, 111, 114
Studio Art, School of Art + Design	A.F.A.	900A	110
Supervisory Management	L	805	226
<i>Surgical Technology</i>	A.A.S., C	†, 228	253
Teacher Education Transfer Program (Early Childhood Education)	A.A.T.	604	156
Teacher Education Transfer Program (Secondary) Chemistry	A.A.T.	610	159
Teacher Education Transfer Program (Secondary) English	A.A.T.	607	161
Teacher Education Transfer Program (Secondary) Mathematics	A.A.T.	605	162
Teacher Education Transfer Program (Secondary) Physics	A.A.T.	603	164
Teacher Education Transfer Program (Secondary) Spanish	A.A.T.	602	165
Technical Writing	C	143	255
Television	A.A.S.	310	134
Television Production	C	209	135
<i>Theatre</i>	A.A. (3)	128, 011, 014	256
Theatre Performance	A.A.	011	257
Theatre Technical	A.A.	014	258
Transfer Studies	C	234	259
Undercar Specialist	C	163A	117
<i>Web Careers</i>	A.A.S., C (4)		260
Web Careers	A.A.S.	353*	260
Web Design	C	229A	262
Web Development	C	231A	263
Web Programming	C	230	264
Wireless Technologies	C	227	234

Note: In the column for type(s) of program, C = certificate and L = letter of recognition. POS codes are listed for specific curricula; general curricular areas (in italics) that include multiple curricula do not have POS codes.

\* Programs with this notation include specialized tracks. Students interested in pursuing studies in a specialized track should refer to the individual curricula for detailed information and the appropriate admissions code.

† See the curriculum description for information on the POS code.



## Statewide Programs

The Maryland Higher Education Commission designates some community college programs as statewide programs. Students may enroll in any of these programs at the same rates as in-county residents if a particular program is not offered by the local community college or if the student cannot enroll due to an enrollment limit. These programs are subject to change; apply at the admissions office of each school.

*Montgomery College programs approved as statewide are*

- Fire and Arson Investigation (Certificate)
- Fire and Emergency Services Management (A.A.S.)
- Fire Prevention Technology (A.A.S. and Certificate)
- Fire Protection Technology (A.A.S. and Certificate)
- Graphic Design (A.F.A.)
- Studio Art (A.F.A.)
- Technical Writing (Certificate)

*Allegany College of Maryland*

- Automotive Technology
- Culinary Arts
- Directed Technology (Travel/Tourism)
- Forest Technician
- Hotel and Restaurant Management
- Professional Golf Management
- Therapeutic Massage
- Tree Care Technology

*Anne Arundel Community College*

- Alternative and Sustainable Energy Systems
- Homeland Security Management
- Hotel/Restaurant Management
- Intelligence Analytics
- Paralegal Studies
- Therapeutic Massage
- Transportation, Logistics, & Cargo Security

*Cecil Community College*

- Government Contracting
- Transportation and Logistics
- Visual Communications

*College of Southern Maryland*

- Commercial Vehicle Operator
- Massage Therapy
- Security Management

*Community College of Baltimore County*

- Air Traffic Control
- Automotive
- Aviation
- Child and Youth Care Practitioner
- Construction
- Geospatial Applications

- Floral Design
- Horticulture
- Interpreter Preparation
- Labor Studies
- Landscape and Survey
- Mortuary Science
- Nursery & Greenhouse
- Print Management Technology
- Radiation Therapy
- Recreation, Parks and Tourism
- Tourism and Travel
- Frederick Community College
- Emergency Management
- Garrett College
- Adventure Sports Management
- Juvenile Justice
- Natural Resources and Wildlife Technology

*Hagerstown Community College*

- Facilities Maintenance
- Industrial Technology
- Harford Community College
- High Performance Manufacturing
- Technical Professional Studies

*Prince George's Community College*

- Theatre and Entertainment

*Wor-Wic Community College*

- Criminal Justice
- Hotel-Motel-Restaurant Management.

## Health Manpower Shortage Programs

Health Manpower Shortage Programs have been identified by the Maryland Higher Education Commission. Maryland residents may enroll in any of these programs and pay the in-county tuition rate of each school on a space-available basis.

The following Montgomery College programs have been identified as Health Manpower Shortage:

- Biotechnology (A.A.S.)
- Diagnostic Medical Sonography (A.A.S. and Certificate)
- Health Information Management (A.A.S.)
- Medical Coder/Abstractor/Biller (Certificate)
- Mental Health Associate (A.A.S.)
- Nursing (A.S.)
- Physical Therapist Assistant (A.A.S.)
- Polysomnography (Certificate)
- Radiologic (X-Ray) Technology (A.A.S.)
- Surgical Technology (A.A.S. and Certificate)

For more information, please contact the Takoma Park/Silver Spring Office of Admissions and Records (240-567-1501).

***Allegany College of Maryland***

- Basic Medical Transcription
- Dental Hygiene
- Home Health Aide
- Human Services
- Medical Assistant
- Medical Coding
- Medical Laboratory Technology
- Nursing
- Occupational Therapy Assistant
- Pharmacy
- Physical Therapy Assistant
- Radiologic Technology
- Respiratory Therapist

***Anne Arundel Community College***

- EMT
- Human Services
- Medical Assisting
- Medical Coding
- Nursing
- Pharmacy Technician
- Physical Therapy Assistant
- Physician Assistant
- Radiologic Technology

***Baltimore City Community College***

- Coding Specialist (Medical)
- Dental Hygiene
- Emergency Medical Service
- Emergency Medical Technician
- Health Information Technology
- Nursing
- Physical Therapist Assistant
- Respiratory Care

***Carroll Community College***

- Health Information Technology—Medical
- Records
- Nursing
- Physical Therapist Assistant

***Cecil College***

- Emergency Medical Technician
- Nursing
- Physical Therapist Assistant

***Chesapeake College***

- Emergency Medical Services
- EMT-Paramedic
- Human Services
- Nursing
- Physical Therapist Assistant
- Radiologic Sciences

***College of Southern Maryland***

- Emergency Medical Services
- Human Services
- Nursing
- Medical Coding Specialist
- Medical Assistant and Laboratory Technician

- Physical Therapy Assistant

***Community College of Baltimore County***

- Chemical Dependency Counseling
- Dental Hygiene
- Emergency Medical Technician
- Health Informatics and Information Technology
- Medical Laboratory Technology
- Medical Office Assistant
- Mental Health
- Nursing
- Occupational Safety and Therapy
- Physician Assistant
- Radiation Therapy
- Radiography
- Respiratory Care Therapy

***Frederick Community College***

- Emergency Medical Technician Services
- Nuclear Medicine Technology
- Nursing
- Medical Assistant
- Respiratory Therapy

***Hagerstown Community College***

- Emergency Medical Technology
- Medical Assistant
- Medical Coding
- Medical Transcription
- Nursing
- Radiography
- Paramedic Emergency Services

***Harford Community College***

- Nursing
- Medical Assisting

***Howard Community College***

- Cardiovascular Technology
- EMT
- Nursing
- Radiologic Technology

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

- EMT
- Health Information Technology
- Nuclear Medicine Technology
- Nursing
- Radiography
- Respiratory Therapy

***Wor-Wic Community College***

- Emergency Medical Services
- Nursing
- Radiologic Technician

Please see MHEC's Web site at [www.mhec.state.md.us/higherEd/HEPrograms.asp](http://www.mhec.state.md.us/higherEd/HEPrograms.asp) for the most current listing of statewide programs and Health Manpower Shortage Programs.

# ACCOUNTING

## Accounting A.A.S. (G, R): 301

This curriculum is designed to prepare career students in accounting for employment. It is suitable for the needs of business enterprises, nonprofit private organizations, and all levels of government. Graduates may find employment in such departments as accounting, finance, treasury, auditing, tax, cost, and systems. Completion of all requirements for this curriculum will lead to the A.A.S. in accounting.

This curriculum is not intended for transfer to a four-year college or university. Students interested in a baccalaureate degree in accounting should enroll in the business transfer program.

For students who have a baccalaureate degree, the accounting courses included in the curriculum fulfill some of the course requirements to sit for the Certified Public Accountant (CPA) examination. All additional course requirements are offered by the College. Students should contact an academic adviser for more information. Requirements to sit for the CPA examination vary by state. Consult your State Board of Public Accountancy for current requirements.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

### FIRST SEMESTER

AC 201	Accounting I . . . . .	4
BA 101	Introduction to Business	
	<i>or</i>	
MG 101	Principles of Management . . . . .	3
	<i>EC elective*</i> . . . . .	3
EN 101	Techniques of Reading and Writing I . . . . .	3
	<i>Mathematics foundation</i> . . . . .	3

### SECOND SEMESTER

AC 202	Accounting II . . . . .	4
	CA or CS elective . . . . .	3
	<i>English foundation</i> . . . . .	3
	<i>Speech foundation</i> . . . . .	3
	<i>Arts or humanities distribution</i> . . . . .	3

### THIRD SEMESTER

AC 207	Intermediate Accounting I . . . . .	4
MG 201	Business Law . . . . .	3
	Electives <sup>†</sup> . . . . .	6
	<i>Health foundation</i> . . . . .	1-3

### FOURTH SEMESTER

AC 208	Intermediate Accounting II . . . . .	4
AC 219	Business Finance . . . . .	3
	Elective <sup>†</sup> . . . . .	3
	<i>Natural sciences distribution with lab</i> . . . . .	4

**TOTAL CREDIT HOURS 60-62**

\* Select EC 105, EC 201, or EC 202.

† Select any accounting course numbered 209 or higher (except AC 219) or a statistics course (BA 210 or MA 116).

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Identify, measure, record, and communicate financial information relating to an organization.
- 
- Interpret, analyze, and evaluate financial information relating to an organization.
-

## ACCOUNTING

### Accounting Certificate (G, R): 167

The accounting certificate curriculum is designed to serve those students who desire to upgrade their professional competence but do not want to complete the A.A.S. For those who want to complete the U.S. Civil Service 24-hour accounting program, consult the Office of Personnel Management for a current listing of approved courses.

#### REQUIRED COURSES

AC 201	Accounting I	4
AC 202	Accounting II	4
AC 207	Intermediate Accounting I	4

#### ELECTIVES

Select four courses from accounting courses numbered 208 or higher or MG 201.

**TOTAL CREDIT HOURS 24–25**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Identify, measure, record, and communicate financial information relating to an organization.
- Interpret, analyze, and evaluate financial information relating to an organization.
- Meet the qualifications for federal government accounting programs and upgrade professional competence.

## AMERICAN SIGN LANGUAGE

### American Sign Language A.A.(R): 608

The Associate of Arts degree program in American Sign Language is a transfer-degree program designed for students who plan to enter fields in which they would work with Deaf people on a daily basis. The program fosters the acquisition of the language and culture of the Deaf in the United States and Canada. Following the national standards established by the American Council on the Teaching of Foreign Languages, the program focuses on communication through the study of semantics, syntax, pragmatics, and culture. Following program completion, students would transfer to a four-year degree program majoring in American Sign Language, Deaf studies, Deaf education, interpreter education, or social work.

*(Continued)*



## AMERICAN SIGN LANGUAGE

### American Sign Language A.A.(R): 608 (continued)

#### FIRST SEMESTER

EN 101	Techniques of Reading and Writing I . . . . 3
PY 102	<i>General Psychology</i> . . . . . 3
SL 100	<i>ASL I</i> . . . . . 3
SL 105	Visual Gestural Communication . . . . . 3
SL 106	Fingerspelling and Number Use in ASL . . . . . 3 <i>Health foundation</i> . . . . . 1

#### SECOND SEMESTER

SL 110	<i>ASL II</i> . . . . . 3
SL 121	<i>Introduction to the Deaf Community and Culture</i> . . . . . 3 <i>English foundation</i> . . . . . 3 <i>Arts distribution</i> . . . . . 3 <i>Natural sciences distribution without lab</i> . . . 3

#### THIRD SEMESTER

SL 200	ASL III . . . . . 3
SL 205	Structural ASL I . . . . . 3
SL 269	Independent Study in ASL . . . . . 1-4 <i>Mathematics foundation</i> . . . . . 3 <i>Natural sciences distribution with lab</i> . . . . 4

#### FOURTH SEMESTER

SL 206	Structural ASL II . . . . . 3
SL 207	ASL Translation and Interpretation for Literature . . . . . 3
SL 210	ASL IV . . . . . 3
SL 226	Semantics and Communication in ASL . . 3 SL elective* . . . . . 3-4

**TOTAL CREDIT HOURS 60–64**

\* Students should choose an SL capstone course with an adviser.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Describe the structures of ASL, including phonology, morphology syntax, and semantics at a level 2.5 proficiency on the ASLPI scale.
- Integrate and recognize ASL registers.
- Demonstrate competency in ASL expressive and receptive skills at a level 2.5 proficiency on the ASLPI scale.
- Demonstrate competency in visual gestural communication and fingerspelling.
- Demonstrate an overall competency of 2.5 or better in the ASLPI assessment instrument.
- Demonstrate support and respect for ASL as the visual language of the Deaf community.
- Appropriately demonstrate interpreting skills learned in the classroom into general situations in and out of the Deaf community and in service fields.
- Demonstrate an appreciation of the culture and cultural practices of the Deaf community.
- Demonstrate an understanding and application of appropriate sociolinguistic behaviors as proficient users of American Sign Language.

### American Sign Language Certificate: 220

The certificate program in American Sign Language is designed to provide students with a foundation in ASL and would benefit those pursuing business or other service-oriented fields where they might be called upon to communicate directly with Deaf clients. The program also serves students preparing to enter an Interpreter Training Program; students whose first language is ASL and who desire to learn the structure and syntax of the language; and students desiring to improve their understanding of Deaf culture to better communicate with Deaf family, friends, neighbors, and community.

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## AMERICAN SIGN LANGUAGE

### American Sign Language Certificate: 220 *(continued)*

SL 100	ASL I	3	SL 200	ASL III	3
SL 105	Visual Gestural Communication	3	SL 205	Structural ASL I	3
SL 106	Fingerspelling and Number Use in ASL	3	SL 206	Structural ASL II	3
SL 110	ASL II	3	SL 210	ASL IV	3
SL 121	Introduction to the Deaf Community and Culture	3	<b><u>TOTAL CREDIT HOURS 27</u></b>		

## APPLIED GEOGRAPHY

### Applied Geography A.A.S. (R): 344

This curriculum is designed primarily for students who desire to pursue a profession in geography, cartography, geographic education, or geographic information systems (GIS). The curriculum provides students with an opportunity to test their interests prior to making a commitment for advanced study. Completion of all requirements will lead to the A.A.S.

Coursework in this curriculum (involving fieldwork, use of computer technology, and mapping exercises) will explore four related disciplines. Geography, the first discipline, is the study of places; it enables the graduate to function as a paraprofessional in a broad range of studies. The geography graduate assists in performing research and compiling data in activities connected with agriculture, climatology, marketing, transportation, planning, and domestic and foreign area studies. Cartography, the second discipline, is the art and science of map construction; its skills enable the graduate to use, compile, and construct maps and related cartographic products. Geographic education, the third discipline, provides prospective teachers and currently employed teachers seeking to meet certification requirements in Montgomery County and Maryland with exposure to geographic concepts and methodology. GIS, the fourth discipline, combines the use of computer technology with the field of geography to solve locational problems.

#### FIRST SEMESTER

EN 101	Techniques of Reading and Writing I	3
GE 101	Introduction to Geography	3
GE 151	Introduction to Cartography	3
	<i>Mathematics foundation</i>	3–4
	<i>Natural sciences distribution with lab</i>	4

#### SECOND SEMESTER

GE 102	Cultural Geography	3
GE 104	Physical Geography	4
GE 152	Interpretation of Geographic Imagery: Use and Analysis	3
HE 100	<i>Principles of Healthier Living</i>	1
	<i>English foundation</i>	3

*(Continued)*

## APPLIED GEOGRAPHY

### Applied Geography A.A.S. (R): 344 *(continued)*

#### THIRD SEMESTER

CA 120	Introduction to Computer Applications. . . . .	3
GE 103	Economic Geography . . . . .	3
GE 110	Global Geography . . . . .	3
	Cartography, GIS, or geography elective* . . . . .	3
	<i>Speech foundation</i> . . . . .	3

#### FOURTH SEMESTER

GE 203	Geographic Education	
	<i>or</i>	
GE 210	Preserving Our Natural Heritage . . . . .	3
	CS or MA elective . . . . .	3-4
	Elective* . . . . .	3
	<i>Arts or humanities distribution</i> . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3

**TOTAL CREDIT HOURS 60–62**

\* Select from GE 201, GE 202, GE 251, GE 252, and GE 261.

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Use geography as a spatial concept, what it entails, and how it is a part of daily life.
- Identify where places are, including continents, countries, states, regions, cities, districts, islands, water bodies, physical features, and other defined locations.
- Interpret maps and atlases effectively and successfully use a variety of coordinate systems.
- Use maps and atlases as tools.
- Demonstrate an understanding of geographic phenomena.
- Articulate, problem-solve, theorize, and discuss through original research and formal and informal writing assignments.
- Demonstrate an understanding of cultural geography including ethnicity, language, religion, politics, toponyms, agriculture, disease, economics, arts, and music.

## Cartography and Geographic Information Systems Certificate (R): 184

Training in cartography and geographic information systems enables the student to develop, construct, and use maps and other imagery to solve problems relating to the earth, its resources and its development. These skills are used by professionals employed in federal mapping and related agencies in the Washington metropolitan region.

GE 101	Introduction to Geography . . . . .	3	GE 252	Introduction to Computer Mapping. . . . .	3
GE 151	Introduction to Cartography . . . . .	3	GE 261	Introduction to Geographic Information Systems . . . . .	3
GE 152	Interpretation of Geographic Imagery: Use and Analysis . . . . .	3		Elective . . . . .	3-4
GE 251	Principles of Map Design . . . . .	3			

**TOTAL CREDIT HOURS 21–22**

*(Continued)*

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## APPLIED GEOGRAPHY

### Cartography and Geographic Information Systems Certificate (R): 184 *(continued)*

.....  
**PROGRAM OUTCOMES**  
 .....

*Upon completion of this program a student will be able to:*

- 
- Use various mapping software packages.
  - Use maps as tools.
  - Conduct research and be familiar with the various research resources available, i.e., county, city, and federal government; the private sector; and online data.
  - Appreciate the various job opportunities available through attending trips to various cartographic facilities.
  - Integrate other software as appropriate into their mapping projects, e.g., Adobe Illustrator, Photoshop, and other graphics packages.
  - Use various techniques that improve their cartographic skills.
  - Create portfolios and PowerPoint presentations and give presentations that strengthen their communication, interpersonal, and articulation skills.
  - Apply for cartographic internships and/or full-time employment within the field of cartography and GIS.
- 

### Geographic Education Certificate (R): 183

This certificate curriculum is designed primarily for the student who desires to pursue a profession in geographic education. Geographic education is a specialization in the field of geography. This facet of the curriculum is for students seeking to pursue a degree in teaching or to provide exposure to geographic concepts and methodology for teachers seeking to meet certification requirements in Montgomery County and Maryland. This curriculum provides students with an opportunity to test their interest prior to making a commitment for advanced study. Coursework in this curriculum will involve fieldwork, use of computer technology, mapping exercises, and extensive reading.

GE 101 Introduction to Geography ..... 3	GE 210 Preserving Our National Heritage: The Geography of Conservation and Natural Resources ..... 3
GE 102 Cultural Geography ..... 3	Elective* ..... 3
GE 104 Physical Geography ..... 4	
GE 110 Global Geography ..... 3	
GE 203 Geographic Education ..... 3	
<b><u>TOTAL CREDIT HOURS 22</u></b>	

\* Select GE 103, GE 152, GE 201, or GE 202.

.....  
**PROGRAM OUTCOMES**  
 .....

*Upon completion of this program a student will be able to:*

- 
- Use various geographic concepts and methodologies that will condition them for advanced degrees in geography.
  - Read, interpret, and analyze maps.
  - Conduct research and present.
  - Teach geography in the K–12 curriculum more effectively.
  - Use basic geographic information systems (GIS) software designed for grades K–12.
-

## ARCHITECTURAL/CONSTRUCTION TECHNOLOGY

There are two tracks leading to the A.A.S. in architectural and construction technology: architectural technology and management of construction. In addition, two certificates are offered: CAD for the building professional and management of construction. Both of the A.A.S. tracks are designed to prepare graduates for entry into paraprofessional positions in the construction industry and architecture upon completion of the curriculum.

### Architectural Technology (R): 302 *Architectural/Construction Technology A.A.S.*

Graduates of this A.A.S. track continue their education toward professional degrees or seek employment immediately as paraprofessionals. Technicians specializing in architecture and construction are prepared to assist and work with architects, contractors, and related professionals.

Successful graduates involve themselves in many specialized aspects of the construction industry, including preparation of contract drawings, supervision and/or inspection of construction work, and contract administration. Computer drafting skills provide extensive opportunities for graduates.

Students planning to transfer to four-year schools of architecture should be aware that not all courses in the curriculum may transfer.

A suggested course sequence follows. All students should consult with the architectural technology program coordinator prior to registration.

#### FIRST SEMESTER

CT 130	Construction Methods and Materials . . . . .	3
CT 170	Introduction to Architecture and the Built Environment . . . . .	3
CT 181	Architectural Drafting Techniques . . . . .	3
	<i>English foundation . . . . .</i>	<i>3</i>
	<i>Mathematics foundation . . . . .</i>	<i>3</i>

#### SECOND SEMESTER

CT 142	Introduction to Architectural Graphics . . . . .	3
CT 183	Computer Drafting: Architectural Applications . . . . .	4
CT 212	Construction Management	
	<i>or</i>	
	Professional elective* . . . . .	3
	<i>Speech foundation . . . . .</i>	<i>3</i>
	<i>Behavioral and social sciences distribution . . . . .</i>	<i>3</i>

#### THIRD SEMESTER

AR 209	Architectural History: Ancient to 1400	
	<i>or</i>	
	Arts or humanities distribution . . . . .	3

CT 201	Introduction to Architectural Design . . . . .	4
CT 223	Computer Drafting: Architectural 3D Presentation . . . . .	4
CT 284	Construction Estimating	
	<i>or</i>	
	Professional elective* . . . . .	3
	<i>Health foundation . . . . .</i>	<i>1</i>

#### FOURTH SEMESTER

AR 210	Architectural History: 1400 to Present	
	<i>or</i>	
	Professional elective* . . . . .	3
CT 224	Computer Drafting: Advanced Architectural Applications . . . . .	4
CT 291	Building Codes and Inspection	
	<i>or</i>	
	Professional elective* . . . . .	3
CT 299	Professional Practicum . . . . .	1
PH 203	General Physics I	
	<i>or</i>	
	Natural sciences distribution with lab . . . . .	4

**TOTAL CREDIT HOURS 61**

\* Professional electives: AR 101, AR 103, AR 209, AR 210, CA 120, CT 283, CT 288.

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

# ARCHITECTURAL/CONSTRUCTION TECHNOLOGY

## Architectural Technology (R): 302 *(continued)*

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Synthesize social, economic, environmental, material, and aesthetic issues to create architectural designs.
- Identify basic design principles through visual analysis and to create architectural designs.
- Demonstrate technical mastery in the use of industry-relevant computer technology and software.
- Identify and apply a variety of construction methods and materials involved in the building industry.
- Articulate their ideas using the technical and formal vocabulary of architecture and construction.
- Perform successfully as an architectural intern in a professional office environment.
- Produce a design solution with graphic and three-dimensional techniques including 3D CAD, hand drawing, and constructed models.
- Present, critique, defend, and evaluate their individual design project using proper communication skills.
- Transfer with junior standing to certain four-year colleges with a major in architecture.

## CAD for the Building Professional Certificate (R): 203

This certificate curriculum prepares students for entry-level positions in architectural firms or construction-related businesses by providing an opportunity to learn computer-aided drafting (CAD) skills while developing a preliminary understanding of building technology. This curriculum also serves professionals currently in the architectural field who are seeking career advancement through the development of intensive technical and creative CAD skills and experience. These courses can be applied to the architectural technology A.A.S. track.

CT 130 Construction Methods and Materials . . . . . 3 CT 181 Architectural Drafting Techniques . . . . . 3 CT 183 Computer Drafting: Architectural Applications . . . . . 4 CT 223 Computer Drafting: Architectural 3D Presentation . . . . . 4	CT 224 Computer Drafting: Advanced Architectural Applications . . . . . 4 <i>English foundation</i> . . . . . 3 <i>Mathematics foundation</i> . . . . . 3 <hr style="border: 1px solid black;"/> <b>TOTAL CREDIT HOURS 24</b>
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### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate technical mastery in the use of industry-relevant computer technology and software in 2D and 3D as well as Building Information Management Systems (BIMS).
- Apply the industry-related organizational structure to the execution of a set of CAD drawings.
- Research and collect data relating to architectural issues and to incorporate their knowledge to their work.
- Perform successfully as an architectural intern in a professional office environment.
- Acquire an appreciation of time management and incorporate skills at increasing their productivity in CAD.

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

# ARCHITECTURAL/CONSTRUCTION TECHNOLOGY

## Management of Construction (R): 303 *Architectural/Construction Technology A.A.S.*

This A.A.S. track is designed to prepare graduates to organize, operate, manage, and control the unique and demanding systems, procedures, and services in the construction industry, both on the job site and in the contractor's office. Areas of study include cost control, planning, scheduling, controlling and expediting construction, contract bidding and estimating, personnel management, and the overall management of construction operations. This curriculum prepares students for construction management careers in any type or size of construction firm.

The curriculum is not designed as a transfer program except to institutions having a construction curriculum. A student seeking a four-year bachelor's degree must meet with the program coordinator in the management of construction program or the Applied Technologies Department chair to work out a suitable program of study.

A suggested course sequence for full-time students follows; all students should consult an adviser in the management of construction program.

### FIRST SEMESTER

CT 130	Construction Methods and Materials . . . . 3
CT 131	Construction Plan Reading . . . . . 3
CT 135	Construction Field Operations . . . . . 3
EN 101	Techniques of Reading and Writing I . . . . 3
	<i>Mathematics foundation . . . . . 3</i>

### SECOND SEMESTER

CT 190	Computer Applications in Construction . 3
CT 212	Construction Management . . . . . 3
	<i>English foundation . . . . . 3</i>
	<i>Speech foundation . . . . . 3</i>
	<i>Arts or humanities distribution . . . . . 3</i>

### THIRD SEMESTER

CT 271	Construction Surveying . . . . . 3
CT 283	Mechanical and Electrical Systems . . . . 3
CT 284	Construction Estimating . . . . . 3
	Professional elective* . . . . . 3
	<i>Behavioral and social sciences distribution . . 3</i>

### FOURTH SEMESTER

CT 286	Construction Planning and Scheduling . . 3
CT 288	Practical Construction Law . . . . . 3
CT 299	Professional Practicum . . . . . 1
	Professional elective* . . . . . 3
	<i>Health foundation . . . . . 1-3</i>
	<i>Natural sciences distribution with lab . . . . 4</i>

**TOTAL CREDIT HOURS 60-62**

\* Professional electives: AC 201, BU electives, CT 170, CT 181, CT 183, CT 291, CT 299 (1 credit), MA 180, MG 102.

### **PROGRAM OUTCOMES**

*Upon completion of this program a student will be able to:*

- Transfer with junior standing to a construction management major in a four-year university.
- Demonstrate a thorough understanding of the principles and methods used in the installation of materials and building components including structural, nonstructural, mechanical, and electrical systems.
- Demonstrate technical mastery of the methods and procedures of reading architectural, structural, and mechanical drawings.
- Assist a field manager or project manager with basic project administration procedures both in the field and at the office.
- Demonstrate technical mastery in the computer software and surveying equipment used for project administration, estimating, scheduling, and surveying.
- Develop a working knowledge of construction estimating and scheduling procedures and the legal implications applicable to a construction project.

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## ARCHITECTURAL/CONSTRUCTION TECHNOLOGY

### Management of Construction Certificate (R): 142

This certificate curriculum is designed to serve personnel presently employed in construction-related industries who might not want to complete an associate's degree. Students will be able to enroll in specific professional/academic courses that will lead to an upgrading of their professional competence.

The certificate provides students with formal recognition of academic achievement for completing selected courses from the management of construction A.A.S. track. The student may transfer to the A.A.S. track.

CT 130	Construction Methods and Materials . . . . .3	CT 284	Construction Estimating . . . . .3
CT 131	Construction Plan Reading . . . . .3	CT 286	Construction Planning and Scheduling . . .3
CT 135	Construction Field Operations . . . . .3	CT 288	Practical Construction Law . . . . .3
CT 190	Computer Applications in Construction . . . . .3	EN 101	Techniques of Reading and Writing I . . . .3
CT 212	Construction Management . . . . .3		Professional electives* . . . . .6–8
<b>TOTAL CREDIT HOURS 33–35</b>			

\* Professional electives: AC 201, BU electives, CE 260, CT 170, CT 181, CT 183, CT 271, CT 283, CT 291, CT 299, MA 180, MG 102.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Demonstrate a thorough understanding of the principles and methods used in the installation of materials and building components including structural, nonstructural, mechanical, and electrical systems.
  - Demonstrate technical mastery of the methods and procedures of reading architectural, structural, and mechanical drawings.
  - Assist a field manager or project manager with basic project administration procedures both in the field and at the office.
  - Demonstrate technical mastery in the computer software and surveying equipment used for project administration, estimating, scheduling, and surveying.
  - Develop a working knowledge of construction estimating and scheduling procedures and the legal implications applicable to a construction project.
-



## ART

The art curricula include four tracks leading to the A.A. in arts and sciences (art, art education, art history, and studio art), two tracks leading to the A.F.A. (graphic design and studio art), and two certificate curricula (specialized art and studio art).

### Art (G, T): 003

#### *Arts and Sciences A.A.*

The basic art curriculum is designed to provide a foundation of general art courses supplemented by general education requirements. The core of skills provided by this foundation encourages a broad exposure to the arts and prepares students for advanced study and careers in many areas, including studio art, art education, applied design, museum studies, and art marketing.

The following curriculum offers basic art courses that will prepare the student for transfer, leading to a degree of bachelor of arts or bachelor of fine arts from a four-year college or university. Completion of all requirements for this track will lead to the award of the A.A. in arts and sciences. In keeping with the College's commitment to serve the varied educational needs of the community, the art program accommodates students who seek careers in the arts, as well as those who want to strengthen established skills or find a means of self-expression.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

**FIRST SEMESTER**

AR 101	<i>Introduction to Drawing</i> . . . . .	3
AR 103	Two-Dimensional Design . . . . .	3
AR 107	Art History: Ancient to 1400 . . . . .	3
EN 101	Techniques of Reading and Writing I . . . . .	3
	<i>Health foundation</i> . . . . .	1
	<i>Behavioral and social sciences distribution*</i> . . . . .	3

**SECOND SEMESTER**

AR 104	Three-Dimensional Design . . . . .	3
AR 108	Art History: 1400 to Present . . . . .	3
AR 115	Figure Drawing I . . . . .	3
EN 102	Techniques of Reading and Writing II . . . . .	3
	<i>Mathematics foundation</i> . . . . .	3
PE 101-199	Physical education elective . . . . .	1

**THIRD SEMESTER**

	AR electives (2) <sup>†</sup> . . . . .	6
EN 201	<i>Introduction to World Literature I</i>	
	<i>or</i>	
EN 202	<i>Introduction to World Literature II</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3
	<i>Natural sciences distribution with lab</i> . . . . .	4

**FOURTH SEMESTER**

	AR electives (2) <sup>†</sup> . . . . .	6
	<i>Speech foundation</i> . . . . .	3
	<i>Arts or humanities distribution‡</i> . . . . .	3
	<i>Behavioral and social sciences distribution*</i> . . . . .	3
	<i>Natural sciences distribution</i>	
	<i>without lab</i> . . . . .	3-4

**TOTAL CREDIT HOURS 66-67**

\* The two behavioral and social sciences courses must be in different disciplines.

† Students wishing to pursue an emphasis in studio art, art education, or art history should consult a member of the art faculty for advice on selection of appropriate electives.

‡ A 200-level literature course is recommended.

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## ART

**Art (G, T): 003** *(continued)***PROGRAM OUTCOMES**

*Upon completion of this program a student will be able to:*

- Demonstrate the ability to express ideas creatively.
- Understand and employ the formal elements of design and drawing.
- Demonstrate solid foundation skills and competency in a wide range of art media and techniques.
- Demonstrate the ability to solve visual problems in a manner that reflects individual creativity, technical expertise, and an understanding of art in a historical context.
- Understand and respect our past and present cultural heritage in order to appreciate the rich fabric of aesthetic that characterizes art from around the globe.
- Demonstrate the ability to write and speak with clarity, to think critically and analytically, and to express one's ideas about personal artistic vision and the vision of others.
- Demonstrate an understanding and appreciation of the liberal arts and the linkages between the arts, sciences, and humanities that define who we are and inform the art that we make.
- Demonstrate work ethic that reflects a dedication to process and the intelligent development of a personal aesthetic.
- Become familiar with the museum and galleries in the metropolitan Washington, D.C., area.
- Complete the A.A. in art in preparation for transfer to a four-year college/university art program or a four-year art school.

**Art Education (R): 060***Arts and Sciences A.A.*

This track is designed for the student who is interested in teaching art and who plans to transfer to a four-year program to pursue a career in elementary or secondary art education. Completion of all requirements for this track will lead to the award of the A.A. in arts and sciences.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

**FIRST SEMESTER**

AR 101	Introduction to Drawing.....	3
AR 103	Two-Dimensional Design.....	3
AR 107	<i>Art History: Ancient to 1400.</i> .....	3
EN 101	Techniques of Reading and Writing I.....	3
	<i>Health foundation.</i> .....	1
	<i>Mathematics foundation.</i> .....	3

**SECOND SEMESTER**

AR 104	Three-Dimensional Design.....	3
AR 105	Color Theory and Application.....	3
AR 108	Art History: 1400 to Present.....	3
AR 115	Figure Drawing I.....	3
EN 102	<i>Techniques of Reading and Writing II.</i> .....	3
GD 124	Fundamentals of Graphic Design II.....	3

*(Continued)*

## ART

**Art Education (R): 060** *(continued)***THIRD SEMESTER**

AR 121	Ceramics I	3
AR 123	Crafts	3
PY 102	<i>General Psychology</i>	3
	Printmaking elective*	3
	<i>Speech foundation</i>	3
	<i>Natural sciences distribution without lab</i>	3-4

**FOURTH SEMESTER**

AR 201	Painting I	3
AR 221	Sculpture I	3
PE 101-199	Physical education elective	1
	<i>Behavioral and social sciences distribution</i> †	3
	<i>Humanities distribution</i> ‡	3
	<i>Natural sciences distribution with lab</i>	4

**TOTAL CREDIT HOURS 69-70**

\* Select AR 213, AR 214, AR 223, AR 224, or AR 226.

† Cannot be a psychology course.

‡ Students planning to transfer to institutions requiring a foreign language are advised to elect a foreign language.

**PROGRAM OUTCOMES***Upon completion of this program a student will be able to:*

- Demonstrate visual problem solving that employs technical skills and comprehension of art historical context with application for contemporary work.
- Demonstrate solid foundation skills and competency with a range of art media and techniques.
- Demonstrate the ability to express ideas creatively.
- Understand and employ formal elements and principles of art and design.
- Demonstrate the ability, verbally and in writing, to think critically and analyze contemporary and historical works of art from multiple cultures.
- Develop an understanding of the creative accomplishments of other people and cultures, past and present.
- Develop constructive, organized work habits.
- Develop safe practices in the use of art materials and equipment.
- Develop an understanding of the liberal arts by fulfilling the General Education requirements for the A.A. in Art Education.

## **Art History (R): 059**

### *Arts and Sciences A.A.*

This track is designed for the student who is interested primarily in the historical and aesthetic aspects of the subject rather than in the production of art and who plans to transfer to a four-year program to pursue a degree in museum work, art research, or art history. Completion of all requirements for this track will lead to the award of the A.A. in arts and sciences.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

*(Continued)*

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## ART

**Art History (R): 059** *(continued)***FIRST SEMESTER**

AR 101	Introduction to Drawing. . . . .	3
AR 103	Two-Dimensional Design. . . . .	3
AR 107	<i>Art History: Ancient to 1400.</i> . . . .	3
EN 101	Techniques of Reading and Writing I. . . . .	3
	<i>Speech foundation.</i> . . . .	3
	World language elective* . . . . .	3

**SECOND SEMESTER**

AR 104	Three-Dimensional Design. . . . .	3
AR 108	Art History: 1400 to Present. . . . .	3
AR 115	Figure Drawing I. . . . .	3
EN 102	<i>Techniques of Reading and Writing II</i> . . . . .	3
PE 101–199	Physical education elective . . . . .	1
	World language elective* . . . . .	3
	<i>Health foundation.</i> . . . .	1

**THIRD SEMESTER**

Art history elective . . . . .	3
World language elective* . . . . .	3
<i>Mathematics foundation.</i> . . . .	3
<i>Behavioral and social sciences distribution</i> <sup>†</sup> . . . . .	3
<i>Natural sciences distribution</i> <i>without lab</i> . . . . .	3–4

**FOURTH SEMESTER**

Art history elective . . . . .	3
World language elective* . . . . .	3
<i>Literature elective</i> <sup>‡</sup> . . . . .	3
<i>Behavioral and social sciences distribution</i> <sup>†</sup> . . . . .	3
<i>Natural sciences distribution with lab.</i> . . . .	4

**TOTAL CREDIT HOURS 66–67**

\* French or German is recommended.

<sup>†</sup> Must be taken from different disciplines. One multicultural course is required from art, humanities, or behavioral and social sciences distribution.<sup>‡</sup> Course should be selected from humanities distribution list.**PROGRAM OUTCOMES***Upon completion of this program a student will be able to:*

- Demonstrate ability, verbally and in writing, to think critically and analyze historical and contemporary works of art from multiple cultures.
- Employ chronology in the understanding of historical continuity.
- Discriminate and differentiate works of art from different cultures and historical periods.
- Employ discipline-specific vocabulary for a better understanding of cultural and conceptual interpretations.
- Interpret symbolism in art for a deeper understanding of its layered meanings.
- Recognize the culturally specific differences among varied materials and techniques.

## ART

## Studio Art (R): 062

### *Arts and Sciences A.A.*

This track is designed for the student who is interested in making art and in exploring the aesthetics and techniques of various studio areas, such as ceramics, crafts, design, drawing, painting, printmaking, and sculpture. This track introduces the student to a broad range of basic art courses, which may lead to future specialization and/or transfer to a four-year program. Completion of all requirements for this track will lead to the award of the A.A. in arts and sciences.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

**FIRST SEMESTER**

AR 101	Introduction to Drawing.....	3
AR 103	Two-Dimensional Design.....	3
AR 107	<i>Art History: Ancient to 1400.....</i>	3
EN 101	Techniques of Reading and Writing I.....	3
	<i>Health foundation.....</i>	1
	<i>Mathematics foundation.....</i>	3

**SECOND SEMESTER**

AR 104	Three-Dimensional Design.....	3
AR 105	Color Theory and Application.....	3
AR 108	Art History: 1400 to Present.....	3
AR 115	Figure Drawing I.....	3
EN 102	Techniques of Reading and Writing II.....	3
	<i>Behavioral and social sciences distribution*.....</i>	3

**THIRD SEMESTER**

	AR, GD, or ID elective <sup>†</sup> .....	3
	Crafts elective <sup>‡</sup> .....	3
	Printmaking elective**.....	3
	<i>Behavioral and social sciences distribution*.....</i>	3
	<i>Humanities distribution.....</i>	3
	<i>Natural sciences distribution</i>	
	<i>without lab.....</i>	3-4

**FOURTH SEMESTER**

AR 201	Painting I.....	3
AR 221	Sculpture I.....	3
	AR, GD, or ID elective.....	3
PE 101-199	Physical education elective.....	1
	<i>Speech foundation.....</i>	3
	<i>Natural sciences distribution with lab.....</i>	4

**TOTAL CREDIT HOURS 69-70**

\* Must be taken from different disciplines. One multicultural course is required from art, humanities, or behavioral and social studies distribution.

† CG 120 or PG 150 is recommended.

‡ Select AR 121, AR 123, AR 124, or AR 229.

\*\* Select AR 213, AR 214, AR 223, AR 224, or AR 226.

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate visual problem solving that employs technical skills and comprehension of art historical context with application for contemporary work.
- Demonstrate solid foundation skills and competency in a range of art media and techniques.
- Demonstrate the ability to express ideas creatively.
- Demonstrate an understanding and ability to employ the formal elements and principles of art and design.
- Demonstrate ability, verbally and in writing, to think critically and analyze contemporary and historical works of art from multiple cultures.

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## ART

**Studio Art (R): 062** *(continued)***PROGRAM OUTCOMES** *(continued)*

- Demonstrate an understanding for the creative accomplishments of other people and cultures, past and present.
- Demonstrate constructive, organized work habits.
- Demonstrate safe practices in the use of art materials and equipment.
- Demonstrate an understanding of the liberal arts by fulfilling the General Education requirements for an A.A. in studio art.
- Complete the A.A. program with a portfolio to facilitate transfer to a four-year arts program.

**Studio Art: 900A***A.F.A. Statewide Program (School of Art + Design)*

*Students who plan to major in studio art in the School of Art + Design will be assigned the temporary major code of 900A until they are officially admitted to the program. Students may take preparatory courses and courses that fulfill General Education requirements during the waiting period.*

This track is studio intensive, with two-thirds of the total credit hours in studio art courses and one-third of the total credit hours in General Education courses. The program will prepare students for transfer to a four-year institution to pursue a bachelor of fine arts degree.

All students should meet with their adviser to plan their program of study and transfer and career goals. For more information on the School of Art + Design, see page 70.

**FIRST SEMESTER**

AR 101	Introduction to Drawing.....	3
AR 103	<i>Two-Dimensional Design</i> .....	3
AR 105	Color Theory and Application.....	3
AR 107	Art History: Ancient to 1400.....	3
DS 107	First Year Seminar*.....	1
EN 101	Techniques of Reading and Writing I.....	3

**SECOND SEMESTER**

AR 104	Three-Dimensional Design.....	3
AR 108	Art History: 1400 to Present.....	3
AR 115	Figure Drawing I.....	3
	Art elective <sup>†</sup> .....	3
EN 102	<i>Techniques of Reading and Writing II</i> .....	3

**THIRD SEMESTER**

AR 201	Painting I.....	3
	Drawing elective ‡.....	3
	Printmaking elective**.....	
	<i>or</i>	
AR 203	Photographic Expression I.....	3
	<i>Mathematics foundation</i> .....	3
	<i>Behavioral and social sciences distribution</i> .....	3

**FOURTH SEMESTER**

AR 221	Sculpture I.....	3
AR 275	Professional Practice for the Visual Artist*.....	1
	Art electives <sup>†</sup> .....	6–7
	<i>Humanities distribution</i> .....	3
	<i>Natural sciences distribution</i> .....	3–4

**TOTAL CREDIT HOURS 62–64**

\* These are additional courses recommended for students enrolled in the School of Art + Design.

† To meet the 9 elective credits, select a minimum of 6 credits from any AR studio/lab course and a maximum of 4 credits from GD 110, GD 134, GD 210, or GD 220. Students should work with an adviser to identify a transfer institution or art focus before selecting electives.

‡ Select AR 114 or AR 215.

\*\* Select AR 203, AR 213, AR 214, AR 223, AR 224, or AR 226.

*(Continued)*

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## ART

Studio Art: 900A (*continued*)

## PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate visual problem solving that employs technical skills and comprehension of art historical context with application for contemporary work.
- Demonstrate solid foundation skills and competency in a range of art media and techniques.
- Demonstrate the ability to express ideas creatively.
- Understand and employ formal elements and principles of art and design.
- Demonstrate ability, verbally and in writing, to think critically and analyze contemporary and historical works of art from multiple cultures.
- Develop an understanding of the creative accomplishments of other people and cultures, past and present.
- Develop constructive, organized work habits.
- Develop safe practices in the use of art materials and equipment.
- Develop an understanding of the liberal arts by fulfilling the General Education requirements for an A.F.A. in studio art.
- Complete the A.F.A. program with a portfolio to facilitate transfer to a four-year arts program.

## Studio Art: 910\*

*A.F.A. Statewide Program (Visual Arts)*

This collegewide track is studio intensive, with two-thirds of the total credit hours in studio art courses and one-third of the total credit hours in General Education courses. The program will prepare students for transfer to a four-year art institution to pursue a bachelor of fine arts degree.

All students should meet with their adviser to plan their program of study and transfer and career goals.

FIRST SEMESTER

AR 101	Introduction to Drawing.....	3
AR 103	Two-Dimensional Design.....	3
AR 105	Color Theory and Application.....	3
AR 107	<i>Art History: Ancient to 1400.....</i>	<i>3</i>
EN 101	Techniques of Reading and Writing I.....	3

SECOND SEMESTER

AR 104	Three-Dimensional Design.....	3
AR 108	Art History: 1400 to Present.....	3
AR 115	Figure Drawing I.....	3
	Art Elective <sup>†</sup> .....	3
EN 102	<i>Techniques of Reading and Writing II.....</i>	<i>3</i>

THIRD SEMESTER

AR 201	Painting I.....	3
	Drawing elective <sup>‡</sup> .....	3
	Printmaking elective **	
	<i>or</i>	
AR 203	Photographic Expression I.....	3
	<i>Mathematics foundation.....</i>	<i>3</i>
	<i>Behavioral and social sciences distribution.....</i>	<i>3</i>

FOURTH SEMESTER

AR 221	Sculpture I.....	3
	Art electives <sup>†</sup> .....	6-7
	<i>Humanities distribution.....</i>	<i>3</i>
	<i>Natural sciences distribution.....</i>	<i>3-4</i>

**TOTAL CREDIT HOURS 60-62**

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## ART

**Studio Art: 910** *(continued)*

\* Studio Art 910 is the new designation for A.F.A. students who are not enrolled in the School of Art + Design (SA+D). Students formerly enrolled in 900A should change their major designator if they do not intend to apply to the SA+D program and if they are still interested in completing the collegewide Studio Art 910 A.F.A.

† To meet the 9 elective credits, select a minimum of 6 credits from any AR studio/lab course and a maximum of 4 credits from GD 110, GD 134, GD 210, or GD 220. Students should work with an adviser to identify a transfer institution or art focus before selecting electives.

‡ Select AR 114 or AR 215.

\*\* Select AR 203, AR 213, AR 214, AR 223, AR 224, or AR 226.

**PROGRAM OUTCOMES**

*Upon completion of this program a student will be able to:*

- Demonstrate visual problem solving that employs technical skills and comprehension of art historical context with application for contemporary work.
- Demonstrate solid foundation skills and competency in a range of art media and techniques.
- Demonstrate the ability to express ideas creatively.
- Understand and employ formal elements and principles of art and design.
- Demonstrate ability, verbally and in writing, to think critically and analyze contemporary and historical works of art from multiple cultures.
- Develop an understanding of the creative accomplishments of other people and cultures, past and present.
- Develop constructive, organized work habits.
- Develop safe practices in the use of art materials and equipment.
- Develop an understanding of the liberal arts by fulfilling the General Education requirements for an A.F.A. in studio art.
- Complete the A.F.A. program with a portfolio to facilitate transfer to a four-year arts program.

**Specialized Art Certificate**

This certificate curriculum is designed for students who want intensive training in drawing, painting, printmaking, ceramics, sculpture, or jewelry and metalsmithing. Students who complete this curriculum may continue study toward an associate's degree. Students should select one art history course and one specialized art area in consultation with an adviser in the Art Department.

**ART HISTORY REQUIREMENT (3 CREDIT HOURS)**

Select AR 107 Art History: Ancient to 1400, AR 108 Art History: 1400 to Present, or AR 127 Art Appreciation (Art in Culture).

**DRAWING: 211A (SELECT 12 CREDIT HOURS)**

AR 101 Introduction to Drawing . . . . . 3  
 AR 115 Figure Drawing I . . . . . 3  
 AR 280A Studio Practicum . . . . . 3  
 AR 281A Studio Practicum . . . . . 3  
 AR 285A Individualized Art Workshop . . . . . 3

**PAINTING: 211B (SELECT 12 CREDIT HOURS)**

AR 201 Painting I\* . . . . . 3  
 AR 202 Painting II . . . . . 3  
 AR 205 Watercolor I\* . . . . . 3  
 AR 206 Watercolor II . . . . . 3  
 AR 280B Studio Practicum . . . . . 3  
 AR 281B Studio Practicum . . . . . 3  
 AR 285B Individualized Art Workshop . . . . . 3

*(Continued)*

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.



## ART

Specialized Art Certificate (*continued*)**PRINTMAKING: 211C (SELECT 12 CREDIT HOURS)**

Select two courses from the following

(6 credit hours):

- AR 213 World Woodcut and Relief Traditions<sup>†</sup>  
 AR 214 Printmaking: Lithography<sup>†</sup>  
 AR 223 Lithography and Relief Printmaking<sup>†</sup>  
 AR 224 Intaglio Printmaking

Select two courses from the following

(6 credit hours):

- AR 226 Monotype Workshop  
 AR 280C Studio Practicum  
 AR 281C Studio Practicum  
 AR 285C Individualized Art Workshop

**CERAMICS: 211D (SELECT 12 CREDIT HOURS)**

- AR 121 Ceramics I ..... 3  
 AR 122 Ceramics II ..... 3  
 AR 280D Studio Practicum ..... 3  
 AR 281D Studio Practicum ..... 3  
 AR 285D Individualized Art Workshop ..... 3

**SCULPTURE: 211E (SELECT 12 CREDIT HOURS)**

- AR 221 Sculpture I\* ..... 3  
 AR 222 Sculpture II ..... 3  
 AR 280E Studio Practicum ..... 3  
 AR 281E Studio Practicum ..... 3  
 AR 285E Individualized Art Workshop ..... 3

**JEWELRY AND METALSMITHING: 211F (SELECT 12 CREDIT HOURS)**

Select two courses from the following

(6 credit hours):

- AR 123 Crafts ..... 3  
 AR 124 Enameling I ..... 3  
 AR 125 Enameling II ..... 3  
 AR 229 Jewelry and Metalsmithing ..... 3

Select two courses from the following

(6 credit hours):

- AR 280G Studio Practicum ..... 3  
 AR 281G Studio Practicum ..... 3  
 AR 285G Individualized Art Workshop ..... 3

**TOTAL CREDIT HOURS (FOR EACH AREA) 15**

\* Students must either complete the prerequisites (AR 115 and AR 103 for AR 201; AR 101 for AR 205; AR 103 and AR 104 for AR 221) or have them waived by consent of the department.

<sup>†</sup> Students may not receive credit for both AR 223 and AR 213 or AR 214.

**PROGRAM OUTCOMES FOR ALL SPECIALIZED  
ART CERTIFICATE AREAS OF CONCENTRATION**

*Upon completion of this program a student will be able to:*

- Demonstrate visual problem solving that employs technical skills and comprehension of art historical context, with application for contemporary work.
- Demonstrate solid foundation skills and competency in his or her respective area of concentration.
- Demonstrate the ability to express ideas creatively.
- Understand and employ formal elements and principles of art and design.
- Demonstrate ability, verbally and in writing, to think critically and analyze contemporary and historical works of art from multiple cultures.
- Demonstrate an understanding for the creative accomplishments of other people and cultures, past and present.
- Demonstrate constructive, organized work habits.
- Demonstrate safe practices in the use of art materials and equipment.

# ART

## Studio Art Certificate: 212

This certificate curriculum is designed to provide a strong foundation in art while offering an opportunity for generalized study. Students who complete this curriculum may continue study toward an associate’s degree. Student should select courses in consultation with an adviser in the Art Department.

**GENERAL ART REQUIREMENTS (18 CREDIT HOURS)**

AR 101	Introduction to Drawing.....	3
AR 103	Two-Dimensional Design.....	3
AR 104	Three-Dimensional Design.....	3
AR 105	Color Theory and Application.....	3
AR 115	Figure Drawing I.....	3

Select one course from the following  
(3 credit hours):

AR 107	Art History: Ancient to 1400 .....	3
AR 108	Art History: 1400 to Present.....	3
AR 127	Art Appreciation (Art in Culture).....	3

**STUDIO ART ELECTIVES (12 CREDIT HOURS)**

Select from the following courses: AR 112, AR 113, AR 121, AR 122, AR 123, AR 124, AR 125, AR 201, AR 202, AR 203, AR 204, AR 205, AR 206, AR 213, AR 214, AR 221, AR 222, AR 223\*, AR 224, AR 226, AR 227, AR 229, AR 280A–AR 280G, AR 281A–AR 281G, AR 285A–AR285L.

**TOTAL CREDIT HOURS 30**

\* Students cannot also receive credit for AR 213 or AR 214.

.....  
**PROGRAM OUTCOMES**

*Upon completion of this program a student will be able to:*

- Demonstrate visual problem solving that employs technical skills and comprehension of art historical context, with application for contemporary work.
- Demonstrate solid foundation skills and competency in a range of art media and techniques.
- Demonstrate the ability to express ideas creatively.
- Understand and employ formal elements and principles of art and design.
- Demonstrate ability, verbally and in writing, to think critically and analyze contemporary and historical works of art from multiple cultures.
- Develop an understanding for the creative accomplishments of other people and cultures, past and present.
- Develop constructive, organized work habits.
- Develop safe practices in the use of art materials and equipment.

## AUTOMOTIVE TECHNOLOGY

### Automotive Technology A.A.S. (R): 307

This ASE-NATEF Master Certified curriculum prepares students for employment in the automotive service industry as repair technicians. The curriculum also prepares students for seven ASE automobile technician certification exams: ASE A-1, A-4, A-5, A-6, A-7, A-8, and L-1. Students are exposed to the following areas of expertise: Undercar (brakes, suspension, steering, and alignment), Electrical (engine and chassis/body), Engine Performance (computer-controlled fuel injection, ignition, and emission control systems), Engine Repair, and HVAC (heating, ventilation, and air conditioning). All automotive (AT) classes consist of a lecture section and a lab (shop) section. Some AT classes also include a lab discussion section. Successful completion of this program plus AT 220 and AT 230 leads to the award of the A.A.S. and the powertrain specialist certificate and also prepares students for all ASE automobile technician certification exams. This combination is designed for individuals seeking ASE Master automobile technician status.

#### FIRST SEMESTER

AT 101	Introduction to Automotive Technology	3
AT 140	Suspension and Steering	5
AT 161	Automotive Electricity I	4
EN 101	Techniques of Reading and Writing I	3

#### SECOND SEMESTER

AT 150	Brakes	5
AT 162	Battery/Starting/Charging	3
AT 163	Chassis Circuits	4
	<i>English foundation</i>	3
	<i>Mathematics foundation</i>	3

#### SUMMER SESSION

AT 200	Auto Tech Practicum	1
AT 270	Automotive HVAC	4

#### THIRD SEMESTER

AT 111	Engine Repair	4
AT 180	Basic Engine Performance	4
CH 109A/B	<i>Chemistry and Society/Lab</i>	
	<i>or</i>	
	<i>Natural sciences distribution with lab</i>	4
SP 212	<i>Effective Technical Presentations</i>	
	<i>or</i>	
	<i>Speech foundation</i>	3

#### FOURTH SEMESTER

AT 282	Engine Performance II	4
AT 283	Engine Performance III	4
	<i>Health foundation</i>	1
	<i>Behavioral and social sciences distribution</i>	3
	<i>Arts or humanities distribution</i>	3

**TOTAL CREDIT HOURS 68**

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Obtain gainful employment in the automotive service and repair (or a related) industry.
- Complete successfully the following National Institute for Automotive Service Excellence (ASE) automobile technician certification exams: A-1 (Engine Repair), A-4 (Suspension and Steering), A-5 (Brakes), A-6 (Electrical/Electronic Systems), A-7 (Heating and Air Conditioning), A-8 (Engine Performance), and L-1 (Advanced Engine Performance Specialist).

## AUTOMOTIVE TECHNOLOGY

### Automotive Electrical Systems Specialist Certificate (R): 162

This certificate curriculum prepares individuals for employment in the automotive service industry as an electrical systems technician. The curriculum also prepares individuals for the ASE A-6 (Electrical/Electronic Systems) automobile technician certification exam. Credits may be applied to the automotive technology A.A.S.

#### FIRST SEMESTER

AT 101	Introduction to Automotive Technology...	3
AT 161	Automotive Electricity I.....	4

#### SECOND SEMESTER

AT 162	Battery/Starting/Charging.....	3
AT 163	Chassis Circuits.....	4

**TOTAL CREDIT HOURS 14**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Obtain gainful employment in the automotive service and repair (or a related) industry.
- Complete successfully the following National Institute for Automotive Service Excellence (ASE) automobile technician certification exam: A-6 (Electrical/Electronic Systems).

### Engine Performance Specialist Certificate (R): 160A

This certificate curriculum prepares individuals for employment in the automotive service industry as an engine performance and repair technician. The curriculum also prepares individuals for ASE A-1 (Engine Repair), A-8 (Engine Performance), and L-1 (Advanced Engine Performance) automobile technician certification exams. Credits may be applied to the automotive technology A.A.S.

#### FIRST SEMESTER

AT 101	Introduction to Automotive Technology...	3
AT 161	Automotive Electricity I.....	4
AT 180	Basic Engine Performance.....	4

#### SECOND SEMESTER

AT 111	Engine Repair.....	4
AT 282	Engine Performance II.....	4
AT 283	Engine Performance III.....	4

**TOTAL CREDIT HOURS 23**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Obtain gainful employment in the automotive service and repair (or a related) industry.
- Complete successfully the following National Institute for Automotive Service Excellence (ASE) automobile technician certification exams: A-1 (Engine Repair), A-8 (Engine Performance), and L-1 (Advanced Engine Performance Specialist).

## AUTOMOTIVE TECHNOLOGY

### Powertrain Specialist Certificate (R): 161A

This certificate curriculum prepares individuals for employment in the automotive service industry as an engine, automatic trans/transaxle, manual trans/transaxle and driveline repair technician. The curriculum also prepares individuals for ASE A-1 (Engine Repair), A-2 (Automatic Transmission/Transaxle), and A-3 (Manual Drive Train and Axles) automobile technician certification exams. Credits may be applied to the automotive technology A.A.S.

#### FIRST SEMESTER

AT 101	Introduction to Automotive Technology. . . . .	3
AT 161	Automotive Electricity I . . . . .	4
AT 180	Basic Engine Performance . . . . .	4

#### SECOND SEMESTER

AT 111	Engine Repair . . . . .	4
AT 220	Automotive Transmissions/Transaxles . . . . .	5
AT 230	Manual Drive Train and Axles . . . . .	5

**TOTAL CREDIT HOURS 25**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Obtain gainful employment in the automotive service and repair (or a related) industry.
- Complete successfully the following National Institute for Automotive Service Excellence (ASE) automobile technician certification exams: A-1 (Engine Repair), A-2 (Automatic Transmission/Transaxle), and A-3 (Manual Drive Train and Axles).

### Undercar Specialist Certificate (R): 163A

This certificate curriculum prepares individuals for employment in the automotive service industry as a brake, suspension, steering, and alignment technician. The curriculum also prepares individuals for ASE A-4 (Suspension and Steering) and A-5 (Brakes) automobile technician certification exams. Credits may be applied to the automotive technology A.A.S.

AT 101	Introduction to Automotive Technology. . . . .	3
AT 140	Suspension and Steering. . . . .	5

AT 150	Brakes . . . . .	5
AT 161	Automotive Electricity I . . . . .	4

**TOTAL CREDIT HOURS 17**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Obtain gainful employment in the automotive service and repair (or a related) industry.
- Complete successfully the following National Institute for Automotive Service Excellence (ASE) automobile technician certification exams: A-4 (Suspension and Steering) and A-5 (Brakes).

## BIOTECHNOLOGY

The biotechnology program is designed to instruct and train students in the field of biotechnology. Entry-level workers in the field of biotechnology are involved in laboratory work such as DNA isolation or sequencing, cell culture, toxicology or vaccine sterility testing, antibody production and isolation, and the testing and development of diagnostic and therapeutic agents. Training is designed to prepare students for both academic achievement and successful employment in the biotechnology industry. The program offers both a degree and two certificates to meet students' differing needs.

### Biotechnology A.A.S. (G): 334

On completion of the biotechnology A.A.S., the student may transfer to another institution and earn a B.S. or M.S. in a biological science or may elect to enter the workforce. Course selection within the curriculum depends on which option the student selects.

The emphasis of the program is on applied laboratory skills relevant to the biotechnology industry. A solid foundation is obtained through introductory coursework in biotechnology, biology, chemistry, and mathematics. These background courses prepare students for more rigorous upper-level applied coursework in biotechnology, biology, and chemistry taken during the second year. On completion of three or more biotechnology classes with a grade point average of 2.5 or better and with consent of the biotechnology coordinator, the student has the option of applying to enroll in the biotechnology practica for off-campus training at local partner biotechnology companies. This option must be selected within six months of completing the on-campus courses. These practica often result in full-time employment opportunities. High school biology, chemistry, and math (algebra II) are strongly recommended.

Because of the variation in requirements of four-year institutions, students are urged to consult an adviser about specific course selections.

#### GENERAL EDUCATION AND OTHER REQUIREMENTS (23 CREDIT HOURS)

EN 101	Techniques of Reading and Writing I . . . . .	3
	<i>English foundation . . . . .</i>	<i>3</i>
	<i>Mathematics foundation . . . . .</i>	<i>3</i>
	<i>Health foundation . . . . .</i>	<i>1</i>
	<i>Speech foundation . . . . .</i>	<i>3</i>
	<i>Arts or humanities distribution . . . . .</i>	<i>3</i>
	<i>Behavioral and social sciences distribution . . . . .</i>	<i>3</i>
BI 107	<i>Principles of Biology I . . . . .</i>	<i>4</i>

#### BIOTECHNOLOGY CORE REQUIREMENTS (33–34 CREDIT HOURS)

BI 203	Microbiology . . . . .	4
BI 209	General Genetics . . . . .	4
BT 101	Introduction to Biotechnology . . . . .	2
BT 117	Cell Culture and Cell Function . . . . .	3
BT 200	Protein Biotechnology . . . . .	4

BT 204	Basic Immunology and Immunological Methods . . . . .	4
BT 213	Nucleic Acid Methods . . . . .	4
CH 101	Principles of Chemistry I . . . . .	4
CH 120	Essentials of Organic and Biochemistry	
	<i>or</i>	
CH 203	Organic Chemistry I . . . . .	4–5

#### ELECTIVES (SELECT A MINIMUM OF 5 CREDIT HOURS)

BT 115	Instrumentation for the Biotechnology Laboratory . . . . .	3
BT 221	Biotechnology Practicum . . . . .	1–3
BT 235	Principles of Biomanufacturing . . . . .	4
CA 120	Introduction to Computer Applications . . . . .	3
CH 102	Principles of Chemistry II . . . . .	4
CH 204	Organic Chemistry II . . . . .	5
	MA elective . . . . .	3

**TOTAL CREDIT HOURS 61–62**

(Continued)

## BIOTECHNOLOGY

### Biotechnology A.A.S. (G): 334 *(continued)*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Complete, independently, basic laboratory tasks common to biotechnology such as documentation, pipetting, buffer preparation, dilutions, and gel electrophoresis.
- Define and explain the basic principles, concepts, and techniques of biotechnology.
- Be technically prepared for entry-level positions in the local biotechnology industry.
- Be academically prepared to complete his or her bachelor of science degree or similar four-year degree.

### Biotechnology Certificate (G): 219

This certificate curriculum is intended to prepare people for immediate employment in the biotechnology field. This curriculum is suitable for students currently working in the biotechnology or medical technology field who want to upgrade or update their skills or for those who have obtained a bachelor's degree in the life sciences and want additional training. Students must obtain consent of the biotechnology program coordinator before enrolling in the certificate curriculum. To enter directly into the certificate curriculum, students must have met the prerequisites for the biotechnology courses (see Course Descriptions section in this catalog).

BT 101	Introduction to Biotechnology.....2	BT 204	Basic Immunology and Immunological Methods.....4
BT 115	Instrumentation for the Biotechnology Laboratory.....3	BT 213	Nucleic Acid Methods.....4
BT 117	Cell Culture and Cell Function.....3		
BT 200	Protein Biotechnology.....4		<b><u>TOTAL CREDIT HOURS 20</u></b>

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Complete, independently, basic laboratory tasks common to biotechnology such as documentation, pipetting, buffer preparation, dilutions, and gel electrophoresis.
- Define and explain the basic principles, concepts, and techniques of biotechnology.
- Be technically prepared for entry-level positions in the local biotechnology industry.

## BIOTECHNOLOGY

### Biomanufacturing Certificate (G): 246

This certificate curriculum is designed to prepare students for immediate employment in biomanufacturing. This certificate is suitable for students who have completed high school and desire fast entry into the biotechnology industry, for people who want to update or upgrade their skills, or for those who have obtained a bachelor's degree in the life sciences and want additional training. Students must obtain consent of the biotechnology program coordinator before enrolling in the certificate curriculum. To enter directly into the certificate curriculum, students must have met the prerequisites for the courses (see Course Descriptions section in this catalog).

#### BIOTECHNOLOGY CORE REQUIREMENTS (22 CREDIT HOURS)

BI 107	Principles of Biology I . . . . .	4
BT 115	Instrumentation for the Biotechnology Laboratory . . . . .	3
BT 117	Cell Culture and Cell Function . . . . .	3
BT 200	Protein Biotechnology . . . . .	4
BT 235	Principles of Biomanufacturing . . . . .	4
CH 101	Principles of Chemistry I . . . . .	4

#### ELECTIVES (8–9 CREDITS, SELECT ONE BI AND ONE CH COURSE)

BI 203	Microbiology . . . . .	4
BI 209	General Genetics . . . . .	4
CH 102	Principles of Chemistry II . . . . .	4
CH 120	Essentials of Organic and Biochemistry . . . . .	4
CH 203	Organic Chemistry I . . . . .	5

**TOTAL CREDIT HOURS 30–31**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Complete, independently and working in teams, basic laboratory tasks common to biomanufacturing such as documentation, pipetting, buffer preparation, dilutions, and gel electrophoresis.
- Define and explain the basic principles, concepts, and techniques of biomanufacturing.
- Be technically prepared for entry-level positions in the local biotechnology industry.



*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*



## BUILDING TRADES TECHNOLOGY

### Building Trades Technology A.A.S. (R)

This program is intended to prepare students for careers in the building and construction trades. The General Education courses, in conjunction with specialized courses, provide a broad foundation and sharpen students' skills in preparation for entry into or advancement in today's workplace.

This curriculum, following the carpentry track, provides training, skills, and knowledge that prepare students for employment as carpenters. The curriculum also provides current building and construction professionals with essential carpentry skills.

This curriculum, following the electrical wiring track, provides training, skills, and knowledge that prepare students for employment as electricians. The curriculum also provides current building and construction professionals with essential electrical wiring skills.

This curriculum, following the HVAC track, provides training, skills, and knowledge that prepare students for employment as HVAC technicians. This curriculum also provides current building and construction professionals with essential HVAC technician skills. HVAC track students, in order to receive the A.A.S., must complete the E.P.A. 608 Certification Exam and pass at least one Industry Competency Exam (ICE).

#### GENERAL EDUCATION AND OTHER REQUIREMENTS NECESSARY FOR ALL THREE TRACKS (23 CREDIT HOURS)

EN 101	Techniques of Reading and Writing I . . . . .	3
	<i>English foundation</i> . . . . .	3
	<i>Mathematics foundation</i> . . . . .	3
	<i>Health foundation</i> . . . . .	1
	<i>Speech foundation</i> . . . . .	3
	<i>Arts or humanities distribution</i> . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3
	<i>Natural sciences lab distribution with lab</i> . . . . .	4

#### CARPENTRY TRACK: 308A (37 CREDIT HOURS)

BU 130	Introduction to the Building Trades . . . . .	3
BU 131	Building Trades Blueprint Reading . . . . .	3
BU 132	Construction Safety . . . . .	2
BU 140	Fundamentals of Carpentry . . . . .	4
BU 230	Building Codes and Standards . . . . .	3
BU 240	Advanced Framing and Exterior Finishing . . . . .	4
BU 241	Remodeling and Interior Finishing . . . . .	4
	Professional electives* . . . . .	14

#### TOTAL CREDIT HOURS FOR CARPENTRY TRACK 60

\* Select from BA 101, BU 144, BU 146, BU 200 (1-3 credits), BU 244, CT 130, CT 135, CT 181, CT 183, LN 204, SN 101.

#### ELECTRICAL WIRING TRACK: 308B (37 CREDIT HOURS)

BU 130	Introduction to the Building Trades . . . . .	3
BU 131	Building Trades Blueprint Reading . . . . .	3
BU 132	Construction Safety . . . . .	2
BU 144	Fundamentals of Electrical Wiring . . . . .	4
BU 244	Residential Electrical Wiring . . . . .	4

BU 245	Commercial Electrical Wiring . . . . .	4
BU 264	National Electrical Code . . . . .	3
	Professional electives* . . . . .	14

#### TOTAL CREDIT HOURS FOR ELECTRICAL WIRING TRACK 60

\* Select from BA 101, BU 140, BU 146, BU 172, BU 200 (1-3 credits), BU 230, BU 240, BU 241, CT 130, CT 135, CT 181, CT 183, CT 283, SN 101.

(Continued)

## BUILDING TRADES TECHNOLOGY

### Building Trades Technology A.A.S. *(continued)*

**HVAC TRACK: 308C (38 CREDIT HOURS)**

BU 130 Introduction to the Building Trades ..... 3 BU 131 Building Trades Blueprint Reading ..... 3 BU 132 Construction Safety ..... 2 BU 170 Fundamentals of Refrigeration ..... 4 BU 172 HVAC Electricity ..... 4 BU 174 HVAC Technician Development ..... 2 BU 271 Heating Systems ..... 4 BU 273 Air Conditioning and Heat Pump Systems ..... 4	BU 274 Mechanical and Fuel Gas Codes ..... 3 BU 275 HVAC System Design ..... 4 BU 277 Industry Competencies: Residential Gas and Oil Heating ..... 1 BU 278 Industry Competencies: Air Conditioning and Heating Pumps ..... 1 Professional Electives* ..... 3 <b>Industry Competency Exam</b> <b>E.P.A. 608 Certification Exam</b>
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**TOTAL CREDIT HOURS FOR HVAC TRACK 61**

\* Select from BA 101, BU 140, BU 144, BU 146, BU 200 (1–3 credits), BU 244, BU 245, BU 264, CT 130, CT 135, CT 181, CT 183, CT 283, SN 101.

**PROGRAM OUTCOMES**

*Upon completion of this program a student will be able to:*

- 
- Seek employment in the construction industry in the carpentry, electrical, or HVAC trade.
  - Demonstrate the ability to work effectively as a team member with various construction trades and personnel types.
  - Describe effectively the construction process as it applies to residential buildings.
  - Demonstrate an understanding of the relationship between supervisory and labor positions in the construction industry.
  - Apply practical construction skills in a particular trade area.
  - Comprehend and communicate written, verbal, and visual information as it relates to the construction process.
  - Describe the various roles and responsibilities inherent in a successful construction project.
  - Solve practical problems that arise out of professional conflicts within the construction process.
-

## BUILDING TRADES TECHNOLOGY

### Carpentry Certificate (R): 179A

This certificate curriculum prepares individuals for employment or advancement in the carpentry trade of the building and construction industry. A combination of academic and practical instruction will provide individuals with knowledge and skills that are necessary for success in this profession. Credits may also be applied to the building trades technology A.A.S. degree.

BU 130	Introduction to the Building Trades . . . . . 3	BU 240	Advanced Framing and Exterior Finishing . . . . . 4
BU 131	Building Trades Blueprint Reading . . . . . 3	BU 241	Remodeling and Interior Finishing . . . . . 4
BU 140	Fundamentals of Carpentry . . . . . 4		
BU 230	Building Codes and Standards . . . . . 3		
<b><u>TOTAL CREDIT HOURS 21</u></b>			

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Seek employment in the construction industry in the carpentry trade.
  - Demonstrate the ability to work effectively as a team member with various construction trades and personnel.
  - Describe effectively the construction process as it applies to residential buildings.
  - Apply practical carpentry skills.
  - Comprehend and communicate written, verbal, and visual information as it relates to carpentry.
- 

### Carpentry Letter of Recognition (R): 810A

This sequence of two courses is designed for persons who wish to develop skills in the carpentry trade. To complete each course in this sequence, students need to demonstrate skills in specific areas. These areas include material selection, calculations, framing, stairs, roofing, and siding. A grade of C or better is required in each course.

BU 140	Fundamentals of Carpentry . . . . . 4	BU 240	Advanced Framing and Exterior Finishing . . . . . 4
<b><u>TOTAL CREDIT HOURS 8</u></b>			

*Upon successful completion of this course of study, and application to the Admissions and Records Office, the letter of recognition in carpentry will be issued by the director of admissions and enrollment management.*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Seek entry-level employment in the carpentry trade.
  - Demonstrate the ability to work effectively as a team member within the carpentry trade.
  - Describe effectively the roles and responsibilities of a carpenter on a residential construction project.
  - Apply practical carpentry skills.
-

## BUILDING TRADES TECHNOLOGY

### Electrical Wiring Certificate (R): 245

This certificate curriculum prepares individuals for employment or advancement in the electrical trade of the building and construction industry. A combination of academic and practical instruction will provide individuals with knowledge and skills that are necessary for success in the electrical profession. Credits may also be applied to the building trades technology A.A.S. degree.

BU 130 Introduction to the Building Trades . . . . . 3	BU 245 Commercial Electrical Wiring . . . . . 4
BU 131 Building Trades Blueprint Reading . . . . . 3	BU 264 National Electrical Code . . . . . 3
BU 144 Fundamentals of Electrical Wiring . . . . . 4	
BU 244 Residential Electrical Wiring . . . . . 4	
<b><u>TOTAL CREDIT HOURS 21</u></b>	

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Seek employment in the construction industry in the electrical trade.
  - Demonstrate the ability to work effectively as a team member with various construction trades and personnel.
  - Describe effectively the construction process as it applies to residential buildings.
  - Apply practical construction skills in electrical wiring.
  - Comprehend and communicate written, verbal, and visual information as it relates to electrical wiring.
- 

### Electrical Wiring Letter of Recognition (R): 807A

This sequence of two courses is designed for persons who wish to develop skills in the residential electrical trade. To complete each course in this sequence, students need to demonstrate skills in specific areas. These areas include material and tool selection, calculations, switch and receptacle wiring, lighting, services and panels. A grade of C or better is required in each course.

BU 144 Fundamentals of Electrical Wiring . . . . . 4	BU 244 Residential Electrical Wiring . . . . . 4
<b><u>TOTAL CREDIT HOURS 8</u></b>	

*Upon successful completion of this course of study and application to the Admissions and Records Office, the letter of recognition in electrical wiring will be issued by the director of admissions and enrollment management.*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Seek entry-level employment in the electrical trade.
  - Demonstrate the ability to work effectively as a team member within the electrical trade.
  - Describe effectively the roles and responsibilities of an electrician on a residential construction project.
  - Apply practical electrical skills.
-

## BUILDING TRADES TECHNOLOGY

### HVAC Certificate (R): 244

This certificate curriculum prepares individuals for employment or advancement in the HVAC trade of the building and construction industry. A combination of academic and practical instruction will provide individuals with knowledge and skills that are necessary for success in the HVAC profession. Credits may also be applied to the building trades technology A.A.S. degree.

BU 130	Introduction to the Building Trades . . . . .	3	BU 273	Air Conditioning and Heat Pump Systems . . . . .	4
BU 131	Building Trades Blueprint Reading . . . . .	3			
BU 170	Fundamentals of Refrigeration . . . . .	4			
BU 172	HVAC Electricity . . . . .	4			
BU 271	Heating Systems . . . . .	4			
				<b>TOTAL CREDIT HOURS</b>	<b>22</b>

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Seek employment in the construction industry in the HVAC trade.
- Demonstrate the ability to work effectively as a team member with various construction trades and personnel.
- Describe effectively the construction process as it applies to residential buildings.
- Apply practical construction skills in HVAC.
- Comprehend and communicate written, verbal, and visual information as it relates to the HVAC trade.



*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## BUILDING TRADES TECHNOLOGY

### HVAC Letter of Recognition (R): 808A

This sequence of three courses is designed for persons who wish to develop skills in the heating, ventilation, and air conditioning (HVAC) trade. To complete each course in this sequence, students need to demonstrate skills in specific areas. These areas include refrigeration systems, soldering and brazing, electrical controls, and refrigerants. A grade of C or better is required in each course.

BU 170	Fundamentals of Refrigeration . . . . .	4	BU 174	HVAC Technician Development . . . . .	2
BU 172	HVAC Electricity . . . . .	4	<b>TOTAL CREDIT HOURS 10</b>		

*Upon successful completion of this course of study and application to the Admissions and Records Office, the letter of recognition in HVAC will be issued by the director of admissions and enrollment management.*

.....  
**PROGRAM OUTCOMES**  
.....

*Upon completion of this program a student will be able to:*

- 
- Seek entry-level employment in the HVAC trade.
  - Demonstrate the ability to work effectively as a team member within the HVAC trade.
  - Describe effectively the roles and responsibilities of a HVAC technician on a residential construction project.
  - Apply practical HVAC skills.
- 

### Residential Remodeling and Repair Certificate (R) : 236A

This certificate curriculum prepares individuals for employment in the remodeling and repair sector of the building and construction industry. A combination of academic and practical instruction will provide individuals with knowledge and skills that are necessary for success in this profession. Credits may also be applied to the building trades technology A.A.S. degree.

BU 130	Introduction to the Building Trades . . . . .	3	BU 146	Fundamentals of Plumbing . . . . .	4
BU 131	Building Trades Blueprint Reading . . . . .	3	BU 241	Remodeling and Interior Finishing . . . . .	4
BU 140	Fundamentals of Carpentry . . . . .	4	<b>TOTAL CREDIT HOURS 22</b>		
BU 144	Fundamentals of Electrical Wiring . . . . .	4			

.....  
**PROGRAM OUTCOMES**  
.....

*Upon completion of this program a student will be able to:*

- 
- Seek employment in the construction industry or in the remodeling industry.
  - Demonstrate the ability to work effectively as a team member with various construction trades and personnel.
  - Describe effectively the construction process as it applies to residential buildings.
  - Apply practical construction skills in various trade areas.
  - Comprehend and communicate written, verbal, and visual information as it relates to remodeling.
-

# BUILDING TRADES TECHNOLOGY

## Residential Remodeling Letter of Recognition (R): 818

This sequence of two courses is designed for persons who wish to develop skills in the residential remodeling trade. To complete each course in this sequence, students need to demonstrate skills in specific areas. These areas include material and tool selection, calculations, basic framing, dry-wall, cabinetry, tile, painting, trim installation. A grade of C or better is required in each course.

BU 140 Fundamentals of Carpentry . . . . . 4	BU 241 Remodeling and Interior Finishing. . . . . 4
<b><u>TOTAL CREDIT HOURS 8</u></b>	

*Upon successful completion of this course of study and application to the Admissions and Records Office, the letter of recognition in residential remodeling will be issued by the director of admissions and enrollment management.*

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Seek entry-level employment in the remodeling sector of the construction industry.
- Demonstrate the ability to work effectively as a team member within the remodeling trades.
- Describe effectively the roles and responsibilities of a remodeling specialist on a residential construction project.
- Apply practical remodeling skills.



*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

CURRICULA

## BUSINESS

### Business A.A.: 006

This curriculum is designed for students planning to transfer to a four-year college and major in general business or a more specialized field of business such as finance, accounting, international business, marketing, or management. It also provides a solid foundation for students planning to major in economics or pre-law. Completion of all requirements for this curriculum will lead to the award of the A.A. in business.

Sophomore-level business students may be eligible for the Macklin Business Institute Scholars Program, a competitive honors program which includes seminars, special honors courses, mentoring, the possibility of an internship, and a scholarship. Students potentially interested in this program should not take EC 201, EC 202, BA 210, or AC 202 until their sophomore year. For more information on this program see page 63 in this catalog, visit the College Web site at [www.macklin.org](http://www.macklin.org), or contact a College counselor.

#### FIRST SEMESTER

BA 101	Introduction to Business	3
CA 120	Introduction to Computer Applications	3
	Elective†	3
	<i>Mathematics foundation*</i>	3–4
	<i>Behavioral and social sciences distribution†</i>	3

#### SECOND SEMESTER

	<i>English foundation*</i>	3
	<i>Speech foundation</i>	3
	<i>Arts distribution*</i>	3
	<i>Humanities distribution*</i>	3
	<i>Natural sciences distribution with lab</i>	4

#### THIRD SEMESTER

AC 201	Accounting I	4
BA 210	Statistics for Business and Economics	
	or	
MA 116	Elements of Statistics*	3
EC 201	<i>Principles of Economics I</i>	3
	<i>Health foundation</i>	1–3
	<i>Natural sciences distribution without lab</i>	3

#### FOURTH SEMESTER

AC 202	Accounting II	4
EC 202	Principles of Economics II	3
MG 201	Business Law or elective**	3
	Elective††	0–2
	<i>Arts or humanities distribution</i>	3

**TOTAL CREDIT HOURS 60**

\* Students should consult with an adviser regarding the requirements of transfer institutions.

† Select a course with any designator other than EC.

‡ EN 101 will satisfy this elective.

\*\* Students should consult an adviser regarding the requirements of transfer institutions. For some institutions, MG 201 may be appropriate; for others (e.g., The Smith School at the University of Maryland) another course will be more appropriate.

†† If necessary, use as needed to fulfill the 60-credit requirement.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Be competitive in transferring to a four-year business school and/or acquire those skills necessary for success in business.
- Recognize, apply, analyze, summarize, interpret, and evaluate information for business problems and situations.
- Demonstrate excellent communication skills necessary in a business environment.
- Incorporate appropriate interpersonal relationship and ethical decision-making skills.



## BUSINESS

### International Business: 149

#### *Business A.A.*

Students intending to transfer who wish to have an emphasis in international business, which combines foreign studies with business, should follow the business A.A. curriculum but take two semesters of a single foreign language (as humanities distribution electives) and consider PS 203 as a behavioral and social sciences elective. Students should consult an adviser regarding requirements at transfer institutions.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Be competitive in transferring to a four-year business school and/or acquire those skills necessary for success in business.
- Recognize, apply, analyze, summarize, interpret, and evaluate information for business problems and situations.
- Demonstrate excellent communication skills so necessary in a business environment.
- Incorporate appropriate interpersonal relationship and ethical decision-making skills.
- Combine knowledge from foreign studies to enhance business decision outcomes.

## COMMUNICATION & BROADCASTING TECHNOLOGY

The communication and broadcasting technology curricula provide training for careers in radio production, television production, and related fields in digital media, such as “e-radio” production and digital video editing. Courses are designed to benefit those seeking new careers and the upgrading of current skills, as well as recent high school graduates exploring career opportunities in the electronic media.

There are two programs leading to the A.A.S. in communication and broadcasting technology. Students in either the radio or the television A.A.S. track study broad industry-wide topics, including an introduction to broadcasting, audio production techniques, broadcast journalism, broadcast management, and basic television production. Having acquired this core knowledge, degree-seeking students move on to advanced hands-on, experience-based classes in either radio or television production. This advanced study helps students develop technical skill, aesthetic values, and professional attitudes that will be of value in commercial, industrial, and educational media production and distribution. A transferable General Education component rounds out the two A.A.S. programs.

Students interested in concentrated career preparation without the General Education component may choose certificate curricula in broadcast journalism, digital multimedia production (which provides technical skills training in digital videography and video editing and digital audio production), radio production, or television production.

For more information on communication and broadcasting technology curricula, please contact the Communication Arts Technologies Department.

## COMMUNICATION & BROADCASTING TECHNOLOGY

### Broadcast Journalism Certificate (R): 207

This certificate curriculum provides an intensive course of study focused on providing proficiency in broadcast journalism skills, techniques, and procedures. This concentrated approach can assist those persons seeking first-time employment with a television news organization, those planning to change careers to a news-based field, or those currently working in television production other than news who wish to upgrade or expand their skills.

EN 101	Techniques of Reading and Writing I . . . . . 3	TR 237	Broadcast Journalism . . . . . 3
TR 101	Digital Video Editing . . . . . 4	TR 240	Advanced Television Production . . . . . 4
TR 129	Introduction to Broadcasting . . . . . 3	TR 255	Advanced Broadcast Journalism . . . . . 3
TR 130	Television Production . . . . . 4	TR 258	Electronic Field Production . . . . . 3
TR 131	Audio Production Techniques . . . . . 4		
TR 139	Writing for Television and Radio . . . . . 3		
			<b><u>TOTAL CREDIT HOURS 34</u></b>

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate problem-solving skills that incorporate both the technical and creative aspects of the process of creating compelling and accurate video/audio content for use in a TV news environment.
- Demonstrate the ability, verbally and in writing, to think critically and to demonstrate an understanding of broadcast-style writing and radio and TV news production processes.
- Understand and employ the technical procedures involved in creating digital video and audio media in a server-based, collaborative environment.
- Demonstrate technical proficiency with professional-quality computer software used in digital editing.
- Understand and employ contemporary design elements to create visually stimulating and aesthetically balanced graphics and video.
- Demonstrate proficiency with audio procedures to create audio and video segments and final projects with balanced sound that falls within acceptable levels.
- Demonstrate planning and preparation skills for efficient execution of technical procedures in a deadline-oriented environment.
- Develop constructive, organized work habits, including paperwork and computer file management.
- Demonstrate safe practices in the use of technical video and audio equipment and computer hardware and software.
- Develop a writing portfolio and a video/audio portfolio demonstrating journalism skills and technical proficiency for prospective employment.

## COMMUNICATION & BROADCASTING TECHNOLOGY

### Digital Multimedia Production Certificate (R): 214

This certificate curriculum focuses on creating original digital video, animation, and audio source materials and editing these original files and existing resource materials into digital media presentations suitable for educational, commercial, or corporate use. This certificate is intended to assist those seeking first-time employment or planning to change careers, and those currently working, who wish to upgrade or expand their skills. The curriculum is intended for individuals who plan to work as employees or as self-employed entrepreneurs.

TR 101	Digital Video Editing.....4	TR 258	Electronic Field Production
TR 130	Television Production.....4	or	
TR 131	Audio Production Techniques.....4	CG 210	Computer Graphics: Introduction to Animation.....3-4
		TR 295	Advanced Digital Media Production....4

**TOTAL CREDIT HOURS 19-20**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate problem-solving skills that incorporate both the technical and creative aspects of the process of DVD creation for a mass market, based on client specifications and the target audience.
- Understand and employ the technical procedures involved in creating digital video and audio media in a server-based, collaborative environment.
- Demonstrate the ability, verbally and in writing, to think critically and to demonstrate an understanding of target audience and production processes.
- Demonstrate technical proficiency with computer software used in digital editing, DVD creation, and incorporating links to Internet sources to complete projects.
- Understand and employ contemporary design elements to create visually stimulating and aesthetically balanced graphics and video.
- Demonstrate proficiency with audio procedures to create video segments and final DVD projects with balanced sound that falls within acceptable levels.
- Demonstrate planning and preparation skills for efficient execution of technical procedures, adhering to client-specified deadlines.
- Develop constructive, organized work habits, including paperwork and computer file management.
- Demonstrate safe practices in the use of technical video and audio equipment and computer hardware and software.
- Develop a portfolio of multimedia projects representing creativity and technical proficiency for professional use.

## COMMUNICATION & BROADCASTING TECHNOLOGY

### Radio (R): 309

#### *Communication and Broadcasting Technology A.A.S.*

This A.A.S. track is designed primarily to educate the student interested in seeking a career in radio broadcasting. Emphasis is placed on the study of skills associated with performance, production, technical operation, and management in the field of radio communications.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

#### FIRST SEMESTER

EN 101	Techniques of Reading and Writing I . . . . 3
MU 110	<i>Listening to Music . . . . . 3</i>
TR 129	Introduction to Broadcasting . . . . . 3
TR 131	Audio Production Techniques . . . . . 4
	<i>Speech foundation . . . . . 3</i>

#### SECOND SEMESTER

SP 109	Voice and Diction . . . . . 3
TR 139	Writing for Television and Radio . . . . . 3
TR 215	Computers in Radio . . . . . 3
TR 233	Radio Production . . . . . 4
	<i>English foundation . . . . . 3</i>

#### THIRD SEMESTER

TR 104	Media Appreciation . . . . . 3
TR 237	Broadcast Journalism . . . . . 3
TR 256	Radio Station Operation . . . . . 3
	<i>Behavioral and social sciences distribution . . . . 3</i>
	<i>Natural sciences distribution with lab . . . . . 4</i>

#### FOURTH SEMESTER

MU 133	History of Jazz . . . . . 3
TR 249	Broadcast Management and Engineering . . . 3
TR 255	Advanced Broadcast Journalism . . . . . 3
	<i>Health foundation . . . . . 1–3</i>
	<i>Mathematics foundation . . . . . 3</i>

**TOTAL CREDIT HOURS 61–63**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Demonstrate problem-solving skills that incorporate both the technical and creative aspects of the process of creating audio content for use in broadcast radio or audio production.
  - Demonstrate the ability, verbally and in writing, to think critically and to incorporate General Education course material into understanding of radio formats for specific target audiences and of audio production processes.
  - Understand and employ the technical procedures involved in creating digital audio media in a server-based, collaborative environment.
  - Demonstrate technical proficiency with professional-quality computer software used in audio editing and digital audio content creation.
  - Demonstrate proficiency with audio procedures to create final projects with balanced sound that falls within acceptable levels.
  - Demonstrate planning and preparation skills for efficient execution of technical procedures in a deadline-oriented environment.
  - Develop constructive, organized work habits, including paperwork and computer file management.
  - Demonstrate safe practices in the use of technical audio production equipment and computer hardware and software.
  - Develop a portfolio of audio projects demonstrating creativity and technical proficiency for prospective employment.
-

## COMMUNICATION & BROADCASTING TECHNOLOGY

### Radio Production Certificate (R): 208

This certificate curriculum provides an intensive course of study focused on providing proficiency in radio production skills. This concentrated approach can assist those persons seeking first-time employment in the radio production industry, those planning to change careers into radio, or those currently working in radio who wish to upgrade or expand their skills.

EN 101	Techniques of Reading and Writing I . . . . . 3	TR 249	Broadcasting Management and
TR 129	Introduction to Broadcasting . . . . . 3		Engineering . . . . . 3
TR 131	Audio Production Techniques . . . . . 4	TR 256	Radio Station Operation . . . . . 3
TR 215	Computers in Radio . . . . . 3		
TR 233	Radio Production . . . . . 4		
			<b><u>TOTAL CREDIT HOURS 23</u></b>

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate problem-solving skills that incorporate both the technical and creative aspects of the process of creating audio content for use in broadcast radio or audio production.
- Demonstrate the ability, verbally and in writing, to think critically and to demonstrate an understanding of radio formats for specific target audiences and of audio production processes.
- Understand and employ the technical procedures involved in creating digital audio media in a server-based, collaborative environment.
- Demonstrate technical proficiency with professional-quality computer software used in audio editing and digital audio content creation.
- Demonstrate proficiency with audio procedures to create final projects with balanced sound that falls within acceptable levels.
- Demonstrate planning and preparation skills for efficient execution of technical procedures.
- Develop constructive, organized work habits, including paperwork and computer file management.
- Demonstrate safe practices in the use of technical audio production equipment and computer hardware and software.
- Develop a portfolio of audio projects demonstrating creativity and technical proficiency for prospective employment.

## COMMUNICATION & BROADCASTING TECHNOLOGY

### Television (R): 310

#### *Communication and Broadcasting Technology A.A.S.*

This A.A.S. track is designed primarily to prepare the student interested in gaining knowledge and skills needed to pursue a career in television, specifically television production, engineering, and management. Through an unusually extensive amount of practical experience, the track will prepare the student to enter the job market with the appropriate education for industrial, commercial, governmental, and educational television.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

#### FIRST SEMESTER

EN 101	Techniques of Reading and Writing I . . . . .	3
TR 101	Digital Video Editing . . . . .	4
TR 130	Television Production . . . . .	4
TR 131	Audio Production Techniques . . . . .	4

#### SECOND SEMESTER

TR 129	Introduction to Broadcasting . . . . .	3
TR 139	Writing for Television and Radio . . . . .	3
TR 240	Advanced Television Production . . . . .	4
TR 258	Electronic Field Production . . . . .	3
	<i>English foundation . . . . .</i>	<i>3</i>

#### THIRD SEMESTER

TR 104	<i>Media Appreciation . . . . .</i>	<i>3</i>
TR 237	Broadcast Journalism . . . . .	3
TR 238	Television Directing . . . . .	3
	<i>Health foundation . . . . .</i>	<i>1–3</i>
	<i>Mathematics foundation . . . . .</i>	<i>3</i>
	<i>Speech foundation . . . . .</i>	<i>3</i>

#### FOURTH SEMESTER

TR 249	Broadcast Management and Engineering . . . . .	3
TR 255	Advanced Broadcast Journalism . . . . .	3
	<i>Behavioral and social sciences distribution . . . . .</i>	<i>3</i>
	<i>Natural sciences distribution with lab . . . . .</i>	<i>4</i>

**TOTAL CREDIT HOURS 60–62**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Demonstrate problem-solving skills that incorporate both the technical and creative aspects of the process of creating video/audio content for use in broadcast television, instructional delivery, or corporate marketing.
  - Demonstrate the ability, verbally and in writing, to think critically and to incorporate General Education course material into understanding of target audience and production processes.
  - Understand and employ the technical procedures involved in creating digital video and audio media in a server-based, collaborative environment.
  - Demonstrate technical proficiency with professional-quality computer software used in nonlinear, digital video editing.
  - Understand and employ contemporary design elements to create visually stimulating and aesthetically balanced graphics and video.
  - Demonstrate proficiency with audio procedures to create video segments and final projects with balanced sound that falls within acceptable levels.
  - Demonstrate planning and preparation skills for efficient execution of technical procedures in a deadline-oriented environment.
  - Develop constructive, organized work habits, including paperwork and computer file management.
  - Demonstrate safe practices in the use of technical video and audio equipment and computer hardware and software.
  - Develop a portfolio of video/audio projects demonstrating creativity and technical proficiency for prospective employment.
-

## COMMUNICATION & BROADCASTING TECHNOLOGY

### Television Production Certificate (R): 209

This certificate curriculum provides an intensive course of study focused on providing proficiency in television production skills, techniques, and procedures. This concentrated approach can assist those persons seeking first-time employment in television production, those planning to change careers into television production, and those currently working in television who wish to upgrade or expand their skills.

EN 101	Techniques of Reading and Writing I . . . . . 3	TR 238	Television Directing . . . . . 3
TR 101	Digital Video Editing . . . . . 4	TR 240	Advanced Television Production . . . . . 4
TR 129	Introduction to Broadcasting . . . . . 3	TR 258	Electronic Field Production . . . . . 3
TR 130	Television Production . . . . . 4		
TR 131	Audio Production Techniques . . . . . 4		
			<b><u>TOTAL CREDIT HOURS 28</u></b>

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate problem-solving skills that incorporate both the technical and creative aspects of the process of creating video/audio content for use in broadcast television, instructional delivery, or corporate marketing.
- Demonstrate the ability, verbally and in writing, to think critically and to demonstrate an understanding of target audience and production processes.
- Understand and employ the technical procedures involved in creating digital video and audio media in a server-based, collaborative environment.
- Demonstrate technical proficiency with professional-quality computer software used in nonlinear, digital video editing.
- Understand and employ contemporary design elements to create visually stimulating and aesthetically balanced graphics and video.
- Demonstrate proficiency with audio procedures to create video segments and final projects with balanced sound that falls within acceptable levels.
- Demonstrate planning and preparation skills for efficient execution of technical procedures.
- Develop constructive, organized work habits, including paperwork and computer file management.
- Demonstrate safe practices in the use of technical video and audio equipment and computer hardware and software.
- Develop a portfolio of video/audio projects demonstrating creativity and technical proficiency for prospective employment.

## COMMUNICATION STUDIES

### Communication Studies A.A.: 609

The A.A. in communication studies provides students with an academic core basic to a liberal arts education and facilitates ease of transfer to communication programs at four-year institutions. The degree provides analytical and critical thinking skills that render recipients to be effective members of their communities, both professionally and personally. A strength of the communication degree is that it allows students to target their studies toward areas of interest within the field. Areas such as public relations, rhetoric, political communication, interpersonal communication, organizational communication, mass media, and others are popular at four-year colleges and universities.

Students are encouraged to seek assistance from speech communication faculty in making course selections to suit their academic and career goals. Completion of the curriculum requirements will lead to the award of the A.A.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

#### FIRST SEMESTER

EN 101	Techniques of Reading and Writing I . . . . 3
MA 116	<i>Elements of Statistics</i> . . . . . 3
	<i>Behavioral and social sciences distribution</i> . . 3
	<i>Humanities distribution*</i> . . . . . 3
	<i>Health foundation</i> . . . . . 1
	<i>Speech foundation</i> . . . . . 3

#### SECOND SEMESTER

	Communication elective+ . . . . . 3
	<i>English foundation</i> . . . . . 3
	<i>Arts distribution</i> . . . . . 3
	<i>Natural sciences lab distribution</i> . . . . . 4
	<i>Arts or humanities distribution*</i> . . . . . 3

#### THIRD SEMESTER

LG 200	Introduction to Linguistics . . . . . 3
SP 250	Introduction to Communication and Theory . . . . . 3
	Elective* . . . . . 3
	Elective* . . . . . 3
	<i>Natural sciences distribution with or without lab</i> . . . . . 3-4

#### FOURTH SEMESTER

	Communication electives (2) <sup>†</sup> . . . . . 6
	World language or elective* . . . . . 3
	Elective* . . . . . 3
	<i>Behavioral and social sciences distribution</i> . . . 3

**TOTAL CREDITS HOURS 62-63**

\* Some institutions, including the University of Maryland, College Park (UMCP), require completion of a world language to the intermediate (201) level for communication majors. UMCP also requires one literature and one history course. Check degree requirements at schools of interest when choosing humanities and elective courses.

† Choice of 3 from the following communication electives: SP 111, SP 204, SP 205, TR 104, or any 100-level TR course.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Discriminate among various models and contexts of the human communication process.
- Advocate a position on a given topic by identifying issues, marshalling arguments and evidence, and employing appropriate presentational standards.
- Research, analyze, organize, and deliver oral and written presentations designed to inform and persuade.
- Critique discourse conveyed through various communication channels.
- Solve problems and work effectively in groups and teams. Recognize and evaluate different leadership styles.

(Continued)



## COMMUNICATION STUDIES

### Communication Studies A.A. (*continued*)

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#### PROGRAM OUTCOMES (*continued*)

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- Demonstrate and apply critical thinking skills in communication, on the job, in relationships, and in the public forum.
  - Understand the basics of the research process and theory building in social and behavioral sciences and the humanities.
  - Understand and evaluate significant theories in interpersonal, small group, intercultural, mass communication, and rhetoric.
  - Develop a philosophy of effective and ethical communication within and across various contexts and cultures.
- 

## COMPUTER APPLICATIONS

### *See also Computer Gaming and Simulation and Web Careers* **Computer Applications A.A.S.**

The computer applications program is for students who want to use the computer as a tool of productivity. The General Education courses, in conjunction with specialized courses, provide a broad foundation and sharpen students' skills in preparation for entry or advancement in today's workplace.

This curriculum, following the database systems track, provides training, skills, and knowledge that prepare students for employment as entry-level database programmers and designers; or provides current professionals with essential database programming and design skills. Students will create Microsoft Access and Web database applications as well as write database user interfaces in the Visual Basic.Net environment.

This curriculum, following the information technology track, prepares students for a wide variety of positions involving the use of application software. Job possibilities include support in the areas of accounting, finance, marketing, sales, administration, and any area that requires the use of computer applications as a necessary tool of production. Emphasis is placed on the proficient use of software applications as well as the ability to use those applications as tools in decision making, managing people and information, communicating effectively, enhancing company viability, and addressing many of today's technology challenges. This track provides students with in-depth knowledge in more than one application area and has the potential to lead to Microsoft certification in those areas.

The computer applications program participates in an interdisciplinary Web careers program, which includes an A.A.S. and four certificate curricula; see pages 260–264 for more information.

In addition, an A.A. in computer gaming and simulation is offered with three specialized tracks; see pages 141–143 for more information.

(Continued)

## COMPUTER APPLICATIONS

### Computer Applications A.A.S. (continued)

#### GENERAL EDUCATION AND OTHER REQUIREMENTS NECESSARY FOR ALL THREE TRACKS.(23 CREDIT HOURS)

EN 101	Techniques of Reading and Writing I . . . . 3
	<i>English foundation . . . . . 3</i>
	<i>Mathematics foundation . . . . . 3</i>
	<i>Health foundation . . . . . 1</i>
	<i>Speech foundation . . . . . 3</i>
	<i>Arts or humanities distribution . . . . . 3</i>
	<i>Behavioral and social sciences distribution . . 3</i>
	<i>Natural sciences distribution with lab . . . . 4</i>

#### DATABASE SYSTEMS TRACK: 311E (37–38 CREDIT HOURS)

CA 106	Computer Use and Management . . . . . 3
CA 141	Introduction to Database Applications . . . 3
CA 240	Advanced Database Applications . . . . . 3
CA 272	Professional Web Site Development . . . . 4
CA 278	Web Application Development Using ColdFusion . . . . . 4

CA 282	Web Application Development Using PHP and MySQL
	<i>or</i>
CA 288	Advanced Web Application Development Using ColdFusion . . . . . 3
	Electives: Select 11–12 credits from CA and CS courses.
CS 140	Introduction to Programming . . . . . 3
CS 215	Visual Basic Programming . . . . . 3

#### TOTAL CREDIT HOURS FOR DATABASE SYSTEMS TRACK 60–61

#### INFORMATION TECHNOLOGY TRACK: 311B (37–38 CREDIT HOURS)

CA 106	Computer Use and Management . . . . . 3
CA 120	Introduction to Computer Applications . . 3
CA 141	Introduction to Database Applications . . 3
CA 232	Word Processing Applications . . . . . 3
CA 252	Spreadsheet Applications . . . . . 3
CA 272	Professional Web Site Development . . . . 4
	Electives: Select 18–19 credits from AC 201, AC 202, BA, CA, CS, EC, GD, or MG.

#### TOTAL CREDIT HOURS FOR INFORMATION TECHNOLOGY TRACK 60–61

### PROGRAM OUTCOMES FOR DATABASE SYSTEMS TRACK

*Upon completion of this program a student will be able to:*

- Describe the advantages, disadvantages, and appropriate uses of various database management systems (DBMS).
- Design a database system based on user requirements.
- Create entity-relationship diagrams that accurately describe a database structure.
- Understand and successfully utilize basic database design concepts such as primary and foreign keys, normalizing, bridge tables, alternate primary keys, and strong versus weak entities.
- Create a database system that successfully fulfills an organization's data requirements.
- Apply appropriate problem-solving methodologies to the analysis and solution of related problems.
- Communicate effectively using oral and written techniques.

(Continued)

## COMPUTER APPLICATIONS

### Computer Applications A.A.S. *(continued)*

#### PROGRAM OUTCOMES FOR INFORMATION TECHNOLOGY TRACK

*Upon completion of this program a student will be able to:*

- Apply file management skills effectively.
- Locate information on the Web with proficiency.
- Send an e-mail with a suitable subject line and an attachment.
- Create a word-processed document demonstrating the use of formatting, page setup, editing, printing, and mail merge.
- Create a spreadsheet demonstrating the use of formatting, editing, calculating, charting, page setup, and printing.
- Create a presentation demonstrating the use of presentation techniques, layouts, formatting, editing, printing, clip art, WordArt, transitions, and animation.
- Create a database demonstrating the use of table, query, simple report, simple form, and printing.
- Design and upload a home page containing header, body with links, and animation.

### Database Systems Certificate: 238

This certificate curriculum provides training, skills, and knowledge that prepare students for employment as entry-level database programmers and designers or provides current professionals with essential database programming and design skills.

Students will create Microsoft Access and Web database applications as well as write database user interfaces in the Visual Basic.Net environment.

CA 106 Computer Use and Management . . . . . 3	CA 282 Web Application Development Using PHP and MySQL
CA 141 Introduction to Database Applications . . . 3	<i>or</i>
CA 240 Advanced Database Applications . . . . . 3	CA 288 Advanced Web Application Development Using ColdFusion . . . . . 3
CA 272 Professional Web Site Development . . . . 4	CS 140 Introduction to Programming . . . . . 3
CA 278 Web Application Development Using ColdFusion . . . . . 4	CS 215 Visual Basic Programming . . . . . 3

**TOTAL CREDIT HOURS 26**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Describe the advantages, disadvantages, and appropriate uses of various database management systems (DBMS).
- Design a database system based on user requirements.
- Create entity-relationship diagrams that accurately describe a database structure.
- Understand and successfully utilize basic database design concepts such as primary and foreign keys, normalizing, bridge tables, alternate primary keys, and strong versus weak entities.
- Create a database system that successfully fulfills an organization's data requirements.

## COMPUTER APPLICATIONS

### Information Technology Certificate: 213

This certificate curriculum is for the career professional who needs to become more proficient at using today’s popular software applications as tools in decision making, managing people and information, communicating effectively, enhancing company viability, and addressing today’s many technology challenges.

CA 106 Computer Use and Management . . . . . 3	CA 252 Spreadsheet Applications . . . . . 3
CA 120 Introduction to Computer Applications . . . 3	CA 272 Professional Web Site Development . . . . 4
CA 141 Introduction to Database Applications . . . 3	
CA 232 Word Processing Applications . . . . . 3	<b><u>TOTAL CREDIT HOURS 19</u></b>

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Apply file management skills effectively.
  - Locate assigned information on the Web with proficiency.
  - Send an e-mail with a suitable subject line and an attachment.
  - Create a word-processed document demonstrating the use of formatting, page setup, editing, printing, and an e-mail merge.
  - Create a spreadsheet demonstrating the use of formatting, editing, and calculating with appropriate functions and formulas, charting, page setup, and printing.
  - Create a presentation demonstrating the use of presentation techniques, layouts, formatting, editing, printing, clip art, WordArt, transitions, and animation.
  - Create a database demonstrating the use of tables, queries, simple reports, and simple forms.
  - Design and upload a home page containing header, body with links, and images.
  - Demonstrate an understanding of the vocabulary of information technology.
- 



*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## COMPUTER GAMING AND SIMULATION

### *See also Web Careers for Internet Games and Simulation Certificate* **Computer Gaming and Simulation A.A.**

Computer gaming and simulation is part of a rapidly growing and exciting new industry. Gaming is not only the fastest growing segment of the technology industry but also the fastest growing segment of the entertainment industry. Gaming is not just about entertainment—game technology is increasingly being applied in a variety of settings, from medical and corporate training to advocacy, advertising, and emergency response simulation. This interdepartmental degree presents students with an introduction to the skills needed to explore this emerging technology area of game and simulation development. Completion of this degree will expose students to core game development skills and theory, introduce gaming and computer simulation technology applications, and provide an introduction to computer graphics technology. Electives allow students an opportunity to further explore their particular area of interest.

Students may transfer this degree to complete a bachelor's degree in gaming and simulation at the University of Baltimore (UB); refer to the UB Articulation Plan for specific requirements, located at Montgomery College's site: [www.studygaming.com](http://www.studygaming.com). See an adviser to discuss this and other transfer possibilities.

#### GENERAL EDUCATION AND OTHER REQUIREMENTS NECESSARY FOR ALL TRACKS—EN 101 MAY BE USED AS AN ELECTIVE (33 CREDIT HOURS)

	<i>English foundation*</i> . . . . .	3
	<i>Mathematics foundation.</i> . . . . .	3
	<i>Speech foundation.</i> . . . . .	3
	<i>Health foundation.</i> . . . . .	1
CG 120	<i>Computer Graphics: Arts and Illustration</i> . . . . .	4
	<i>Arts or humanities distribution<sup>†</sup></i> . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	6
	<i>Humanities distribution<sup>‡</sup></i> . . . . .	3
	<i>Natural sciences distribution with lab.</i> . . . . .	4
	<i>Natural sciences distribution without lab.</i> . . . . .	4

**TOTAL 33**

#### GAME ART AND ANIMATION TRACK: 606D (27-28 CREDIT HOURS)

CA 125	Introduction to Flash . . . . .	4
CA 190	Introduction to Game and Simulation Development . . . . .	4
CA 195	Building Gaming Worlds: Level Design, Mods and Quality Assurance . . . . .	4
CA 272	Professional Web Site Development** . . . . .	4
CG 210	Computer Graphics: Introduction to Animation** . . . . .	4
CG 222	Computer Graphics: 3-D Modeling** . . . . .	4

Electives: *Select one course; students who test out of a required class above must also substitute an elective from this list; courses in bold recommended—see an adviser to select electives:*

Art and Animation electives: **CG 121, CG 226,**  
GD 218

Programming and Database electives: CA 141,  
CA 225, CA 273, CA 274, CA 276, CA 277, CA 278,  
CA 288, CA 299, CS 103, CS 140, CS 204, CS 213,  
CS 214, CS 220, CS 224, CS 226, CS 249, CS 270

Other electives: BA 101, EN 101, TR 101,

#### **TOTAL CREDIT HOURS FOR GAME ART AND ANIMATION TRACK 60-61**

#### GAME PROGRAMMING TRACK: 606A (28-31 CREDIT HOURS)

CA 125	Introduction to Flash . . . . .	4
CA 190	Introduction to Game and Simulation Development . . . . .	4
CA 195	Building Gaming Worlds: Level Design, Mods and Quality Assurance . . . . .	4
CA 225	Flash Action Script for Web Publishing and Gaming . . . . .	4
Choose one of the following specializations:		
	<i>ColdFusion:</i> CA 272 <sup>††</sup> and CA 278 and CA 288 . . . . .	11
	<i>Java:</i> CS 140 and CS 213 and CS 214 or CS 140 and CS 103 and CS 204 . . . . .	9
	<i>C++:</i> CS 140 and CS 226 and CS 249 . . . . .	9

Electives: *Select one course; students who test out of a required class above must also substitute an elective from this list; courses in bold recommended—see an adviser to select electives:*

Art and Animation electives: CG 121, CG 210<sup>††</sup>,  
**CG 222<sup>††</sup>**, CG 226

(Continued)

## COMPUTER GAMING AND SIMULATION

### Computer Gaming and Simulation A.A. *(continued)*

Programming and Database electives: CA 141, CA 272<sup>†</sup>, CA 273, CA 274, CA 276, CA 277, CA 278, CA 288, CA 299, CS 103, CS 140, CS 204, CS 213, CS 214, CS 220, CS 224, **CS 226, CS 249, CS 270**

Other electives: BA 101, EN 101, TR 101 . . . . . 3-4

**TOTAL CREDIT HOURS FOR GAME PROGRAMMING TRACK 61–64**

**GAME PRODUCTION AND DESIGN TRACK: 606E (27–28 CREDIT HOURS)**

CA 125	Introduction to Flash . . . . .	4
CA 190	Introduction to Game and Simulation Development . . . . .	4
CA 195	Building Gaming Worlds: Level Design, Mods and Quality Assurance . . .	4
CA 225	Flash ActionScript for Web Publishing and Gaming . . . . .	4
CA 272	Professional Web Site Development** . . .	4

\* EN 109 for UB.

† AR 103 Design I recommended; required for art and animation track students.

‡ One history and one philosophy for UB.

\*\* Students who have taken CA 125 may waive GD 110 as a prerequisite for CA 272 and may waive CG 121 as a prerequisite for CG 210 and CG 222.

†† Students who have taken CA 125 may waive GD 110 as a prerequisite for CA 272, CG 121 as a prerequisite for CG 210 and CG 222, and CG 210 as a prerequisite for CG 222. CG 222 is required for UB.

Electives: *Students who test out of a required class above must also substitute an elective from this list; courses in bold recommended—see an adviser to select electives. (Note that 7 credits may be needed here for the degree to total 60 credits):*

Art and Animation electives: CG 121, CG 210, **CG 222\*\***, CG 226, GD 218

Programming and Database electives: CA 141, CA 273, CA 274, CA 276, CA 277, CA 278, CA 288, **CA 299**, CS 103, CS 140, CS 200, CS 204, CS 213, CS 214, CS 224, CS 226, CS 249, CS 270

Other electives: **BA 101**, EN 101, TR 101

**TOTAL CREDIT HOURS FOR GAME PRODUCTION AND DESIGN TRACK 60–61**

**PROGRAM OUTCOMES FOR GAME ART AND ANIMATION TRACK**

*Upon completion of this program a student will be able to:*

- Demonstrate working knowledge of analyzing, designing, and developing computer-based games in a team environment.
- Create professional quality 2D and 3D game art and animations and place in an online portfolio.
- Be prepared for transfer to a four-year university with a major in gaming and simulation or related discipline.
- Demonstrate an understanding of the vocabulary of gaming and simulation.

**PROGRAM OUTCOMES FOR GAME PROGRAMMING TRACK**

*Upon completion of this program a student will be able to:*

- Demonstrate working knowledge of analyzing, designing, and developing computer-based games in a team environment.
- Analyze and design computer-based game components using one of the programming languages in the degree program (such as ColdFusion, Java, or C++).
- Be prepared for transfer to a four-year university with a major in gaming and simulation or related discipline.
- Demonstrate an understanding of the vocabulary of gaming and simulation.

*(Continued)*

## COMPUTER GAMING AND SIMULATION

### Computer Gaming and Simulation A.A. (continued)

#### PROGRAM OUTCOMES FOR GAME PRODUCTION AND DESIGN TRACK

*Upon completion of this program a student will be able to:*

- Demonstrate working knowledge of analyzing, designing, and developing computer based games in a team environment.
- Prepare documentation appropriate to design and production responsibilities such as game design documents and business and marketing plans.
- Be adequately prepared for transfer to a four-year university with a major in gaming and simulation or related discipline.
- Demonstrate an understanding of the vocabulary of gaming and simulation.

## COMPUTER PUBLISHING & PRINTING MANAGEMENT

### *See also Computer Gaming and Simulation and Web Careers* **Computer Publishing and Printing Management A.A.S. (R): 343**

This curriculum is designed to provide students with an understanding of the technical aspects of the printing industry and with a general business knowledge that may lead to employment in managerial, supervisory, or technical positions. It is a two-year semiprofessional curriculum leading to the A.A.S.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

#### FIRST SEMESTER

EN 101	Techniques of Reading and Writing I . . . . .	3
PR 131	Photoshop Digital Production for Printing and Publishing I . . . . .	4
PR 171	Introduction to Desktop Publishing . . . . .	4
	<i>Health foundation . . . . .</i>	<i>1</i>
	<i>Mathematics foundation . . . . .</i>	<i>3</i>

#### SECOND SEMESTER

MG 101	Principles of Management . . . . .	3
PR 116	Principles of Offset Presses I . . . . .	3
PR 130	Introduction to QuarkXPress . . . . .	4
	<i>English foundation . . . . .</i>	<i>3</i>
	<i>Arts or humanities distribution . . . . .</i>	<i>3</i>

#### THIRD SEMESTER

MG 102	Principles of Supervision . . . . .	3
PR 115	Introduction to Bindery and Finishing. . . . .	3

PR 212	Planning and Estimating . . . . .	3
PR 232	Photoshop Digital Production for Printing and Publishing II . . . . .	4
	Elective* . . . . .	3

#### FOURTH SEMESTER

PR 216	Principles of Offset Presses II <i>or</i>	
PR 281	Printing Internship <i>or</i>	
	PR elective. . . . .	3
PR 221	Production Management . . . . .	3
	<i>Speech foundation . . . . .</i>	<i>3</i>
	<i>Behavioral and social sciences distribution . . . . .</i>	<i>3</i>
	<i>National sciences distribution with lab . . . . .</i>	<i>4</i>

**TOTAL CREDIT HOURS 60**

\* Select from AR 103, AR 104, CA 272, CG 120, GD 110, GD 121, GD 124, or GD 127.

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## COMPUTER PUBLISHING & PRINTING MANAGEMENT

### Computer Publishing and Printing Management A.A.S. (R): 343 *(continued)*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Seek employment in the printing and publishing (or related) industry.
  - Use industry-specific hardware/software to perform operations for producing digital documents in a digital workflow to industry standards.
  - Produce printed and finished products using press and bindery equipment to industry standards.
  - Comprehend and communicate written, verbal, and visual information as well as work effectively individually and as a member of a diverse production team.
  - Demonstrate the relationship of design preparation and production workflow for the final product and calculate the associated costs.
  - Demonstrate skills and attitudes that foster lifelong learning and professionalism.
  - Solve practical problems in publishing and output files for a conventional or digital workflow.
- 

### Electronic Imaging Prepress Certificate (R): 197

This certificate curriculum is designed for students who are seeking to explore the growing field of electronic imaging for printing production. Students develop an understanding of the impact microcomputers have had on the printing industry and gain in-depth, hands-on technical knowledge of the software currently used in the graphic arts production process. This curriculum allows students to explore the tools, concepts, and methodology of electronic image preparation. Students gain experience in electronic page assembly and scanning applications utilizing industry-standard computer equipment. Students develop an understanding of how text, line art, digital illustrations, scanned halftones, and process color images are captured, manipulated, corrected, and imposed in order to be printed successfully.

PR 130	Introduction to QuarkXPress. . . . . 4	PR 232	Photoshop Digital Production for Printing and Publishing II . . . . . 4
PR 131	Photoshop Digital Production for Printing and Publishing I. . . . . 4		Professional electives* . . . . . 3–4
PR 171	Introduction to Desktop Publishing . . . . . 4		
			<b><u>TOTAL CREDIT HOURS 19–20</u></b>

\* Select CA 272, CG 120, GD 110, GD 121, or GD 127.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Seek employment in the printing and publishing (or related) industry.
  - Use industry-specific hardware/software to perform operations for producing files in a digital workflow to industry standards.
  - Work effectively both individually and as a member of a diverse production team.
  - Demonstrate skills and attitudes that foster lifelong learning and professionalism.
  - Apply basic problem-solving skills to prepress digital workflow.
  - Read, comprehend, and communicate written, verbal, and visual information.
-



# COMPUTER PUBLISHING & PRINTING MANAGEMENT

CURRICULA

## Printing Technology Certificate (R): 176

This certificate curriculum is designed to provide skills, knowledge, and related experiences needed for entry-level jobs in the graphic arts/printing industry. This curriculum may also be used by those people currently employed in related fields to expand or upgrade skills to enhance their employment capabilities. The curriculum is designed to be completed by employed students in four semesters. Students may apply credits earned in the certificate curriculum to the associate’s degree.

PR 115	Introduction to Bindery and Finishing. . . . . 3	PR 212	Planning and Estimating . . . . . 3
PR 116	Principles of Offset Presses I . . . . . 3	PR 216	Principles of Offset Presses II. . . . . 3
PR 171	Introduction to Desktop Publishing. . . . . 4		Program elective*. . . . . 3–4

**TOTAL CREDIT HOURS 19–20**

\* Select AR 103, AR 104, CG 120, GD 121, GD 124, PR 131, PR 221, or PR 281. Department approval is required to apply any elective not on this list to the award of the certificate.

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Seek employment in the printing and publishing (or related) industry.
- Produce printed products on conventional and digital printing presses to industry standards.
- Read, comprehend, and communicate written, verbal, and visual information.
- Perform folding and finishing operations to industry standards.
- Demonstrate a working knowledge of the vocabulary, terminology, and production flow of the printing and publishing industry.



*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## COMPUTER SCIENCE AND TECHNOLOGIES

*See also Computer Gaming and Simulation, Network and Wireless Technologies, and Web Careers*

The computer science and technologies curricula include two transfer degree tracks and one certificate relevant to current knowledge and practice in the fields of computer science and information science. Completion of all the degree requirements of either the computer science track or the information systems track will lead to the award of the A.A. in computer science and technologies.

The computer science and technologies program participates in an interdisciplinary Web careers program, which includes an A.A.S. and four certificate curricula.

### Computer Science: 107 *Computer Science and Technologies A.A.*

This transfer degree track is for students who plan to transfer to a four-year degree program in computer science or for students in mathematics, science, or technical areas who wish to acquire skills in computer software development for scientific and technical applications. The courses provide an academic core of the theoretical concepts of computer science combined with the fundamentals of structured design and development techniques for computer programming.

Because of the academic level of this track, students should be able to demonstrate college-level skills in English, mathematics, and elementary programming.

#### GENERAL EDUCATION AND OTHER REQUIREMENTS (33 CREDIT HOURS)

	<i>English foundation</i> . . . . .	3
MA 181	<i>Calculus I</i> . . . . .	4
	<i>Speech foundation</i> . . . . .	3
	<i>Health foundation</i> . . . . .	1
	<i>Arts distribution</i> . . . . .	3
	<i>Arts or humanities distribution</i> . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	6
	<i>Humanities distribution</i> . . . . .	3
	<i>Natural sciences distribution</i> . . . . .	7

#### COMPUTER SCIENCE CORE REQUIREMENTS (16 CREDIT HOURS)

CS 103	Computer Science I	4
CS 204	Computer Science II	4
CS 256	Introduction to Discrete Structures	4
MA 182	Calculus II	4

#### COMPUTER SCIENCE ELECTIVES (11 CREDIT HOURS)

Select from the following courses:

CS 110	Computer Concepts	3
CS 136	Systems Analysis and Design	3
CS 140	Introduction to Programming	3
CS 210	Computer Security	3
CS 216	UNIX/LINUX Operating System	3
CS 226	Introduction to Object-Oriented Programming with C++	3
CS 249	Advanced Object-Oriented Programming with C++	3
CS 269	Computer Science and Technologies Internship	1–4
MA 284	Linear Algebra	4

Students should consult an adviser regarding requirements at transfer institutions.

**TOTAL CREDIT HOURS 60**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Analyze, design, and implement computer programs.
- Demonstrate proficiency in a high-level programming language.
- Demonstrate proficiency in current design techniques, e.g. object-oriented design.
- Transfer to a four-year university with a major in computer science or related discipline.

# COMPUTER SCIENCE AND TECHNOLOGIES

## Information Systems: 109 Computer Science and Technologies A.A.

This transfer degree track is for students who plan to transfer to a four-year program such as information systems or information management. The curriculum is designed to present a broad coverage of concepts applying to the theory and management of information, analytical techniques in the development of computer-based information systems, and practical experience with business programming.

Because of the variation in such programs at four-year institutions, students are urged to consult an adviser about specific course selections.

### GENERAL EDUCATION AND OTHER REQUIREMENTS (49–52 CREDIT HOURS)

EN 101	Techniques of Reading and Writing I . . . . . 3
	<i>English foundation</i> . . . . . 3
	<i>Mathematics foundation</i> . . . . . 3–4
	<i>Speech foundation</i> . . . . . 3
	<i>Health foundation</i> . . . . . 1–3
	<i>Arts distribution</i> . . . . . 3
	<i>Arts or humanities distribution</i> <sup>†</sup> . . . . . 3
	<i>Behavioral and social sciences distribution</i> . . . . . 3
	<i>Humanities distribution</i> <sup>†</sup> . . . . . 3
	<i>Natural sciences distribution</i> . . . . . 7
AC 201	Accounting I . . . . . 4
AC 202	Accounting II . . . . . 4
EC 201	<i>Principles of Economics I</i> . . . . . 3
EC 202	<i>Principles of Economics II</i> * . . . . . 3

### SPECIALIZED REQUIREMENTS (15–17 CREDIT HOURS)

BA 210	Statistics for Business and Economics*
	<i>or</i>
MA 116	Elements of Statistics** . . . . . 3
CS 103	Computer Science I ‡
	<i>or</i>
CS 213	Java Programming Language ‡
	<i>or</i>
CS 226	Introduction to Object-Oriented Programming with C++ ‡ . . . . . 3–4
CS 110	Computer Concepts
	<i>or</i>
	CS elective . . . . . 3–4
CS 136	Systems Analysis and Design . . . . . 3
CS 140	Introduction to Programming . . . . . 3

**TOTAL CREDIT HOURS 64–69**

\* If this course is not required by a specific transfer institution, substitute a CS course in advanced programming or another CS course.

† A specific transfer institution may recommend a foreign language.

‡ Choose CS 103, CS 213 (Java), or CS 226 (C++) as appropriate for a specific transfer institution.

\*\* If this course is not required by a specific transfer institution, substitute MA 181 (or higher) or a CS course in advanced programming or another CS course.

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Analyze and design computer systems.
- Analyze, design, and implement computer programs.
- Demonstrate working knowledge in a high-level programming language.
- Demonstrate proficiency in analysis and design techniques.
- Transfer to a four-year university with a major in information systems or related discipline.

## COMPUTER SCIENCE AND TECHNOLOGIES

### Computer Programming Certificate: 108

This certificate curriculum emphasizes software development and computer programming skills. The curriculum provides flexibility in the student’s choice of programming languages. Students should consult an adviser before beginning the curriculum.

CS 110	Computer Concepts *	3	CS elective or department-approved
CS 140	Introduction to Programming	3	CA elective
	Intermediate languages <sup>†</sup>	6–7	
	Advanced language <sup>‡</sup>	3–4	
			<b><u>TOTAL CREDIT HOURS 18–20</u></b>

\* May be replaced by another CS course with department consent.

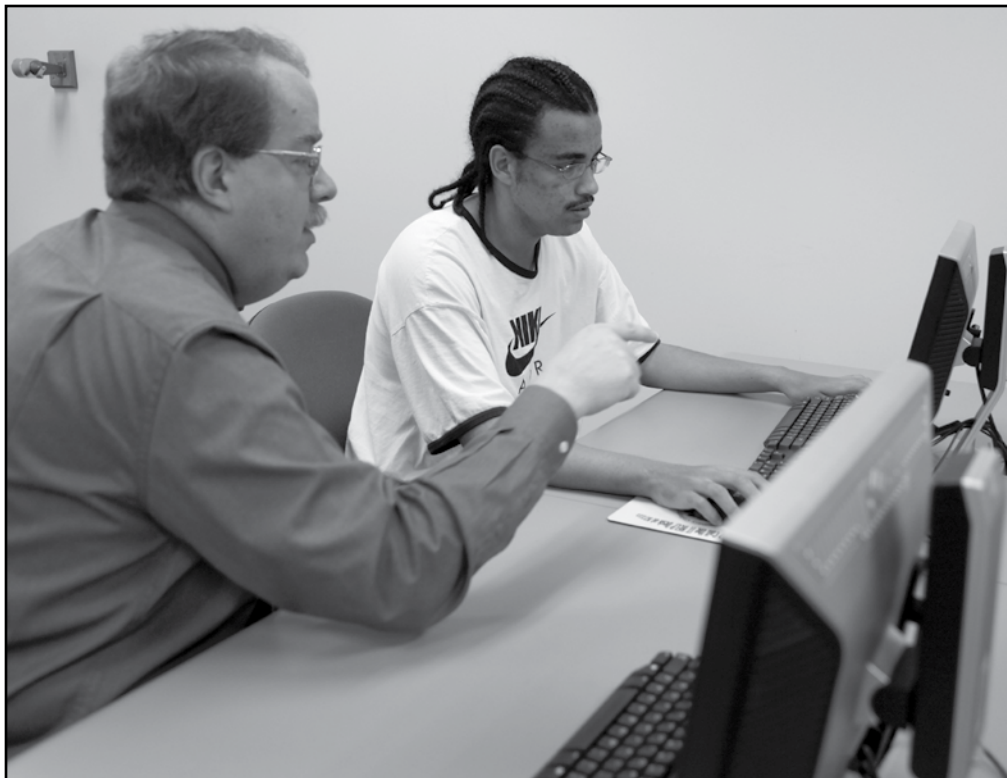
<sup>†</sup> Select two courses from CS 103, CS 213, CS 215, CS 226, or other department-approved language.

<sup>‡</sup> The advanced language must correspond to one of the intermediate languages chosen.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Analyze, design, and implement computer programs.
- Demonstrate working knowledge in one high-level programming language.
- Demonstrate proficiency in a second high-level programming language.



*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## CRIMINAL JUSTICE

### Criminal Justice A.A.S. (R): 314

The criminal justice curriculum is designed to prepare students for careers in the criminal justice system. A strong academic core forms the basis of a liberal arts education and, combined with specialized career courses, offers the graduate the alternatives of entering the field or continuing in an institution of higher learning. Transferability is an option for all students; conferring with a criminal justice faculty member is advised.

The curriculum is offered for those employed in criminal justice as well as for high school graduates interested in pursuing careers in local, state, federal, or private agencies in the field. Students are encouraged to seek assistance from criminal justice faculty in making course selections to suit their career goals and interests. Completion of all the curriculum requirements will lead to the award of the A.A.S.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

#### FIRST SEMESTER

CJ 110	<i>Administration of Justice</i> . . . . .	3
EN 101	Techniques of Reading and Writing I . . . . .	3
SO 101	Introduction to Sociology . . . . .	3
	<i>Health foundation</i> . . . . .	1-3
	<i>Mathematics foundation</i> . . . . .	3
	<i>Arts or humanities distribution</i> . . . . .	3

#### SECOND SEMESTER

CJ 111	Introduction to Law Enforcement	
	<i>or</i>	
CJ 230	Introduction to Corrections . . . . .	3
CJ 221	Criminal Law . . . . .	3
PS 101	American Government . . . . .	3
PY 102	General Psychology . . . . .	3
	<i>English foundation</i> . . . . .	3

#### THIRD SEMESTER

CJ 215	Organization and Administration . . . . .	3
	CJ electives . . . . .	6
	<i>Speech foundation</i> . . . . .	3
	<i>Natural sciences distribution with lab</i> . . . . .	4

#### FOURTH SEMESTER

CJ 242	Theory and Practice . . . . .	3
CJ 244	Contemporary Issues . . . . .	3
	CA or CS elective . . . . .	3
	CJ or behavioral/social science elective . . . . .	3
	Elective . . . . .	3

**TOTAL CREDIT HOURS 62-64**

#### **PROGRAM OUTCOMES**

*Upon completion of this program a student will be able to:*

- Understand the criminal justice process (police, courts, and corrections).
- Explain the functions and role of various criminal justice practitioners in the operation of an ethical and professional system of justice that exists within a diverse society.
- Explore problems associated with effecting justice in a diverse and stratified society.
- Analyze the history, functions, policies, and procedures used in each subsystem of justice and creatively offer alternatives to current practice.
- Understand differences between the American system of justice and systems in other countries.
- Analyze principles and understand the philosophical underpinnings of criminal law and the rules of evidence.
- Meet, in addition to discipline goals, the following General Education goals prior to graduation: improve reading, writing, critical thinking, discussion and speaking skills; mathematical reasoning; analysis and problem solving; and the ability to access, evaluate, and apply information.

## DIAGNOSTIC MEDICAL SONOGRAPHY

### Diagnostic Medical Sonography A.A.S. (T)

*Students who plan to major in diagnostic medical sonography will be assigned the temporary major of pre-diagnostic medical sonography, with POS code 530, until they are officially admitted to the diagnostic medical sonography program. Students may take preparatory courses and courses that fulfill General Education requirements during the waiting period. As an alternative to being assigned a temporary major, students waiting for admission to the diagnostic medical sonography program may choose to major in general studies or any other open-admission program. The Admissions and Records Office at Takoma Park/Silver Spring will assign a matriculated code once students are admitted to the diagnostic medical sonography program.*

This curriculum, accredited by the Commission on Accreditation of Allied Health Education Programs, requires a minimum of two years of didactic and clinical experience. It provides a foundation for graduates to become highly skilled in providing patient services using diagnostic ultrasound under the supervision of a physician in hospitals, offices, and other health care settings. Reflected ultrasound waves are utilized by the sonographer to display images on a video monitor of body tissues. The sonographer is responsible for performing the examinations, providing patient care and recording anatomical, pathological, and/or physiological data for interpretation by the physician.

Admission requirements, including specific selection criteria, have been established by the Board of Trustees; see the Admissions and Registration section of this catalog.

Students need to meet prerequisites for first-semester courses. Each of the diagnostic medical sonography courses builds on materials offered in previous courses. Students in this curriculum are required to achieve a grade of C or better in each sonography course and maintain current CPR certification while enrolled in the program.

Upon completion of this curriculum the graduate will receive an A.A.S. and be eligible to apply to take the national registry exam, administered by the American Registry of Diagnostic Medical Sonographers, in one or more of the following specialties: abdominal sonography, breast sonography, obstetrics/gynecology sonography, adult echocardiography, pediatric echocardiography, or vascular sonography.

#### GENERAL EDUCATION AND OTHER REQUIREMENTS NECESSARY FOR ALL THREE TRACKS. (33 CREDIT HOURS)

EN	101	Techniques of Reading and Writing I . . . . 3
		<i>English foundation . . . . . 3</i>
		<i>Mathematics foundation . . . . . 3</i>
SP	108	Introduction to Human Communication . . . . 3
		<i>Arts or humanities distribution . . . . . 3</i>
PY	102	General Psychology . . . . . 3
BI	204	Human Anatomy and Physiology I* . . . . . 4
BI	205	Human Anatomy and Physiology II . . . . . 4
HI	125	Medical Terminology I . . . . . 2
HI	126	Medical Terminology II . . . . . 2
HI	135	Concepts of Disease . . . . . 3

#### DIAGNOSTIC MEDICAL SONOGRAPHY CORE REQUIREMENTS (24 CREDIT HOURS)

MS	101	Orientation to Diagnostic Medical Sonography . . . . . 3
MS	102	Acoustical Physics I . . . . . 2
MS	201	Introduction to Sectional Anatomy . . . . . 3
MS	202	Acoustical Physics and Instrumentation II . . . . . 2
MS	220	Sonography Practicum . . . . . 1
MS	221	Sonography Practicum I . . . . . 2
MS	222	Sonography Practicum II . . . . . 4
MS	223	Sonography Practicum III . . . . . 4
MS	224	Seminar—Diagnostic Medical Sonography . . . . . 1
MS	225	Sonography Practicum IV . . . . . 1
MS	226	Sonography Practicum V . . . . . 1

(Continued)

## DIAGNOSTIC MEDICAL SONOGRAPHY

### Diagnostic Medical Sonography A.A.S. (T) *(continued)*

#### GENERAL SONOGRAPHY TRACK (13 CREDIT HOURS)

MS 112	Abdominal Sonography I . . . . .	3
MS 113	Obstetrics/Gynecology Sonography I . . . . .	3
MS 210	Breast Sonography . . . . .	1
MS 212	Abdominal Sonography II . . . . .	3
MS 213	Obstetrics/Gynecology Sonography II . . . . .	3

**TOTAL CREDIT HOURS FOR GENERAL  
SONOGRAPHY TRACK 70**

#### ECHOCARDIOGRAPHY TRACK (9 CREDIT HOURS)

MS 211	Pediatric Echocardiography . . . . .	3
MS 215	Adult Echocardiography I . . . . .	3
MS 218	Adult Echocardiography II . . . . .	3

**TOTAL CREDIT HOURS FOR  
ECHOCARDIOGRAPHY TRACK 66**

#### VASCULAR TRACK (6 CREDIT HOURS)

MS 216	Vascular Sonography I . . . . .	3
MS 219	Vascular Sonography II . . . . .	3

**TOTAL CREDIT HOURS FOR  
VASCULAR TRACK 63**

\* Students should check the prerequisite for BI 204.

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Obtain, review, and integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results.
- Perform appropriate procedures and record anatomical, pathological, and/or physiological data for interpretation by a physician.
- Record, analyze, and process diagnostic data and other pertinent observations made during the procedure for presentation to the interpreting physician.
- Exercise discretion and judgment in the performance of sonographic and/or other non-invasive diagnostic services.
- Demonstrate appropriate communication skills with patients and colleagues.
- Act in a professional and ethical manner.
- Provide patient education related to medical ultrasound and/or other noninvasive diagnostic vascular techniques and promote principles of good health.
- Recognize the sonographic appearance of normal and abnormal tissue structures.
- Protect the patient's right to privacy.
- Maintain confidentiality.
- Perform within the scope of practice.
- Understand the fundamental elements for implementing a quality assurance and improvement program and the policies, protocols, and procedures for the general function of the ultrasound laboratory.
- Recognize the importance of continuing medical education.

## DIAGNOSTIC MEDICAL SONOGRAPHY

### Diagnostic Medical Sonography Certificate (T)

This certificate curriculum is designed for health care professionals, graduates of AMA programs, or those who are registry eligible and desire to become proficient in sonography. Credits earned in this curriculum may be applied toward the associate's degree.

This is a selective curriculum with specific admissions requirements. For additional information, contact the Admissions and Records Office at the Takoma Park/Silver Spring Campus, 240-567-1501, or the program department.

Each of the diagnostic medical sonography courses builds on material offered in the previous courses. Students in this curriculum are required to achieve a grade of C or better in each sonography course and to maintain current CPR certification.

At the end of the first year in this curriculum, students will choose to specialize in one or more of the following tracks: general sonography, echocardiography, and vascular. Upon completion of this curriculum, the graduate will receive a certificate and be eligible to sit for the national registry examination, administered by the American Registry of Diagnostic Medical Sonographers, in the areas of physics, abdomen, and obstetrics/gynecology; or cardiac physics and echocardiography; or vascular physics and vascular ultrasound.

#### DIAGNOSTIC MEDICAL SONOGRAPHY CORE REQUIREMENTS (24 CREDIT HOURS)

EN 101	Techniques of Reading and Writing I . . . . .	3
MS 102	Acoustical Physics I . . . . .	2
MS 201	Introduction to Sectional Anatomy . . . . .	3
MS 202	Acoustical Physics and Instrumentation II . . . . .	2
MS 220	Sonography Practicum . . . . .	1
MS 221	Sonography Practicum I . . . . .	2
MS 222	Sonography Practicum II . . . . .	4
MS 223	Sonography Practicum III . . . . .	4
MS 224	Seminar—Diagnostic Medical Sonography . . . . .	1
MS 225	Sonography Practicum IV . . . . .	1
MS 226	Sonography Practicum V . . . . .	1

#### GENERAL SONOGRAPHY TRACK: 151A (13 CREDIT HOURS)

MS 112	Abdominal Sonography I . . . . .	3
MS 113	Obstetrics/Gynecology Sonography I . . . . .	3
MS 210	Breast Sonography . . . . .	1
MS 212	Abdominal Sonography II . . . . .	3
MS 213	Obstetrics/Gynecology Sonography II . . . . .	3

**TOTAL CREDIT HOURS FOR GENERAL SONOGRAPHY TRACK 37**

#### ECHOCARDIOGRAPHY TRACK: 151B (9 CREDIT HOURS)

MS 211	Pediatric Echocardiography . . . . .	3
MS 215	Adult Echocardiography I . . . . .	3
MS 218	Adult Echocardiography II . . . . .	3

**TOTAL CREDIT HOURS FOR ECHOCARDIOGRAPHY TRACK 33**

#### VASCULAR TRACK: 151C (6 CREDIT HOURS)

MS 216	Vascular Sonography I . . . . .	3
MS 219	Vascular Sonography II . . . . .	3

**TOTAL CREDIT HOURS FOR VASCULAR TRACK 30**



## EDUCATION

The Education Department offers curricula designed to prepare students for working with children in a variety of settings: three early childhood education curricula (A.A.S., certificate, and letter of recognition) and the teacher education transfer program (A.A.T.).

### Early Childhood Education Technology A.A.S.: 315

This curriculum is designed to prepare students to work with children from infancy through age eight in a variety of early childhood settings. The curriculum has a core of 34 credit hours directly related to early childhood education. The curriculum is designed so that it can be completed within four semesters, but it can be extended over a longer time. A suggested course sequence for full-time students follows; part-time students should consult an adviser.

#### FIRST SEMESTER

ED 120	Child Growth and Development. . . . .	3
EN 101	Techniques of Reading and Writing I. . . . .	3
GE 101	<i>Introduction to Geography. . . . .</i>	3
HE 100	<i>Principles of Healthier Living . . . . .</i>	1
PY 102	General Psychology. . . . .	3
SP 108	<i>Introduction to Human Communication . . . . .</i>	3

#### SECOND SEMESTER

ED 121	Curriculum Planning in Early Childhood Education . . . . .	3
ED 123	Infant and Toddler Development and Curriculum Planning	
	<i>or</i>	
ED 124	School-Age Child Care . . . . .	3
ED 125	Child Health, Safety, and Nutrition . . . . .	3
ED 126	Observation and Assessment of Young Children. . . . .	3
	<i>English foundation. . . . .</i>	3

#### THIRD SEMESTER

ED 130	First Start: Care of Infants and Toddlers with Disabilities . . . . .	3
ED 200	Children's Literature. . . . .	3
ED 210	Curriculum Seminar -Science and Mathematics for Young Children . . . . .	2
ED 212	Curriculum Seminar—Creative Arts for Young Children . . . . .	2
	<i>Mathematics foundation. . . . .</i>	3
	<i>Humanities distribution . . . . .</i>	3

#### FOURTH SEMESTER

ED 122	Practicum in Early Childhood Education . . . . .	3
ED 213	Social-Emotional Development in Young Children . . . . .	3
ED 215	Planning and Administering Child Care Programs . . . . .	3
	<i>Arts distribution. . . . .</i>	3
	<i>Natural sciences distribution with lab. . . . .</i>	4

**TOTAL CREDIT HOURS 63**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Describe the theories and principles of child development and learning and apply the theories and principles to his or her classroom teaching.
- Identify the issues, trends, and historical events in the field of early childhood education.
- Use systematic observations, documentation, and other effective assessment strategies in a responsible way to positively influence children's learning and development.
- Demonstrate knowledge of supporting and empowering families and communities through respectful, reciprocal relationships.
- Demonstrate understanding of content areas and apply developmentally appropriate approaches to enhance children's learning and development.
- Create healthy, respectful, supportive, and challenging learning environments to promote children's learning and development.

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## EDUCATION

### Early Childhood Education Technology A.A.S.: 315 *(continued)*

#### PROGRAM OUTCOMES *(continued)*

- Design, implement, and evaluate meaningful, challenging curricula to promote positive outcomes for all young children.
- Be reflective practitioners to reflect and use the most effective methods of guidance and teaching when working with children.
- Identify and conduct themselves as early childhood professionals who use ethical guidelines and National Association for the Education of Young Children standards related to early childhood practice and who are advocates for sound educational practices and policies.
- Demonstrate excellent written, verbal, critical thinking, and problem-solving skills, which will allow them to effectively make connections between prior knowledge/experience and new learning.

### Early Childhood Education Certificate: 177

This certificate curriculum is designed to prepare students to work in a variety of child care settings with children from infancy through age eight. The curriculum consists of a core of 21 credit hours directly related to early childhood education. The curriculum is designed to be completed within two semesters or over a longer period of time if a student chooses. Students may apply earned credits toward an A.A.S. in early childhood education technology.

#### FIRST SEMESTER

ED 120	Child Growth and Development . . . . .	3
ED 125	Child Health, Safety, and Nutrition . . . . .	3
EN 101	Techniques of Reading and Writing . . . . .	3
PY 102	General Psychology . . . . .	3
SP 108	Introduction to Human Communication . . . . .	3

ED 122	Practicum in Early Childhood Education . . . . .	3
ED 123	Infant and Toddler Development and Curriculum Planning	
	<i>or</i>	
ED 124	School-Age Child Care . . . . .	3
ED 126	Observation and Assessment of Young Children . . . . .	3
ED 200	Children's Literature . . . . .	3

#### SECOND SEMESTER

ED 121	Curriculum Planning in Early Childhood Education . . . . .	3
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**TOTAL CREDIT HOURS 30**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Describe theories and principles of child development and learning and apply the theories and principles to the classroom teaching.
- Use systematic observations, documentation, and other effective assessment strategies in observing and working with children.
- Apply developmentally appropriate teaching practices and guidance approaches to enhance children's learning and development.
- Develop and implement curriculum plans to promote children's learning in the areas of physical/motor, social, emotional, cognitive, and language development.
- Be reflective practitioners to reflect and use the most effective methods of guidance and teaching when working with children.

*(Continued)*

## EDUCATION

### Early Childhood Education Certificate: 177 *(continued)*

#### PROGRAM OUTCOMES *(continued)*

- Demonstrate written, verbal, critical thinking, and problem-solving skills, which will allow them to effectively make connections between prior knowledge/experience and new learning.
- Teach young children in an early childhood setting with the required disposition, knowledge, skills, and competencies.
- Work on the A.A.S. with good understanding of the required content areas.

### Early Childhood Leadership and Management Letter of Recognition: 819

This nine-credit program is designed for early childhood administrators, lead teachers, trainers, and family child care providers. The curriculum provides students the opportunity to develop and enhance their management and leadership skills. Only ED 215 (one of the three courses) is applied toward an A.A.S. in early childhood education technology. [Note: To enroll in any of these three courses, students must either satisfy prerequisites or seek consent of department.]

ED 214	Early Childhood Leadership . . . . . 3	ED 220	Integration Seminar in Early Childhood Leadership and Management . . . . . 3
ED 215	Administering Early Childhood Programs . . . . . 3		
			<b>TOTAL CREDIT HOURS 9</b>

*Upon successful completion of this course of study, and application to the Admissions and Records Office, the letter of recognition in early childhood leadership and management will be issued by the director of admissions and enrollment management.*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Identify public policy issues, state and county regulations, and the accreditation standards set by the National Association for the Education of Young Children (NAEYC) and the Maryland State Department of Education (MSDE).
- Use NAEYC accreditation criteria to evaluate the early childhood programs.
- Explain the administrator's role in advocacy, including current issues, concerns, and challenges facing children, teachers, parents, and the early childhood profession.
- Apply NAEYC code of ethical conduct to deal with ethical issues.
- Develop management skills for opening an early childhood center or school, including facility operation, fiscal planning, budget preparation, and budget oversight.
- Analyze assessment and evaluation tools for curriculum improvement and staff performance.
- Evaluate personnel policies and procedures required to recruit, hire, retain, manage, and oversee staff.
- Develop program mission, philosophy, and policies regarding program, staff, parents, and community members.
- Identify effective leadership traits, dispositions, roles, and styles.
- Demonstrate effective leadership skills in communication, problem-solving, decision-making, and self-regulation.

*(Continued)*

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## EDUCATION

### Early Childhood Leadership and Management Letter of Recognition: 819 *(continued)*

#### PROGRAM OUTCOMES *(continued)*

- Discuss change theory and identify techniques for creating positive change and ongoing improvement in early childhood programs.
- Apply techniques of establishing and maintaining positive relationships with families, staff, and community.

### A.A.T. in Early Childhood Education: 604

The teacher education transfer program A.A.T. comprises a curriculum that provides the first two years of a four-year bachelor's degree and teacher certification. This curriculum prepares students to transfer to an early childhood education program at a four-year college or university in the state of Maryland. The A.A.T. articulates with all Maryland transfer programs in early childhood education. The program enables students to fulfill their General Education requirements, participate in fieldwork experiences, and complete a core of professional education coursework appropriate for the first two years of teacher preparation. To earn the A.A.T., students must achieve a minimum of a 2.75 cumulative grade point average and present acceptable scores on one of the following state-approved standardized tests: SAT, ACT, GRE, or Praxis I Pre-Professional Skills Test.

**Please note:** ED 140 Introduction to Special Education is a requirement of Montgomery College's A.A.T. in early childhood education 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 a part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

#### FIRST SEMESTER

BI 101	<i>General Biology</i> . . . . .	4
ED 119	Introduction to Early Childhood Education . . . . .	3
ED 120	Child Growth and Development . . . . .	3
EN 101	Techniques of Reading and Writing I . . . . .	3
MA 130	<i>Elements of Mathematics I: Mathematical Reasoning and Number Systems</i> . . . . .	4

#### SECOND SEMESTER

ED 121	Curriculum Planning in Early Childhood Education . . . . .	3
EN 102	<i>Techniques of Reading and Writing II</i> . . . . .	3
HS 201	<i>History of the United States: from Colonial Time to 1865</i>	
	or	
HS 202	<i>History of the United States: from 1865 to the Present</i> . . . . .	3
MA 131	Elements of Mathematics II: Geometry and Algebra . . . . .	4
PC 101	<i>Physical Science I</i> . . . . .	4

#### THIRD SEMESTER

ED 140	Introduction to Special Education . . . . .	3
MA 132	Elements of Mathematics III: Probability, Statistics, and Problem Solving . . . . .	4
PC 102	Physical Science II . . . . .	4
PY 102	<i>General Psychology</i> . . . . .	3

#### FOURTH SEMESTER

ED 216	Processes and Acquisition of Reading . . . . .	3
GE 102	<i>Cultural Geography</i> . . . . .	3
	or	
GE 110	<i>Global Geography</i> . . . . .	3
IS 273	<i>Integrated Arts</i> . . . . .	3
	<i>Health foundation</i> . . . . .	1
	<i>Behavioral and social sciences distribution*</i> . . . . .	3
	<i>Humanities distribution†</i> . . . . .	3

**TOTAL CREDIT HOURS 64**

\* Select sociology, anthropology, or political science.

† Select EN literature course.

*(Continued)*

## EDUCATION

### A.A.T. in Early Childhood Education: 604 (continued)

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Describe the theories and principles of child development and learning and apply the theories and principles to their classroom teaching.
- Identify the policies, issues, trends, and historical events in the field of early childhood education.
- Use systematic observations, documentation, and other effective assessment strategies in a responsible way to positively influence children's learning and development.
- Demonstrate knowledge of supporting and empowering families and communities through respectful, reciprocal relationships.
- Demonstrate understanding of content areas and apply developmentally appropriate approaches to enhance children's learning and development.
- Identify and explain the models of classroom and behavior management.
- Identify strategies for working and advocating for families of culturally and linguistically diverse students and students with disabilities in order to facilitate a child's educational program.
- Analyze and reflect upon teaching practices for the purpose of improving and differentiating instruction for students.
- Identify community resources serving students with special needs and their families.
- Identify and conduct themselves as early childhood professionals who use ethical guidelines and National Association for the Education of Young Children standards related to early childhood practice, and who are advocates for sound educational practices and policies.
- Demonstrate excellent written, verbal, critical thinking, and problem-solving skills, which will allow them to effectively make connections between prior knowledge/experience and new learning.



*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## EDUCATION

### A.A.T. in Elementary Education/ Generic Special Education Pre-K–12: 601A

The teacher education transfer program A.A.T. comprises a curriculum that provides the first two years of a four-year bachelor's degree and teacher certification. This curriculum prepares students to transfer to an elementary education or generic special education program at a four-year college or university in the state of Maryland. The A.A.T. articulates with all of the transfer programs in elementary education and generic special education in the state of Maryland. The program enables students to fulfill their general education requirements, participate in field-work experiences, and complete a core of professional education coursework appropriate for the first two years of teacher preparation. To earn the A.A.T., students must achieve a minimum of a 2.75 cumulative GPA and present acceptable scores on one of the following state-approved standardized tests: SAT, ACT, GRE, or Praxis I Pre-Professional Skills Test.

**Please note:** ED 140 Introduction to Special Education is a requirement of Montgomery College's A.A.T. in early childhood education 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 a part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

#### FIRST SEMESTER\*

<i>BI</i>	101	<i>General Biology</i> . . . . .	4
ED	101	Foundations of Education . . . . .	3
ED	102	Field Experience in Education . . . . .	1
EN	101	Techniques of Reading and Writing I . . . . .	3
<i>HS</i>	201	<i>History of the United States</i> . . . . .	3
<i>MA</i>	130	<i>Elements of Mathematics I: Mathematical Reasoning and Number Systems</i> . . . . .	4

#### SECOND SEMESTER

ED	140	Introduction to Special Education . . . . .	3
ED	141	Field Experience in Special Education . . . . .	1
<i>EN</i>	102	<i>Techniques of Reading and Writing II</i> . . . . .	3
<i>HS</i>	202	<i>History of the United States, a Survey Course: from 1865 to the Present</i> . . . . .	3
<i>MA</i>	131	<i>Elements of Mathematics II: Geometry and Algebra</i> . . . . .	4
<i>PC</i>	101	<i>Physical Science I</i> . . . . .	4

#### THIRD SEMESTER

ED	216	Processes and Acquisition of Reading . . . . .	3
<i>IS</i>	273	<i>Integrated Arts</i> . . . . .	3
<i>MA</i>	132	<i>Elements of Mathematics III: Probability, Statistics, and Problem Solving</i> . . . . .	4
<i>PC</i>	102	<i>Physical Science II</i> . . . . .	4
<i>PY</i>	102	<i>General Psychology</i> . . . . .	3

#### FOURTH SEMESTER

<i>AN</i>	101	<i>Introduction to Social and Cultural Anthropology</i> . . . . .	3
<i>GE</i>	110	<i>Global Geography</i> . . . . .	3
<i>HE</i>	201	<i>Health and Fitness for Teachers</i> . . . . .	3
<i>PY</i>	227	<i>Educational Psychology</i> . . . . .	3
<i>SP</i>	108	<i>Introduction to Human Communication</i> . . . . .	3

**TOTAL CREDIT HOURS 68**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Describe the policies, issues, and trends in the field of elementary education.
- Identify major historical events in education and analyze the impact of those events on current educational trends.
- Identify the psychological, cognitive, emotional, and physical characteristics of typically developing children, children with disabilities, and children who are culturally and linguistically diverse.
- Explain the importance of research for the purpose of understanding the educational needs of students and families.

*(Continued)*

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## EDUCATION

### A.A.T. in Elementary Education/Generic Special Education Pre-K–12: 601A *(continued)*

#### PROGRAM OUTCOMES *(continued)*

- Analyze and critique current scientifically based research instructional practices.
- Compare and contrast instructional strategies based on students' learning style.
- Develop clear learning goals that are appropriate for all students across the continuum of learning needs.
- Explain the impact of culturally and linguistically diverse experiences on learning.
- Identify the current and inclusive philosophies and practices in providing services for students with disabilities.
- Demonstrate and utilize technology as a teaching/reinforcement tool.
- Identify and explain the models of classroom and behavior management.
- Collaborate with school personnel and service providers to facilitate and promote inclusive education for students.
- Identify strategies for working and advocating for families of culturally and linguistically diverse students and students with disabilities in order to facilitate a child's educational program.
- Analyze and reflect upon teaching practices for the purpose of improving and differentiating instruction for students.
- Identify community resources serving students with special needs and their families.
- Demonstrate excellent written, verbal, critical thinking, and problem-solving skills, which will allow them to effectively make connections between prior knowledge/experience and new learning.

### A.A.T. in Teaching Secondary Education — Chemistry: 610

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 A.A.T. articulates with all Maryland transfer programs in secondary chemistry education. The program enables students to fulfill their General Education requirements, participate in fieldwork experiences, and complete a core of professional education coursework appropriate for the first two years of teacher preparation. To earn the A.A.T., students must have a minimum cumulative grade point average of 2.75 and must present acceptable scores on one of the following state-approved standardized tests: SAT, ACT, GRE, or Praxis I Pre-Professional Skills Test.

#### PROGRAM CONCENTRATION (25 CREDIT HOURS)

CH 101	<i>Principles of Chemistry I</i> . . . . .	4
CH 102	<i>Principles of Chemistry II</i> . . . . .	4
CH 203	<i>Organic Chemistry I</i> . . . . .	5
CH 204	<i>Organic Chemistry II</i> . . . . .	5

PH 161	<i>General Physics I: Mechanics and Heat*</i> . . . . .	3
PH 262	<i>General Physics II: Electricity and Magnetism*</i> . . . . .	4

*(Continued)*

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## EDUCATION

### A.A.T. in Secondary Education — Chemistry: 610 *(continued)*

#### PREPROFESSIONAL COURSES (14 CREDIT HOURS)

ED 101	Foundations of Education . . . . .	3
ED 102	Field Experience in Education . . . . .	1
ED 140	Introduction to Special Education . . . . .	3
ED 141	Field Experience in Special Education . . . . .	1
PY 216	Adolescent Psychology . . . . .	3
PY 227	Educational Psychology . . . . .	3

#### SUPPORTING COURSES (24 CREDIT HOURS)

EN 102	<i>Techniques of Reading and Writing II . . . . .</i>	3
HS 201	<i>History of the United States . . . . .</i>	3
IS 273	<i>Integrated Arts . . . . .</i>	3
MA 181	Calculus I . . . . .	4
MA 182	Calculus II . . . . .	4
PY 102	General Psychology . . . . .	3
	<i>Health foundation . . . . .</i>	1
	<i>Behavioral and social sciences</i>	
	<i>distribution elective<sup>†</sup> . . . . .</i>	3

\* Two semesters of calculus-based physics (PH 161/262) will transfer to all institutions offering chemistry secondary teaching certification except Frostburg. Algebra-based physics PH 203 and PH 204 will also satisfy the Montgomery College A.A.T. requirements; however, these two courses will only transfer to chemistry education programs at Towson, Hood, Columbia Union, Goucher, or Frostburg Universities in Maryland.

<sup>†</sup> Students must select a BSSD elective from a different discipline than PY.



Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.



## EDUCATION

### A.A.T. in Secondary Education — English: 607

This curriculum prepares students to transfer to any secondary education English program at a four-year college or university in the state of Maryland. The A.A.T articulates with all Maryland transfer programs in secondary English education. The program enables students to fulfill their General Education requirements, participate in fieldwork experiences, and complete a core of professional education coursework appropriate for the first two years of teacher preparation. To earn the A.A.T., students must achieve a minimum of a 2.75 cumulative GPA and present acceptable scores on one of the following state-approved standardized tests: SAT, ACT, GRE, or Praxis I Pre-professional Skills Test.

#### FIRST SEMESTER

EN 101	Techniques of Reading and Writing I . . . . .	3
EN 105	Principles of English Grammar . . . . .	3
ED 101	Foundations of Education . . . . .	3
ED 102	Field Experience in Education . . . . .	1
PY 102	<i>General Psychology . . . . .</i>	<i>3</i>
	<i>Mathematics foundation . . . . .</i>	<i>3</i>

#### SECOND SEMESTER

ED 140	Introduction to Special Education . . . . .	3
ED 141	Field Experience in Special Education . . . . .	1
EN 102	<i>Techniques of Reading and Writing II . . . . .</i>	<i>3</i>
EN 190	Introduction to Literature . . . . .	3
PY 216	<i>Adolescent Psychology . . . . .</i>	<i>3</i>
SP 108	<i>Introduction to Human Communication . . . . .</i>	<i>3</i>

#### THIRD SEMESTER

EN 211	Survey of American Literature I	
	<i>or</i>	
EN 212	Survey of American Literature II . . . . .	3
EN 201	Introduction to World Literature I	
	<i>or</i>	
EN 202	Introduction to World Literature II . . . . .	3
PY 227	Educational Psychology . . . . .	3
	<i>Arts or humanities distribution* . . . . .</i>	<i>3</i>
	<i>Natural science distribution with lab . . . . .</i>	<i>4</i>

#### FOURTH SEMESTER

EN 213	Survey of British Literature I	
	<i>or</i>	
EN 214	Survey of British Literature II . . . . .	3
	<i>Health foundation . . . . .</i>	<i>1</i>
	<i>Arts distribution . . . . .</i>	<i>3</i>
	<i>Humanities distribution<sup>†</sup> . . . . .</i>	<i>3</i>
	<i>Natural science distribution . . . . .</i>	<i>3–4</i>

#### TOTAL CREDIT HOURS 61–62

\* Recommended courses are HS 201 or HS 202.

† Recommended courses are HS 225 or HS 226.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate an understanding of the English language, including its grammar and mechanics, its structure, and some aspects of its history and development.
- Demonstrate an understanding of writing as a recursive process.
- Identify a range of strategies for producing written discourse.
- Use appropriate strategies for addressing a given rhetorical situation.
- Apply higher order critical thinking skills and problem-solving skills.
- Read with critical judgment, aesthetic insight, and close observation of textual detail.
- Make sound connections and distinctions among a broad range of relevant literary and academic texts.
- Demonstrate the ability to plan and implement a research project that makes use of library and other resources.
- Present the results of research in an effective and ethical manner.

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## EDUCATION

### A.A.T. in Secondary Education — English: 607 (continued)

#### PROGRAM OUTCOMES (continued)

- Analyze literary works with critical insight and imagination, including an understanding of genre and a sensitivity to authors' aesthetic choices.
- Demonstrate understanding of British and American literature, including the contributions of women and minority writers, major literary and historical periods, and political, cultural, and intellectual contexts.
- Demonstrate knowledge of world literature, including cultures outside Europe and North America.

### A.A.T. in Secondary Education — Mathematics: 605

This curriculum prepares students to transfer to any secondary education mathematics program at a four-year college or university in the state of Maryland. The A.A.T. articulates with all Maryland transfer programs in mathematics education. The program enables students to fulfill their General Education requirements, participate in fieldwork experiences, and complete a core of professional education coursework appropriate for the first two years of teacher preparation. To earn the A.A.T., students must have a minimum cumulative grade point average of 2.75 and must present acceptable scores on one of the following state-approved standardized tests: SAT, ACT, GRE, or Praxis I Pre-Professional Skills Test.

#### FIRST SEMESTER

ED 101	Foundations of Education . . . . .	3
ED 102	Field Experience in Education . . . . .	1
CS 140	Introduction to Programming . . . . .	3
MA 181	<i>Calculus I</i> . . . . .	4
PY 102	<i>General Psychology</i> . . . . .	3

#### SECOND SEMESTER

ED 140	Introduction to Special Education . . . . .	3
ED 141	Field Experience in Special Education . . . . .	1
EN 102	<i>Techniques of Reading and Writing II</i> . . . . .	3
MA 182	Calculus II . . . . .	4
PH 161	<i>Mechanics and Heat</i>	
	<i>or</i>	
CH 101	<i>Principles of Chemistry I</i> . . . . .	3–4

#### THIRD SEMESTER

HS 201	<i>History of the United States, a Survey</i> <i>Course: from Colonial Times to 1865</i> . . . . .	3
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IS 273	<i>Integrated Arts</i> . . . . .	3
MA 280	Multivariable Calculus . . . . .	4
MA 116	Elements of Statistics . . . . .	3
	<i>or</i>	
MA 282	Differential Equations	
PH 262	<i>Physics Electricity and Magnetism</i>	
	<i>or</i>	
CH 102	<i>Principles of Chemistry II</i> . . . . .	4

#### FOURTH SEMESTER

MA 284	Linear Algebra . . . . .	4
PY 227	Educational Psychology . . . . .	3
SP 108	<i>Introduction to Human Communication</i> . . . . .	3
	<i>Health foundation</i> . . . . .	1
	<i>Behavioral and social sciences distribution</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3

**TOTAL CREDIT HOURS 62–63**

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

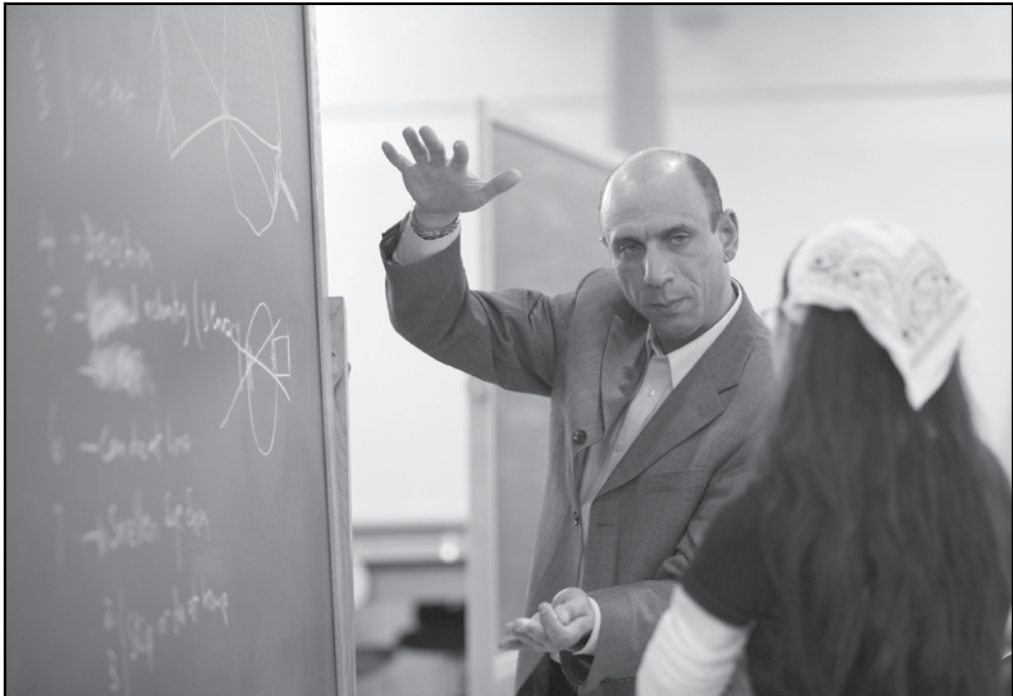
## EDUCATION

### A.A.T. in Secondary Education — Mathematics: 605 (continued)

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Enter a four-year college or university with junior standing in the major area of mathematics.
- Enter a four-year college or university with junior standing in the content area of education.
- Describe the social, physical, emotional, and cognitive stages of development from infancy through adolescence.
- Identify the social, cultural, historical, and philosophical influences that affect the development and change of curriculum.
- Apply different methods of teaching to the classroom settings.
- Distinguish between the roles of middle and high school teachers.
- Conduct basic educational research, including action research projects.
- Be reflective practitioners to analyze and use the most effective methods of instruction during their early field experiences in the Montgomery County secondary public schools.
- Conduct themselves as secondary professionals who use ethical guidelines and INTASC/EDOT standards as related to effective adolescent practice.
- Develop excellent written, verbal, critical thinking, and problem-solving skills, which will allow them to effectively make connections between prior knowledge/experience and new learning.



*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## EDUCATION

### A.A.T. in Secondary Education — Physics: 603

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 A.A.T. articulates with all Maryland transfer programs in secondary physics education. The program enables students to fulfill their General Education requirements, participate in fieldwork experiences, and complete a core of professional education coursework appropriate for the first two years of teacher preparation. To earn the A.A.T., students must have a minimum cumulative grade point average of 2.75 and must present acceptable scores on one of the following state-approved standardized tests: SAT, ACT, GRE, or Praxis I Pre-Professional Skills Test.

#### FIRST SEMESTER

<i>BI 107</i>	<i>Principles of Biology</i>	
	or	
<i>CH 101</i>	<i>Principles of Chemistry I</i>	4
ED 101	Foundations of Education	3
ED 102	Field Experience in Education	1
<i>MA 181</i>	<i>Calculus I</i>	4
<i>PY 102</i>	<i>General Psychology</i>	3

#### SECOND SEMESTER

ED 140	Introduction to Special Education	3
ED 141	Field Experience in Special Education	1
<i>EN 102</i>	<i>Techniques of Reading and Writing II</i>	3
<i>MA 182</i>	<i>Calculus II</i>	4
<i>PH 161</i>	<i>Mechanics and Heat</i>	3
	<i>Health foundation</i>	1

#### THIRD SEMESTER

<i>HS 201</i>	<i>History of the United States</i>	3
<i>IS 273</i>	<i>Integrated Arts</i>	3
<i>MA 280</i>	<i>Multivariable Calculus</i>	4
<i>PH 262</i>	<i>Physics Electricity and Magnetism</i>	4
<i>PY 216</i>	<i>Adolescent Psychology</i>	3

#### FOURTH SEMESTER

<i>PH 263</i>	<i>Wave, Optics and Modern Physics</i>	4
<i>PY 227</i>	<i>Educational Psychology</i>	3
<i>SP 108</i>	<i>Introduction to Human Communication</i>	3
	<i>Behavioral and social sciences distribution</i>	3
	<i>Humanities distribution</i>	3

**TOTAL CREDIT HOURS 63**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Enter a four-year college or university with junior standing in the major area of physics.
- Enter a four-year college or university with junior standing in the content area of education.
- Describe the social, physical, emotional, and cognitive stages of development from infancy through adolescence.
- Identify the social, cultural, historical, and philosophical influences that affect the development and change of curriculum.
- Apply different methods of teaching to the classroom settings.
- Distinguish between the roles of middle and high school teachers.
- Conduct basic educational research, including action research projects.
- Be reflective practitioners to analyze and use the most effective methods of instruction during their early field experiences in the Montgomery County secondary public schools.
- Conduct themselves as secondary professionals who use ethical guidelines and INTASC/EDOT standards as related to effective adolescent practice.
- Develop excellent written, verbal, critical thinking, and problem-solving skills, which will allow them to effectively make connections between prior knowledge/experience and new learning.

## EDUCATION

### A.A.T in Secondary Education — Spanish: 602

This curriculum prepares students to transfer to any secondary education Spanish program at a four-year college or university in the state of Maryland. The A.A.T. articulates with all Maryland transfer programs in teaching Spanish at the secondary level. The program enables students to fulfill their General Education requirements, participate in fieldwork experiences, and complete a core of professional education coursework appropriate for the first two years of teacher preparation. To earn the A.A.T., students must have a minimum cumulative grade point average of 2.75 and must present acceptable scores on one of the following state-approved standardized tests: SAT, ACT, GRE, or Praxis I Pre-Professional Skills Test.

#### FIRST SEMESTER

AN 101	<i>Introduction to Social and Cultural Anthropology</i> . . . . .	3
ED 101	Foundations of Education . . . . .	3
ED 102	Field Experience in Education . . . . .	1
	<i>Mathematics foundation</i> . . . . .	3
SN 101	<i>Elementary Spanish I</i> . . . . .	3
	<i>Natural science distribution</i> . . . . .	3–4

#### SECOND SEMESTER

ED 140	Introduction to Special Education . . . . .	3
ED 141	Field Experience in Special Education . . . . .	3
EN 102	<i>Techniques of Reading and Writing II</i> . . . . .	3
HS 203	<i>Latin American History</i> . . . . .	3
PY 102	<i>General Psychology</i> . . . . .	3
SN 102	<i>Elementary Spanish II</i> . . . . .	3

#### THIRD SEMESTER

IS 273	<i>Integrated Arts</i> . . . . .	3
PY 216	Adolescent Psychology . . . . .	3
SN 201	Intermediate Spanish I . . . . .	3
SN 215	Advanced Spanish Conversation and Comprehension . . . . .	3
	<i>Natural sciences distribution with lab</i> . . . . .	4

#### FOURTH SEMESTER

SN 202	Intermediate Spanish II . . . . .	3
SN 216	Advanced Readings in Spanish Literature . . . . .	3
SP 108	<i>Introduction to Human Communication</i> . . . . .	3
PY 227	Educational Psychology . . . . .	3
	<i>Health foundation</i> . . . . .	1

**TOTAL CREDIT HOURS 61–62**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Enter a four-year college or university with junior standing in the major area of Spanish.
- Enter a four-year college or university with junior standing in the content area of education.
- Describe the social, physical, emotional, and cognitive stages of development from infancy through adolescence.
- Identify the social, cultural, historical, and philosophical influences that affect the development and change of curriculum.
- Apply different methods of teaching to the classroom settings.
- Distinguish between the roles of middle and high school teachers.
- Conduct basic educational research, including action research projects.
- Be reflective practitioners to analyze and use the most effective methods of instruction during their early field experiences in the Montgomery County secondary public schools.
- Conduct themselves as secondary professionals who use ethical guidelines and INTASC/EDOT standards as related to effective adolescent practice.
- Develop excellent written, verbal, critical thinking, and problem-solving skills, which will allow them to effectively make connections between prior knowledge/experience and new learning.

## ENGINEERING SCIENCE

This curriculum is designed to provide the first two years of a four-year program leading to the award of a B.S. in engineering. A student planning to transfer to the University of Maryland, College Park, in a particular field of engineering should follow the appropriate track listed below. A student planning to transfer to a different engineering school or interested in an unlisted engineering field should consult with an engineering adviser.

Completion of all requirements for any track in engineering science will lead to the award of the A.S. in engineering science.

### Aerospace Engineering: 408 *Engineering Science A.S.*

This track will prepare students to transfer to other aerospace engineering programs. Specific requirements in colleges vary, and the student preparing for a particular institution may, with approval, change the sequence listed below; this sequence of courses is articulated with the aerospace engineering program at University of Maryland, College Park.\*

A suggested course sequence for full-time students follows; all students should consult an engineering adviser.

#### FIRST SEMESTER

CH 135	General Chemistry for Engineers <sup>†</sup> . . . . .	4
EN 102	<i>Techniques of Reading and Writing II</i> . . . . .	3
ES 100	Introduction to Engineering Design . . . . .	3
MA 181	Calculus I . . . . .	4
	<i>Health foundation</i> . . . . .	1

#### SECOND SEMESTER

ES 102	Statics . . . . .	3
MA 182	Calculus II . . . . .	4
PH 161	General Physics I . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3

#### THIRD SEMESTER

ES 220	Mechanics of Materials . . . . .	3
MA 280	Multivariable Calculus . . . . .	4
PH 262	<i>General Physics II</i> . . . . .	4
	<i>Arts distribution</i> . . . . .	3

#### FOURTH SEMESTER

ES 232	Thermodynamics . . . . .	3
MA 282	Differential Equations . . . . .	3
MA 284	Linear Algebra . . . . .	4
PH 263	<i>General Physics III</i> . . . . .	4
	<i>Behavioral and social sciences distribution</i> . . . . .	3

**TOTAL CREDIT HOURS 62**

\* ENAE 283 Fundamentals of Aeronautical Systems should be taken at University of Maryland, College Park, in order to achieve full junior standing upon transfer.

<sup>†</sup> Students may substitute CH 102.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Have adequate engineering background and be able to transfer to a four-year university with a major in aerospace engineering at or close to the junior-year level.
- Identify, formulate, and solve basic physics and engineering problems in mechanics and thermodynamics.
- Design simple mechanisms and structures using analytical and numerical methods in the area of aerospace engineering.
- Use computer programming and application software in aerospace engineering such as Pro/Engineer and MatLab.

## ENGINEERING SCIENCE

### Bioengineering: 411A *Engineering Science A.S.*

This track will prepare students to transfer to other bioengineering programs. Specific requirements in colleges vary, and the student preparing for transfer to a particular institution may, with approval, change the sequence listed below; this sequence of courses is articulated with the bioengineering program at University of Maryland, College Park.\*

A suggested course sequence for full-time students follows; all students should consult an engineering adviser.

#### FIRST SEMESTER

CH 102	<i>Principles of Chemistry II</i> . . . . .	4
EN 102	<i>Techniques of Reading and Writing II</i> . . . . .	3
ES 100	Introduction to Engineering Design . . . . .	3
MA 181	Calculus I . . . . .	4
	<i>Behavioral and social sciences distribution</i> . . . . .	3

#### SECOND SEMESTER

BI 107	<i>Principles of Biology I</i> . . . . .	4
ES 102	Statics . . . . .	3
MA 182	Calculus II . . . . .	4
PH 161	General Physics I . . . . .	3
	<i>Health foundation</i> . . . . .	1

#### THIRD SEMESTER

CH 203	Organic Chemistry I . . . . .	5
MA 280	Multivariable Calculus . . . . .	4
PH 262	<i>General Physics II</i> . . . . .	4
	<i>Behavioral and social sciences distribution</i> . . . . .	3

#### FOURTH SEMESTER

ES 220	Mechanics of Materials <sup>†</sup> . . . . .	3
ES 232	Thermodynamics . . . . .	3
MA 282	Differential Equations . . . . .	3
	<i>Arts distribution</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3

**TOTAL CREDIT HOURS 63**

\* Students need to take BIOE 241 and BSCI 300 at University of Maryland, College Park to achieve junior status.

† Students may substitute ES 232.

#### PROGRAM OUTCOMES:

*Upon completion of this program a student will be able to:*

- Transfer to a four-year university with a major in bioengineering at or close to the junior level.
- Identify, formulate, and solve basic physics and biology problems in biomechanics and biochemistry.
- Integrate engineering and life sciences to build solid foundation in bioengineering applications.
- Use computer application software in bioengineering such as Pro/Engineer.

## ENGINEERING SCIENCE

### Chemical Engineering: 406

#### *Engineering Science A.S.*

This track will prepare students to transfer to other chemical engineering programs. Specific requirements in colleges vary, and the student preparing for a particular institution may, with approval, change the sequence listed below; this sequence of courses is articulated with the chemical engineering program at University of Maryland, College Park.

A suggested course sequence for full-time students follows; all students should consult an engineering adviser.

#### FIRST SEMESTER

CH 102	<i>Principles of Chemistry II</i> . . . . .	4
EN 102	<i>Techniques of Reading and Writing II</i> . . . . .	3
ES 100	Introduction to Engineering Design . . . . .	3
MA 181	Calculus I . . . . .	4
	<i>Health foundation</i> . . . . .	1

#### SECOND SEMESTER

ES 102	Statics . . . . .	3
MA 182	Calculus II . . . . .	4
PH 161	General Physics I . . . . .	3
	<i>Humanities distribution</i> . . . . .	3

#### THIRD SEMESTER

CH 203	Organic Chemistry I . . . . .	5
MA 280	Multivariable Calculus . . . . .	4
PH 262	General Physics II . . . . .	4
	<i>Behavioral and social sciences distribution</i> . . . . .	3

#### FOURTH SEMESTER

CH 204	Organic Chemistry II . . . . .	5
MA 282	Differential Equations . . . . .	3
PH 263	General Physics III . . . . .	4
	<i>Arts distribution</i> . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3

**TOTAL CREDIT HOURS 62**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Have adequate engineering background and be able to transfer to a four-year university with a major in chemical engineering at or close to the junior-year level.
- Identify, formulate, and solve basic physics and organic chemistry problems.
- Analyze and design simple chemical processes.
- Use computer applications software in chemical engineering such as Pro/Engineer.



## ENGINEERING SCIENCE

### Civil Engineering: 407 *Engineering Science A.S.*

This track will prepare students to transfer to other civil engineering programs. Specific requirements in colleges vary, and the student preparing for transfer to a particular institution may, with approval, change the sequence listed below; this sequence of courses is articulated with the civil engineering program at University of Maryland, College Park.\*

A suggested course sequence for full-time students follows; all students should consult an engineering adviser.

#### FIRST SEMESTER

CH 135	General Chemistry for Engineers <sup>†</sup> . . . . .	4
EN 102	<i>Techniques of Reading and Writing II</i> . . . . .	3
ES 100	Introduction to Engineering Design . . . . .	3
MA 181	Calculus I . . . . .	4
	<i>Health foundation</i> . . . . .	1

#### SECOND SEMESTER

MA 182	Calculus II . . . . .	4
PH 161	General Physics I . . . . .	3
ES 102	Statics . . . . .	3
	<i>Arts distribution</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3

#### THIRD SEMESTER

MA 280	Multivariable Calculus . . . . .	4
PH 262	<i>General Physics II</i> . . . . .	4
ES 220	Mechanics of Materials . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3

#### FOURTH SEMESTER

MA 282	Differential Equations . . . . .	3
PH 263	<i>General Physics III</i> . . . . .	4
ES 240	Scientific and Engineering Computation . . . . .	3
ES 221	Dynamics . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3

**TOTAL CREDIT HOURS 61**

\* ENCE 100, 200, 215, and 305 should be taken at University of Maryland, College Park, in order to achieve full junior standing upon transfer.

<sup>†</sup> Students may substitute CH 102.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Have adequate engineering background and be able to transfer to a four-year university with a major in civil engineering at or close to the junior-year level.
- Identify, formulate, and solve basic physics and engineering problems in structural mechanics.
- Analyze and design simple structures using analytical and numerical methods in the area of civil engineering.
- Use computer programming and applications software in civil engineering such as C++, Pro/Engineer, and MatLab.

## ENGINEERING SCIENCE

### Computer Engineering: 409 *Engineering Science A.S.*

This track will prepare students to transfer to other computer engineering programs. Specific requirements in colleges vary, and the student preparing for transfer to a particular institution may, with approval, change the sequence listed below; this sequence of courses is articulated with the computer engineering program at the University of Maryland, College Park.

A suggested course sequence for full-time students follows; all students should consult an engineering adviser.

#### FIRST SEMESTER

CH 135	General Chemistry for Engineers* . . . . .	4
EN 102	Techniques of Reading and Writing II . . . . .	3
ES 100	Introduction to Engineering Design . . . . .	3
MA 181	<i>Calculus I</i> . . . . .	4

#### SECOND SEMESTER

CS 103	Computer Science I . . . . .	4
MA 182	Calculus II . . . . .	4
PH 161	General Physics I . . . . .	3
	<i>Health foundation</i> . . . . .	1
	<i>Behavioral and social sciences distribution</i> . . . . .	3

#### THIRD SEMESTER

CS 256	Introduction to Discrete Structures . . . . .	4
EE 244	Digital Logic Design . . . . .	3
MA 282	Differential Equations . . . . .	3
PH 262	General Physics II . . . . .	4
	<i>Humanities distribution</i> . . . . .	3

#### FOURTH SEMESTER

CS 204	Computer Science II . . . . .	4
EE 204	Basic Circuit Analysis . . . . .	3
EE 206	Fundamental and Digital Circuit Laboratory . . . . .	2
ES 240	Scientific and Engineering Computation . . . . .	3
	<i>Arts distribution</i> . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3

**TOTAL CREDIT HOURS 64**

\* Students may substitute CH 102.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Have adequate engineering background and be able to transfer to a four-year university with a major in computer engineering at or close to the junior-year level.
- 
- Identify, formulate, and solve basic physics and engineering problems in programming and digital circuits.
- 
- Design simple systems using computing theory and numerical methods in the area of computer engineering.
- 
- Use computer application software in computer engineering such as Pro/Engineer, Matlab, C++, and pspace.
-

## ENGINEERING SCIENCE

### Electrical Engineering: 402 *Engineering Science A.S.*

This track will prepare students to transfer to other electrical engineering programs. Specific requirements in colleges vary, and the student preparing for a particular institution may, with approval, change the sequence listed below; this sequence of courses is articulated with the electrical engineering program at University of Maryland, College Park.

A suggested course sequence for full-time students follows; all students should consult an engineering adviser.

#### FIRST SEMESTER

CH 135	General Chemistry for Engineers* . . . . .	4
EE 140	Introduction to Programming Concepts for Engineers . . . . .	2
<i>EN 102</i>	<i>Techniques of Reading and Writing I . . . . .</i>	3
ES 100	Introduction to Engineering Design . . . . .	3
MA 181	Calculus I . . . . .	4

#### SECOND SEMESTER

EE 150	Intermediate Programming Concepts for Engineers . . . . .	3
EE 244	Digital Logic Design . . . . .	3
MA 182	Calculus II . . . . .	4
PH 161	<i>General Physics I . . . . .</i> <i>Behavioral and social sciences distribution . . . . .</i> <i>Health foundation . . . . .</i>	3 3 1

#### THIRD SEMESTER

ES 240	Scientific and Engineering Computation . . . . .	3
MA 280	Multivariable Calculus . . . . .	4
PH 262	<i>General Physics II . . . . .</i> <i>Arts distribution . . . . .</i> <i>Humanities distribution . . . . .</i>	4 3 3

#### FOURTH SEMESTER

EE 204	Basic Circuit Analysis . . . . .	3
EE 206	Fundamental and Digital Circuit Laboratory . . . . .	2
MA 282	Differential Equations . . . . .	3
PH 263	<i>General Physics III . . . . .</i> <i>Behavioral and social sciences distribution . . . . .</i>	4 3

**TOTAL CREDIT HOURS 65**

\*Students may substitute CH 102.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Have adequate engineering background and be able to transfer to a four-year university with a major in electrical engineering at or close to the junior-year level.
- Identify, formulate, and solve basic physics and engineering problems in analog and digital circuits.
- Design simple systems and circuits using analytical and numerical methods in the area of electrical engineering.
- Use computer application software in computer engineering such as Pro/Engineer, Matlab, C++, and pspice.

## ENGINEERING SCIENCE

### Fire Protection Engineering: 403 *Engineering Science A.S.*

This track will prepare students to transfer to other fire protection engineering programs. Specific requirements in colleges vary, and the student preparing for a particular institution may, with approval, change the sequence listed below; this sequence of courses is articulated with the fire protection engineering program at University of Maryland, College Park.

A suggested course sequence for full-time students follows; all students should consult an engineering adviser.

**FIRST SEMESTER**

CH 135	General Chemistry for Engineers* . . . . .	4
EN 102	<i>Techniques of Reading and Writing II</i> . . . . .	3
ES 100	Introduction to Engineering Design . . . . .	3
MA 181	Calculus I . . . . .	4
	<i>Health foundation</i> . . . . .	1

**SECOND SEMESTER**

ES 102	Statics . . . . .	3
MA 182	Calculus II . . . . .	4
PH 161	General Physics I . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3

**THIRD SEMESTER**

ES 220	Mechanics of Materials . . . . .	3
ES 221	Dynamics . . . . .	3
MA 280	Multivariable Calculus . . . . .	4
PH 262	General Physics II . . . . .	4
	<i>Behavioral and social sciences distribution</i> . . . . .	3

**FOURTH SEMESTER**

ES 232	Thermodynamics	
	<i>or</i>	
ES 240	Scientific and Engineering Computation . . . . .	3
MA 282	Differential Equations . . . . .	3
PH 263	General Physics III . . . . .	4
	<i>Arts distribution</i> . . . . .	3

**TOTAL CREDIT HOURS 61**

\* Students may substitute CH 102.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Have adequate engineering background and be able to transfer to a four-year university with a major in fire protection engineering at or close to the junior-year level.
- Identify, formulate, and solve basic physics and engineering problems in mechanics and thermodynamics.
- Design simple structures and strategies using analytic and numerical methods in the area of fire protection engineering.
- Use computer application software in computer engineering such as Pro/Engineer and Matlab.

## ENGINEERING SCIENCE

### Materials Science and Engineering: 413 *Engineering Science A.S.*

This track will prepare students to transfer to other materials engineering programs. Specific requirements in colleges vary, and the student preparing for a particular institution may, with approval, change the sequence listed below; this sequence of courses is articulated with the materials science and engineering program at University of Maryland, College Park.

A suggested course sequence for full-time students follows; all students should consult an engineering adviser.

#### FIRST SEMESTER

CH 135	General Chemistry for Engineers* . . . . .	4
EN 102	<i>Techniques of Reading and Writing II</i> . . . . .	3
ES 100	Introduction to Engineering Design . . . . .	3
MA 181	Calculus I . . . . .	4
	<i>Health foundation</i> . . . . .	1

#### SECOND SEMESTER

MA 182	Calculus II . . . . .	4
PH 161	General Physics I . . . . .	3
ES 102	Statics . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3

#### THIRD SEMESTER

MA 280	Multivariable Calculus . . . . .	4
PH 262	<i>General Physics II</i> . . . . .	4
CH 203	Organic Chemistry I . . . . .	5
	<i>Behavioral and social sciences distribution</i> . . . . .	3

#### FOURTH SEMESTER

MA 282	Differential Equations . . . . .	3
PH 263	<i>General Physics III</i> . . . . .	4
EE 204	Basic Circuit Analysis . . . . .	3
ES 220	Mechanics of Material . . . . .	3
	<i>Arts distribution</i> . . . . .	3

**TOTAL CREDIT HOURS 63**

\* Students may substitute CH 102.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Have adequate engineering background and be able to transfer to a four-year university with a major in material engineering at or close to the junior-year level.
- Identify, formulate, and solve basic physics and engineering problems in mechanics and nuclear physics.
- Identify properties of various materials and their applications.
- Use computer application software in material engineering such as Pro/Engineer and pspice.

## ENGINEERING SCIENCE

### Mechanical Engineering: 404 *Engineering Science A.S.*

This track will prepare students to transfer to other mechanical engineering programs. Specific requirements in colleges vary, and the student preparing for a particular institution may, with approval, change the sequence listed below; this sequence of courses is articulated with the mechanical engineering program at University of Maryland, College Park.

A suggested course sequence for full-time students follows; all students should consult an engineering adviser.

#### FIRST SEMESTER

CH 135	General Chemistry for Engineers* . . . . .	4
EN 102	<i>Techniques of Reading and Writing II</i> . . . . .	3
ES 100	Introduction to Engineering Design . . . . .	3
MA 181	Calculus I . . . . .	4
	<i>Health foundation</i> . . . . .	1

#### SECOND SEMESTER

ES 102	Statics . . . . .	3
MA 182	Calculus II . . . . .	4
PH 161	General Physics I . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3

#### THIRD SEMESTER

ES 221	Dynamics . . . . .	3
MA 280	Multivariable Calculus . . . . .	4
PH 262	General Physics II . . . . .	4
	<i>Behavioral and social sciences distribution</i> . . . . .	3

#### FOURTH SEMESTER

ES 232	Thermodynamics . . . . .	3
ES 220	Mechanics of Materials . . . . .	3
MA 282	Differential Equations . . . . .	3
PH 263	General Physics III . . . . .	4
	<i>Arts distribution</i> . . . . .	3

**TOTAL CREDIT HOURS 61**

\* Students may substitute CH 102.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Have adequate engineering background and be able to transfer to a four-year university with a major in mechanical engineering at or close to the junior-year level.
- Identify, formulate, and solve basic physics and engineering problems in mechanics and energy system.
- Analyze and design simple mechanical systems using analytical method.
- Use computer application software in mechanical engineering such Pro/Engineer.

## ENGINEERING SCIENCE

### Nuclear Engineering: 405 *Engineering Science A.S.*

This track will prepare students to transfer to other nuclear engineering programs. Specific requirements in colleges vary, and the student preparing for a particular institution may, with approval, change the sequence listed below.

A suggested course sequence for full-time students follows; all students should consult an engineering adviser.

#### FIRST SEMESTER

CH 135	General Chemistry for Engineers* . . . . .	4
EN 102	<i>Techniques of Reading and Writing II</i> . . . . .	3
ES 100	Introduction to Engineering Design . . . . .	3
MA 181	Calculus I . . . . .	4
	<i>Health foundation</i> . . . . .	1

#### SECOND SEMESTER

ES 102	Statics . . . . .	3
MA 182	Calculus II . . . . .	4
PH 161	General Physics I . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3

#### THIRD SEMESTER

ES 221	Dynamics . . . . .	3
ES 240	Scientific and Engineering . . . . .	3
MA 280	Multivariable Calculus . . . . .	4
PH 262	General Physics II . . . . .	4
	<i>Arts distribution</i> . . . . .	3

#### FOURTH SEMESTER

EE 204	Basic Circuit Analysis . . . . .	3
ES 232	Thermodynamics . . . . .	3
MA 282	Differential Equations . . . . .	3
PH 263	General Physics III . . . . .	4
	<i>Behavioral and social sciences distribution</i> . . . . .	3

**TOTAL CREDIT HOURS 64**

\* Students may substitute CH 102.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Have adequate engineering background and be able to transfer to a four-year university with a major in nuclear engineering at or close to the junior-year level.
- Identify, formulate, and solve basic physics and engineering problems in mechanics and thermodynamics.
- Design simple systems and reactors using analytical and numerical methods in the area of nuclear engineering.
- Use computer application software in computer engineering such as Pro/Engineer and Matlab.

## ENGINEERING SCIENCE

### General Engineering: 410 *Engineering Science A.S.*

This track is designed to provide students with the flexibility to transfer to engineering programs outside the University of Maryland system. An engineering adviser should be consulted regarding the choice of engineering science courses to be used for the degree.

A suggested course sequence for full-time students follows; all students should consult an engineering adviser.

**FIRST SEMESTER**

CH 102	<i>Principles of Chemistry II</i> . . . . .	4
EN 101	Techniques of Reading and Writing I . . . . .	3
ES 100	Introduction to Engineering Design . . . . .	3
MA 181	Calculus I . . . . .	4
	<i>Humanities distribution</i> . . . . .	3

**SECOND SEMESTER**

	EE or ES electives . . . . .	3
EN 102	<i>Techniques of Reading and Writing II</i> . . . . .	3
MA 182	Calculus II . . . . .	4
PH 161	General Physics I . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3

**THIRD SEMESTER**

MA 280	Multivariable Calculus . . . . .	4
PH 262	<i>General Physics II</i> . . . . .	4
	EE or ES electives . . . . .	3
	<i>Health foundation</i> . . . . .	1
	<i>Behavioral and social sciences distribution</i> . . . . .	3

**FOURTH SEMESTER**

	EE or ES electives . . . . .	6
MA 282	Differential Equations . . . . .	3
PH 263	General Physics III . . . . .	4
	<i>Arts distribution</i> . . . . .	3

**TOTAL CREDIT HOURS 64**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Have adequate engineering background and be able to transfer to a four-year university with a major in general engineering at or close to the junior-year level.
- Identify, formulate, and solve basic physics and engineering problems in the areas they choose their elective coursework.
- Make basic designs of systems in their area of choice using analytical and numerical methods.
- Use appropriate computer application software in engineering such as Pro/Engineer, Matlab, C++, and/or pspice.



## ETHNIC SOCIAL STUDIES

### Ethnic Social Studies Certificate: 241

Emphasizes interdisciplinary knowledge about the role of ethnicity in its national and global contexts. The curriculum provides students with the tools to critically analyze the history and politics of race and ethnicity within U.S. society; the formation of cultural knowledge; and the study of power, community, and social justice from an inter-ethnic perspective.

AN 101 Introduction to Social and Cultural Anthropology .....3 HS 136 Civil Rights in America .....3 SO 208 Race and Ethnic Relations .....3  Electives: Select three from the following seven courses from two separate disciplines: HS 129 The History of African Americans to 1865 .....3	HS 130 The History of African Americans Since 1865 .....3 HS 137 History of Asian Americans.....3 HS 138 History of Latinos in the United States...3 PS 210 Race and Ethnicity in U.S. Politics .....3 PS 250 Introduction to International Conflict Resolution .....3 SO 240 Globalization Issues.....3  <b><u>TOTAL CREDIT HOURS 18</u></b>
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### Ethnic Social Studies Letter of Recognition: 816

This sequence of three courses is designed for persons who wish to develop skills or knowledge in ethnic social studies. In order to complete each course in this sequence, students need to demonstrate skills or knowledge in specific areas. These areas include interdisciplinary knowledge about ethnic groups and relations in U.S. society and in global contexts; the history and politics of race and ethnicity within U.S. society; cultural knowledge; and an understanding of and sensitivity toward ethnic relations regarding power, community, and social justice. A grade of C or better is required in each course in the sequence.

AN 101 Introduction to Social and Cultural Anthropology .....3 HS 136 Civil Rights in America .....3	SO 208 Race and Ethnic Relations .....3  <b><u>TOTAL CREDIT HOURS 9</u></b>
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*Upon successful completion of this course of study, and application to the Admissions and Records Office, the letter of recognition in ethnic studies will be issued by the director of admissions and enrollment management.*

**FIRE SCIENCE AND EMERGENCY SERVICES MANAGEMENT**

**Fire and Emergency Services Management A.A.S. (R): 346A**  
*Statewide Program*

This curriculum is designed to provide individuals with the principles, theory, and practices associated with state-of-the-art fire science and management, including issues related to tactical fire operations, fire safety, firefighting and emergency services leadership and management, and community fire issues.

Students expand their thinking beyond fire-specific issues in areas related to firefighting through coursework in human resource management, administration, homeland security and emergency/disaster management, fire protection services, safety and prevention, and investigation.

This curriculum is designed to meet the needs of professional and volunteer fire service personnel and those seeking employment in the fire and emergency services.

**GENERAL EDUCATION AND OTHER REQUIREMENTS  
 (37 CREDIT HOURS)**

EN 101	Techniques of Reading and Writing I . . . . 3
	<i>English foundation . . . . . 3</i>
	<i>Mathematics foundation . . . . . 3</i>
	<i>Speech foundation . . . . . 3</i>
	<i>Health foundation . . . . . 3</i>
	<i>Arts or humanities distribution</i>
	<i>(two different disciplines) . . . . . 6</i>
PY 102	General Psychology . . . . . 3
	<i>Behavioral and social sciences distribution</i>
	<i>(other than PY) . . . . . 3</i>
	<i>Natural sciences distribution with lab . . . . 4</i>
	<i>Natural sciences distribution without lab . . 3</i>
	<i>CA elective . . . . . 3</i>

**FIRE SCIENCE CORE REQUIREMENTS (18 CREDIT HOURS)**

FS 101	Principles of Emergency Services . . . . . 3
FS 104	Fire and Emergency Services Administration . . . . . 3
FS 105	Fire Behavior and Combustion . . . . . 3
FS 107	Community Fire Prevention and Safety Education . . . . . 3
FS 112	Building Construction for Fire Protection . . . . . 3
FS 212	Fire Protection Hydraulics and Water Supply . . . . . 3
FS 216	Fire Protection Systems . . . . . 3

**TOTAL CREDIT HOURS 61**

**PROGRAM OUTCOMES**

*Upon completion of this program a student will be able to:*

- Describe the historical development of fire protection and response from its origins through contemporary times.
- Demonstrate understanding of building construction and associated fire codes.
- Describe inspections, corrections of fire hazards, and fire investigations.
- Describe factors and procedures for the establishment and administration of a fire code enforcement agency.
- Apply proper procedures for storage, handling, transportation, and fire control involving hazardous materials.
- Develop plans that make effective use of personnel and equipment at emergency incidents.
- Apply and discuss water supply management for fire protection systems and fire scene use.

*(Continued)*

## FIRE SCIENCE AND EMERGENCY SERVICES MANAGEMENT

### Fire and Emergency Services Management A.A.S. (R): 346A *(continued)*

#### PROGRAM OUTCOMES *(continued)*

- Describe the factors necessary for efficient and effective management and supervision within a fire department.
- Apply and describe the principles of an effective occupational safety and health program in a fire service setting.
- Apply chemistry, mathematics, and physics to solve fire protection problems.
- Use the computer to solve fire protection problems.
- Apply and interpret the National Fire Codes in reviewing plans, detection systems, and suppression systems.
- Evaluate flammables and combustible liquids, solids, and gasses using appropriate scientific test equipment.
- Understand the characteristics of hazardous materials to ensure safe handling, transporting, and storage, as well as to deal effectively with spills and fires involving these materials.
- Investigate a fire to determine point of origin and cause of the fire.
- Develop an understanding of the principles of managing a fire protection organization.
- Apply the principles of fire protection to solve safety problems within the community.
- Define and discuss the administrative processes associated with the public fire organization.
- Identify and differentiate the various forms of fire, their fundamental scientific principles, and their associated mitigation and response strategies.
- Describe the legal and regulatory duties and responsibilities of the fire department as a public organization.
- Explain and apply leadership and management theories and practices as they relate to the unique issues and circumstances associated with a fire service organization.
- Demonstrate effective communication and interpersonal skills with supervisors, peers, and the public.

## FIRE SCIENCE AND EMERGENCY SERVICES MANAGEMENT

### Fire and Arson Investigation Certificate (R): 180

#### *Statewide Program*

This certificate provides students with the technical and professional knowledge to prepare for a career in fire and arson investigation. Part detective, scientist, engineer, and law enforcer, the investigator represents the many different facets of both fire science and criminal justice. An arson investigator tries to determine who is responsible for setting a fire; a fire investigator attempts to determine the cause and origin of a fire. This certificate curriculum has been designed to be compatible with industry standards and prepares the student for the challenges they may face in investigations and court settings.

CJ	110	Administration of Justice . . . . .	3	FS	112	Building Construction for Fire Protection . . . . .	3	
CJ	211	Criminal Investigation . . . . .	3	FS	225	Fire Investigation I . . . . .	3	
CJ	222	Criminal Evidence . . . . .	3	FS	226	Fire Investigation II . . . . .	3	
CJ	232	Criminal Forensics . . . . .	3	PY	102	General Psychology . . . . .	3	
EN	101	Techniques of Reading and Writing I . . . . .	3	PY	213	Criminal and Legal Psychology		
EN	102	Techniques of Reading and Writing II						
		<i>or</i>						
EN	109	Writing for Technology and Business . . . . .	3	PY	221	Introduction to Abnormal Psychology . . . . .	3	
FS	101	Principles of Emergency Services . . . . .	3					
<b>TOTAL CREDIT HOURS</b>							<b>36</b>	

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Describe the historical development of fire protection and response from its origins through contemporary times.
  - Demonstrate understanding of building construction and associated fire codes.
  - Describe inspections, corrections of fire hazards, and fire investigations.
  - Describe factors and procedures for the establishment and administration of a fire code enforcement agency.
  - Apply proper procedures for storage, handling, transportation, and fire control involving hazardous materials.
  - Develop plans that make effective use of personnel and equipment at emergency incidents.
  - Apply and discuss water supply management for fire protection systems and fire scene use.
  - Describe the factors necessary for efficient and effective management and supervision within a fire department.
  - Apply and describe the principles of an effective occupational safety and health program in a fire service setting.
  - Apply chemistry, mathematics, and physics to solve fire protection problems.
  - Use the computer to solve fire protection problems.
  - Apply and interpret the National Fire Codes in reviewing plans, detection systems, and suppression systems.
  - Evaluate flammables and combustible liquids, solids, and gasses using appropriate scientific test equipment.
- 

*(Continued)*

## FIRE SCIENCE AND EMERGENCY SERVICES MANAGEMENT

### Fire and Arson Investigation Certificate (R): 180 *(continued)*

#### PROGRAM OUTCOMES *(continued)*

- Understand the characteristics of hazardous materials to ensure safe handling, transporting, and storage, as well as to deal effectively with spills and fires involving these materials.
- Investigate a fire to determine point of origin and cause of the fire.
- Develop an understanding of the principles of managing a fire protection organization.
- Apply the principles of fire protection to solve safety problems within the community.
- Define and discuss the administrative processes associated with the public fire organization.
- Identify and differentiate the various forms of fire, their fundamental scientific principles, and their associated mitigation and response strategies.
- Describe the legal and regulatory duties and responsibilities of the fire department as a public organization.
- Explain and apply leadership and management theories and practices as they relate to the unique issues and circumstances associated with a fire service organization.
- Demonstrate effective communication and interpersonal skills with supervisors, peers, and the public.



Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

**FIRE SCIENCE AND EMERGENCY SERVICES MANAGEMENT**

**Fire and Emergency Services Management Certificate (R&T): 240**

This curriculum is designed to provide individuals with the principles, theory, and practices associated with state-of-the-art fire science and management, including issues related to tactical fire operations, fire safety, firefighting and emergency services leadership and management, and community fire issues.

Students expand their thinking beyond fire-specific issues in areas related to firefighting through coursework in human resource management, administration, homeland security and emergency/disaster management, fire protection services, safety and prevention, and investigation.

This curriculum is designed to meet the needs of professional and volunteer fire service personnel and those seeking employment in the fire and emergency services.

EN 101	Techniques of Reading and Writing I . . . . 3	FS 105	Fire Behavior and Combustion . . . . . 3
EN 102	Techniques of Reading and Writing II	FS 107	Community Fire Prevention and Safety Education . . . . . 3
	<i>or</i>		
EN 109	Writing for Technology and Business . . . 3	FS 112	Building Construction for Fire Protection . . . . . 3
	Speech foundation . . . . . 3	FS 212	Fire Protection Hydraulics and Water Supply . . . . . 3
PY 102	General Psychology . . . . . 3	FS 216	Fire Protection Systems . . . . . 3
	CA elective . . . . . 3		
FS 101	Principles of Emergency Services . . . . . 3		
FS 104	Fire and Emergency Services Administration . . . . . 3		
			<b><u>TOTAL CREDIT HOURS 36</u></b>



## FIRE SCIENCE AND EMERGENCY SERVICES MANAGEMENT

### Emergency Medical Technician — Basic Letter of Recognition: 811

This course is for persons who wish to pursue careers in emergency medical services. The course provides students with the skills to assess and treat sick or injured patients and prepares students to take the Maryland state certification examination. A grade of C or better is required in each module of the course, as well as an overall course grade of C or better.

FS 150 Emergency Medical Technician—Basic . . . 7

#### TOTAL CREDIT HOURS 7

*Upon successful completion of this course of study, and application to the Admissions and Records Office, the letter of recognition in Emergency Medical Technician will be issued by the director of admissions and enrollment management.*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for emergency medical care.
  - Administer appropriate emergency medical care based on assessment findings of the patient's condition and apply appropriate treatment protocols.
  - Lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury.
  - Use critical thinking skills to confidently and effectively manage emergency situations.
  - Practice professional standards by demonstrating a strong work ethic and a positive attitude, having respect for patients, the ability to work cooperatively as a health care team member, and willingness to maintain and enhance technical skills.
  - Communicate clearly and professionally using verbal and nonverbal communication techniques.
  - Apply safety and infection control practices to maintain personal and professional well-being and to ensure patient safety.
  - Manage emergency patient care and treatment appropriately within the scope of practice for an emergency medical technician (EMT)—basic.
  - Apply legal knowledge and medical ethics to all patient care situations by documenting accurate and complete patient records and reports and maintaining patient confidentiality.
  - Demonstrate an understanding of the EMS system: how it is accessed, levels of training, and roles and responsibilities of an emergency care provider.
  - Perform at a minimum the following EMT-Basic skills: basic patient assessment techniques, controlling airways through adjuncts, administering CPR and operating the automatic external defibrillator, bandage patients' injuries, immobilize the spine, provide oxygen therapy, administer basic medications, assist with emergency childbirth.
  - Use oral and written skills to communicate effectively in anxiety-producing situations with patients, families, and members of the health care team.
  - Apply professional values and ethical behaviors individually and as a member of a team in providing emergency care.
  - Understand the overall roles and responsibilities of the EMT in performing both emergency medical care and operational aspects of the job.
  - Develop skills in patient evaluation and all emergency treatment procedures as required by Maryland state protocols.
- 

*(Continued)*

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## FIRE SCIENCE AND EMERGENCY SERVICES MANAGEMENT

### Emergency Medical Technician — Basic Letter of Recognition: 811 *(continued)*

#### PROGRAM OUTCOMES *(continued)*

- Develop skill in the use and maintenance of all equipment and instruments required to accomplish the job as an EMT.
- Demonstrate knowledge of anatomy, physiology, and pathophysiology and of the mechanics of injury for patient evaluation for the sick and injured.
- Meet requirements for Maryland EMT—Basic certification exam.

### Fire Prevention Technology A.A.S. (T): 321

#### *Statewide Program*

The major in fire prevention technology offers students the opportunity to develop the professional skills and knowledge necessary to serve as an effective leader and manager in the public safety environment. The program is built around a “core” of courses that focus on broad knowledge and principles. Fire prevention specialists inspect buildings and equipment to detect fire hazards and enforce state and local regulations; develop and coordinate fire prevention programs; identify corrective actions necessary to bring properties into compliance with applicable fire codes, laws, regulations, and standards, and explain these measures to property owners or their representatives; inspect and test fire protection and/or fire detection systems to verify that such systems are installed in accordance with appropriate laws, codes, ordinances, regulations, and standards; and write detailed reports of fire inspections performed, fire code violations observed, and corrective recommendations offered.

Developed in conjunction with the National Fire Academy of the Federal Emergency Management Agency, the program covers the various aspects of the profession, provides content knowledge, and improves employment opportunities in the field, as well as prepares students for entry-level management responsibilities and increases technical knowledge necessary for diverse public and private leadership situations.

#### GENERAL EDUCATION AND OTHER REQUIREMENTS (26–28 CREDIT HOURS)

EN 101	Techniques of Reading and Writing I . . . . . 3
	<i>English foundation</i> . . . . . 3
	<i>Mathematics foundation</i> . . . . . 3
	<i>Speech foundation</i> . . . . . 3
	<i>Health foundation</i> . . . . . 1-3
	<i>Arts or humanities distribution</i> . . . . . 3
PY 102	<i>General Psychology</i> . . . . . 3
	<i>Natural sciences distribution with lab</i>
	<i>(Chemistry recommended)</i> . . . . . 4
	CA elective . . . . . 3

#### FIRE SCIENCE REQUIREMENTS (36 CREDIT HOURS)

FS 101	Principles of Emergency Services . . . . . 3
FS 105	Fire Behavior and Combustion . . . . . 3
FS 106	Occupational Safety for Emergency Services . . . . . 3
FS 107	Community Fire Prevention & Safety Education . . . . . 3
FS 112	Building Construction for Fire Protection 3
FS 212	Fire Protection Hydraulics & Water Supply . . . . . 6
FS 216	Fire Protection Systems . . . . . 3
FS 221	Principles of Code Enforcement . . . . . 3
FS 222	Fire Plans Review . . . . . 3
FS 223	Fire and Life Safety Education . . . . . 3
FS 225	Fire Investigation I . . . . . 3
FS 226	Fire Investigation II . . . . . 3

**TOTAL CREDIT HOURS 62–64**

*(Continued)*

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.



## FIRE SCIENCE AND EMERGENCY SERVICES MANAGEMENT

### Fire Prevention Technology A.A.S. (T): 321 *(continued)*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Describe the origin and history of fire prevention efforts in the United States.
- Identify the responsibility and authority for fire prevention inspections and related activities.
- Explain and identify principles and procedures to correct fire hazards.
- Describe basic principles of fire cause determination as they relate to fire prevention and investigation.
- Identify operational deficiencies in sprinkler systems and special hazard fixed fire protection systems.
- Identify the relationship between fire safety education and fire prevention.
- Identify records management skills needed in fire prevention.
- Utilize a knowledge of building construction principles, fire protection systems, and fire prevention codes to affect safer occupancies.
- Conduct risk reduction inspections through employing hazard identification, interpreting and applying codes and standards, and applying hazard abatement process.
- Use appropriate media to educate a variety of audiences in risk reduction.
- Conduct, coordinate, and complete basic fire cause and origin investigation and participate, under supervision, in the investigation of complex fire situations.

### Fire Prevention Technology Certificate: 247

#### *Statewide Program*

The major in fire prevention technology offers students the opportunity to develop the professional skills and knowledge necessary to serve as an effective leader and manager in the public safety environment. The program is built around a “core” of courses that focus on broad knowledge and principles. Fire prevention specialists inspect buildings and equipment to detect fire hazards and enforce state and local regulations; develop and coordinate fire prevention programs; identify corrective actions necessary to bring properties into compliance with applicable fire codes, laws, regulations, and standards; and explain these measures to property owners or their representatives; inspect and test fire protection and/or fire detection systems to verify that such systems are installed in accordance with appropriate laws, codes, ordinances, regulations, and standards; and write detailed reports of fire inspections performed, fire code violations observed, and corrective recommendations offered.

Developed in conjunction with the National Fire Academy of the Federal Emergency Management Agency, the program covers the various aspects of the profession, provides content knowledge, and improves employment opportunities in the field, as well as prepares students for entry-level management responsibilities and increases technical knowledge necessary for diverse public and private leadership situations.

*(Continued)*

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## FIRE SCIENCE AND EMERGENCY SERVICES MANAGEMENT

### Fire Prevention Technology Certificate: 247 *(continued)*

FS	101	Principles of Emergency Services . . . . .	3	FS	216	Fire Protection Systems . . . . .	3	
FS	105	Fire Behavior and Combustion . . . . .	3	FS	221	Principles of Code Enforcement . . . . .	3	
FS	106	Occupational Safety for Emergency Services . . . . .	3	FS	222	Fire Plans Review . . . . .	3	
FS	107	Community Fire Prevention & Safety Education . . . . .	3	FS	223	Fire and Life Safety Education . . . . .	3	
FS	112	Building Construction for Fire Protection	3	FS	225	Fire Investigation I . . . . .	3	
FS	212	Fire Protection Hydraulics & Water Supply . . . . .	3	FS	226	Fire Investigation II . . . . .	3	
							<b><u>TOTAL CREDIT HOURS 36</u></b>	

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Describe the origin and history of fire prevention efforts in the United States.
  - Identify the responsibility and authority for fire prevention inspections and related activities.
  - Explain and identify principles and procedures to correct fire hazards.
  - Describe basic principles of fire cause determination as they relate to fire prevention and investigation.
  - Identify operational deficiencies in sprinkler systems and special hazard fixed fire protection systems.
  - Identify the relationship between fire safety education and fire prevention.
  - Identify records management skills needed in fire prevention.
  - Utilize a knowledge of building construction principles, fire protection systems, and fire prevention codes to affect safer occupancies.
  - Conduct risk reduction inspections through employing hazard identification, interpreting and applying codes and standards, and applying hazard abatement process.
  - Use appropriate media to educate a variety of audiences in risk reduction.
  - Conduct, coordinate, and complete basic fire cause and origin investigation and participate, under supervision, in the investigation of complex fire situations.

# FIRE SCIENCE AND EMERGENCY SERVICES MANAGEMENT

## Fire Protection Technology A.A.S. (T): 322 *Statewide Program*

This program prepares students to meet the unique demands of the profession through education and training on national standards from the National Fire Protection Association and the National Fire Academy. Designed to correlate classroom, laboratory, and field experience in public and private sector fire organizations, this program provides a diverse yet relevant variety of courses. In this program, students will determine fire protection methods and design or recommend materials or equipment such as structural components or fire detection equipment to assist organizations in safeguarding life and property against fire, explosion, and related hazards.

Developed in conjunction with the National Fire Academy of the Federal Emergency Management Agency, the program covers the various aspects of the profession, provides content knowledge, and improves employment opportunities in the field, as well as prepares students for entry-level management responsibilities and increases technical knowledge necessary for diverse public and private leadership situations.

### GENERAL EDUCATION AND OTHER REQUIREMENTS (29–31 CREDIT HOURS)

EN 101	Techniques of Reading and Writing I . . . . . 3
	<i>English foundation</i> . . . . . 3
	<i>Mathematics foundation</i> . . . . . 3
	<i>Speech foundation</i> . . . . . 3
	<i>Health foundation</i> . . . . . 1 - 3
	<i>Arts or humanities distribution</i> . . . . . 3
PY 102	<i>General Psychology</i> . . . . . 3
	<i>Natural sciences distribution with lab</i>
	<i>(Chemistry recommended)</i> . . . . . 4
	<i>CA elective</i> . . . . . 3
CT 131	Construction Plans Reading . . . . . 3

### FIRE SCIENCE REQUIREMENTS (33 CREDIT HOURS)

FS 101	Principles of Emergency Services . . . . . 3
FS 105	Fire Behavior and Combustion . . . . . 3

FS 106	Occupational Safety for Emergency Services . . . . . 3
FS 107	Community Fire Prevention & Safety Education . . . . . 3
FS 112	Building Construction for Fire Protection . . . . . 3
FS 212	Fire Protection Hydraulics & Water Supply . . . . . 3
FS 216	Fire Protection Systems . . . . . 3
FS 230	Advanced Concepts in Structural Fire Protection . . . . . 3
FS 241	Performance-Based Design Fire Protection . . . . . 3
FS 242	Human Behavior in Fire . . . . . 3
FS 250	Fire Protection Internship . . . . . 3

**TOTAL CREDIT HOURS 62–84**

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Provide an in-depth analysis of the principles of fire control through the utilization of personnel, equipment, and extinguishing agents.
- Apply theoretical knowledge of hydraulic principles to solving water supply problems for fire protection.
- Utilize a knowledge of building construction principles, fire protection systems, and fire prevention codes to bring about safer occupancies.
- Produce fire protection drawings.
- Design fire protection systems.
- Use construction blueprints.
- Evaluate automatic sprinkler systems and fire protection hazards.
- Troubleshoot electrical components of fire protection systems.
- Compare manual and automatic fire extinguishing systems and agents.
- Arrange fire detection, alarm, and control devices.

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

**FIRE SCIENCE AND EMERGENCY SERVICES MANAGEMENT**

**Fire Protection Technology Certificate: 248**  
*Statewide Program*

This program prepares students to meet the unique demands of the profession through education and training on national standards from the National Fire Protection Association and the National Fire Academy. Designed to correlate classroom, laboratory, and field experience in public and private sector fire organizations, this program provides a diverse yet relevant variety of courses. In this program, students will determine fire protection methods and design or recommend materials or equipment such as structural components or fire detection equipment to assist organizations in safeguarding life and property against fire, explosion, and related hazards.

Developed in conjunction with the National Fire Academy of the Federal Emergency Management Agency, the program covers the various aspects of the profession, provides content knowledge, and improves employment opportunities in the field, as well as prepares students for entry-level management responsibilities and increases technical knowledge necessary for diverse public and private leadership situations.

FS	101	Principles of Emergency Services . . . . .	3	FS	216	Fire Protection Systems . . . . .	3	
FS	105	Fire Behavior and Combustion . . . . .	3	FS	230	Advanced Concepts in Structural Fire Protection . . . . .	3	
FS	106	Occupational Safety for Emergency Services . . . . .	3	FS	241	Performance-Based Design Fire Protection . . . . .	3	
FS	107	Community Fire Prevention & Safety Education . . . . .	3	FS	242	Human Behavior in Fire . . . . .	3	
FS	112	Building Construction for Fire Protection	3	FS	250	Fire Protection Internship . . . . .	3	
FS	212	Fire Protection Hydraulics & Water Supply . . . . .	3	CT	131	Construction Plan Reading . . . . .	3	
<b>TOTAL CREDIT HOURS</b>							<b>36</b>	

**PROGRAM OUTCOMES**

*Upon completion of this program a student will be able to:*

- Provide an in-depth analysis of the principles of fire control through the utilization of personnel, equipment, and extinguishing agents.
- Apply theoretical knowledge of hydraulic principles to solving water supply problems for fire protection.
- Utilize a knowledge of building construction principles, fire protection systems, and fire prevention codes to affect safer occupancies.
- Produce fire protection drawings.
- Design fire protection systems.
- Use construction blueprints.
- Evaluate automatic sprinkler systems and fire protection hazards.
- Troubleshoot electrical components of fire protection systems.
- Compare manual and automatic fire extinguishing systems and agents.
- Arrange fire detection, alarm, and control devices.

## GENERAL STUDIES

### General Studies A.A.: 129

This curriculum is designed for students who need maximum academic flexibility to meet requirements for transfer or career exploration, or to meet other personal goals. Transferability and applicability of this program depend on courses selected and the transfer program and institution, personal goal, or career selected.

This curriculum contains General Education courses and general electives. General Education courses are required by all Maryland public state and local institutions. Additional courses in speech and health are Montgomery College requirements. These courses generally transfer as major or elective courses. General electives are to be used to meet individual goals. It is strongly recommended that students work closely with an adviser or counselor to create an individualized plan of study.

To identify appropriate courses for transfer, students should seek assistance from a counselor or adviser, consult the transfer institution, use ARTSYS (transfer information maintained by the University of Maryland System for Maryland community college students at <http://artweb.usmd.edu>), visit Montgomery College's Transfer Information Site at [www.montgomerycollege.edu/transfer](http://www.montgomerycollege.edu/transfer), visit a campus Career/Transfer Center, or consult the Montgomery College Transfer Manual. Undecided students can facilitate their exploration by enrolling in the course DS 103 Career Development: Dynamics and Application and by working closely with a counselor.

#### GENERAL EDUCATION AND OTHER REQUIREMENTS (36–37 CREDIT HOURS)

EEN 101	Techniques of Reading and Writing I . . . . . 3
	<i>English foundation</i> . . . . . 3
	<i>Mathematics foundation</i> . . . . . 3
	<i>Speech foundation</i> . . . . . 3
	<i>Health foundation</i> * . . . . . 1
	<i>Arts distribution</i> . . . . . 3
	<i>Arts or humanities distribution</i> . . . . . 3
	<i>Behavioral and social sciences distribution</i> † . . . . . 6

*Humanities distribution* . . . . . 3

*Natural sciences distribution with lab* . . . . . 4

*Natural sciences distribution without lab* . . . . . 3–4

PE 101–199 Physical education elective\* . . . . . 1

#### GENERAL ELECTIVES (24 CREDIT HOURS)‡

Select courses appropriate for major, transfer, career exploration, or other personal goal in consultation with a counselor or an adviser (see program description above).

**TOTAL CREDIT HOURS 60–61**

\* Two or three semester hours of health may be substituted for the health foundation and physical education elective.

† The two behavioral and social sciences courses must be in different disciplines.

‡ Only two credits of physical education courses numbered 101–199 may be used as electives.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate general education competencies.
- Describe a connection between elective choices and their personal, occupational, or academic goals.
- Transfer to any four-year Maryland public institution and many private or out-of-state colleges and universities having satisfied all or most of the basic (i.e., general education) requirements.

## GEOGRAPHY

*See Applied Geography*

## GRAPHIC DESIGN

*See also Computer Gaming and Simulation and Web Careers*

There are two tracks leading to the A.A.S. in graphic design: graphic design and illustration. In addition, two certificate curricula are offered: (1) computer graphics: art and animation and (2) graphic design with digital tools.

Appropriate courses may be used toward development of marketable skills, for vocational interests, or for possible transfer. A student interested in any of the A.A.S. or certificate curricula should consult an academic adviser in the Communication Arts Technologies Department.

### Graphic Design (R): 304A *Graphic Design A.A.S.*

The graphic design track prepares the student for employment in the field of graphic communication. Emphasis is placed on the creative application of design principles and the solution of problems in graphic design and communication, using both traditional and digital tools.

#### FIRST SEMESTER

GD 121	Fundamentals of Graphic Design I . . . . .	3
GD 127	Graphic Design Workflow . . . . .	3
AR 101	<i>Introduction to Drawing</i> . . . . .	3
AR 103	Two-Dimensional Design . . . . .	3
EN 101	Techniques of Reading and Writing I . . . . .	3

#### SECOND SEMESTER

GD 110	Digital Tools for the Graphics Profession . . . . .	4
GD 124	Fundamentals of Graphic Design II . . . . .	3
GD 134	Illustration I . . . . .	3
AR 115	Figure Drawing I . . . . .	3
EN 109	<i>Writing for Technology and Business</i> . . . . .	3

#### THIRD SEMESTER

GD 212	Publication Design with InDesign . . . . .	4
GD 216	Illustrator for Vector Graphics . . . . .	4

GD 223	Graphic Design III . . . . .	3
AR 108	Art History: 1400 to Present . . . . .	3
	<i>Health foundation</i> . . . . .	1
	<i>Mathematics foundation</i> . . . . .	3

#### FOURTH SEMESTER

GD 224	Graphic Design IV . . . . .	3
GD 214	Photoshop for Graphics and Photography . . . . .	4
SP 112	<i>Business and Professional Speech Communication</i>	
	<i>or</i>	
SP 212	<i>Effective Technical Presentations</i> . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3
	<i>Natural sciences distribution with lab</i> . . . . .	4

**TOTAL CREDIT HOURS 66**

## GRAPHIC DESIGN

### Graphic Design: 902A

#### *A.F.A. Statewide Program (School of Art + Design)*

Students who plan to major in graphic design in the School of Art + Design will be assigned the temporary major code of 902A until they are officially admitted to the program. Students may take preparatory courses and courses that fulfill General Education requirements during the waiting period.

This track is studio intensive, with two-thirds of the total credit hours in graphic design courses and one-third of the total credit hours in General Education courses. The program will prepare students for transfer to a four-year institution to pursue a bachelor of fine arts degree.

All students should meet with their adviser to plan their program of study and transfer and career goals. For more information on the School of Art + Design, see page 70.

#### FIRST SEMESTER

AR 101	Introduction to Drawing.....	3
AR 103	<i>Two-Dimensional Design.....</i>	3
AR 105	Color Theory and Application.....	3
AR 107	Art History: Ancient to 1400.....	3
DS 107	First Year Seminar.....	1
EN 101	Techniques of Reading and Writing I.....	3

#### SECOND SEMESTER

AR 104	Three-Dimensional Design.....	3
AR 108	Art History: 1400 to Present.....	3
AR 114	Intermediate Drawing.....	3
AR 115	Figure Drawing I.....	3
EN 102	<i>Techniques of Reading and Writing II.....</i>	3

#### THIRD SEMESTER

GD 110	Digital Tools for the Graphics Profession 4	
AR 275	Professional Practice for the Visual Artist 1	
GD 210	Graphic Design I.....	3
GD 220	Typography I.....	3
	<i>Mathematics foundation.....</i>	3
	<i>Behavioral and social sciences distribution.....</i>	3

#### FOURTH SEMESTER

GD 211	Graphic Design II.....	3
GD 221	Typography II.....	3
	Studio elective*.....	3
	<i>Humanities distribution.....</i>	3
	<i>Natural sciences distribution.....</i>	3-4

**TOTAL CREDIT HOURS 63-64**

\* Select any AR studio course or GD 134, GD 135, GD 212, GD 214, GD 216, or GD 234.

#### **PROGRAM OUTCOMES**

*Upon completion of this program a student will be able to:*

- Demonstrate visual problem solving that employs technical skills and comprehension of the historical context of graphic design with application for contemporary design.
- Demonstrate solid foundation skills and competency in a range of art media and techniques.
- Demonstrate the ability to express ideas creatively.
- Understand and employ formal elements and principles of art and design.
- Demonstrate the ability, verbally and in writing, to think critically and analyze contemporary and historical design from multiple cultures and time periods.
- Develop an understanding of the creative accomplishments of other people and cultures, past and present, in the development of the field of graphic design.
- Demonstrate competency in the use of traditional and digital graphic design tools.
- Develop constructive, organized work habits and professional presentation skills.
- Develop safe practices in the use of art materials and equipment.
- Develop an understanding of the liberal arts by fulfilling the General Education requirements for the A.F.A. in graphic design.
- Complete the A.F.A. degree program with a portfolio to facilitate transfer to a four-year graphic design program.

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## GRAPHIC DESIGN

### Computer Graphics: Art and Animation Certificate (R): 175

This certificate curriculum emphasizes the aesthetic knowledge and technical skills necessary to produce effective computer graphics and animation. Upon completing the curriculum, students may enter the commercial job market, apply this certificate toward a degree in computer graphics at another institution, or advance with their artistic careers.

AR 101 Introduction to Drawing . . . . . 3 AR 103 Two-Dimensional Design . . . . . 3 CG 120 Computer Graphics: Art and Illustration I . . . . . 4 CG 121 Computer Graphics: Art and Illustration II . . . . . 4 CA 125 Introduction to Flash . . . . . 4	CG 210 Computer Graphics: Introduction to Animation . . . . . 4 CG 222 Computer Graphics: 3-D Modeling . . . . 4 TR 101 Digital Video Editing . . . . . 4 Electives* . . . . . 3–4  <p style="text-align: right;"><b><u>TOTAL CREDIT HOURS 33–34</u></b></p>
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\* Select 3–4 credit hours from the following list of electives: AR 105, AR 201, AR 205, AR 224, CG 226, CT 183, GD 110, GD 121, GD 124, GD 134, GD 214, GD 216, GD 224, HP 251, and PG 214. CT 183 and GD 224 have prerequisites that may be waived at the department’s discretion. It is suggested that those certificate candidates who wish to pursue a career in graphics for publication take GD 110 and GD 214 as electives.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Demonstrate the knowledge of and the ability to use various software programs to produce competent digital still images and animations that adhere to formal artistic criteria.

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  - Demonstrate the ability to recognize and use various input and output devices as they are applied to digital still images and animations.

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  - Demonstrate basic knowledge of various hardware platforms as they apply to the creation of digital still images and animations.

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  - Demonstrate the knowledge of and the ability to employ creatively the elements and principles of design within a fine art composition.

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  - Demonstrate the knowledge of and the ability to use basic color theory in the creation of a digital still image and animation.

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  - Demonstrate the ability to write a script and prepare a storyboard for two- and three-dimensional animations with audio.

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  - Demonstrate the ability to analyze and critique contemporary and historical fine art compositions, graphic images, and animations both verbally and in writing.

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  - Demonstrate a basic understanding of art history as it applies to still and moving images.

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  - Develop organized work habits.

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  - Develop a portfolio representing the highest quality work that they have produced using the media studied, including digital still images and two- and three-dimensional animations.

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## GRAPHIC DESIGN

### Graphic Design with Digital Tools Certificate (R): 239

*See also Web Careers*

This certificate curriculum prepares the student for immediate employment in graphic design using the computer in today's digital art and design studio. Courses are designed to provide introductory to advanced training in the skills necessary to succeed as a professional in this industry.

#### GRAPHIC DESIGN CORE REQUIREMENTS (16 CREDIT HOURS)

GD 110	Digital Tools for the Graphics Profession . . . . .	4
GD 212	Publication Design with InDesign . . . . .	4
GD 214	Photoshop for Graphics and Photography . . . . .	4
GD 216	Illustrator for Vector Graphics . . . . .	4

#### GRAPHIC DESIGN ELECTIVE COURSES\* (6-8 CREDIT HOURS)

AR 101	Introduction to Drawing . . . . .	3
AR 103	Two-Dimensional Design . . . . .	3

CA 125	Introduction to Flash . . . . .	4
CA 272	Professional Web Site Development . . . . .	4
CG 120	Computer Graphics: Art and Illustration I . . . . .	4
GD 121	Fundamentals of Graphic Design I . . . . .	3
GD 124	Fundamentals of Graphic Design II . . . . .	3
GD 230	Advanced Image Editing and Correction . . . . .	4
TR 101	Digital Video Editing . . . . .	4

**TOTAL CREDIT HOURS 22-24**

\* Students with no graphic design background should select GD 121 and GD 124 to complete their electives.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate the ability to express ideas and concepts creatively.
- Demonstrate visual problem solving that employs digital technical skills and techniques.
- Demonstrate currency in the digital tools employed in graphic design.
- Apply principles of design and typography to Web and print media design.
- Demonstrate technical mastery of the digital tools employed in graphic design.
- Demonstrate the ability to use the vocabulary of design.
- Develop a portfolio representative of the material and techniques studied, suitable for employment or professional advancement.

## GRAPHIC DESIGN

### Illustration (R): 305 *Graphic Design A.A.S.*

This track prepares the student for employment as an illustrator. Subject interpretation, communication, and technical skills, both traditional and digital, are stressed in the preparation of the student's portfolio.

#### FIRST SEMESTER

GD 121	Fundamentals of Graphic Design I . . . . .	3
GD 134	Illustration I . . . . .	3
AR 101	<i>Introduction to Drawing . . . . .</i>	3
EN 101	Techniques of Reading and Writing I . . . . .	3
	<i>Behavioral and social sciences distribution . . . . .</i>	3

#### SECOND SEMESTER

AR 115	Figure Drawing I . . . . .	3
AR 103	Two-Dimensional Design . . . . .	3
GD 135	Illustration II . . . . .	3
GD 216	Illustrator for Vector Graphics . . . . .	4
	<i>English foundation . . . . .</i>	3
	<i>Health foundation . . . . .</i>	1

#### THIRD SEMESTER

AR 107	Art History: Ancient to 1400 . . . . .	3
AR 201	Painting I . . . . .	3
GD 136	Digital Illustration . . . . .	3
GD 214	Photoshop for Graphics and Photography . . . . .	3

*or*

CG 120	Computer Graphics: Art and Illustration I . . . . .	4
	<i>Mathematics foundation . . . . .</i>	3

#### FOURTH SEMESTER

GD 234	Illustration III . . . . .	3
AR 108	Art History: 1400 to Present . . . . .	3
CA 125	Introduction to Flash . . . . .	4
SP 108	Introduction to Human Communication . . . . .	3
	<i>Natural sciences distribution with lab . . . . .</i>	4

**TOTAL CREDIT HOURS 65**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Demonstrate solid foundation skills and competency in a range of media, techniques, and knowledge of associated processes.
  - Demonstrate visual problem solving that employs appropriate technical skills and techniques.
  - Demonstrate the ability to express ideas and concepts creatively.
  - Apply principles of design, drawing, and conceptualizing to the processes employed in the illustration industry.
  - Demonstrate an understanding of the vocabulary of illustration.
  - Demonstrate the ability to present and critique concepts and illustrations.
  - Develop a portfolio representative of the material and techniques studied, suitable for employment or transfer to another institution.
-

## HEALTH ENHANCEMENT/EXERCISE SCI/PHYS ED

Tracks in health enhancement, exercise science, and physical education are designed for students interested in adult fitness, personal training, worksite wellness, cardiac rehabilitation, health promotion, community health, teaching health or physical education on the elementary or secondary level, and athletic coaching.

Career possibilities in physical education and health have expanded beyond the traditional school setting during the past decade. Americans have grown more interested in personal health, fitness, wellness, and leisure-time physical activities. This has created a demand for professionals with specialized training to provide leadership and service in adult fitness and health promotion. In response to these changing societal interests and the resulting job market, the Department of Health Enhancement, Exercise Science, and Physical Education offers four tracks from which students may choose to fulfill their career goals: aging studies, exercise science/health fitness specialist, health education, and physical education teacher preparation/coaching.

Each track provides the first two years of a typical four-year curriculum leading to a baccalaureate degree. The A.A. in arts and sciences is awarded upon completion of all requirements in the specific track. Most career opportunities in fields related to these curricula require a bachelor's degree. The program at Montgomery College prepares students to efficiently transfer and complete their upper-level coursework at a four-year institution. A certificate curriculum in personal training is also available.

Colleges and universities vary in their requirements. Thus, it is important that students contact the program coordinators or departmental advisers prior to registration to ensure the design of a program that transfers efficiently.

### **Exercise Science/Health Fitness Specialist A.A. (R): 157A**

This A.A. track is designed for the student whose objective is to pursue a career in fitness, sports conditioning, or health promotion. Job markets in fields related to this program are expanding as our society continues to become more health conscious and aware of the benefits of fitness as a way of life. This track offers courses that are also appropriate for students interested in pursuing a baccalaureate degree in exercise science, health promotion, sports management, kinesiology, and sport studies.

Students will acquire a scientific foundation and develop the ability to apply theoretical information to practical real-life situations. Emphasis is on an understanding of the human body, lifetime fitness principles and training techniques, prevention and care of exercise-related injuries, nutrition, weight control, stress management, and other related lifestyle and wellness topics. Students will learn to conduct fitness assessments, and they will acquire skills in the design, implementation, and supervision of exercise and lifestyle change prescriptions. Exercise leadership development will focus on the acquisition of medically and biomechanically safe techniques in strength training, exibility training, and cardiovascular conditioning.

Completion of the A.A. requirements in exercise science/health fitness specialist will prepare students for fitness certifications through nationally recognized professional organizations such as the American College of Sports Medicine and the American Council on Exercise.

*(Continued)*

## HEALTH ENHANCEMENT/EXERCISE SCI/PHYS ED

### Exercise Science/Health Fitness Specialist A.A. (R): 157A (continued)

Students will be eligible to sit for the following NCCA approved certifications for a reduced fee: ACE Personal Trainer Certification Exam (upon successful completion of PE 202 Principles and Practices of Health-Related Fitness and HE 205 First Responder) and ACSM Health Fitness Specialist certification examination upon successful completion of the A.A.

#### FIRST SEMESTER

BI 107	<i>Principles of Biology I</i> . . . . .	4
PE 183	Personal Fitness I . . . . .	1
PE 203	Overview of Physical Education . . . . .	3
EN 101	Techniques of Reading and Writing I <sup>†</sup> . . . . .	3
	<i>Speech foundation</i> . . . . .	3
	<i>Humanities distribution*</i> . . . . .	3

#### SECOND SEMESTER

HE 108	Nutrition for Fitness and Wellness . . . . .	3
HE 205	<i>First Responder</i> . . . . .	3
PE 186	Strength Training and Conditioning I . . . . .	1
PE 202	Principles and Practice of Health-Related Fitness . . . . .	3
	<i>English foundation</i> ‡ . . . . .	3
	<i>Mathematics foundation**</i> . . . . .	3

#### THIRD SEMESTER

BI 204	<i>Human Anatomy and Physiology I</i> . . . . .	4
PE 230	Advanced Weight Training: Theory and Program Design . . . . .	3
PE 237	Advanced Metabolic Assessment and Program Design . . . . .	3
	<i>Arts distribution</i> . . . . .	3
	<i>Behavioral and social sciences distribution</i> <sup>††</sup> . . . . .	3

#### FOURTH SEMESTER B

BI 205	Human Anatomy and Physiology II . . . . .	4
PE 235	Fundamentals of Athletic Training/ P.E. Majors . . . . .	3
PE 238	Personal Training Techniques . . . . .	3
SO 212	<i>Sport in American Society</i> . . . . .	3
	<i>Arts or humanities distribution</i> . . . . .	3

**TOTAL CREDIT HOURS** **62–65**

\* HS 118 History of Sport in America recommended.

† Students who are qualified to waive EN 101 may graduate with 62 credits.

‡ See an adviser to determine selection of either EN 102 or EN 109.

\*\* Students transferring to UMCP need pre-calculus or above.

†† The two behavioral and social sciences courses must be in different disciplines.

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate knowledge of anatomy, physiology, and biomechanics as it relates to exercise programming.
- Demonstrate an ability to recognize cardiovascular, respiratory, metabolic, and musculoskeletal risk factors that may require further evaluation by medical or allied health professionals before participation in physical activity.
- Demonstrate knowledge of the benefits and precautions associated with resistance and endurance training in a variety of age groups.
- Identify and utilize specific techniques to enhance motivation, extrinsic and intrinsic reinforcement, and stages of motivational readiness.
- Demonstrate knowledge of the recommended intensity, duration, frequency, and type of physical activity necessary for development of cardiorespiratory fitness of apparently healthy and special populations.
- Demonstrate knowledge and the ability to use the basic principles of exercise science in practical applications.
- Demonstrate knowledge of the physiological changes that occur throughout the lifespan.

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## HEALTH ENHANCEMENT/EXERCISE SCI/PHYS ED

### Exercise Science/Health Fitness Specialist A.A. (R): 157A *(continued)*

#### PROGRAM OUTCOMES *(continued)*

- Demonstrate knowledge of common drugs from each of the following classes of medications and describe the principal action and the effects on exercise testing and prescription.
- Demonstrate knowledge of safety plans, emergency procedures, and first aid techniques needed during fitness evaluations, exercise testing, and exercise training.
- Demonstrate knowledge of the health and fitness instructor's responsibilities and limitations and the legal implications of carrying out emergency procedures.
- Demonstrate knowledge of and skill in basic life support and cardiopulmonary resuscitation certification, appropriate emergency procedures, and basic first aid procedures for exercise-related injuries.
- Demonstrate knowledge and the ability to provide the initial management and first aid techniques associated with open wounds, musculoskeletal injuries, cardiovascular and pulmonary complications, and metabolic disorders.
- Demonstrate knowledge of the components of an equipment maintenance and repair program and how it may be used to evaluate the condition of exercise equipment to reduce the potential risk of injury.
- Demonstrate knowledge of the importance of a health and medical history and a medical clearance prior to exercise participation.
- Identify and demonstrate proper procedures and skills for fitness assessments including resting measures, body composition, cardiorespiratory endurance, muscle strength and endurance, and flexibility.
- Identify the advantages and disadvantages and limitations of the various protocols used for fitness assessments.
- Demonstrate an ability to teach and demonstrate the recommended intensity, duration, frequency, and type of physical activity necessary for development of cardiorespiratory fitness in an apparently healthy population.
- Demonstrate an ability to teach appropriate modifications in specific exercises for special populations.
- Identify risk factors that may be favorably modified by physical activity habits and demonstrate an ability to identify relative and absolute contraindications to exercise testing or participation.
- Identify and explain a minimum of five behavioral strategies to enhance exercise and health behavior change.
- Explain the purpose and procedures for monitoring clients prior to, during, and after cardiorespiratory fitness testing.
- Interpret information obtained from the cardiorespiratory fitness test and the muscular strength and endurance, flexibility, and body composition assessments for apparently healthy individuals and those with stable disease.
- Identify appropriate criteria for terminating a fitness evaluation and demonstrate proper procedures to be followed after discontinuing such a test.
- Identify the effects of temperature, humidity, altitude, and pollution on the physiological response to exercise.
- Describe the potential musculoskeletal injuries, cardiovascular/pulmonary complications, and metabolic abnormalities.

*(Continued)*

## HEALTH ENHANCEMENT/EXERCISE SCI/PHYS ED

### Exercise Science/Health Fitness Specialist A.A. (R): 157A (continued)

#### PROGRAM OUTCOMES (continued)

- Demonstrate an ability to differentiate between physical activity requirements for health benefits and the amount of exercise required for fitness development.
- Demonstrate an ability to describe and teach exercises designed to enhance cardiovascular conditioning, muscular strength, and/or endurance of specific major muscle groups, as well as effective exercise programming, and make modifications to exercises according to the needs of the population.
- Demonstrate knowledge and ability to teach safe and effective group exercise programs that enhance cardiorespiratory endurance, muscular fitness, and flexibility.

### Aging Studies (R): 600A

#### *Arts and Sciences A.A.*

This A.A. track is designed to provide students with the skills and content area knowledge to promote healthy aging on the individual, community, and global level. The program is designed to prepare students for further studies in areas related to aging and also to provide individuals already working in the field with the opportunity to broaden their knowledge and expertise. In addition, this program also seeks to include interested individuals from the community who desire information that will allow them to age well and experience an improved quality of life. Should the student desire to continue studies in aging, health education, or related fields, this track has been developed according to standards set by the Association for Gerontology in Higher Education ensuring transferability of credits earned to member institutions.

#### FIRST SEMESTER

BI 107	<i>Principles of Biology I</i> . . . . .	4
HE 101	<i>Personal and Community Health</i> . . . . .	3
HE 130	<i>Introduction to Aging</i> . . . . .	3
PY 102	<i>General Psychology</i> . . . . .	3
SO 101	<i>Introduction to Sociology</i> . . . . .	3

#### SECOND SEMESTER

EN 102	<i>Techniques of Reading and Writing II*</i> . . . . .	3
CH 101	<i>Principles of Chemistry I (suggested)</i>	
	<i>or</i>	
CH 109A/B	<i>Chemistry and Society Laboratory</i> . . . . .	4
HE 200	<i>Introduction to Health Behaviors</i> . . . . .	3
SO 210	<i>Aging in America</i> . . . . .	3
	<i>Mathematics foundation</i> . . . . .	3

#### THIRD SEMESTER

BI 204	<i>Human Anatomy and Physiology I</i> . . . . .	4
HE 205	<i>First Responder</i> . . . . .	3
HE 230	<i>Health in the Later Years</i> . . . . .	3
	<i>Arts distribution</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3

#### FOURTH SEMESTER

BI 205	<i>Human Anatomy and Physiology II</i> . . . . .	4
HE 109	<i>Personalized Health Fitness</i> . . . . .	3
	<i>Speech foundation</i> . . . . .	3
	<i>Arts or humanities distribution</i> . . . . .	3

**TOTAL CREDIT HOURS 61**

\* Students should check prerequisite for EN 102.

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## HEALTH ENHANCEMENT/EXERCISE SCI/PHYS ED

### Aging Studies (R): 600A *(continued)*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Define ageism and refute negative stereotypes associated with age and the aging process.
  - List and describe research methods commonly employed to study the process of human aging.
  - Demonstrate an awareness of career options available to individuals with credentials in the area of gerontology.
  - Describe current and predict future demographic trends in human aging worldwide and discuss the impact of these changes on quality of life.
  - Differentiate between true age-related and age-associated changes in human structure and function.
  - Identify and describe both normal and pathological changes in structure and function occurring with age.
  - List and analyze current biological theories of aging.
  - Analyze the relationship of current health-related behaviors and lifestyle choices to future health and longevity.
  - Discuss the impact of work, retirement, and leisure on health status and quality of life for the aging population.
  - Analyze the impact of politics, economics, and race/ethnicity on health status in the context of aging.
  - Describe the continuum of living arrangements and long-term care options available to senior citizens today.
  - Discuss the impact of “end of life” issues such as assisted suicide, grief, and bereavement on the quality of life of the aging individual.
  - Recognize and describe the value of health education and health promotion for the elderly.
  - Analyze social changes and their influence on the process of aging.
-

## HEALTH ENHANCEMENT/EXERCISE SCI/PHYS ED

### Health Education (R): 186

#### *Arts and Sciences A.A.*

This A.A. track prepares students to enter a diverse, people-oriented field in which professionals work to promote lifestyle wellness and improve the health status of society. Health educators assist people in making responsible decisions and changing behaviors to achieve a healthier lifestyle.

Professionals in this fast-growing field are employed by public and private health care organizations, government agencies, hospital wellness centers, corporate-based worksite health programs, college and university health service centers, insurance companies, private health promotion corporations, drug and alcohol rehabilitation programs, family planning agencies, and health clinics, and as education representatives for textbook publishers and pharmaceutical companies. Graduates with school health degrees teach on the elementary, secondary, and college levels, in both private and public school settings. School health educators also qualify to work in many community and governmental agencies. Job titles include patient educators, health program managers, health education teachers, community health organizers, health promotion directors, and wellness coordinators.

#### FIRST SEMESTER

BI 107	<i>Principles of Biology I</i> . . . . .	4
EN 101	Techniques of Reading and Writing I* . . . . .	3
HE 101	<i>Personal and Community Health</i> . . . . .	3
HE 120	The Science and Theory of Health . . . . .	3
PY 102	<i>General Psychology</i> . . . . .	3

#### SECOND SEMESTER

CH 101	<i>Principles of Chemistry I</i> or CH 109A/B <i>Chemistry and Society/Chemistry and Society Laboratory</i> † . . . . .	4
EN 102	<i>Techniques of Reading and Writing II</i> . . . . .	3

HE 200	Introduction to Health Behaviors . . . . .	3
SO 101	<i>Introduction to Sociology</i> . . . . .	3
	<i>Mathematics foundation</i> . . . . .	3

#### THIRD SEMESTER

BI 204	Human Anatomy and Physiology I . . . . .	4
	Health electives‡ . . . . .	5–6
	<i>Arts distribution</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3

#### FOURTH SEMESTER

BI 205	Human Anatomy and Physiology II. . . . .	4
	<i>Speech foundation</i> . . . . .	3
	<i>Arts or humanities distribution</i> . . . . .	3
	Health electives‡ . . . . .	3

**TOTAL CREDIT HOURS 60–61**

\* Students who qualify for a waiver of EN 101 may select 3 credits of electives with approval of the department.

† If CH 109 is selected, both CH 109A and CH 109B must be taken.

‡ Students must consult with departmental adviser before selecting electives from HE or other categories. Select health electives from HE 107, HE 108, HE 109, HE 111, HE 112, HE 130, HE 150, HE 202, HE 204, HE 205, and HE 230.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Define health and describe the six dimensions of wellness.
  - Identify key events, documents, and individuals important to the profession and practice of health education.
  - Differentiate between health education, health promotion, and disease prevention.
  - Describe coordinated school health and evaluate its importance to the welfare of the individual student as well as the community.
  - Identify and describe appropriate settings for conducting health education interventions.
- 

*(Continued)*

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.



## HEALTH ENHANCEMENT/EXERCISE SCI/PHYS ED

### Health Education (R): 186 *(continued)*

#### PROGRAM OUTCOMES *(continued)*

- List, define, and utilize entry-level skills and abilities required of all health educators as defined by the Commission for Health Education Credentialing and the American Association for Health Education.
- Construct and conduct a health education needs assessment.
- Design and implement an appropriate health education program based on needs assessment data.
- Construct and conduct an evaluation of a health education program or intervention.
- Describe current priorities and discuss future concerns to the profession and practice of health education.
- Describe career opportunities in the field of health education and health promotion.
- Comprehend the impact of individual health-related behaviors on health status.
- Describe the concept of risk and risk factors as related to development of acute and chronic illness.
- Describe and critique current theories of health-protective behavior, help-seeking behavior, and behavior change.
- Evaluate personal attitudes and beliefs that may influence lifestyle choices and health status.
- Demonstrate factual knowledge from content area electives including but not limited to stress management, drugs, sexuality, nutrition, first aid/CPR, women's health, and aging.



Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## HEALTH ENHANCEMENT/EXERCISE SCI/PHYS ED

### Personal Trainer Certificate (R): 191A

The personal trainer certificate curriculum is designed to develop fitness specialists who are knowledgeable and skilled in fitness, wellness instruction and program design. The curriculum blends science and theory with practical application and hands-on experience.

Students will acquire an academic foundation in the fundamental principles of exercise and nutrition in addition to a basic understanding of human anatomy and physiology. Practical skill training will focus on the development of expertise in fitness assessment, health and fitness program design, safe exercise technique, training methodology, injury prevention and care, behavior change, exercise leadership, and personal training business practice.

The certificate curriculum offers the educational framework and competencies for career opportunities in the fitness industry. Successful completion of the certificate will prepare students for many of the nationally recognized personal training certification examinations and provides a course foundation for those interested in pursuing an A.A. in exercise science/health fitness specialist. Students will have the opportunity to sit for the ACE Personal Trainer examination at a reduced fee.

HE 108	Nutrition for Fitness and Wellness . . . . . 3	PE 237	Advanced Metabolic Assessment and Program Designs . . . . . 3
HE 205	First Responder . . . . . 3	PE 238	Personal Training Techniques . . . . . 3
PE 183	Personal Fitness I . . . . . 1		Physical education elective or health elective* . . . . . 1–3
PE 186	Strength Training and Conditioning I . . . 1		
PE 202	Principles and Practices of Health-Related Fitness . . . . . 3		
PE 230	Advanced Weight Training: Theory and Program Design . . . . . 3		
			<b><u>TOTAL CREDIT HOURS 21–23</u></b>

\* Select from PE 111, PE 134, PE 135, PE 165, PE 173, PE 174, PE 190, PE 200, PE 231, and/or HE 101–204.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Demonstrate knowledge and use of cardiovascular, respiratory, metabolic, and musculoskeletal risk factors and appropriate use of health histories, physician referrals, and informed consent.
  - Demonstrate knowledge and use of appropriate fitness assessments for the following fitness components, cardiorespiratory, strength, flexibility, and body composition.
  - Demonstrate knowledge and use of appropriate exercise program development for the following fitness components, cardiorespiratory, strength, flexibility, and body composition.
  - Demonstrate knowledge and use of specific behavioral strategies to enhance exercise and health behavior change.
  - Demonstrate knowledge and use of ability to communicate effectively and teach exercise participants proper exercise techniques, exercise progression, and lifestyle change.
-

## HEALTH ENHANCEMENT/EXERCISE SCI/PHYS ED

**Physical Education Teacher Preparation/Coaching (R): 159***Arts and Sciences A.A.*

This A.A. track provides the first two years of a teacher preparation program for the elementary and secondary grade levels. Physical educators plan and direct appropriate learning experiences that focus on helping students learn to enjoy physical activity as a lifelong pursuit. Physical education specialists are trained to create teaching/learning environments where students improve movement abilities, enhance performance knowledge and motor skills, increase physical fitness, and experience personal growth both socially and emotionally. This track also includes foundation courses for students interested in coaching athletes on the interscholastic and other levels. Athletics involves recruiting, coaching, managing, and administering teams that compete against other athletic programs. Athletic programs have significantly different goals from physical education, yet often share facilities, equipment, fields, and teachers.

**FIRST SEMESTER**

BI 107	<i>Principles of Biology I</i> . . . . .	4
EN 101	Techniques of Reading and Writing I* . . . . .	3
HE 205	<i>First Responder</i> . . . . .	3
PE 183	Personal Fitness I . . . . .	1
PE 202	Principles and Practices of Health-Related Fitness . . . . .	3
PE 203	Overview of Physical Education . . . . .	3

**SECOND SEMESTER**

EN 102	<i>Techniques of Reading and Writing II</i> . . . . .	3
HE 101	Personal and Community Health . . . . .	3
PE 101–238	Physical education skills and theory <sup>†</sup> . . . . .	2
	<i>Mathematics foundation</i> . . . . .	3
	<i>Speech foundation</i> . . . . .	

**THIRD SEMESTER**

BI 204	<i>Human Anatomy and Physiology I</i> . . . . .	4
HE 108–202	Health electives <sup>†</sup> . . . . .	
	or	
PE 200	Foundations of Elementary School Physical Education . . . . .	
	or	
PE 101–238	Physical education skills and theory <sup>†</sup> . . . . .	5–6
HS 118	<i>History of Sport in America</i> . . . . .	3
	<i>Behavioral and social sciences distribution</i> ‡ . . . . .	3

**FOURTH SEMESTER**

BI 205	<i>Human Anatomy and Physiology II</i> . . . . .	4
PE 101–238	Physical education skills and theory <sup>†</sup> . . . . .	1
SO 212	<i>Sport in American Society</i> . . . . .	3
	<i>Arts distribution</i> . . . . .	3
	<i>Arts or humanities distribution</i> . . . . .	3

**TOTAL CREDIT HOURS 60–61**

\* Students who qualify for a waiver of EN 101 may select three credits of electives with approval of the departmental adviser.

† Students must consult with departmental adviser before selecting electives from HE, PE, or other categories.

‡ The two behavioral and social sciences courses must be in different disciplines.

**PROGRAM OUTCOMES**

*Upon completion of this program a student will be able to:*

- Demonstrate competency in performing and presenting motor skills and movement patterns necessary for a variety of physical activities.
- Distinguish the unique characteristics of physical education and describe the field of study's contribution to children's physical, emotional, and cognitive development.
- Identify the components of health-related fitness and the impact of physical educators in promoting these components in his or her classes.

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## HEALTH ENHANCEMENT/EXERCISE SCI/PHYS ED

### Physical Education Teacher Preparation/Coaching (R): 159 *(continued)*

#### PROGRAM OUTCOMES *(continued)*

- Demonstrate an active lifestyle through the completion of a variety of physical education activity courses.
- Identify both barriers to exercise children face and factors relevant to individual and family exercise motivation.
- Distinguish between the national and state curriculum recommendations and describe the similarities and differences of each.
- Identify the three learning domains (psychomotor, affective, and cognitive) critical to physical education and describe their importance to planning and content development.
- Compare and contrast the settings where physical education can occur and the unique requirements of each setting.
- Utilize information technology to enhance learning and personal and professional productivity.
- Recognize and utilize a wide range of resources (faculty mentoring, professional journals, national organizations, etc.) in his or her professional development.

## HEALTH INFORMATION MANAGEMENT

### Health Information Management A.A.S. (T)

*Students who plan to major in health information management will be assigned the temporary major of pre-health information management, with POS code 550, until they are officially admitted to the health information management program. Students may take preparatory courses and courses that fulfill General Education requirements during the waiting period. As an alternative to being assigned a temporary major, students waiting for admission to the health information management program may choose to major in general studies or any other open-enrollment program. The Admissions and Records Office at Takoma Park/Silver Spring will assign a matriculated code once students are admitted to the health information management program.*

This curriculum is designed to prepare students to function as health information management technicians in health record services located in hospitals, nursing homes, ambulatory care facilities, physician offices, insurance offices, government agencies, and other facilities utilizing health records. The health information management program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education in cooperation with the American Health Information Management Association's Council on Accreditation. Upon successful completion of the program, the graduate will receive the A.A.S. and will be eligible to apply to take the accreditation examination given by the American Health Information Management Association.

The health information management technician is trained in all the functions normally performed by a health record service, which can include analyzing and technically evaluating health records and reports; compiling, interpreting, and utilizing hospital and health care statistics; coding systems, diseases, and operations according to a recognized classification system; assisting

*(Continued)*

# HEALTH INFORMATION MANAGEMENT

## Health Information Management A.A.S. (T) *(continued)*

with medical facility committee procedures; releasing confidential information in accordance with legal requirements; and abstracting and retrieving medical information. Students in the curriculum are required to earn a grade of C or better in each health information management course before being allowed to proceed to the next course. Full-time and part-time students must see the program coordinator to choose an appropriate sequence of courses as outlined in the Health Information Management Student Handbook. All students must complete HI-designated courses within the three years prior to graduation. HI-designated courses not meeting this time requirement must be retaken, or the student must test out in current course content.

<b>GENERAL EDUCATION AND OTHER REQUIREMENTS</b>		HI 105	Legal Aspects of Health Information . . . . 1
<b>(31 CREDIT HOURS)</b>		HI 106	Introduction to and Legal Aspects of Health Information Laboratory . . . . . 1
EN 101	Techniques of Reading and Writing I . . . . 3	HI 111	Professional Practice Experience I . . . . . 1
	<i>English foundation . . . . . 3</i>	HI 113	Management of Health Information . . . . . 2
MA 116	<i>Elements of Statistics</i>	HI 114	Automation of Health Information . . . . . 2
<i>or</i>		HI 125	Medical Terminology I . . . . . 2
	<i>Mathematics foundation . . . . . 3</i>	HI 126	Medical Terminology II . . . . . 2
SP 108	<i>Introduction to Human Communication</i>	HI 135	Concepts of Disease . . . . . 3
<i>or</i>		HI 200	ICD Coding . . . . . 4
SP 112	<i>Business and Professional Speech</i>	HI 203	Statistics for Health Information . . . . . 2
	<i>Communication . . . . . 3</i>	HI 204	Performance Improvement in Health Information . . . . . 2
HE 107	<i>First Aid and CPR . . . . . 2</i>	HI 211	Professional Practice Experience II . . . . . 2
	<i>Arts or humanities distribution . . . . . 3</i>	HI 212	Professional Practice Experience III . . . . . 1
	<i>Behavioral and social sciences distribution . . 3</i>	HI 213	CPT Coding . . . . . 2
BI 204	<i>Human Anatomy and Physiology I* . . . . . 4</i>	HI 214	Introduction to Pharmacology . . . . . 1
BI 205	<i>Human Anatomy and Physiology II . . . . . 4</i>	HI 220	Advanced Coding and Reimbursement . . 3
CA 120	Introduction to Computer Applications . . . 3	HI 221	Ambulatory Coding . . . . . 2
		HI 222	Electronic Patient Billing . . . . . 2
		HI 226	Research in Health Information . . . . . 1
<b>HEALTH INFORMATION MANAGEMENT REQUIREMENTS</b>		<b><u>TOTAL CREDIT HOURS 70</u></b>	
<b>(39 CREDIT HOURS)</b>			
HI 103	Assembly and Analysis and Alternate Health Care Delivery . . . . . 2		
HI 104	Introduction to Health Information Management . . . . . 1		

\* Students should check the prerequisite for BI 204.

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Be employed within six months of graduation (75% of graduating class).
- Perform in a manner consistent with nationally established norms for national board examination pass rates and employment rates.
- Graduate with a 78% or higher on tests, journal articles, workbook assignments and presentations that address problem solving and critical thinking questions.
- Confirm that the objectives of the program were met (90% of graduating class).
- Demonstrate entry-level knowledge, clinical skills, and professional abilities appropriate for an HIM professional.
- Demonstrate realistic self appraisal as the basis for practicing continuous professional competence and lifelong learning.

## HEALTH INFORMATION MANAGEMENT

### Medical Coder/Abstractor/Biller Certificate (T): 218

The medical coder/abstractor/biller certificate curriculum is designed to prepare students to function as medical coders, abstractors, and billers in health record services located in hospitals, nursing homes, ambulatory care facilities, insurance companies, and governmental agencies. The coder/abstractor/biller is trained in the following functions normally performed by a health record service: analyzing and technically evaluating health records and reports; compiling, interpreting, and utilizing hospital and health care statistics; coding symptoms, diseases, and operations according to recognized classification systems; and abstracting and retrieving medical information. Students will be introduced to specialty coding and electronic billing requirements in an outpatient setting. All students must complete HI-designated courses within the three years prior to graduation. HI-designated courses not meeting this time requirement must be retaken, or the student must test out in current course content.

BI 204	Human Anatomy and Physiology I* . . . . 4	HI 135	Concepts of Disease. . . . . 3
BI 205	Human Anatomy and Physiology II. . . . 4	HI 200	ICD Coding. . . . . 4
EN 101	Techniques of Reading and Writing I. . . . 3	HI 213	CPT Coding . . . . . 2
HI 103	Assembly and Analysis and Alternate Health Care Delivery. . . . . 2	HI 214	Introduction to Pharmacology. . . . . 1
HI 125	Medical Terminology I . . . . . 2	HI 220	Advanced Coding and Reimbursement. . . 3
HI 126	Medical Terminology II. . . . . 2	HI 221	Ambulatory Coding . . . . . 2
		HI 222	Electronic Patient Billing . . . . . 2

**TOTAL CREDIT HOURS 34**

\* Students should check the prerequisite for BI 204.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Be employed within six months of graduation (75% of graduating class).
  - Achieve and maintain a first attempt pass rate for the CCA exam that meets or is higher than the national average.
  - Graduate with a 78% or higher on tests, journal articles, workbook assignments, and presentations that address problem solving and critical thinking questions.
  - Confirm that the objectives of the program were met (90% of graduating class).
  - Perform in a manner consistent with nationally established norms for national board examination pass rates and employment rates.
  - Demonstrate entry-level knowledge, clinical skills, and professional abilities appropriate for a coding professional.
  - Demonstrate realistic self-appraisal as the basis for practicing continuous professional competence and lifelong learning.
-

# HOSPITALITY MANAGEMENT

## Hospitality Management A.A.S. (R)

This program of study is for the student preparing to enter the lodging and food service industry in a supervisory and management capacity. The curriculum contains a core of required courses and General Education requirements. Students can customize their remaining studies by taking one of three concentrations: food and beverage management; management/supervision; and meeting, conference, and event planning.

### GENERAL EDUCATION AND OTHER REQUIREMENTS FOR ALL THREE TRACKS (23-25 CREDIT HOURS)

EN 101	Techniques of Reading and Writing I . . . . . 3
	<i>English foundation</i> . . . . . 3
	<i>Mathematics foundation</i> . . . . . 3
	<i>Speech foundation</i> . . . . . 3
	<i>Health foundation</i> . . . . . 1-3
	<i>Arts or humanities distribution</i> * . . . . . 3
	<i>Natural sciences distribution with lab</i> <sup>†</sup> . . . . . 4
	<i>Behavioral and social sciences distribution</i> <sup>‡</sup> . . . . . 3

### HOSPITALITY MANAGEMENT CORE COURSES (18 CREDIT HOURS)

AC 201	Accounting I . . . . . 4
FM 103	Introduction to Nutrition . . . . . 3
FM 105	Food Service Sanitation . . . . . 1
HM 100	Customer Service in the Hospitality Industry . . . . . 1
HM 101	Introduction to the Hospitality Industry . . . . . 3
HM 121	Supervision and Leadership in the Hospitality Industry** . . . . . 3
HM 210	Hospitality Practicum . . . . . 3

### FOOD AND BEVERAGE TRACK: 347A (22-23 CREDIT HOURS)

FM 107	Food and Beverage Management** . . . . . 3
FM 110	Principles of Food Production . . . . . 2
FM 111	Principles of Food Production—Laboratory . . . . . 2
FM 204	Catering and Banquets # . . . . . 3
FM 208	Food and Beverage Cost Control # . . . . . 3
HM 240	Lodging and Food Service Sales and Advertising** . . . . . 3
	FM/HM electives . . . . . 6-7

\* A foreign language is recommended.

<sup>†</sup> CH 109A and B are recommended.

<sup>‡</sup> EC 201 is recommended.

\*\* Offered fall only.

# Offered spring only.

### TOTAL CREDIT HOURS FOR FOOD AND BEVERAGE TRACK 63-66

#### MANAGEMENT/SUPERVISION TRACK: 347B (21-22 CREDIT HOURS)

FM 107	Food and Beverage Management**
	or
HM 143	Management of Front Office Operations # . . . . . 3
HM 201	Lodging and Food Service Law** . . . . . 3
HM 207	Legal Issues in Labor Management # . . . . . 3
HM 212	Managing Hospitality Human Resources # . . . . . 3
HM 220	Property Security and Facilities Management** . . . . . 3
	FM/HM electives . . . . . 6-7

### TOTAL CREDIT HOURS FOR MANAGEMENT/SUPERVISION TRACK 62-65

#### MEETING, CONFERENCE, AND EVENT PLANNING TRACK: 347C (21-22 CREDIT HOURS)

FM 107	Food and Beverage Management** . . . . . 3
FM 204	Catering and Banquets # . . . . . 3
FM 208	Food and Beverage Cost Control # . . . . . 3
HM 201	Lodging and Food Service Law** . . . . . 3
HM 240	Lodging and Food Service Sales and Advertising** . . . . . 3
HM 250	Meeting, Conference, and Event Planning # . . . . . 3
	FM/HM elective . . . . . 3-4

### TOTAL CREDIT HOURS FOR MEETING, CONFERENCE, AND EVENT PLANNING TRACK 62-65

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## HOSPITALITY MANAGEMENT

### Hospitality Management A.A.S. (R) *(continued)*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Appreciate the complexity of the hospitality industry as a whole.
  - Enter, with junior standing, a four-year university with a major in hospitality management.
  - Enter a management training program in lodging management.
  - Demonstrate an ability to work effectively as a member of a team, provide exemplary customer service, and perform responsibilities in an ethical manner.
  - Be sensitive to the importance of diversity in the hospitality industry.
  - In addition to the aforementioned outcomes, be able to explain general management theory as it applies to his or her specific area of concentration:
    - For food and beverage, explain theory as it applies to food and lodging management.
    - For management/supervision, explain theory as it applies to lodging management.
    - for meeting, conference, and event planning, explain theory as it applies to food and beverage management and be able to manage all major aspects of meeting, conference, and event planning.
- 

### Food and Beverage Management Certificate (R): 055

This curriculum is designed for students seeking employment in the food industry. It provides students with a background in food and beverage management and costs, including an updating and/or upgrading of skills for workers already holding industry jobs. Students wishing to pursue a degree may continue in the hospitality management program.

FM 103 Introduction to Nutrition . . . . . 3	FM 204 Catering and Banquets . . . . . 3
FM 105 Food Service Sanitation . . . . . 1	FM 208 Food and Beverage Cost Control . . . . . 3
FM 107 Food and Beverage Management . . . . . 3	HM 100 Customer Service in the Hospitality Industry . . . . . 1
FM 110 Principles of Food Production— Lecture . . . . . 2	HM 121 Supervision and Leadership in the Hospitality Industry . . . . . 3
FM 111 Principles of Food Production— Laboratory . . . . . 2	HM elective . . . . . 3

**TOTAL CREDIT HOURS 24**

*(Continued)*



## HOSPITALITY MANAGEMENT

### Food and Beverage Management Certificate (R): 055 *(continued)*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Appreciate the complexity of the hospitality industry as a whole.
- Explain general management theory as it applies to food and beverage management.
- Enter, with junior standing, a four-year university with a major in hospitality management.
- Enter a management training program in food and beverage management.
- Demonstrate an ability to work effectively as a member of a team.
- Demonstrate an ability to provide exemplary customer service.
- Demonstrate an ability to perform responsibilities in an ethical manner.
- Be sensitive to the importance of diversity in the hospitality industry.

### Food and Beverage Management Letter of Recognition (R): 814

This sequence of three courses is designed for persons who wish to develop skills in food and beverage management. To complete each course in this sequence, students need to demonstrate skills in the following areas: the role of the supervisor in a food and beverage operation; the nature of leadership; the importance of communication; morale and motivation. A grade of C or better is required in each course in the sequence.

FM 107	Food and Beverage Management . . . . . 3	HM 121	Supervision and Leadership in the Hospitality Industry . . . . . 3
FM 208	Food and Beverage Cost Controls . . . . . 3		

**TOTAL CREDIT HOURS 9**

*Upon successful completion of this course of study, and application to the Admissions and Records Office, the letter of recognition in food and beverage management will be issued by the director of admissions and enrollment management.*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Appreciate the complexity of the hospitality industry as a whole.
- Explain general management theory as it applies to food and beverage management, including the principles of supervision and leadership, the importance of communication, and morale and motivation.
- Demonstrate an ability to work effectively as a member of a team, provide exemplary customer service, and perform responsibilities in an ethical manner.
- Be sensitive to the importance of diversity in the hospitality industry.

## HOSPITALITY MANAGEMENT

### Hospitality Supervision and Leadership Certificate (R): 233

This program of study is designed for individuals in a lodging or food service operation who wish to supplement or enhance their college degree and receive supervisory/leadership training. Students can customize the program by choosing courses in lodging or food service specialties.

HM 100 Customer Service in the Hospitality Industry . . . . . 1	HM 201 Lodging and Food Service Law . . . . . 3
HM 121 Supervision and Leadership in the Hospitality Industry . . . . . 3	HM 207 Legal Issues in Labor Management . . . . . 3
FM 107 Food and Beverage Management	HM 212 Managing Hospitality Human Resources . . . . . 3
<i>or</i>	HM 220 Hotel Property Management . . . . . 3
HM 143 Management of Front Office Operations . . . . . 3	FM or HM elective . . . . . 3
	<b><u>TOTAL CREDIT HOURS 22</u></b>

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Appreciate the complexity of the hospitality industry as a whole.
  - Explain general management theory as it applies to hospitality supervision and leadership.
  - Enter, with junior standing, a four-year university with a major in hospitality management.
  - Enter a management training program in lodging management.
  - Demonstrate an ability to work effectively as a member of a team.
  - Demonstrate an ability to provide exemplary customer service.
  - Demonstrate an ability to perform responsibilities in an ethical manner.
  - Be sensitive to the importance of diversity in the hospitality industry.
- 

### Hospitality Supervision and Leadership Letter of Recognition (R): 813

This sequence of three courses is designed for persons who wish to develop skills in lodging management. To complete each course in this sequence, students need to demonstrate skills in the following areas: the role of the supervisor in a lodging operation; the nature of leadership; the importance of communication; morale and motivation. A grade of C or better is required in each course in the sequence.

HM 121 Supervision and Leadership in the Hospitality Industry . . . . . 3	HM 212 Managing Hospitality Human Resources . . . . . 3
HM 207 Legal Issues in Labor Management . . . . . 3	
	<b><u>TOTAL CREDIT HOURS 9</u></b>

*Upon successful completion of this course of study, and application to the Admissions and Records Office, the letter of recognition in hospitality supervision and leadership will be issued by the director of admissions and enrollment management.*

(Continued)

## HOSPITALITY MANAGEMENT

### Hospitality Supervision and Leadership Letter of Recognition (R): 813 *(continued)*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Appreciate the complexity of the hospitality industry as a whole.
- Explain general management theory as it applies to management of a lodging operation, including the principles of supervision and leadership, the importance of communication, and morale and motivation.
- Demonstrate an ability to work effectively as a member of a team, provide exemplary customer service, and perform responsibilities in an ethical manner.
- Be sensitive to the importance of diversity in the hospitality industry.

### Meeting, Conference, and Event Planning Certificate (R): 237

This program of study is designed for individuals working in the hospitality industry or related industry who wish to enhance their college degree in the field of meeting, conference, and event planning. The certificate focuses on all major aspects involved with planning a meeting, conference, or event, including courses in catering and banquets, food and beverage cost control, lodging and food service law, and sales and advertising of lodging and food services.

FM 107	Food and Beverage Management . . . . . 3	HM 201	Lodging and Food Service Law. . . . . 3
FM 204	Catering and Banquets . . . . . 3	HM 240	Lodging and Food Service Sales and Advertising. . . . . 3
FM 208	Food and Beverage Cost Controls. . . . . 3	HM 250	Meeting and Conference Operations . . . 3
HM 121	Supervision and Leadership in the Hospitality Industry . . . . . 3		
			<b><u>TOTAL CREDIT HOURS 21</u></b>

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Appreciate the complexity of the hospitality industry as a whole.
- Explain general management theory as it applies to hospitality management.
- Understand and/or be able to manage all major aspects of meeting, conference, or event planning, including catering and banquets, food and beverage cost control, lodging and food service law, and sales and advertising.
- Demonstrate an ability to work effectively as a member of a team, provide exemplary customer service, and perform responsibilities in an ethical manner.
- Be sensitive to the importance of diversity in the hospitality industry.

## HOSPITALITY MANAGEMENT

### Meeting, Conference, and Event Planning Letter of Recognition (R): 815

This sequence of three courses is designed for persons who wish to develop skills in meeting and event planning. To complete each course in this sequence, students need to demonstrate skills in the following areas: market research, advertising, accounting, food and beverage cost controls, meeting and event planning, and time management. A grade of C or better is required in each course in the sequence.

FM 208	Food and Beverage Cost Controls. . . . . 3	HM 250	Meeting and Conference Operations. . . . . 3
HM 240	Lodging and Food Service Sales and Advertising. . . . . 3		
			<b><u>TOTAL CREDIT HOURS 9</u></b>

*Upon successful completion of this course of study, and application to the Admissions and Records Office, the letter of recognition in meeting, conference, and event planning will be issued by the director of admissions and enrollment management.*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Appreciate the complexity of the hospitality industry as a whole.
  - Explain general management theory as it applies to the hospitality industry and demonstrate skills in key aspects of meeting, conference, and event planning: market research, advertising, accounting, food and beverage cost controls, and time management.
  - Demonstrate an ability to work effectively as a member of a team, provide exemplary customer service, and perform responsibilities in an ethical manner.
  - Be sensitive to the importance of diversity in the hospitality industry.
- 

## INFORMATION SYSTEMS SECURITY

### Information Systems Security A.A.S.: 356

This A.A.S. program prepares students for entry-level positions in information systems security. The program emphasizes computer security and information assurance concepts augmented with current industry standard techniques. Topics cover threats and vulnerabilities, prevention at the technical (hardware and software) and human levels, detection, response, and management aspects of security.

The program prepares entry-level computer technicians with information security expertise and also offers students a transfer option to four-year institutions. The proposed program of study is designed to address the needs for increasing the number of trained workers qualified to work in information security in the homeland security industry. The program is expected to meet National Security Telecommunications and Systems Security Instruction (NSTISSI) 4011 standards. It will also help prepare students to sit for a variety of industry certifications, including the Computing Technology Industry Association's (CompTIA) A+, Network+ and Security+ certifications; Cisco Certified Network Associate (CCNA) certification; and the Security Certified Network Professional (SCNP) certification.

*(Continued)*

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## INFORMATION SYSTEMS SECURITY

### Information Systems Security A.A.S.: 356 (continued)

#### GENERAL EDUCATION (20 CREDIT HOURS)

<i>English foundation</i> . . . . .	3
<i>Mathematics foundation</i> . . . . .	3
<i>Health foundation</i> . . . . .	1
<i>Speech foundation</i> . . . . .	3
<i>Arts or humanities distribution</i> . . . . .	3
<i>Behavioral and social science distribution</i> . . . . .	3
<i>Natural sciences distribution with lab</i> . . . . .	4

NW 151	Introduction to Networking	3
NW 173	Network Security	4
NW 203	Microsoft Windows Server	3
NW 245	Hardening the Infrastructure	3
NW 246	Network Defense and Countermeasures	3
NW 252	Cisco Networking 2	3
NW 253	Cisco Networking 3	3
NW 254	Cisco Networking 4	3
NW 270	Information Security Capstone	3
PL 202	Introduction to the Study of Ethics	3
	Elective from approved list*	3 (4)

#### INFORMATION SYSTEMS SECURITY REQUIREMENTS (24 CREDIT HOURS)

CS 110	Computer Concepts	3
NW 127	Microcomputer Control Programs	3

**TOTAL CREDIT HOURS 60–61**

\*Approved electives: EN 101, MG 288, NW 140, NW 170, NW 199, NW 207, NW 255, NW 256, NW 261, NW 262, NW 263, NW 275

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Apply software patches to operating systems and applications.
- Assess a computer system's security vulnerabilities using appropriate resources.
- Use standard software tools to detect attempted security breaches of computer systems.
- Implement computer network security defenses.
- Assess their professional responsibility in the areas of individual privacy, intellectual property rights, and ethics and codes of conduct.
- Sit for the following certification exams: CCNA (Cisco Certified Network Associate) certificate, CompTIA Network+ certificate, CompTIA Security+ certificate, and Security Certified Network Professional (SCNP).

### Information Systems Security Certificate: 242

This career curriculum prepares student for entry-level positions in information systems security. Intended for those already employed in computing or who have a computing background, the certificate emphasizes computer security and information assurance concepts augmented with current industry standard techniques. Topics cover threats and vulnerabilities, prevention at the technical (hardware and software) and human levels, detection, response, and management aspects of security. This program of study is built upon the National Security Telecommunications and Systems Security Instruction (NSTISSI) 4011 and provides the foundation for students to sit for the following industry-recognized certifications: Network+, Security+, CCNA (Cisco Certified Network Associate), and SCNP (Security Certified Network Professional). If the student selects NW 140 as an elective, the student will also be prepared to sit for the A+ certification exam.

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## INFORMATION SYSTEMS SECURITY

### Information Systems Security Certificate: 242 *(continued)*

CS 110	Computer Concepts . . . . .	3	NW 252	Cisco Networking 2 . . . . .	3
NW 127	Microcomputer Control Programs . . . . .	3	NW 253	Cisco Networking 3 . . . . .	3
NW 151	Introduction to Networking . . . . .	3	NW 254	Cisco Networking 4 . . . . .	3
NW 173	Network Security . . . . .	4	NW 270	Information Security Capstone . . . . .	3
NW 203	Microsoft Windows Server . . . . .	3	PL 202	Introduction to the Study of Ethics . . . . .	3
NW 245	Hardening the Infrastructure . . . . .	3		Elective from approved list* . . . . .	3 (4)
NW 246	Network Defense and Countermeasures .	3			

**TOTAL CREDIT HOURS 40-41**

\*Approved electives: MG 288, NW 207, NW 256, NW 261, NW 262, NW 263 , NW 275

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Apply software patches to operating systems and applications.
  - Assess a computer system's security vulnerabilities using appropriate resources.
  - Use standard software tools to detect attempted security breaches of computer systems.
  - Implement computer network security defenses.
  - Assess their professional responsibility in the areas of individual privacy, intellectual property rights, and ethics and codes of conduct.
  - Sit for the following certification exams: CCNA (Cisco Certified Network Associate) certificate, CompTIA Network+ certificate, CompTIA Security+ certificate, and Security Certified Network Professional (SCNP).
- 

## INTERIOR DESIGN

Students interested in interior design can earn an A.A., an A.A.S., or a certificate (three certificates are available).

### Interior Design—Preprofessional (R): 102

*Arts and Sciences A.A.*

This transfer program offers beginning college-level courses for students who desire to continue study toward an advanced interior design degree. Content offerings will include concentration on general studies and interior design foundations, fundamental design, drawing, color, space planning, finish treatments, and professional business practices for interior designers. Technical development will include basic knowledge of drafting, historical topics, and presentation techniques for interior designers. Completion of all requirements for this program will lead to the award of the A.A. in arts and sciences.

A suggested course sequence for students follows; all students should consult an interior design adviser before entering the program.

*(Continued)*

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## INTERIOR DESIGN

### Interior Design—Preprofessional (R): 102 (continued)

#### FIRST SEMESTER

AR 101	<i>Introduction to Drawing</i> . . . . .	3
ID 101	Interior Design I . . . . .	3
ID 103	Interiors: Design Principles . . . . .	3
ID 105	Interiors: Technical Drawing and Drafting . . . . .	3
	<i>Health foundation</i> . . . . .	1
	<i>Mathematics foundation</i> . . . . .	3

#### SECOND SEMESTER

ID 104	Interior Design II* . . . . .	3
	ID professional electives <sup>†</sup> . . . . .	3
	<i>English foundation</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3
	<i>Natural sciences distribution with lab</i> ‡ . . . . .	4

#### THIRD SEMESTER

AR 107	<i>Art History: Ancient to 1400</i> <i>or</i>	
AR 209	<i>Architectural History Ancient to 1400</i> <i>or</i>	

ID 211	<i>Historic Interiors I*</i> . . . . .	3
ID 106	Interiors: Advanced Presentation Techniques* . . . . .	3
ID 221	Interior Design: Residential* . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	6

#### FOURTH SEMESTER

AR 108	Art History: 1400 to Present <i>or</i>	
AR 210	Architectural History: 1400 to Present <i>or</i>	
ID 212	Historic Interiors II* . . . . .	3
ID 222	Interior Design: Commercial/ Contract* . . . . .	3
ID 260	Business Practices and Procedures for Interior Design* . . . . .	3
SP 108	<i>Introduction to Human Communication</i> . . . . .	3
	<i>Natural sciences distribution without lab</i> . . . . .	3

**TOTAL CREDIT HOURS 62**

\* This ID course may not be offered every semester; advising by interior design adviser is required.

† Students should consult with interior design adviser before selecting professional electives.

‡ CH 109A and B or PH 110 is recommended.

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Apply design principles and color theory in the execution of interior design projects.
- Identify the correct textiles, materials, finishes, and furniture for specifications.
- Collect and interpret the data necessary to solve interior design problems.
- Demonstrate their understanding of one of the following: historic interiors, art history, or architectural history.
- Be familiar with interior design principles and ethics.
- Execute presentation and construction drawings.
- Be familiar with the practice and ethics of interior design.
- Demonstrate basic reading, writing, speaking, and mathematics skills.
- Demonstrate basic understanding of two natural sciences, two social and/or behavioral sciences and two humanities, of their choice, as required for transfer to a four-year program.
- Demonstrate basic fine art drawing skills.

## INTERIOR DESIGN

### Interior Design—Preprofessional (R) A.A.S.

This program prepares students for entry-level positions in interior design and related professions or for portfolio preparation for transfer to out-of-state institutions. Content offerings will include fundamental design, drawing, color, space planning, historical topics; fabrics, lighting, window, wall, and floor treatments; and professional business practices for interior designers. Technical development will include architectural drafting; preparation of estimates; design analysis; kitchen, bath, structural, mechanical, and electrical systems; and advanced presentation techniques for interior designers. Completion of requirements for this program will lead to the award of the A.A.S.

Students may select one of two tracks: (1) the general track, which allows students to select nine ID professional electives; or (2) the NKBA track, which meets the requirements of the National Kitchen and Bath Association accreditation and requires specific courses instead. A grade of B or better is required in all interior design classes for the NKBA track degree. If these conditions are not met, a general track degree will be awarded. Students with the NKBA track degree will be able to sit for the NKBA AKBD examination upon graduation.

A suggested course sequence for full-time students follows. All students should consult an interior design adviser before entering the program.

**GENERAL EDUCATION AND OTHER REQUIREMENTS  
NECESSARY FOR ALL THREE TRACKS (53 CREDIT HOURS)**

	<i>English foundation</i> . . . . .	3	ID 105	Interiors: Technical Drawing and Drafting . . . . .	3
	<i>Mathematics foundation</i> . . . . .	3	ID 106	Interiors: Advanced Presentation Techniques <sup>†</sup> . . . . .	3
	<i>Speech foundation</i> . . . . .	3	ID 180	Interiors: Computer Presentation Techniques <sup>†</sup> . . . . .	3
	<i>Health foundation</i> . . . . .	1	ID 221	Interior Design: Residential <sup>†</sup> . . . . .	3
ID 211	<i>Historic Interiors I</i> <sup>†</sup> . . . . .	3	ID 234	Textiles <sup>†</sup> . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3	ID 212	Historic Interiors II <sup>†</sup> . . . . .	3
	<i>Natural sciences distribution with lab</i> * . . . . .	4	ID 222	Interior Design: Commercial/Contract <sup>†</sup> . . . . .	3
ID 101	Interior Design I . . . . .	3	ID 260	Business Practices and Procedures for Interior Design <sup>†</sup> . . . . .	3
ID 103	Interiors: Design Principles . . . . .	3			
ID 104	Interior Design II <sup>†</sup> . . . . .	3			

\* CH 109A and B or PH 110 is recommended.

<sup>†</sup> This ID course may not be offered every semester; advising by interior design adviser is required.

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.



# INTERIOR DESIGN

## Interior Design—Preprofessional (R): A.A.S. *(continued)*

**GENERAL TRACK: 306A PROFESSIONAL ELECTIVES  
(SELECT 9 CREDIT HOURS)**

ID 243	Kitchen Design *†	1
ID 244	Bath Design *†	1
ID 245	Kitchen and Bath Appliances and Equipment *†	1
ID 246	Interiors Systems*†	1
ID 247	Codes for Interiors *†	1
ID 248	Interior Materials and Finishes *†	1
ID 249	Interiors: Green Design *†	1
ID 250	Lighting *†	1
ID 252	Faux Finishes *†	1
ID 253	Furniture Design *†	1
ID 254	Furniture Production*†	1

ID 255	Accessible Design*†	1
ID 256	Government Contracts*†	1
ID 261	Interiors: Professional Practicum/ Internship	1-3
ID 262	Interiors: Professional Experience	1-3
ID 263	Projects in Interior Design *†	1
ID 264	Portfolio Review and Preparation*†	1
ID 281	Interiors: Independent Study/ Research	1-3
ID 282	Interiors: Advanced Independent Study/Research	1-3

**TOTAL CREDIT HOURS FOR  
GENERAL TRACK 62**

\* This ID course may not be offered every semester; advising by interior design adviser is required.

† Students should consult with interior design adviser before selecting professional electives. Maximum of 4 credits from ID 261, ID 262, ID 281, ID 282. Minimum of 5 credits from ID 1-credit courses.

**NKBA-ACCREDITED TRACK: 306B (9 CREDIT HOURS)**

ID 243	Kitchen Design*	1
ID 244	Bath Design*	1
ID 245	Kitchen and Bath Appliances and Equipment *	1
ID 246	Interior Systems*	1

ID 247	Codes for Interiors*	1
ID 248	Interior Materials and Finishes*	1
ID 261	Interiors: Professional Practicum/ Internship†	3

**TOTAL CREDIT HOURS FOR  
NKBA-ACCREDITED TRACK 62**

\* This ID course may not be offered every semester; advising by interior design adviser is required.

† Internship must be approved by interior design adviser.

### PROGRAM OUTCOMES FOR GENERAL AND NKBA-ACCREDITED TRACKS

*Upon completion of this program a student will be able to:*

- Apply design principles and color theory in the execution of interior design projects.
- Identify the correct textiles, materials, finishes, and furniture for specifications.
- Collect and interpret the data necessary to solve interior design problems.
- Demonstrate their understanding of the historic styles of interior design.
- Be familiar with interior design principles and ethics.
- Execute presentation and construction drawings.
- Be familiar with the practice and ethics of interior design.
- Demonstrate basic reading, writing, speaking, and mathematics skills.
- Demonstrate basic understanding of one natural science and a social or behavioral science of their choice.

## INTERIOR DESIGN

### Introductory Interior Design Certificate (R): 226

This curriculum is intended to provide new skills for individuals with no previous related education or experience; for students currently employed in unrelated careers, intending to make a significant career change; and for individuals intending to enter a first career in an entry-level assistantship position. Focus includes general foundation core education in interior design, combined with advanced and more technical courses, geared specifically to meet the career goals of the student. Course selection requires close supervision by the interior design adviser.

ID 101 Interior Design I . . . . . 3	ID 211 Historic Interiors I*
ID 103 Interiors: Design Principles* . . . . . 3	<i>or</i>
ID 104 Interior Design II* . . . . . 3	ID professional electives <sup>†</sup> . . . . . 3
ID 105 Interiors: Technical Drawing and Drafting . . . . . 3	ID 212 Historic Interiors II*
ID 106 Interiors: Advanced Presentation Techniques*	<i>or</i>
<i>or</i>	ID professional electives <sup>†</sup> . . . . . 3
ID 180 Interiors: Computer Presentation Techniques* . . . . . 3	ID 260 Business Practices and Procedures for Interior Design* . . . . . 3
	ID professional electives <sup>†</sup> . . . . . 6
	<b><u>TOTAL CREDIT HOURS 30</u></b>

\* This ID course may not be offered every semester.

<sup>†</sup> ID professional electives: ID 221, ID 222, ID 234, ID 261, and one-credit ID professional electives. Select electives in consultation with interior design adviser.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Apply design principles and color theory at a basic level in the execution of interior design projects.
  - Identify the correct textiles, materials, finishes, and furniture for simple specifications.
  - Collect and interpret the data necessary to solve simple interior design problems.
  - Execute basic presentation and construction drawings.
  - Be familiar with interior design principles and ethics.
- 

### Advanced Interior Design Certificate (R): 224

This curriculum is intended to upgrade skills for currently employed individuals in interiors-related careers, to provide new skills, or to provide skills for a change in job specialization. The concentration is on technical and specialized education in advanced design topics, such as lighting, kitchen, bath, office, ADA, specifications, and other specialty career options within the interior design profession. Portfolio and/or resume review approval by the program adviser is required prior to enrollment in the advanced courses.

*(Continued)*

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## INTERIOR DESIGN

### Advanced Interior Design Certificate (R): 224 *(continued)*

ID 106	Interiors: Advanced Presentation Techniques*	ID 221	Interior Design: Residential* <i>and/or</i>
<i>and/or</i>		ID 222	Interior Design: Commercial/ Contract* . . . . . 3-6
ID 180	Interiors: Computer Presentation Techniques* . . . . . 3-6	ID 260	Business Practices and Procedures for Interior Design* . . . . . 3
ID 211	Historic Interiors I* <i>and/or</i>		CT and/or ID professional electives <sup>†</sup> . . . . . 9-18
ID 212	Historic Interiors II* . . . . . 3-6		
<b><u>TOTAL CREDIT HOURS 30</u></b>			

\* This ID course may not be offered every semester.

<sup>†</sup> ID professional electives: ID 234, ID 261, ID 262, one-credit ID professional electives, or CT elective as determined in consultation with the interior design adviser.

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Apply design principles and color theory in the execution of interior design projects.
- Identify the correct textiles, materials, finishes, and furniture for specifications.
- Collect and interpret the data necessary to solve interior design problems.
- Execute presentation and construction drawings.
- Be familiar with interior design principles and ethics.

### Design Industry Partnership Certificate (R): 225

This curriculum is intended to provide basic skills and foundation education in interior design and in a specialized career topic, indirectly related to interior design, in disciplines that partner with the interior design community.

Typical interior design industry partners include advertising designers, architects, business owners (merchandising/retailing), contractors and builders, craftspeople, custom fabricators (drapery, etc.), fine artists (including sculptors), furniture designers and manufacturers, health care providers, insurance brokers, interior landscape designers, interior photographers, lawyers, mural artists and faux finishers, product representatives, specifiers and draftspeople, theater and set designers, weavers and textile manufacturers, and Web designers. The curriculum will provide the necessary knowledge of interior design as it relates to the student's success in a career that requires a professional partnership with interior designers.

The selected interior design courses will be taken in combination with the courses selected from the other discipline, or the student will demonstrate experience and accomplishment or completion of the other discipline. College sources, such as program coordinators from the "partner" disciplines, will be consulted for advising in the course selection. Close advising by the interior design coordinator is required.

*(Continued)*

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## INTERIOR DESIGN

### Design Industry Partnership Certificate (R): 225 *(continued)*

ID 101	Interior Design I . . . . .	3	ID 260	Business Practices and Procedures for Interior Design* . . . . .	3
ID 103	Interiors: Design Principles . . . . .	3		Industry partner discipline elective <sup>‡</sup> . . . . .	15
ID 104	Interior Design II* . . . . .	3			
ID 105	Interiors: Technical Drawing and Drafting* . . . . .	3			
<b>TOTAL CREDIT HOURS</b>					<b><u>30<sup>‡</sup></u></b>

\* This ID course may not be offered every semester.

<sup>†</sup> Select industry partner discipline electives related to student goals in consultation with program advisers. Elective areas may include accounting, architecture, art, building trades, business/management, computer graphics, construction, landscape, law, photography, and other areas as appropriate.

<sup>‡</sup> Up to 12 credits can be waived, with appropriate proof of career success in one of the industry partner disciplines named.

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Apply design principles and color theory at a basic level in the execution of interior design projects.
- Collect and interpret the data necessary to solve simple interior design problems.
- Execute basic presentation and construction drawings.
- Complete similar studies in a related field.
- Integrate his or her studies in interior design into his or her other field of study.

## LANDSCAPE TECHNOLOGY

### Landscape Technology A.A.S. (G): 328

This program provides the student with a comprehensive mixture of academic and practical training in the field of ornamental horticulture. The flexible curriculum can accommodate career interests in either landscape contracting or design. Students will learn to design and draft landscape plans; install, construct, and maintain landscapes; and identify, select, and plant woody and herbaceous plants.

Career opportunities include positions as landscape supervisors, nursery managers, landscape contractors, and landscape designers. This program will also serve to expand the knowledge and skills of persons already working in the profession and give the student enough knowledge and experience to establish a private landscape, grounds maintenance, nursery, or greenhouse business.

Courses include those general subjects required for graduation (General Education foundation and distribution requirements); those necessary for acquiring landscaping fundamentals (core requirements); and those that reinforce the student's area of interest (landscape contracting or landscape design). This program is approved by the Landscape Contractors Association.

*(Continued)*

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

# LANDSCAPE TECHNOLOGY

## Landscape Technology A.A.S. (G): 328 (continued)

### GENERAL EDUCATION AND OTHER REQUIREMENTS (23-25 CREDIT HOURS)

EN 101	Techniques of Reading and Writing I . . . . . 3
	<i>English foundation . . . . . 3</i>
BI 101	General Biology . . . . . 4
	<i>Mathematics foundation . . . . . 3</i>
	<i>Speech foundation . . . . . 3</i>
	<i>Health foundation . . . . . 1–3</i>
	<i>Arts or humanities distribution . . . . . 3</i>
	<i>Behavioral and social sciences</i>
	<i>distribution . . . . . 3</i>

### LANDSCAPE TECHNOLOGY CORE REQUIREMENTS (22-23 CREDIT HOURS)

BA 101	Introduction to Business
	<i>or</i>
MG 101	Principles of Management
	<i>or</i>
MG 205	Organizational Behavior . . . . . 3
CA 120	Introduction to Computer Applications . . . 3
CH 100A	Introductory College Chemistry
	<i>or</i>
CH 101	Principles of Chemistry I . . . . . 3–4
LN 101	Introduction to Landscape Technology . . 2
LN 108	Plant Materials I . . . . . 3
LN 109	Plant Materials II . . . . . 3
LN 118	Landscape Management . . . . . 3
LN 280	Landscape Technology Internship . . . . . 2

In addition to the preceding list, select at least 15 credits from the following two course lists. Please consult a landscape technology adviser before selecting these courses.

### LANDSCAPE CONTRACTING COURSES

LN 110	Herbaceous Plant Materials . . . . . 3
LN 115	Water Garden Management . . . . . 2
LN 150	Introduction to Arboriculture . . . . . 1
LN 190	Pesticide Use and Safety . . . . . 2
LN 204	Landscape Construction Methods and Estimating . . . . . 3
LN 209	Interior and Greenhouse Plants . . . . . 3
LN 215	Pest Management . . . . . 3
LN 222	Turfgrass Management . . . . . 3
LN 223	Diseases of Ornamental Plants . . . . . 3

LN 225	Nursery Management . . . . . 3
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### LANDSCAPE DESIGN COURSES

LN 110	Herbaceous Plant Materials . . . . . 3
LN 115	Water Garden Management . . . . . 2
LN 120	Landscape Graphics . . . . . 3
LN 130	Landscape Design . . . . . 3
LN 140	Creating Gardens in a Digital Age . . . . . 2
LN 204	Landscape Construction Methods and Estimating . . . . . 3

**TOTAL CREDIT HOURS 60–63**

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Describe the basic morphology and anatomy of a woody plant.
- Describe the key factors that influence plant growth and seed germination.
- Identify and correct common nutritional and abiotic problems found in the landscape.
- Describe the major types of pruning and training used on plant material.
- Design, draft, and implement landscape plans.
- Install, construct, and maintain landscapes.
- Identify over 200 woody and herbaceous plants.
- Identify over 50 common landscape and lawn weeds.

## LANDSCAPE TECHNOLOGY

### Landscape Technology Certificate (G): 140

This curriculum provides training, skills, and technical knowledge for landscape industry employees or allows students to obtain positions in the field of ornamental horticulture. Students may train in either landscape contracting or landscape design. Students may enter the job market immediately upon completion of the curriculum or apply earned credits toward an A.A.S. in landscape technology. Selected courses in this curriculum have been approved by the Maryland Department of Agriculture to prepare the horticultural professional for pesticide application certification in Category III (Turf and Ornamentals). These courses include LN 118, LN 190, LN 215, LN 222, and LN 223. For more information contact the landscape technology adviser or the Maryland Department of Agriculture.

#### LANDSCAPE TECHNOLOGY CORE REQUIREMENTS (16 CREDIT HOURS)

BA 101	Introduction to Business	
<i>or</i>		
MG 101	Principles of Management	
<i>or</i>		
MG 205	Organizational Behavior	3

LN 101	Introduction to Landscape Technology	2
LN 108	Plant Materials I	3
LN 109	Plant Materials II	3
LN 118	Landscape Management	3
LN 280	Landscape Technology Internship	2

In addition to the preceding list, select five courses from the following two course lists (if the same course appears in both lists, it can only be taken once to fulfill this requirement). Please consult a landscape technology adviser before selecting these courses.

#### LANDSCAPE CONTRACTING COURSES

LN 110	Herbaceous Plant Materials	3
LN 115	Water Garden Management	2
LN 150	Introduction to Arboriculture	1
LN 190	Pesticide Use and Safety	2
LN 204	Landscape Construction Methods and Estimating	3
LN 209	Interior and Greenhouse Plants	3
LN 215	Pest Management	3
LN 222	Turfgrass Management	3
LN 223	Diseases of Ornamentals	3
LN 225	Nursery Management	3

#### LANDSCAPE DESIGN COURSES

LN 110	Herbaceous Plant Materials	3
LN 115	Water Garden Management	2
LN 120	Landscape Graphics	3
LN 130	Landscape Design	3
LN 140	Creating Gardens in a Digital Age	2
LN 204	Landscape Construction Methods and Estimating	3

**TOTAL CREDIT HOURS 28–31**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Describe the basic morphology and anatomy of a woody plant.
- Describe the key factors that influence plant growth and seed germination.
- Identify and correct common nutritional and abiotic problems found in the landscape.
- Describe the major types of pruning and training used on plant material.
- Design, draft, and implement landscape plans.
- Install, construct, and maintain landscapes.
- Identify over 200 woody and herbaceous plants.
- Identify over 50 common landscape and lawn weeds.

## LIBERAL ARTS AND SCIENCES

There are two tracks in the liberal arts and sciences curricula: arts and international studies. These tracks are designed for students who plan to earn the bachelor's degree from the upper division of a college or university or for those who do not plan to enter specific professional training. They stress the ideas and principles of the general fields of learning prior to later specialization in a major field. Completion of all requirements for any of these tracks will lead to the award of the A.A. in arts and sciences. Electives should be chosen to accommodate the student's plans for advanced study. Most colleges require that the basic courses in the student's field of specialization be taken in the first two years as prerequisites for the more advanced courses taken in the junior and senior years.

Majors in biological sciences should include within their first two years at least one year each of chemistry, physics, and mathematics, and zoology or botany the second year. Majors in economics should include MA 110 and MA 113 or MA 180 and MA 181; EC 103, EC 201, and EC 202.

AC 201 and 202 and/or HS 201 and 202 are strongly recommended for pre-law studies. Majors in mathematics, chemistry, or physics should include mathematics through calculus.

### Arts: 045

#### *Arts and Sciences A.A.*

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

#### FIRST SEMESTER

EN 101	Techniques of Reading and Writing I	3
HS 151	<i>History of Europe from the Fall of Rome to the 17th Century</i>	3
PS 101	<i>American Government</i>	3
	DS elective (optional)	(1)
	World language	3
	Health foundation	1–3
	Speech foundation	3

#### SECOND SEMESTER

EN 102	Techniques of Reading and Writing II	3
HS 161	<i>History of Europe from the 17th Century to the Present</i>	3
PE 101–199	Physical education elective	1
PY 102	<i>General Psychology</i>	3
	World language	3
	Mathematics foundation	3

#### THIRD SEMESTER

PE 101–199	Physical education elective	1
SO 101	Introduction to Sociology	3
	Literature elective*	3
	World language	3
	<i>Arts distribution</i>	3
	<i>Natural sciences distribution with lab</i>	4

#### FOURTH SEMESTER

PE 101–199	Physical education elective	1
PL 201	Introduction to Philosophy	3
	Elective	3
	World language	3
	Literature elective*	3
	<i>Natural sciences distribution without lab</i>	3–4

**TOTAL CREDIT HOURS 65–69**

\* Select EN 201, EN 202, EN 211, EN 212, EN 213, or EN 214.

## LIBERAL ARTS AND SCIENCES

## International Studies: 152

### *Arts and Sciences A.A.*

The international studies track is designed for students who envision a career in the international arena and plan to transfer into the upper division of another college or university with the intention of continuing their studies in such areas as international relations and area studies and subsequently working in this field, be it in government, international organizations, trade, finance, business, or related areas.

All students in this track must see an adviser from the History and Political Science Department and identify as early as possible their transfer institution as well as the particular field or track. The international studies track includes the General Education requirements as well as a number of alternate course choices (listed in the footnotes), which prepare the student for particular transfer options in international studies, such as international relations and area studies.

Students may study abroad for a semester or travel in a foreign country during the summer as part of the international studies track. The international studies adviser will aid students in integrating their studies abroad into the degree program.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

**FIRST SEMESTER**

AN 101	<i>Introduction to Social and Cultural Anthropology*</i> . . . . .	3
EN 101	Techniques of Reading and Writing I . . . . .	3
GE 101	<i>Introduction to Geography</i> . . . . .	3
PS 101	American Government . . . . .	3
	<i>World language</i> . . . . .	3
	<i>Health foundation</i> . . . . .	1

**SECOND SEMESTER**

HS 114	<i>The World in the 20th Century</i>	
	<i>or</i>	
HS 116	<i>World History: A Comparative Survey from the Ancient World to A.D. 1500</i>	
	<i>or</i>	
HS 117	<i>World History: A Comparative Survey from A.D. 1500 to the Present</i> . . . . .	3
	<i>MA 110 or higher</i> . . . . .	3
PS 203	International Relations . . . . .	3
	<i>World language</i> . . . . .	3
	<i>English foundation</i> . . . . .	3

**THIRD SEMESTER**

EC 105	Basic Economics <sup>†</sup> . . . . .	3
EN 201	Introduction to World Literature I	
	<i>or</i>	
EN 202	Introduction to World Literature II <sup>‡</sup> . . . . .	3
PS 201	Comparative Politics and Governments . . . . .	3
	<i>Arts distribution</i> . . . . .	3
	<i>Natural sciences distribution with lab</i> . . . . .	4

**FOURTH SEMESTER**

HS 203	Latin American History	
	<i>or</i>	
HS 207	East Asian Civilization	
	<i>or</i>	
HS 208	Modern Asia . . . . .	3
PL 201	Introduction to Philosophy** . . . . .	3
PS 121	Political Ideologies	
	<i>or</i>	
PS 250	Introduction to International Conflict Resolution . . . . .	3
	<i>Speech foundation</i> . . . . .	3
	<i>Natural sciences distribution without lab</i> . . . . .	3–4

**TOTAL CREDIT HOURS 62–63**

\* Alternates: AN 206, EC 103, EC 105, PY 102, SO 101.

† Alternates: AN 206, EC 201, GE 102, GE 103, GE 104, GE 201, PS 121, PY 102, SO 105.

‡ Alternates: EN 122, EN 208, EN 215, HS 214, third foreign language course.

\*\* Alternates: HS 203, HS 207, HS 208, HS 210, a third or fourth foreign language course.

(Continued)



## LIBERAL ARTS AND SCIENCES

### International Studies: 152 (*continued*)

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Differentiate among functions of various types of international political actors: states, multinational corporations, nongovernmental organizations, and intergovernmental organizations, for example.
- Articulate the cultural, ideological, historical, religious, and philosophical contexts of current political systems and controversies.
- Analyze the impact of globalization on economic, political, and cultural institutions.
- Highlight key international geographic boundaries (physical and political).
- Explain the historic and contemporary consequences of linguistic barriers for cross-cultural dialogue and diplomacy.
- Identify potential career options in the field, international research questions, strategies for global activism, and opportunities for expanding cross-cultural interaction.
- Compare the costs and benefits of varying social, economic, and political structures.

## MANAGEMENT

Credits earned in the management certificate and supervisory management letter of recognition curricula may be applied toward an A.A. in general studies. Students interested in a baccalaureate degree should enroll in the business transfer curriculum.

### Management Certificate: 145

The management certificate curriculum provides students with the opportunity to learn the concepts and principles of management as applied to any of the following options: human resources, marketing, or management studies (a combination of courses designed by the student). The program is structured for students to focus on their preferred field of study or courses of interest, so that their studies may be closely related to their particular needs and may possibly be applied to higher academic objectives.

#### CORE COURSES (9 CREDIT HOURS)

MG 101	Principles of Management . . . . .	3
MG 102	Principles of Supervision . . . . .	3
MG 201	Business Law . . . . .	3

#### ELECTIVES (15 CREDIT HOURS)

For human resources, select from MG 120, MG 204, MG 205, MG 207, and MG 210.

For marketing, select from MG 103, MG 105, MG 106, MG 109, and MG 206.

For management studies, select any combination of MG courses or see a management studies adviser.

**TOTAL CREDIT HOURS 24**

(Continued)

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

**MANAGEMENT**

**Management Certificate: 145** *(continued)*

.....  
**PROGRAM OUTCOMES**

*Upon completion of this program a student will be able to:*

- 
- Apply the functions of management to the areas of marketing, financing, or supervision.
  - Plan management operations in the areas of marketing, financing, or supervision.
  - Make managerial decisions, apply management skills, and solve simple managerial problems.
- 

**Supervisory Management Letter of Recognition: 805**

This sequence of courses is designed for those students who wish to develop skills for employment as a first-line supervisor. Students will gain an understanding of the legal requirements concerning employer/employee relations; application of the legal framework for labor/management relations; and the ramifications of discrimination in employment and its implications in such areas as hiring, firing, and working conditions. A grade of C or better is required for each course.

MG 101	Principles of Management . . . . .	3	MG 207	Legal Issues in Labor Management . . . . .	3
MG 102	Principles of Supervision . . . . .	3	<b><u>TOTAL CREDIT HOURS 9</u></b>		

*Upon successful completion of this course of study, and application to the Admissions and Records Office, the letter of recognition in supervisory management will be issued by the director of admissions and enrollment management.*

.....  
**PROGRAM OUTCOMES**

*Upon completion of this program a student will be able to:*

- 
- Interpret the procedures and requirements within the area of employee/labor relations.
  - Discuss the attitude and image of the supervisor.
  - Explain human relations skills and team building.
  - Suggest effective ways to get work done.
-

## MENTAL HEALTH ASSOCIATE

### Mental Health Associate A.A.S. (T)

*Students who plan to major in mental health associate will be assigned the temporary major of pre-mental health associate, with POS code 560, until they are officially admitted to the mental health associate program. Students may take preparatory courses and courses that fulfill General Education requirements during the waiting period. As an alternative to being assigned a temporary major, students waiting for admission to the mental health associate program may choose to major in general studies or any other open-admission program. The Admissions and Records Office at Takoma Park/Silver Spring will assign a matriculated code once students are admitted to the mental health associate program.*

This curriculum is designed to educate a mental health generalist who is trained for a variety of related occupations, rather than for a specific job. Students study a core of general education subjects combined with specialized courses related to a wide spectrum of human services. Part of the curriculum consists of supervised field experiences in several different kinds of agencies and institutions in the field of human services, such as those in mental health, mental retardation, gerontology, drugs and alcohol rehabilitation, corrections, and school systems, and in culturally disadvantaged areas.

The mental health associate curriculum has three objectives: (1) to prepare the career student who wants a technical curriculum for immediate paid employment upon graduation, (2) to provide the transfer student with an adequate and yet flexible background so that study may be continued in the field of psychology or some allied field such as sociology or social work, and (3) to permit a student to continue with an education on a part-time basis, while being gainfully employed.

In addition to the general requirements for admission to the College, applicants will be interviewed by the coordinator of the mental health associate curriculum. Personal characteristics such as maturity, aptitude, motivation, previous experience, and evidence of ability to complete the curriculum will be considered.

In addition to the scholastic standards required of all students at the College, students in the mental health associate curriculum are expected to achieve a grade of C or better in each mental health and psychology course. Completion of all requirements for this curriculum will lead to the award of the A.A.S.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

#### FIRST SEMESTER

EN 101	Techniques of Reading and Writing I . . . . .	3
HE 100	<i>Principles of Healthier Living . . . . .</i>	1
MH 101	Introduction to Mental Health I . . . . .	3
MH 112	Group Dynamics I . . . . .	3
PY 102	<i>General Psychology . . . . .</i>	3

#### SECOND SEMESTER

MH 102	Introduction to Mental Health II . . . . .	3
MH 213	Group Dynamics II . . . . .	3
PY 221	Introduction to Abnormal Psychology . . . . .	3
	Elective . . . . .	1
	<i>English foundation . . . . .</i>	3
	<i>Mathematics foundation . . . . .</i>	3

#### THIRD SEMESTER

MH 200	Practicum, Fieldwork in Mental Health/ Human Services . . . . .	6
MH 208	Activities Therapies . . . . .	3
	<i>Arts or humanities distribution . . . . .</i>	3
	<i>Natural sciences distribution with lab . . . . .</i>	4

#### FOURTH SEMESTER

MH 200	Practicum, Fieldwork in Mental Health/ Human Services . . . . .	6
	PY elective . . . . .	3
	<i>Speech foundation . . . . .</i>	3
	<i>Behavioral and social sciences distribution . . . . .</i>	3

**TOTAL CREDIT HOURS 60**

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## MENTAL HEALTH ASSOCIATE

### Mental Health Associate A.A.S. (T) *(continued)*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate an understanding of the history of the mental health movement as it relates to human service professionals.
- Demonstrate an understanding of the current trends in the delivery of human services.
- Demonstrate an understanding of the characteristics of the effective human service professionals.
- Apply interview and related skills to demonstrate that he or she can communicate effectively in verbal and written language.
- Synthesize skills and knowledge learned in class.
- Apply skills learned through agency paper assignment and be able to communicate effectively in verbal and written language.
- Demonstrate an understanding of group dynamics theory.
- Demonstrate an understanding of the role of art and creativity in expressive arts therapies.
- Apply nonverbal communication skills to fieldwork.
- Demonstrate an understanding of leadership skills and the application of current group methods.
- Apply nonverbal skills learned from fieldwork assignment and communicate effectively through verbal and written language.

## MUSIC

### Music (R): 054

#### *Arts and Sciences A.A.*

The music curriculum is designed for the student who plans (1) to earn the bachelor of arts degree with a major in music; (2) to earn the bachelor of music education degree; (3) to earn the bachelor of music degree with a major in performance, theory-composition, or history-literature; or (4) to seek employment upon completion of the A.A. Montgomery College is a community college member of the National Association of Schools of Music.

Completion of all requirements for this track will lead to the award of the A.A. in arts and sciences. In addition to the specific course sequence outlined in this section, the following department requirements must be met:

1. Music majors enrolled in applied music courses must also register for MU 005 Applied Music Laboratory.
2. Students receiving the A.A. must perform in a graduation recital.
3. All applied music students must register each semester for MU 161, MU 171, or MU 172, as assigned by the department.

The student normally takes 17–18 semester hours each semester for a total of 69–70 semester hours. The actual courses taken each semester will be selected by the student in consultation with a music adviser. Courses are selected from those general subjects required for graduation

*(Continued)*

# MUSIC

## Music (R): 054 (continued)

(General Education foundation and distribution requirements) and those necessary for acquiring musical knowledge (music requirements).

Anyone wishing to major in music at Montgomery College must first complete an audition interview with a full-time faculty member in the Department of Music. A suggested course sequence for full-time students follows; part-time students as well as full-time students must consult an adviser from the department before registering for music classes.

### FIRST SEMESTER

MU 005	Applied Music Laboratory	1
MU 106	Class Piano I	2
MU 115	Applied Music	2
MU 123	<i>Music Theory I</i>	3
MU 124	Ear Training/Sightsinging I	2
	Major ensemble (MU 161, 171, or 172)	1
	<i>Mathematics foundation</i>	3
	<i>Behavioral and social sciences distribution</i>	3

### SECOND SEMESTER

EN 102	<i>Techniques of Reading and Writing II*</i>	3
MU 005	Applied Music Laboratory	1
MU 107	Class Piano II	2
MU 116	Applied Music	2
MU 150	Music Theory II	3
MU 151	Ear Training/Sightsinging II	2
	Major ensemble (MU 161, 171, or 172)	1
	<i>Behavioral and social sciences distribution</i>	3

### THIRD SEMESTER

MU 005	Applied Music Laboratory	1
MU 211	Survey of Music Literature I	2
MU 215	Applied Music	2
MU 226	Music Theory III	3
MU 227	Ear Training/Sightsinging III	2
	Major ensemble (MU 161, 171, or 172)	1
	<i>Arts or humanities distribution</i>	3
	<i>Natural sciences distribution with lab</i>	4

### FOURTH SEMESTER

MU 005	Applied Music Laboratory	1
MU 212	Survey of Music Literature II	2
MU 216	Applied Music	2
MU 250	Music Theory IV	3
MU 251	Ear Training/Sightsinging IV	2
	<i>Health foundation</i>	1
	<i>Humanities distribution</i>	3
	<i>Natural sciences distribution without lab</i>	3-4

**TOTAL CREDIT HOURS 69-70**

\* Students should check prerequisites for EN 102.

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate technical proficiency at a level that would be acceptable for transfer in a primary instrument or voice.
- Demonstrate a conceptual understanding of the fundamentals of music theory from basic notation and ear training through part writing and macroanalysis at the sophomore level.
- Identify musical periods and styles from the Middle Ages to the present.
- Comprehend what is required to successfully perform in a music ensemble and gain an understanding of what he or she must do in order to be prepared for rehearsal.
- Demonstrate a level of proficiency in music for transfer to a four-year program in music or for work in a variety of music-related careers.

## MUSIC

### Music Certificate (R): 204

The music certificate curriculum consists of music courses that are required in music major programs at professionally accredited colleges, universities, and conservatories. It is intended for students who wish to transfer to these institutions.

Students would be advised to take approximately 30 additional credits chosen to match the first two years of the program into which they plan to transfer.

**APPLIED MUSIC (8 CREDIT HOURS)**

Students will take MU 115, MU 116, MU 215, and MU 216.

**APPLIED MUSIC LABORATORY (4 CREDIT HOURS)**

Students will take MU 005 four times.

**LARGE ENSEMBLE (4 CREDIT HOURS)**

Students will take MU 161, MU 171, and/or MU 172.

**MUSIC THEORY (12 CREDIT HOURS)**

Students will take MU 123, MU 150, MU 226, and MU 250.

**EAR TRAINING AND SIGHTSINGING (8 CREDIT HOURS)**

Students will take MU 124, MU 151, MU 227, and MU 251.

**TOTAL CREDIT HOURS 36**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate technical proficiency at a level that would be acceptable for transfer in a primary instrument or voice.
- Demonstrate a conceptual understanding of the fundamentals of music theory from basic notation and ear training through part writing and macroanalysis at the sophomore level.
- Identify musical periods and styles from the Middle Ages to the present.
- Comprehend what is required to successfully perform in a music ensemble and gain an understanding of what he or she must do in order to be prepared for rehearsal.
- Demonstrate a level of proficiency in music for transfer to a four-year program in music or for work in a variety of music-related careers.



*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## NETWORK AND WIRELESS TECHNOLOGIES

### Network and Wireless Technologies A.A.S.

This A.A.S. is a three-track degree which provides entry-level skills in the fields of wireless, Cisco, and Microsoft. The career curriculum is designed to accommodate both students and the business community. Regardless of track, all students take the 44 credit hours of General Education and core requirements.

The wireless technologies track consists mainly of cellular, WiFi, wireless and wired security, microcomputers and electronics. Topics include wireless communications theory and practice, electronics for wireless technologies, solid state devices, wireless system design, security, and test equipment used in wireless communications.

The Cisco and Microsoft tracks will prepare technically skilled individuals in network engineering and administration. Graduates complete a comprehensive program preparing them for positions involving client needs assessment, network design, network installation and maintenance, internetwork communication and connectivity, specialized network functions, and on-site network administration.

The Cisco track will assist students in preparing for the CompTIA Network+ exams and, depending on which electives are taken, it will also help prepare students for the Certified Novel Administrator (CNE) and Cisco Certified Network Associate (CCNA) exams.

The Microsoft track will help students prepare for the Microsoft Certified Professional (MCP) and Microsoft Certified Systems Administrator (MCSA) certification exams.

#### GENERAL EDUCATION AND OTHER REQUIREMENTS. NECESSARY FOR ALL THREE TRACKS (23 CREDIT HOURS)

EN 101	Techniques of Reading and Writing . . . . .	3
	<i>English foundation</i> . . . . .	3
	<i>Mathematics foundation*</i> . . . . .	3
	<i>Speech foundation</i> . . . . .	3
	<i>Health foundation</i> . . . . .	1
	<i>Arts or humanities distribution</i> . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3
	<i>Natural sciences distribution with lab</i> . . . . .	4

#### NETWORK AND WIRELESS TECHNOLOGIES CORE REQUIREMENTS (21 CREDIT HOURS)

NW 101	Introduction to Wireless Technologies . . . . .	3
NW 127	Microcomputer Control Programs . . . . .	3
NW 130	Network Cabling Technology . . . . .	3
NW 140	Microcomputer Configuration and Installation . . . . .	3
NW 151	Introduction to Networking . . . . .	3
NW 170	Network Operating Systems . . . . .	3
NW 173	Network Security . . . . .	3

#### WIRELESS TECHNOLOGIES TRACK: 354A (18 CREDIT HOURS)

NW 150	Electronics for Wireless . . . . .	4
NW 229	Wireless Communications . . . . .	4

NW 274	Advanced Wireless Communications . . . . .	4
NW 275	Wireless Security . . . . .	3
	Technical electives <sup>†</sup> . . . . .	3

#### TOTAL CREDIT HOURS FOR WIRELESS TECHNOLOGIES TRACK 62

#### MICROSOFT TRACK: 354B (16 CREDIT HOURS)

NW 199	Microsoft Windows Client Operating System . . . . .	3
NW 203	Microsoft Windows Server . . . . .	3
NW 204	Supporting Microsoft Windows Network Infrastructure . . . . .	3
	Technical electives <sup>‡</sup> . . . . .	7

#### TOTAL CREDIT HOURS FOR MICROSOFT TRACK 60

#### CISCO TRACK: 354C (16 CREDIT HOURS)

NW 252	Cisco Networking 2 . . . . .	3
NW 253	Cisco Networking 3 . . . . .	3
NW 254	Cisco Networking 4 . . . . .	3
	Technical electives <sup>‡</sup> . . . . .	7

#### TOTAL CREDIT HOURS FOR CISCO TRACK 60

\* Students should consult with an adviser regarding the requirements of transfer institutions. It is strongly recommended that in the event students want to transfer or be considered for a higher level position in industry, they take MA 180 Precalculus for their mathematics foundation course.

<sup>†</sup> An acceptable elective is any NW course.

<sup>‡</sup> Acceptable electives are any combination of 4-credit and 3-credit NW courses or any other combination of NW courses that totals at least 7 credits.

(Continued)

## NETWORK AND WIRELESS TECHNOLOGIES

### Network and Wireless Technologies A.A.S. *(continued)*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate problem-solving skills in the Cisco, wireless, or Microsoft technology fields.
- Understand and employ the concepts in one of the three fields involved in network and wireless technologies.
- Demonstrate the ability, verbally and in writing, to think critically and to demonstrate an understanding of one of the three fields in network and wireless technologies.
- Demonstrate planning and preparation skills for efficient execution of technical procedures within one of the three fields in network and wireless technologies.
- Develop constructive, organized work habits, including laboratory utilization and associated paperwork and oral reports.
- Demonstrate safe practices in the use of laboratory equipment and network hardware.
- Develop a portfolio of wireless and technology projects representing creativity and technical proficiency for professional use.
- Complete the A.A.S. program with the necessary courses to facilitate employment in the networking industry.

### Microcomputer Technician Certificate (G): 210

This certificate curriculum will allow students to enter the computer technician field at an entry-level with a good background in computer configuration and troubleshooting, networks, and electronics. With additional test practice, students should be ready to take the nationwide CompTIA A+ certification examination and the nationwide network certification examination. Students may also elect to apply all of these credits toward completion of the A.A.S.

NW 101	Introduction to Wireless Technologies . . . 3	NW 151	Introduction to Networking. . . . . 3
NW 127	Microcomputer Control Programs . . . . . 3	NW 170	Network Operating Systems . . . . . 3
NW 130	Network Cabling Technology . . . . . 3	NW 264	Network and Wireless
NW 140	Microcomputer Configuration and Installation . . . . . 3		Troubleshooting . . . . . 4
			<b>TOTAL CREDIT HOURS 22</b>

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate problem solving that employs technical skills and comprehension of microcomputer configuration with application to current industry.
- Demonstrate problem solving that employs technical skills and comprehension of microcomputer troubleshooting with application to current industry.
- Demonstrate solid foundation skills and competency in a range of microcomputer configuration and troubleshooting techniques.
- Understand and employ the skills and concepts used in networks and electronics.
- Demonstrate ability, verbally and in writing, to think critically and analyze microcomputer installation, configuration, and troubleshooting techniques.
- Demonstrate constructive and organized work habits.
- Demonstrate safe practices in the use of microcomputer equipment.



# NETWORK AND WIRELESS TECHNOLOGIES

## Network Engineer Certificate (G)

This career curriculum prepares technically skilled individuals in network engineering and administration. Graduates complete a comprehensive program preparing them for positions involving client needs assessment, network design, network installation and maintenance, internetwork communication and connectivity, specialized network functions, and on-site network administration. Extensive classroom work and lab experience—mirroring real-world production network scenarios—augment academic instruction. This curriculum helps prepare students for the CompTIA A+, CompTIA Network+, CompTIA Security+, Microsoft Certified Professional (MCP), Microsoft Certified Systems Administrator (MCSA), and/or Cisco Certified Network Associate (CCNA) certification exams. Completion of courses leading to the award of the network engineer certificate include 36–37 credit hours of courses, with 30–31 required credits and 6 credits of selected electives that meet the program specifications.

### PROGRAM OUTCOMES FOR THE NETWORK ENGINEER CERTIFICATE

*Upon completion of this program a student will be able to:*

- Demonstrate problem solving that employs technical skills and comprehension of either networking or Microsoft Windows systems with application to current industry.
- Demonstrate solid foundation skills and competency in a range of either networking or Microsoft Windows systems techniques.
- Demonstrate ability, verbally and in writing, to think critically and analyze either network or Microsoft Windows systems structures.
- Demonstrate constructive, organized work habits.
- Demonstrate safe practices in the use of either networking or Microsoft Windows systems media and equipment.

#### NETWORK ENGINEER CORE REQUIREMENTS (30–31 CREDIT HOURS)

CS 136	Systems Analysis and Design	3
CS 140	Introduction to Programming	3
NW 127	Microcomputer Control Programs	3
NW 140	Microcomputer Configuration and Installation	3
NW 151	Introduction to Networking	3
NW 170	Network Operating Systems	3

#### MICROSOFT WINDOWS SYSTEM ADMINISTRATOR (MCSA) TRACK: 215A

NW 199	Microsoft Windows Client Operating System	3
NW 203	Microsoft Windows Server	3
NW 204	Supporting Microsoft Windows Network Infrastructure	3
NW 205	Implementing and Administering Microsoft Windows Directory Services	3

#### CISCO CERTIFIED NETWORK ASSOCIATE (CCNA) TRACK: 215B

NW 173	Network Security	4
NW 252	Cisco Networking 2	3

NW 253	Cisco Networking 3	3
NW 254	Cisco Networking 4	3

#### SELECT FROM THE FOLLOWING LIST (6 CREDITS):

CS 216	UNIX Operating System	3
NW 173	Network Security	4
NW 199	Microsoft Windows Client Operating System	3
NW 203	Microsoft Windows Server	3
NW 204	Supporting Microsoft Windows Network Infrastructure	3
NW 205	Implementing and Administering Microsoft Windows Directory Services	3
NW 252	Cisco Networking 2	3
NW 253	Cisco Networking 3	3
NW 254	Cisco Networking 4	3
NW 255	Cisco Advanced Routing	6
NW 256	Advanced Network Security	4
NW 257	Cisco Multi-Layer Switching	4
NW 258	Cisco Internetwork Troubleshooting and Support	4

**TOTAL CREDIT HOURS 36–37**

*(Continued)*

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## NETWORK AND WIRELESS TECHNOLOGIES

### Network Engineer Certificate (G) *(continued)*

#### PROGRAM OUTCOMES FOR THE CCNA TRACK

*Upon completion of this program a student will be able to:*

- Demonstrate problem solving that employs technical skills and comprehension of networking with application to current industry.
- Demonstrate solid foundation skills and competency in a range of networking techniques.
- Demonstrate ability, verbally, and in writing, to think critically and analyze network structures.
- Demonstrate constructive, organized work habits.
- Demonstrate safe practices in the use of network media and equipment.
- Complete the A.A.S. program with the necessary courses to facilitate employment in the networking industry.

### Wireless Technologies Certificate (G): 227

This curriculum, incorporating basic electronics and digital electronic devices and communication systems, prepares students to enter the wireless communication systems field. It also provides a foundation in cellular theory and construction of wireless communication systems. The student may also elect to apply all of these credits toward completion of the A.A.S.

NW 101	Introduction to Wireless Technologies . . . 3	NW 274	Advanced Wireless Communications. . . 4
NW 150	Electronics for Wireless . . . . . 4	NW 275	Wireless Security . . . . . 3
NW 173	Network Security. . . . . 3		
NW 229	Wireless Communications . . . . . 4		
			<b><u>TOTAL CREDIT HOURS 21</u></b>

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate problem-solving skills that incorporate the technical aspects of wireless communications.
- Understand cellular theory and construction of wireless communication systems used in the mass communications field.
- Demonstrate preparedness in the area of mobile and wireless data communications.
- Demonstrate technical proficiency using basic electronics and digital devices.
- Demonstrate proficiency with different communication systems.
- Demonstrate planning and preparation skills for efficient execution of technical procedures.

## NETWORK AND WIRELESS TECHNOLOGIES

### A+ Microcomputer Certification Qualification Letter of Recognition: 817

This sequence of courses is designed to develop skills in microcomputer technology that will prepare students to take the A+ certification examination. Students must demonstrate skills in operating systems control programs for microcomputers and the setup, configuration, and operation of microcomputers. A grade of C or better is required in each course.

NW 127	Microcomputer Control Programs . . . . .	3	NW 140	Microcomputer Configuration and Installation . . . . .	3
<b>TOTAL CREDIT HOURS</b>					<b>6</b>

*Upon successful completion of this course of study and application to the Admissions and Records Office, the letter of recognition in A+ microcomputer certification qualification will be issued by the director of admissions and enrollment management.*

## NURSING

### Nursing A.S. (T)

*Students who plan to major in nursing will be assigned the temporary major of pre-nursing, with POS code 570, until they are officially admitted to the nursing program. Students may take preparatory courses and courses that fulfill General Education requirements during the waiting period. As an alternative to being assigned a temporary major, students waiting for admission to the nursing program may choose to major in general studies or any other open-admission program. The Admissions and Records Office at Takoma Park/Silver Spring will assign a matriculated code once students are admitted to the nursing program.*

The basic nursing curriculum covers two academic years, is approved by the Maryland Board of Nursing, and is accredited by the National League for Nursing Accrediting Commission. Upon successful completion of the curriculum, the graduate is granted the A.S. in nursing and is eligible to apply for licensure. Graduates will be prepared to give competent nursing care to patients in hospitals, nursing homes, and other comparable health agencies under the supervision of more experienced practitioners and, with appropriate experience and further preparation, should be able to assume increasing responsibility in nursing. Hospitals, nursing homes, and other health agencies within the metropolitan area will provide the settings for a variety of clinical experiences, which are planned as a vital part of each nursing course.

In addition to the scholastic standards required of all students in the College, nursing students are required to achieve a grade of C or better in mathematics foundation, BI 203, BI 204, and BI 205, and each nursing course in order to continue in the program.

The nursing curriculum depends on proper sequencing of courses. All non-nursing courses in the curriculum, with the exception of the arts and humanities distribution courses, are to be completed prior to or during the semester in which they are listed. This is a selective program with specific admissions requirements. Applications should be received in the Admissions Office by March 1 for fall semester and by July 1 for spring semester. For additional information, contact

(Continued)

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## NURSING

### Nursing A.S. (T) *(continued)*

the Admissions and Records Office at the Takoma Park/Silver Spring Campus, 240-567-1501, or the program department.

After acceptance into the nursing program, all students must obtain current CPR certification for “Healthcare Provider” or “Professional Rescuer” as well as a TB test or chest X-ray showing no evidence of tubercular disease. Clinical agencies require documented evidence (titers) of immunity to measles, mumps, rubella, and hepatitis B (immunization series may be in progress with titer obtained at its conclusion). In addition, knowledge of varicella (chicken pox) immune status by blood titer is required.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

#### GENERAL EDUCATION AND OTHER REQUIREMENTS (30 CREDIT HOURS)

	<i>English foundation</i> . . . . .	3
	<i>Mathematics foundation</i> . . . . .	3
	<i>Arts distribution</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3
PY 102	<i>General Psychology</i> . . . . .	3
SO 101	<i>Introduction to Sociology</i>	
	<i>or</i>	
SO 108	<i>Sociology of Gender</i>	
	<i>or</i>	
SO 210	<i>Aging in America</i> . . . . .	3
BI 203	<i>Microbiology*</i> . . . . .	4
BI 204	<i>Human Anatomy and Physiology I*</i> . . . . .	4
BI 205	<i>Human Anatomy and Physiology II</i> . . . . .	4

#### NURSING CORE REQUIREMENTS (35 CREDIT HOURS)

NU 105	Nursing and Health Care† . . . . .	1
NU 110	Foundational Concepts of Nursing† . . . . .	8
NU 121	Basic Health Assessment† . . . . .	1
NU 123	Nursing in Health and Illness I† . . . . .	4
NU 124	Nursing in Mental Health and Illness† . . . . .	4
NU 230	Nursing in Health and Illness II . . . . .	8
NU 205	Transition to Professional Nursing Practice . . . . .	1
NU 233	Nursing Management in Health and Illness . . . . .	4
NU 234	Nursing in Women’s, Families and Newborn’s Health . . . . .	4

**TOTAL CREDIT HOURS 65**

\* Students should check prerequisites for BI 203, BI 204, and EN foundation.

† An equivalent transition course for LPNs is available each summer. For further information call the Nursing Office.

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Maintain legal, ethical, and professional standards in nursing practice by applying the nursing process, using a holistic model, in the care of individuals and their significant others.
  - Use critical thinking skills when implementing the nursing process by applying the nursing process, using a holistic model, in the care of individuals and their significant others.
  - Demonstrate caring in practice by applying the nursing process, using a holistic model, in the care of individuals and their significant others.
  - Communicate effectively with individuals, their significant others, and members of the health care team, using a holistic model, in the care of individuals and their significant others.
  - Perform nursing techniques with competence and skill using a holistic model, in the care of individuals and their significant others.
  - Demonstrate cultural competence, using a holistic model, in the care of individuals and their significant others.
  - Incorporate health teaching in the delivery of care, using a holistic model, in the care of individuals and their significant others.
- 

*(Continued)*

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## NURSING

### Nursing A.S. (T) *(continued)*

#### PROGRAM OUTCOMES *(continued)*

- Manage patient care resources effectively, using a holistic model, in the care of individuals and their significant others.
- Apply principles of pharmacology, using a holistic model, in the care of individuals and their significant others.
- Apply concepts of nutrition, using a holistic model, in the care of individuals and their significant others.

## PARALEGAL STUDIES

### Paralegal Studies A.A.S. (G, T): 341

This curriculum provides the student with the basic skills in legal research, legal writing, and legal interviewing. The student will learn to prepare and interpret legal documents and analyze procedures and processes. This curriculum is designed for those interested in a career in a law office as a paraprofessional. It is also designed for legal secretaries presently employed in attorney's offices who wish to improve their skills for career advancement. A legal assistant is a trained specialist who can manage a law office operation under the supervision of an attorney, relieving a practicing attorney of those routine components of managing legal cases that require knowledge of the legal process and assisting the attorney with handling of complicated legal problems. The legal assistant also assists the attorney in legal research and in the design and development of new procedures, techniques, services, and processes for the law office. The legal assistant can also prepare and interpret legal documents and analyze procedural problems through the selection, compilation, and use of technical information from various legal references. Completion of all requirements for this curriculum will lead to the award of the A.A.S. in paralegal studies. A suggested course sequence for full time students follows; part-time students should consult an adviser.

#### FIRST SEMESTER

BA 101	Introduction to Business . . . . .	3
EN 101	Techniques of Reading and Writing I . . . . .	3
<i>HE 100</i>	<i>Principles of Healthier Living . . . . .</i>	<i>1</i>
LA 101	Introduction to the Legal System . . . . .	3
PS 101	American Government . . . . .	3
	<i>Speech foundation . . . . .</i>	<i>3</i>

#### SECOND SEMESTER

CA 120	Introduction to Computer Applications . . . . .	3
LA 102	Legal Research . . . . .	3
	LA elective . . . . .	3
	<i>English foundation . . . . .</i>	<i>3</i>
	<i>Behavioral and social sciences distribution . . . . .</i>	<i>3</i>

#### THIRD SEMESTER

LA 103	Legal Writing . . . . .	3
LA 118	Civil Litigation . . . . .	3
	LA elective . . . . .	3
	<i>Mathematics foundation . . . . .</i>	<i>3</i>
	<i>Natural sciences distribution with lab . . . . .</i>	<i>4</i>

#### FOURTH SEMESTER

LA 104	Interpersonal Communications, Legal Interviewing, and Investigating Techniques . . . . .	3
LA 116	Real Property . . . . .	3
LA 120	Drafting Wills and Probating Estates in Maryland . . . . .	3
	LA elective or CJ 221 . . . . .	3
	<i>Arts or humanities distribution . . . . .</i>	<i>3</i>

**TOTAL CREDIT HOURS 62**

*(Continued)*

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## PARALEGAL STUDIES

### Paralegal Studies A.A.S. (G, T): 341 *(continued)*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Prepare and interpret legal documents.
  - Analyze legal problems and procedures in at least three areas of substantive law.
  - Perform legal research.
  - Draft simple legal documents.
  - Demonstrate their knowledge of facts, evidence, and rules of law.
- 

### Paralegal Studies Certificate (G, T): 156

The curriculum provides the student with basic skills in legal research, legal writing, and legal interviewing techniques. Competency is developed in at least three areas of substantive law selected by the student.

#### REQUIRED COURSES

EN 101	Techniques of Reading and Writing I . . . . .	3	LA 114	Domestic Relations . . . . .	3
LA 101	Introduction to the Legal System . . . . .	3	LA 116	Real Property . . . . .	3
LA 102	Legal Research . . . . .	3	LA 118	Civil Litigation . . . . .	3
LA 103	Legal Writing* . . . . .	3	LA 120	Drafting Wills and Probating Estates in Maryland . . . . .	3
LA 104	Interpersonal Communications, Legal Interviewing, and Investigating Techniques . . . . .	3	LA 125	Introduction to Corporate Law and Practice . . . . .	3
			LA 210	Torts . . . . .	3
			LA 212	Immigration Law . . . . .	3

#### ELECTIVES (SELECT 3)<sup>†</sup>

CJ 221	Criminal Law . . . . .	3
LA 106	Ethics . . . . .	3
LA 110	Maryland Contract Law . . . . .	3

**TOTAL CREDIT HOURS 24**

\* A keyboarding skill of 35 wpm is required before enrolling in this course.

<sup>†</sup> Students may elect CJ 221 or any paralegal course above LA 104.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Locate and interpret legal statutes.
  - Locate and interpret legal cases.
  - Draft simple legal documents.
  - Interpret the legal concepts in three areas of substantive law.
  - Interpret the concepts of procedural law.
  - Interpret citations of the law.
-

## PARALEGAL STUDIES

### Legal Analysis Letter of Recognition (G, T): 804

This sequence of three courses is designed for persons who wish to develop skills in legal analysis. To complete each course in this sequence, students must demonstrate skills in the following areas: identifying the kinds of law books and their components, using the various indexes and digests, evaluating the role of key facts in issue development, and organizing materials and writing them in a clear style. A grade of C or better is required in each course.

LA 101	Introduction to the Legal System . . . . .	3	LA 103	Legal Writing . . . . .	3
LA 102	Legal Research . . . . .	3	<b>TOTAL CREDIT HOURS 9</b>		

*Upon successful completion of this course of study, and application to the Admissions and Records Office, the letter of recognition in legal analysis will be issued by the director of admissions and enrollment management.*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Locate legal legislation.
- Locate legal cases.
- Draft simple legal documents.

## PHOTOGRAPHY

Students in the photography curricula may pursue a course of study leading to the A.A.S. or to one of four certificates. Students should consult departmental advisers in the Communications Arts Technologies department for assistance with course selection and program planning.

### Photography A.A.S. (R): 342

The photography curriculum is intended to prepare students for careers in photography—industrial, commercial, portrait, lab technician—and management of photographic services. The curriculum provides a balanced aesthetic and technical foundation for entry into the professional field or for further study. Completion of the curriculum requirements leads to the award of the A.A.S. in photography.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

#### FIRST SEMESTER

EN 101	Techniques of Reading and Writing I . . . . .	3
PG 150	Photography I	
	<i>or</i>	
PG 161	Introduction to Digital Photography . . . . .	3
TR 104	Media Appreciation . . . . .	3
	<i>Health foundation . . . . .</i>	<i>1</i>
	<i>Natural sciences distribution with lab . . . . .</i>	<i>4</i>

#### SECOND SEMESTER

PG 201	Photography II . . . . .	4
	AR elective . . . . .	3
	PG elective* . . . . .	3
	<i>English foundation . . . . .</i>	<i>3</i>
	<i>Mathematics foundation . . . . .</i>	<i>3</i>

(Continued)

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## PHOTOGRAPHY

### Photography A.A.S. (R): 342 (continued)

#### THIRD SEMESTER

PG 214	Photoshop for Graphics and Photography . . . . .	4
PG 265	Color Materials and Processes . . . . .	3
	PG elective* . . . . .	3
	<i>Speech foundation</i> . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . .	3

#### FOURTH SEMESTER

	AR, GD, or PG elective* . . . . .	3
PG 260	Black-and-White Materials and Processes	3
PG 275	Business Practices and Portfolio Development . . . . .	3
	PG elective* . . . . .	3
	Elective . . . . .	3

**TOTAL CREDIT HOURS 61**

\*Choice of electives must be approved by a photography adviser.\*

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Utilize current digital imaging technology to produce photographic images for use in commercial or academic applications.
- Use and/or understand traditional photographic applications that include film and print processes.
- Utilize a wide variety of lighting applications for use in studio, architectural, fine art, and varied commercial environments.
- Pursue academic research that involves complex evaluations of photographic ideas and applications for commercial and/or fine art purposes.
- Consciously employ complex aesthetic strategies as applications in visual problem-solving methodologies.
- Design and implement a business development strategy appropriate to the student's desired field of expertise in photography.
- Develop advanced testing methods for traditional film and print processes, including the production of archival, black-and-white portfolios.
- Create and implement complex production strategies that require interdisciplinary applications of image production. These interdisciplinary applications with photography may include television production, Web design, computer graphics, or gaming.
- Demonstrate an understanding of the complex interrelationships of interdisciplinary applications of education, including a project-related appreciation for global culture.

### Electronic Photography Certificate (R): 193

This certificate curriculum is intended to upgrade skills for currently employed individuals or to provide new skills for a change in job specialization. It provides basic black-and-white and color photography skills, and techniques in electronic photography and digital imaging as they apply to the modern business of professional photography.

PG 150	Photography I		PG 201	Photography II . . . . .	4
	<i>or</i>		PG 230	Advanced Image Editing and Correction . . . . .	4
PG 161	Introduction to Digital Photography . . . .	3			
PG 214	Photoshop for Graphics and Photography . . . . .	4			
				<b><u>TOTAL CREDIT HOURS 15</u></b>	

(Continued)

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*



# PHOTOGRAPHY

## Electronic Photography Certificate (R): 193 *(continued)*

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Utilize current digital imaging technology for image capture and editing and advanced image output for both print and Web applications to produce photographic images for use in commercial, fine art, or academic environments.
- Utilize a wide variety of lighting applications for use in studio, architectural, fine art, and varied commercial environments.
- Pursue academic research that involves evaluations of photographic ideas and applications for commercial and/or fine art purposes.
- Consciously employ aesthetic strategies as applications in visual problem-solving methodologies.

## Photographic Techniques Certificate (R): 194

This certificate curriculum is intended to upgrade skills for currently employed individuals or to provide new skills for a change in job specialization. It provides basic and advanced black-and-white and color photography skills, covering both the technology and image production used in professional photography.

PG 150	Photography I	PG 260	Black-and-White Materials and Processes . . . . .	3
<i>or</i>				
PG 161	Introduction to Digital Photography . . . . .	PG 265	Color Materials and Processes . . . . .	3
PG 201	Photography II . . . . .			
			<b>TOTAL CREDIT HOURS 13</b>	

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Use traditional photographic techniques that include black-and-white film and print processing.
- Develop advanced testing methods for traditional film and print processes including the production of archival, black-and-white portfolios.
- Demonstrate advanced expertise with traditional camera formats that include medium- and large-format film cameras.
- Demonstrate advanced expertise in the development and execution of complex color strategies for use in commercial or fine art photographic applications.
- Create an advanced color image portfolio in either print or electronic form for use in commercial or fine art applications.
- Utilize a wide variety of lighting applications for use in studio, architectural, fine art, and varied commercial environments.

## PHOTOGRAPHY

### Photography Master Certificate (R): 196

This certificate curriculum is intended to prepare students for careers in photography—industrial, commercial, portrait, lab technician—and management of photographic services. It provides a balanced aesthetic and technical foundation for entry into the professional field or for further study.

PG 150 Photography I <i>or</i> PG 161 Introduction to Digital Photography . . . . 3 PG 201 Photography II . . . . . 4 PG 214 Photoshop for Graphics and Photography . . . . . 4 PG 260 Black-and-White Materials and Processes . . . . . 3 PG 265 Color Materials and Processes . . . . . 3	PG 275 Business Practices and Portfolio Development . . . . . 3 PG electives* . . . . . 9 Elective selected from art, computer applications, computer graphics, graphic design, physics, printing, or television/ radio disciplines* . . . . . 3 <b><u>TOTAL CREDIT HOURS 32</u></b>
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\* Choice of electives must be approved by a photography adviser.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Utilize current digital imaging technology to produce photographic images for use in commercial or academic applications.
  - Use and/or understand traditional photographic applications that include film and print processes.
  - Utilize a wide variety of lighting applications for use in studio, architectural, fine art, and varied commercial environments.
  - Pursue academic research that involves complex evaluations of photographic ideas and applications for commercial and/or fine art purposes.
  - Consciously employ complex aesthetic strategies as applications in visual problem-solving methodologies.
  - Fully design and implement a business development strategy appropriate to the student's desired field of expertise in photography.
  - Create and implement complex production strategies that require interdisciplinary applications of image production. These interdisciplinary applications with photography may include television production, Web design, computer graphics, or gaming.
- 

### Portrait, Fashion, and Photojournalism Certificate (R): 172

This certificate curriculum is intended to upgrade skills for currently employed individuals or to provide new skills for a change in job specialization. It provides basic black-and-white and color photography skills, and advanced skills in the photography of people in the photojournalism, portrait, fashion, and illustration professional fields of photography.

PG 150 Photography I <i>or</i> PG 161 Introduction to Digital Photography . . . . 3 PG 201 Photography II . . . . . 4	PG 210 Photojournalism . . . . . 3 PG 251 Portrait and Fashion Photography . . . . 3 <b><u>TOTAL CREDIT HOURS 13</u></b>
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*(Continued)*

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## PHOTOGRAPHY

### Portrait, Fashion, and Photojournalism Certificate (R): 172 (continued)

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Utilize current digital imaging technology to produce photographic images for use in commercial, fine art, or academic applications.
- Utilize a wide variety of lighting applications for use in studio, architectural, fine art, and varied commercial environments.
- Design and create advanced photographic applications of narrative image sequencing for use in print media.
- Design and create advanced photographic applications that specifically address the needs of commercial and fine art portrait and fashion markets.
- Consciously employ complex aesthetic strategies as applications in visual problem-solving methodologies.

## PHYSICAL EDUCATION

*See Health Enhancement, Exercise Science, and Physical Education*

## PHYSICAL THERAPIST ASSISTANT

### Physical Therapist Assistant A.A.S. (T)

*Students who plan to major in physical therapist assistant will be assigned the temporary major of pre-physical therapist assistant, with POS code 580, until they are officially admitted to the physical therapist assistant program. Students may take preparatory courses and courses that fulfill General Education requirements during the waiting period. As an alternative to being assigned a temporary major, students waiting for admission to the physical therapist assistant program may choose to major in general studies or any other open-admission program. The Admissions and Records Office at Takoma Park/Silver Spring will assign a matriculated code once students are admitted to the physical therapist assistant program.*

This program provides a foundation for graduates to become highly skilled in providing patient services using physical therapy techniques under the supervision of a physical therapist in clinics, hospitals, and many other health care settings.

This is a selective program with specific admissions requirements. For additional information, contact the Admissions and Records Office at the Takoma Park/Silver Spring Campus, 240-567-1501, or the program department.

Thirty to forty hours of volunteer experience in a physical therapy setting and completion of BI 204 are highly recommended before entering the program. It is advised that students hold jobs only during late evening and night hours while enrolled in the technical courses, because physical therapist assistant classes and lab sessions are scheduled days and evenings. Also, students are required to attend full-time or part-time clinical practicum experiences, which are scheduled between 7:30 a.m. and 6 p.m., for 40 hours per week.

(Continued)

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## PHYSICAL THERAPIST ASSISTANT

### Physical Therapist Assistant A.A.S. (T) *(continued)*

Each physical therapy course adds to material offered in previous courses. Students in this curriculum are expected to achieve a grade of C or better in each course in the curriculum. Upon completion of the curriculum, the graduate will receive the A.A.S. and will be eligible to take the National Licensing Exam for Physical Therapist Assistants.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

#### FIRST SEMESTER

BI 204	<i>Human Anatomy and Physiology I*</i>	4
EN 101	Techniques of Reading and Writing I	3
HE 107	<i>First Aid and CPR</i>	2
PT 101	Introduction to Physical Therapy	1
PT 102	Basic Health Skills for the Physical Therapist Assistant	2
PT 103	Therapeutic Procedures I	2
PY 102	<i>General Psychology</i>	3

#### SECOND SEMESTER

BI 205	Human Anatomy and Physiology II	4
PT 105	Kinesiology	3
PT 110	Therapeutic Procedures II	2
PT 111	Clinical Practicum I	3
PT 112	Pathology for the Physical Therapist Assistant	2
	<i>English foundation</i>	3

#### SUMMER SEMESTER

	<i>Mathematics foundation</i>	3
	<i>Arts or humanities distribution</i>	3

#### THIRD SEMESTER

PT 201	Medical Reporting for the Physical Therapist Assistant	3
PT 208	Therapeutic Procedures III	2
PT 209	Clinical Practicum II	3
PT 212	Psychological Aspects of Therapy for the Physical Therapist Assistant	3
PY 203	Human Growth and Development during the Lifespan	3
	<i>Speech foundation</i>	3

#### FOURTH SEMESTER

PT 211	Rehabilitation Procedures	5
PT 213	Therapeutic Procedures IV	2
PT 214	Clinical Practicum III	5

**TOTAL CREDIT HOURS 69**

\* Students are encouraged to complete BI 204 prior to enrolling in PT courses; note that BI 204 has a prerequisite.

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate entry-level knowledge, clinical skills, and professional abilities of a physical therapist assistant.
- Provide competent patient care, under the supervision of a physical therapist, in an ethical, legal, safe, and effective manner in a variety of health care settings.
- Demonstrate realistic self-appraisal as the basis for practicing continuous professional competence and lifelong learning.
- Deliver appropriate clinical interventions based on best clinical practice and sound clinical evidence.
- Pass the national licensure board examination at a rate of 80% or better as averaged over the most recent three years.
- Be employed as a physical therapist assistant at a rate consistent with reported national trends.

## POLYSOMNOGRAPHY

### Polysomnography Technology Certificate (T): 243

The polysomnography technology certificate program is designed for practicing polysomnography technicians who need to complete didactic studies and supervised clinical practice to meet the requirements of the Maryland State Legislature for licensure in the State of Maryland as a polysomnographic technologist. Graduates of the program will be eligible to apply for the Polysomnographic Certification exam administered by Board of Registered Polysomnographic Technologists and for licensure in the state of Maryland as a polysomnographic technologist.

CA 120	Introduction to Computer Applications . . . . .	3	PO 102	Introduction to Polysomnography . . . . .	3
HI 125	Medical Terminology I . . . . .	2	PO 103	Sleep Disorders . . . . .	3
HI 126	Medical Terminology II . . . . .	2	PO 104	Polysomnography I . . . . .	3
PY 102	General Psychology . . . . .	3	PO 105	Clinical Practicum I . . . . .	3
PO 101	Anatomy and Physiology for Polysomnography . . . . .	4	PO 201	Polysomnography II . . . . .	4
			PO 202	Clinical Practicum II . . . . .	4
				<b>TOTAL CREDIT HOURS</b>	<b>34</b>

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Explain the realm of polysomnography to the public.
  - Use culturally appropriate therapeutic and professional communication techniques with patients and the health care team.
  - Conduct polysomnographic studies in accordance with established legal and ethical guidelines.
  - Apply knowledge of cardiopulmonary and neuromuscular anatomy and physiology while obtaining and reading polysomnograms.
  - Explain human anatomy and physiology as it relates to sleep disorders and how sleep disorders affect anatomy and physiology.
  - Apply knowledge of gas laws and electrical physics while obtaining and reading polysomnograms.
  - Discuss the major sleep and arousal disorders based on age-specific criteria.
  - Use knowledge of polysomnographic research to maintain currency in practice.
  - Operate a variety of polysomnographic and ancillary equipment required for obtaining polysomnograms and providing therapeutic interventions.
  - Adjust equipment for obtaining a polysomnogram with valid clinical data.
  - Discriminate between the impact of pharmacological agents used to treat sleep disorders and those in common use that affect the polysomnogram.
  - Apply standard age-specific criteria for scoring polysomnograms.
  - Generate an accurate report that integrates abnormal physiological events and sleep stage scoring.
  - Evaluate the patient's clinical presentation associated with specific sleep and arousal disorders for determination of appropriate protocols, testing parameters, procedures, and therapeutic interventions.
  - Adapt polysomnographic procedures based on the patient's disease process; risk for infection; culture; and special physical, emotional, and cognitive needs.
  - Prepare patients for all aspects of polysomnographic testing.
  - Respond to patient needs during polysomnographic testing.
  - Maintain patient safety at all times.
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*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## PRINTING MANAGEMENT

*See Computer Publishing and Printing Management*

## RADIOLOGIC (X-RAY) TECHNOLOGY

### Radiologic (X-Ray) Technology A.A.S. (T)

*Students who plan to major in radiologic (x-ray) technology will be assigned the temporary major of pre-radiologic (x-ray) technology, with POS code 520, until they are officially admitted to the radiologic (x-ray) technology program. Students may take preparatory courses and courses that fulfill General Education requirements during the waiting period. As an alternative to being assigned a temporary major, students waiting for admission to the radiologic (x-ray) technology program may choose to major in general studies or any other open-admission program. The Admissions and Records Office at Takoma Park/Silver Spring will assign a matriculated code once students are admitted to the radiologic (x-ray) technology program.*

This curriculum requires a minimum of two years of didactic and clinical experience. It offers a basic general education as well as an in-depth study of radiologic technology (including assessment of critical thinking skills) which is supported by extensive clinical experience. The program is accredited by the Joint Review Committee on Education in Radiologic Technology, and course objectives are mandated by the American Society of Radiologic Technologists (AART). Upon successful completion of the program, the graduate will receive the A.A.S. and will be eligible to apply to take the certification examination given by the American Registry of Radiologic Technologists. Radiographers are eligible for employment in the radiology departments of hospitals, clinics, and doctors' offices. The curriculum has been designed to provide a transfer option for students who elect to continue studies beyond the A.A.S.

Each of the radiologic technology courses builds upon material offered in the previous course. A grade of C or better in each radiologic technology course must be achieved before advancing to the next semester or summer session.

This is a selective program with specific admissions requirements. For additional information, contact the Admissions Office at the Takoma Park Campus, 240-567-1501, or the program department.

#### GENERAL EDUCATION AND OTHER REQUIREMENTS (28 CREDIT HOURS)

EN	101	Techniques of Reading and Writing I . . . . .	3
		<i>English foundation . . . . .</i>	<i>3</i>
		<i>Mathematics foundation . . . . .</i>	<i>3</i>
		<i>Speech foundation . . . . .</i>	<i>3</i>
PY	102	<i>General psychology . . . . .</i>	<i>3</i>
BI	204	<i>Human Anatomy and Physiology I* . . . . .</i>	<i>4</i>
BI	205	<i>Human Anatomy and Physiology II . . . . .</i>	<i>4</i>
CA	120	Introduction to Computer Applications . . . . .	3
HI	125	Medical Terminology I . . . . .	2

#### RADIOLOGIC TECHNOLOGY CORE COURSES (42 CREDIT HOURS)

##### SUMMER SESSION

RT	119	Clinical Radiology I <sup>†</sup> . . . . .	3
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##### FIRST SEMESTER

RT	101	Radiologic Technology I . . . . .	4
RT	111	Radiographic Positioning I . . . . .	3
RT	120	Clinical Radiology II <sup>‡</sup> . . . . .	3

##### SECOND SEMESTER

RT	102	Radiologic Technology II . . . . .	4
RT	112	Radiographic Positioning II . . . . .	2

(Continued)

## RADIOLOGIC (X-RAY) TECHNOLOGY

### Radiologic (X-Ray) Technology A.A.S. (T) *(continued)*

RT 124 Clinical Radiology III<sup>†</sup> ..... 3

**SUMMER SESSION**

RT 125 Clinical Radiology IV<sup>†</sup> ..... 4

**THIRD SEMESTER**

RT 211 Radiographic Positioning III ..... 2

RT 206 Radiologic Technology III<sup>†</sup> ..... 3

RT 224 Clinical Radiology V<sup>†</sup> ..... 3

**FOURTH SEMESTER**

RT 207 Radiologic Technology IV<sup>†</sup> ..... 3

RT 225 Clinical Radiology VI<sup>†</sup> ..... 3

RT 240 Radiologic Technology V ..... 2

**TOTAL CREDIT HOURS 70**

\* Students should check the prerequisites for this course.

<sup>†</sup> New course number and new roman numeral designation.

<sup>‡</sup> New clinical course.

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Obtain success in the clinical and didactic component of the program based on an environment that promotes fair and equal educational opportunity.
- Use effective cognitive, affective, and psychomotor skills in the clinical site as a registered radiographer.
- Demonstrate through performance their competency in radiographic and patient care skills.
- Value and respect patient and peer diversity.
- Communicate effectively.
- Pass the ARRT national registry on the first attempt.
- Contribute to the health care field as a competent, ethical health care provider.

## SCIENCE

This curriculum provides the first two years of a typical four-year curriculum leading to a baccalaureate degree in a science- or mathematics-related field. Five tracks are available in the curriculum: chemistry and biochemistry, environmental science and policy, life science, mathematics, and physics. Within each track, completion of all requirements for this curriculum will lead to the award of the A.S. in science.

The curriculum is designed to provide academic flexibility in order to meet requirements of various transfer institutions. To identify appropriate courses for transfer, students should consult with the transfer institutions, use ARTSYS (transfer information maintained by the University of Maryland System for Maryland community college students at <http://artweb.usmd.edu>), and seek assistance from a counselor or adviser.

*(Continued)*

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## SCIENCE

## Chemistry and Biochemistry: 412D

### *Science A.S.*

The chemistry and biochemistry track is a transfer program that provides the first two years of courses necessary for a four-year baccalaureate degree in chemistry or biochemistry.

#### GENERAL EDUCATION REQUIREMENTS (31 CREDIT HOURS)

	<i>English foundation</i> . . . . .	3
MA 181	<i>Calculus I</i> . . . . .	4
	<i>Health foundation</i> . . . . .	1
	<i>Speech foundation</i> . . . . .	3
	<i>Arts distribution</i> . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	6
	<i>Humanities distribution</i> . . . . .	3
CH 101-102	Principles of Chemistry I and II . . . . .	8

#### TRACK CORE REQUIREMENTS (25 CREDIT HOURS)

BI 107	Principles of Biology I . . . . .	4
CH 203-204	Organic Chemistry I and II . . . . .	10
MA 182	Calculus II . . . . .	4
PH 161, 262	General Physics I and II . . . . .	7

#### TRACK ELECTIVES (SELECT AT LEAST 4 CREDIT HOURS)

Any computer science, mathematics, or physical/ natural science course. If a 3-credit course is chosen, then a second general elective ranging from 1 to 4 credits must also be selected.

**TOTAL CREDIT HOURS 60–63**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate understanding of general and organic chemistry by an ability to apply concepts specified in course outcomes.
- Use equipment widely found in employment and undergraduate settings, such as UV-Vis spectrophotometers, gas chromatographs, infrared spectrometers, nuclear magnetic resonance spectrometers, melting-point apparatus, polarimeters, and refractometers.
- Use laboratory techniques commonly encountered in an undergraduate setting, including titrations, filtrations, distillations, and chromatography.
- Solve problems in general and organic chemistry using basic mathematical and computational tools (algebra, statistics, spreadsheet software) and set up multi-step problems with a logical problem-solving structure.
- Construct physical or computer models of atomic and molecular structure, and demonstrate understanding of their relationship to physical and chemical properties.
- Apply the core concepts of introductory general and organic chemistry to problems that require integrating these concepts to achieve the best solutions.
- Demonstrate competency in accessing chemical information using basic scientific references and literature.
- Demonstrate clear and organized written and oral skills in communicating basic scientific concepts and procedures, and in reporting and explaining results of experiments.
- Demonstrate competency in the laboratory and demonstrate calculation skills expected of a student entering the third year of a bachelor's degree program.



## SCIENCE

**Environmental Science and Policy: 412E***Science A.S.*

The environmental science and policy track is a transfer program that provides the first two years of courses necessary for a four-year baccalaureate degree in environmental science or policy. Working closely with a counselor or adviser, students will be able to tailor their program of study to fit the needs of most, if not all, colleges and universities offering a degree in environmental science or environmental policy.

**GENERAL EDUCATION AND OTHER REQUIREMENTS  
(34 CREDIT HOURS)**

	<i>English foundation</i> . . . . .	3
MA 160	<i>Elementary Applied Calculus I</i>	
	or	
MA 180	<i>Precalculus</i>	
	or	
MA 181	<i>Calculus I</i> . . . . .	4
	<i>Speech foundation</i> . . . . .	3
	<i>Health foundation</i> . . . . .	1
	<i>Arts distribution</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3
	<i>Behavioral and social sciences distribution*</i> . . . . .	6
BI 107	<i>Principles of Biology I</i>	
	or	
BI 108	<i>Principles of Biology II</i> . . . . .	4
CH 101	<i>Principles of Chemistry I</i> . . . . .	4
	Literature course with an	
	EN designator <sup>†</sup> . . . . .	3

**TRACK ELECTIVES (SELECT AT LEAST 26 CREDIT HOURS)**

Students interested in environmental science should select natural science, physical science, and mathematics courses required by the four-year program chosen. Students interested in environmental policy should select social science courses. Students are strongly advised to consult with transfer institutions to identify specific course requirements for each program or specialization. Select from the following courses:

BA 210	Statistics for Business and Economics . . . . .	3
BI 105A	Environmental Biology . . . . .	3
BI 105B	Environmental Biology Laboratory . . . . .	1
BI 107	Principles of Biology I . . . . .	4

BI 108	Principles of Biology II . . . . .	4
BI 203	Microbiology . . . . .	4
BI 207	Ecology . . . . .	4
BI 208	Field Ecology . . . . .	3
BI 209	General Genetics . . . . .	4
CH 102	Principles of Chemistry II . . . . .	4
CH 120	Essentials of Organic and Biochemistry . . . . .	4
CH 203	Organic Chemistry I . . . . .	5
CH 204	Organic Chemistry II . . . . .	5
EC 201	Principles of Economics I . . . . .	3
EC 202	Principles of Economics II . . . . .	3
EN 101	Techniques of Reading and Writing I . . . . .	3
GE 101	Introduction to Geography I . . . . .	3
GE 102	Cultural Geography . . . . .	3
GE 104	Physical Geography . . . . .	4
GL 101	Physical Geology . . . . .	4
MA 160	Elementary Applied Calculus I	
	or	
MA 181	Calculus I . . . . .	4
MA 182	Calculus II . . . . .	4
PH 161	General Physics I	
	or	
PH 203	General Physics I (non-engineering) . . . . .	3-4
PH 204	General Physics II (non-engineering)	
	or	
PH 262	General Physics II . . . . .	4
PS 101	American Government . . . . .	3
PS 102	State and Local Government . . . . .	3
PS 201	Comparative Politics and Governments . . . . .	3
PS 203	International Relations . . . . .	3

**TOTAL CREDIT HOURS 60**

\* Recommended courses are EC 202, GE 101, or one of the following: PS 101, PS 102, or PS 201.

<sup>†</sup> Check with your transfer institution.

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## SCIENCE

### Environmental Science and Policy: 412E (*continued*)

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Complete adequate coursework to transfer to a four-year university with a major in environmental science or environmental policy at or close to the junior-year level.
- Make observations, collect data, and analyze data.
- Apply basic biological and chemical principles to explain experimental results.
- Apply and integrate knowledge of the social sciences and the natural sciences to evaluate new claims or new information.
- Describe connections between the environment and human societies, including how humans affect the environment and how the environment in turn affects human welfare.



*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## SCIENCE

## Life Science: 412A

### *Science A.S.*

The life science track is a transfer program that provides the first two years of courses necessary for a four-year baccalaureate degree in one of the life sciences. Working closely with a counselor or adviser, students will be able to tailor their program of study to fit the needs of most if not all colleges and universities offering a degree in biology or the biological sciences. Also, students planning to transfer to a four-year institution prior to attending medical, dental, veterinary, physical therapy, podiatry, or chiropractic school will find all or most of the prerequisite courses needed for admission to these professional schools. Finally, students planning to transfer to pharmacy, medical technology, or optometry school programs that accept students after two years of undergraduate education will find all the courses needed for admission into these programs.

Students are strongly advised to work closely with a biology or chemistry faculty member or an academic transfer counselor in order to select courses that will prevent or minimize the loss of credits upon transfer.

#### GENERAL EDUCATION REQUIREMENTS (31 CREDIT HOURS)

	<i>English foundation</i> . . . . .	3
MA 180	<i>Precalculus</i>	
	<i>or</i>	
MA 181	<i>Calculus I</i> . . . . .	4
	<i>Speech foundation</i> . . . . .	3
	<i>Health foundation</i> . . . . .	1
	<i>Arts distribution</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	6
BI 107	<i>Principles of Biology I</i> . . . . .	4
CH 101	<i>Principles of Chemistry I</i> . . . . .	4

BI 209	General Genetics . . . . .	4
CH 102	Principles of Chemistry II . . . . .	4
CH 203	Organic Chemistry I . . . . .	5
CH 204	Organic Chemistry II . . . . .	5
EN 101	Techniques of Reading and Writing I . . . . .	3
MA 181	Calculus I . . . . .	4
MA 182	Calculus II . . . . .	4
PH 203	General Physics I (non-engineering)	
	<i>or</i>	
PH 161	General Physics I . . . . .	3-4
PH 204	General Physics II (non-engineering)	
	<i>or</i>	
PH 262	General Physics II . . . . .	4

#### TRACK ELECTIVES (SELECT AT LEAST 29 CREDIT HOURS)

BI 108	Principles of Biology II . . . . .	4
BI 203	Microbiology . . . . .	4

**TOTAL CREDIT HOURS 60-65**

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Have an adequate biology background to be able to transfer to a four-year institution with a major in the life sciences at or close to the junior-year level.
- Identify, describe, and explain basic biological concepts.
- Integrate natural sciences to build a solid foundation in the life sciences.
- Design simple life science experiments based on the scientific method. They will be able to perform the experiment, collect data, analyze the data to get results, and present the data in written or oral form.

## SCIENCE

### Mathematics: 412B *Science A.S.*

The mathematics track is a transfer program that provides the first two years of courses necessary for a four-year baccalaureate degree in mathematics.

#### GENERAL EDUCATION REQUIREMENTS (31 CREDIT HOURS)

	<i>English foundation</i> . . . . .	3
MA 181	<i>Calculus I</i> . . . . .	4
	<i>Speech foundation</i> . . . . .	3
	<i>Health foundation</i> . . . . .	1
	<i>Arts distribution</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	6
PH 262-263	<i>General Physics II and III</i>	
	<i>or</i>	
CH 101-102	<i>Principles of Chemistry I and II</i> . . . . .	8

#### TRACK CORE REQUIREMENTS (18–20) CREDIT HOURS)

MA 182	Calculus II . . . . .	4
MA 280	Multivariable Calculus . . . . .	4
MA 282	Differential Equations . . . . .	3
MA 284	Linear Algebra . . . . .	4
PH 161	General Physics I	
	<i>or</i>	
CH 203	Organic Chemistry . . . . .	3–5

#### TRACK ELECTIVES\* (SELECT AT LEAST 9–11 CREDIT HOURS)

CH 101	Principles of Chemistry I . . . . .	4
CH 102	Principles of Chemistry II . . . . .	4
CH 203	Organic Chemistry I . . . . .	5
CH 204	Organic Chemistry II . . . . .	5
CS 226	Introduction to Object-Oriented Programming Using C++ . . . . .	3
EN 101	Techniques of Reading and Writing I . . . . .	3
ES 102	Statics . . . . .	3
ES 220	Mechanics of Materials . . . . .	3
ES 221	Dynamics . . . . .	3
ES 240	Scientific and Engineering Computation . . . . .	3
PH 161	General Physics I . . . . .	3
PH 262	General Physics II . . . . .	4
PH 263	General Physics III . . . . .	4

**TOTAL CREDIT HOURS 60–64**

\* Students may select courses not on this list with approval from an adviser.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Have a mathematics background equivalent to the level of a second-year mathematics major in a bachelor's degree program.
- Use a command-line driven mathematical software package such as MATLAB or MAPLE for tasks in multivariable calculus, differential equations, and linear algebra.
- Students should be able to make arguments for proving mathematical results inductively as well as deductively.

# SCIENCE

## Physics: 412C *Science A.S.*

The physics track is a transfer program that provides the first two years of courses necessary for a four-year baccalaureate degree in physics.

**GENERAL EDUCATION REQUIREMENTS  
(31 CREDIT HOURS)**

	<i>English foundation</i> . . . . .	3
MA 181	Calculus I . . . . .	4
	<i>Speech foundation</i> . . . . .	3
	<i>Health foundation</i> . . . . .	1
	<i>Arts distribution</i> . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	6
	<i>Humanities distribution</i> . . . . .	3
PH 262-263	<i>General Physics II and III</i> . . . . .	8

MA 280	Multivariable Calculus	. . . . .	4						
MA 282	Differential Equations	. . . . .	3						
MA 284	Linear Algebra	. . . . .	4						
PH 161	General Physics I	. . . . .	3						

**TRACK ELECTIVE (SELECT ONE)**

CS 226	Introduction to Object-Oriented Programming Using C++	. . . . .	3						
EN 101	Techniques of Reading and Writing I	. . . . .	3						
ES 240	Scientific and Engineering Computation	. . . . .	3						

**TRACK CORE REQUIREMENTS (26 CREDIT HOURS)**

CH 101-102	Principles of Chemistry I and II	. . . . .	8						
MA 182	Calculus II	. . . . .	4						

**TOTAL CREDIT HOURS 60-61**

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Have an adequate physics background and be able to transfer to a four-year university with a major in physics at or close to the junior-year level.
- Identify, formulate, and solve basic physics problems.
- Integrate natural sciences to build a solid foundation in physics applications using appropriate mathematical skills.
- Use computer application software such as Vernier, Interactive Physics, and MATLAB in physics.

# SURGICAL TECHNOLOGY

## Surgical Technology A.A.S. (T)

*Students who plan to major in surgical technology will be assigned the temporary major of pre-surgical technology, with POS code 590, until they are officially admitted to the surgical technology program. Students may take preparatory courses and courses that fulfill General Education requirements during the waiting period. As an alternative to being assigned a temporary major, students waiting for admission to the surgical technology program may choose to major in general studies or any other open-admission program. The Admissions and Records Office at Takoma Park/Silver Spring will assign a matriculated code once students are admitted to the surgical technology program.*

This curriculum is designed for those who wish to move into surgical technology careers or upgrade present surgical skills in this area. The certificate curriculum is designed to accommodate students who wish to enter the workforce earlier and/or those who have earned a degree in health science. The certificate can be completed in one or two years. Credits earned in the

(Continued)

## SURGICAL TECHNOLOGY

### Surgical Technology A.A.S. (T) *(continued)*

degree provide transfer options for students who choose to continue studies beyond the A.A.S. Admission requirements for the A.A.S. and the certificate are the same.

The curriculum, emphasizing both didactic and clinical experience, offers a broad base of surgical skills needed by those who function as integral members of the surgical team. The program is accredited by the Commission on Accreditation of Allied Health Education Programs. Upon successful completion of the program, the graduate will receive the A.A.S./certificate and will be eligible to apply to take the certification examination given by the Association of Surgical Technologists (AST). Surgical technologists are eligible for employment in hospitals, operating rooms, physicians' offices, surgery centers, labor and delivery, and freestanding minor surgery facilities.

Each of the surgical technology courses builds on materials offered in the previous course. Students must meet prerequisites to the first-semester courses. A grade of C or better in each surgical technology course must be achieved.

For information regarding the program and admissions, please contact the Admissions and Records Office at the Takoma Park/Silver Spring Campus, 240-567-1501, or the program department.

#### GENERAL EDUCATION AND OTHER REQUIREMENTS (34 CREDIT HOURS)

EN 101	<i>Techniques of Reading and Writing I</i> . . . . .	3
	<i>English foundation</i> . . . . .	3
	<i>Mathematics foundation</i> . . . . .	3
	<i>Speech foundation</i> . . . . .	3
	<i>Arts or humanities distribution</i> . . . . .	3
PY 102	<i>General Psychology I</i> . . . . .	3
BI 203	Microbiology . . . . .	4
BI 204	<i>Human Anatomy and Physiology I*</i> . . . . .	4
BI 205	Human Anatomy and Physiology II . . . . .	4
HI 125	Medical Terminology I . . . . .	2
HI 126	Medical Terminology II . . . . .	2

#### SURGICAL TECHNOLOGY REQUIREMENTS (34 CREDIT HOURS)

SG 100	Introduction Surgical Technology . . . . .	4
SG 101	Surgical Technology I . . . . .	6
SG 102	Surgical Technology II . . . . .	6
SG 201	Surgical Technology III . . . . .	6
SG 202	Clinical Practicum I . . . . .	3
SG 211	Surgical Technology IV . . . . .	6
SG 212	Clinical Practicum II . . . . .	3

**TOTAL CREDIT HOURS 70**

\* Students should check the prerequisite for BI 204.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate expertise in the theory and application of sterile and aseptic technique.
- Demonstrate appropriate interpersonal and communication skills.
- Maximize patient safety by facilitating a safe surgical environment.
- Perform competently in the scrub and circulator role in accordance with AST standards.
- Apply principles of pharmacology as related to the surgical technologist.
- Demonstrate critical thinking skills in perioperative procedural management.
- Demonstrate cultural competence.

## SURGICAL TECHNOLOGY

### Surgical Technology Certificate (T): 228

BI	204	Human Anatomy and Physiology I* . . . . . 4	SG	201	Surgical Technology III . . . . . 6
BI	205	Human Anatomy and Physiology II* . . . . . 4	SG	202	Clinical Practicum I . . . . . 3
SG	100	Introduction Surgical Technology . . . . . 4	SG	211	Surgical Technology IV . . . . . 6
SG	101	Surgical Technology I . . . . . 6	SG	212	Clinical Practicum II . . . . . 3
SG	102	Surgical Technology II . . . . . 6	<b><u>TOTAL CREDIT HOURS 42</u></b>		

\* Students should check the prerequisite.

## TEACHER EDUCATION

*See Education*

## TECHNICAL WRITING

### Technical Writing Certificate (G): 143

*Statewide Program*

This certificate curriculum is designed for those already employed in technical positions or in related positions, seeking to move into careers in technical writing and editing or to upgrade skills in these areas. The emphasis is on tools, techniques, and procedures for developing, preparing, and producing technical documents and presentations in a work environment. Those without appropriate background must obtain the consent of an adviser before enrolling in the curriculum.

CG	120	Computer Graphics: Art and Illustration I . . . . . 4	MG	101	Principles of Management
		CA or CS elective . . . . . 3		<i>or</i>	
EN	101	Techniques of Reading and Writing I . . . 3	MG	103	Introduction to Marketing
EN	105	Principles of English Grammar . . . . . 3		<i>or</i>	
EN	109	Writing for Technology and Business . . . 3	MG	205	Organizational Behavior . . . . . 3
EN	125	Techniques of Proofreading and Editing . . . . . 3	SP	112	Business and Professional Speech Communication . . . . . 3
EN	240	Organization and Development of Technical Documents . . . . . 3	<b><u>TOTAL CREDIT HOURS 28</u></b>		

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Write clearly for different audiences.
- Edit documents for correctness and consistency.
- Edit documents using sound grammar.
- Plan documents, including the budgeting and scheduling of them.
- Learn what is taught in a computer class.
- Plan, deliver, and critique speeches common in business and industry.
- Implement basic principles of management or marketing that are common in business and industry.

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## THEATRE

The theatre curricula are planned to provide a fundamental course of study and training in basic skills for students who plan to continue study at a four-year institution, expect to enter a professional training program in theatre or dance, or wish to seek professional employment in theatre, dance, or related areas. Three tracks are offered: dance, theatre performance, and theatre technical. Completion of all requirements for any one of the tracks will lead to the award of the A.A. in arts and sciences.

### Dance (R): 128 *Arts and Sciences A.A.*

This track is offered for the student who plans to transfer to a four-year institution to study for a baccalaureate degree with a major in dance or plans to seek a career in dance, musical theatre, or a dance-related field after completing this program.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

#### FIRST SEMESTER

DN 100	<i>Introduction to Dance</i> . . . . .	3
DN 101–207	Dance technique* . . . . .	3
EN 101	Techniques of Reading and Writing I . . . . .	3
PE 101–199	Physical education elective . . . . .	1
TH 120	Performance Production . . . . .	1
	<i>Health foundation</i> . . . . .	1
	<i>Mathematics foundation</i> . . . . .	3

#### SECOND SEMESTER

DN 101–207	Dance technique* . . . . .	3
DN 120	Rhythmic Training for the Dancer . . . . .	2
TH 120	Performance Production . . . . .	1
TH 121	Movement for the Performer . . . . .	3
	<i>English foundation</i> . . . . .	3
	<i>Natural sciences distribution with lab</i> . . . . .	4
	<i>Behavioral and social sciences distribution</i> . . . . .	3

#### THIRD SEMESTER

DN 101–207	Dance technique* . . . . .	3
DN 150	Introduction to Dance Composition . . . . .	3
	DN elective <sup>†</sup> . . . . .	2
PE 101–199	Physical education elective . . . . .	1
TH 120	Performance Production . . . . .	1
	<i>Behavioral and social sciences distribution</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3

#### FOURTH SEMESTER

DN 101–207	Dance technique* . . . . .	6
	DN elective <sup>†</sup> . . . . .	3
SP 108	<i>Introduction to Human Communication</i> . . . . .	3
	<i>Arts or humanities distribution</i> . . . . .	3
	<i>Natural sciences distribution</i>	
	<i>without lab</i> . . . . .	3–4

**TOTAL CREDIT HOURS 68–69**

\* At least three credits, elementary level or higher, must be taken in each area: ballet, modern dance, and jazz.

<sup>†</sup> Any course in dance, speech, or theatre not already required in the option may be taken to fulfill the dance elective. MU 108 may also be acceptable.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate an understanding of dance as a performing art and a cultural form through performance, choreography, and written and oral work based in history, anthropology, and aesthetics.
- Demonstrate second-year (intermediate) level mastery of a variety of dance techniques, including ballet, modern dance, and jazz dance through performance and journal-keeping.
- Demonstrate an understanding of basic rhythmic and composition concepts through choreography and performance.



# THEATRE

## Theatre Performance (R): 011 *Arts and Sciences A.A.*

This track is offered for the student who plans to transfer to a four-year institution to study for a baccalaureate degree with a major in theatre or plans to seek a professional career in theatre after completing this program.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

### FIRST SEMESTER

EN 101	Techniques of Reading and Writing I . . . . .	3
TH 108	<i>Introduction to the Theatre</i> . . . . .	3
TH 109	<i>Fundamentals of Acting</i> . . . . .	3
TH 120	Performance Production . . . . .	1
	<i>Mathematics foundation</i> . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3

### SECOND SEMESTER

SP 108	<i>Introduction to Human Communication</i> . . . . .	3
TH 112	Intermediate Acting . . . . .	3
TH 114	Stagecraft I . . . . .	3
TH 121	Movement for the Performer . . . . .	3
	<i>English foundation</i> . . . . .	3
	<i>Natural sciences distribution with lab</i> . . . . .	4

### THIRD SEMESTER

MU 108	Class Voice . . . . .	2
SP 109	Voice and Diction . . . . .	3
TH 120	Performance Production . . . . .	1
TH 225	Acting for Film and Television . . . . .	3
	<i>Health foundation</i> . . . . .	1
	<i>Humanities distribution</i> . . . . .	3
	<i>Natural sciences distribution</i> <i>without lab</i> . . . . .	3-4

### FOURTH SEMESTER

	DN or PE elective(s)* . . . . .	3
TH 117	Fundamentals of Play Directing . . . . .	3
TH 120	Performance Production . . . . .	1
TH 219	Theatre elective . . . . .	3
	Technical theatre elective <sup>†</sup> . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3

**TOTAL CREDIT HOURS 67-68**

\* Students may select dance or physical education courses for a total of three semester hours.

† Select TH 116 or TH 208.

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate a competency for script and character analysis; a familiarity with periods, genres, and styles in theatre history; and the ability to recognize and utilize the special vocabulary of theatre and dance.
- Demonstrate the ability to create (or construct) and present formal and informal public performances.

## THEATRE

### Theatre Technical (R): 014 *Arts and Sciences A.A.*

This track is offered for the student who plans to transfer to a four-year institution to study for a baccalaureate degree with a major in a technical theatre area or plans to seek a professional career in a technical theatre area after completing this program.

A suggested course sequence for full-time students follows; part-time students should consult an adviser.

#### FIRST SEMESTER

EN 101	Techniques of Reading and Writing I . . . . .	3
SP 108	<i>Introduction to Human Communication</i> . . . . .	3
TH 108	<i>Introduction to the Theatre</i> . . . . .	3
TH 114	Stagecraft I . . . . .	3
	<i>Health foundation</i> . . . . .	1
	<i>Mathematics foundation</i> . . . . .	3

#### SECOND SEMESTER

PE 101–199	Physical education elective* . . . . .	1
TH 109	<i>Fundamentals of Acting</i> . . . . .	3
	Technical major elective <sup>†</sup> . . . . .	3
	Technical theatre elective <sup>‡</sup> . . . . .	3
	<i>English foundation</i> . . . . .	3
	<i>Natural sciences distribution with lab</i> . . . . .	4

#### THIRD SEMESTER

PE 101–199	Physical education elective* . . . . .	1
TH 120	Performance Production . . . . .	1
	Technical theatre elective . . . . .	3
	<i>Behavioral and social sciences distribution</i> . . . . .	3
	<i>Humanities distribution</i> . . . . .	3
	<i>Natural sciences distribution without lab</i> . . . . .	3–4

#### FOURTH SEMESTER

PE 101–199	Physical education elective* . . . . .	1
TH 117	Fundamentals of Play Directing . . . . .	3
TH 120	Performance Production . . . . .	1
TH 219	Theatre elective . . . . .	3
	Technical major elective(s) <sup>‡</sup> . . . . .	6
	<i>Behavioral and social sciences distribution</i> . . . . .	3

**TOTAL CREDIT HOURS 64–65**

\* Students may select dance or physical education courses for a total of 3 semester hours.

† Select AR 101–108, AR 127, AR 205, TR 130, or TR 131.

‡ Select TH 116, TH 118, or TH 208.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Demonstrate a competency in at least two areas of technical theatre production: carpentry, lighting, costumes, makeup, or painting.
  - Demonstrate the ability to create and/or construct and present formal and informal public performance.
-

## TRANSFER STUDIES

### Transfer Studies Certificate: 234

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

<i>English foundation</i> . . . . .	3	<i>Humanities distribution</i> . . . . .	3
<i>Mathematics foundation</i> . . . . .	3	<i>Natural sciences distribution with lab</i> . . . . .	4
<i>Arts distribution</i> . . . . .	3	<i>Electives*</i> . . . . .	11
<i>Behavioral and social sciences distribution</i> . . . . .	3		
		<b>TOTAL CREDIT HOURS</b>	<b>30</b>

\* Meet with a counselor or adviser to choose elective courses to fulfill additional General Education requirements and/or academic major requirements of the transfer institution(s). EN 101 may be used as elective credit for this certificate.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate general education competencies.
- Describe a connection between elective choices and his or her academic goals.
- Transfer to any four-year Maryland public institution and many private or out-of-state colleges and universities having satisfied half of the basic (i.e., general education) lower-level requirements.



Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

## WEB CAREERS

### Web Careers A.A.S.

This career curriculum is designed to meet the expanding needs of the Web development industry by preparing students and the business community members for positions involving designing and maintaining professional Web sites, programming for the Web, Web security, and e-commerce. The curriculum prepares students to qualify for professional Web development and maintenance positions.

#### GENERAL EDUCATION AND OTHER REQUIREMENTS NECESSARY FOR ALL THREE TRACKS (23 CREDIT HOURS)

EN 101	Techniques of Reading and Writing I . . . . 3
	<i>English foundation . . . . . 3</i>
	<i>Mathematics foundation . . . . . 3</i>
	<i>Speech foundation . . . . . 3</i>
	<i>Health foundation . . . . . 1</i>
	<i>Arts or humanities distribution . . . . . 3</i>
	<i>Behavioral and social sciences distribution . . . . 3</i>
	<i>Natural sciences distribution with lab . . . . . 4</i>

#### WEB DESIGN TRACK: 353D (37 CREDIT HOURS)

GD 110	Digital Tools for the Graphics Profession . . . 4
CA 272	Professional Web Site Development . . . . 4
GD 121	Fundamentals of Graphic Design I . . . . . 3
GD 214	Photoshop for Graphics and Photography . . . . . 4
GD 218	Graphic Design for the Web . . . . . 2
CA 125	Introduction to Flash . . . . . 4
GD 219	Advanced Graphic Design for the Web . . . 2
CA 299	Web Certificate/Degree Portfolio . . . . . 3
	Electives: Select from the following courses (11 credits minimum): CA 225, CA 273, CA 274, CA 276, CA 277, CA 278, CG 210, GD 216, PG 161 . . . . . 11

#### **TOTAL CREDIT HOURS FOR WEB DESIGN TRACK 60**

#### WEB DEVELOPMENT TRACK: 353E (39 CREDIT HOURS)

GD 110	Digital Tools for the Graphics Profession 4
GD 218	Graphic Design for the Web . . . . . 2
CA 141	Introduction to Database Applications
	<i>or</i>
CS 270	Introduction to SQL Using Oracle . . . . . 3
CA 272	Professional Web Site Development . . . . 4
CA 273	Advanced Professional Web Technologies . . . . . 3
CA 274	E-Commerce Web Sites: Administration, Security and Marketing . . . . . 3
CA 276	Dynamic HTML with JavaScript
	<i>or</i>
CA 277	XML and Its Applications . . . . . 3

CA 278	Web Application Development Using ColdFusion . . . . . 4
CA 288	Advanced Web Application Development with ColdFusion . . . . . 3
CA 299	Web Certificate/Degree Portfolio . . . . . 3
CA 125	Introduction to Flash . . . . . 4
	Electives: Select from the following courses (3 credits minimum): BA 101, CA 225, CA 240, CA 269, CA 276, CA 277, CA 282, CS 140, CS 213, CS 269 . . . . . 3

#### **TOTAL CREDIT HOURS FOR WEB DEVELOPMENT TRACK 62**

#### WEB PROGRAMMING TRACK: 353B (38-39) CREDIT HOURS)

GD 110	Digital Tools for the Graphics Profession
	<i>or</i>
CA 106	Computer Use and Management . . . . . 3–4
CA 272	Professional Web Site Development . . . . 4
CA 273	Advanced Professional Web Technologies
	<i>or</i>
CA 276	Dynamic HTML with JavaScript . . . . . 3
CA 277	XML and Its Applications . . . . . 3
CA 278	Web Application Development Using ColdFusion . . . . . 4
CS 140	Introduction to Programming . . . . . 3
CA 141	Introduction to Database Applications
	<i>or</i>
CS 270	Introduction to SQL Using Oracle . . . . . 3
CS 213	Java Programming Language . . . . . 3
CS 214	Advanced Java Programming . . . . . 3
CS 220	Client Server Programming with Java . . . 3
CS 216	UNIX/LINUX Operating System . . . . . 3
	Electives: Select from the following courses (3 credits minimum): CA 225, CA 240, CA 269, CA 274, CA 282, CA 288, CS 210, CS 226, CS 269 . . . . . 3

#### **TOTAL CREDIT HOURS FOR WEB PROGRAMMING TRACK 61–62**

(Continued)

## WEB CAREERS

### Web Careers A.A.S. (continued)

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#### PROGRAM OUTCOMES FOR WEB DESIGN TRACK

*Upon completion of this program a student will be able to:*

- 
- Demonstrate solid foundation skills and competency in a range of media, techniques, and knowledge of associated processes used in Web design.
  - Demonstrate visual problem solving that employs appropriate technical skills and techniques.
  - Demonstrate the ability to express ideas and concepts creatively.
  - Apply principles of design and typography to the processes employed in the graphic design, illustration, and Web design industries.
  - Demonstrate an understanding of the vocabulary of Web design.
  - Demonstrate the ability to present and critique concepts and designs.
  - Demonstrate currency in the digital tools employed in Web site design and assembly.
  - Create professional-quality Web sites that comply with current Web standards.
  - Develop a portfolio representative of the material and techniques studied, suitable for employment or transfer to another institution.
  - Communicate effectively using oral and written techniques.
  - Apply appropriate problem-solving methodologies to solution of related problems.

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#### PROGRAM OUTCOMES FOR WEB DEVELOPMENT TRACK

*Upon completion of this program a student will be able to:*

- 
- Create valid XHTML Web pages.
  - Use an Integrated Development Environment (IDE) effectively.
  - Create Web pages incorporating the Cascading Style Sheets technology.
  - Create Web pages with dynamic content utilizing a Web database technology.
  - Create coherent and intuitive Web sites or Web-enabled applications.
  - Apply appropriate problem-solving methodologies to the analysis and solution of related problems.
  - Communicate effectively using oral and written techniques.

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#### PROGRAM OUTCOMES FOR WEB PROGRAMMING TRACK

*Upon completion of this program a student will be able to:*

- 
- Create valid XHTML Web pages.
  - Write and use JavaScript in Web pages.
  - Use an Integrated Development Environment (IDE) such as the MX Studio 8 effectively.
  - Create Web pages incorporating the Cascading Style Sheets technology.
  - Create Web pages with dynamic content utilizing at least two Web server application technologies.
  - Create coherent and intuitive Web-enabled applications.
  - Apply appropriate problem-solving methodologies to the analysis and solution of related problems.
  - Communicate effectively using oral and written techniques.

## WEB CAREERS

### Internet Games and Simulation Certificate (R): 232

*See also Computer Gaming and Simulation A.A.*

Computer Web gaming and simulation is part of a rapidly growing and exciting new industry. This interdepartmental certificate presents students with an introduction to the skills needed to explore this emerging technology area of Web game development. Completion of this certificate will expose students to core Web development skills, introduce Web gaming and computer simulation technology, and provide an introduction to computer graphics technology. Electives allow students an opportunity to further explore their particular area of interest.

GD 110 Digital Tools for the Graphics Profession ..... 4 CA 190 Introduction to Game and Simulation Development ..... 4 CA 272 Professional Web Site Development ..... 4 CA 273 Advanced Professional Web Technologies ..... 3 CG 120 Computer Graphics: Art and Illustration I ..... 4 CG 210 Computer Animation and Illustration* ..... 4 CA 125 Introduction to Flash ..... 4	CA 225 Flash ActionScript for Web Publishing and Gaming ..... 4 Electives: Select two from the following groups: <i>Design and animation electives:</i> CG 121, CG 222, GD 214, GD 218, GD 219, PR 131, PR 232, TR 101 <i>Programming and technical electives:</i> EN 109, CA 141, CA 195, CA 269 or CS 269, CA 276, CA 277, CA 278, CS 140, CS 213 ..... 4–8
<b><u>TOTAL CREDIT HOURS 35–39</u></b>	

\* Students enrolled in this certificate may waive CG 121 (normally a prerequisite to CA 210) without having to substitute an additional class.

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Demonstrate working knowledge of analyzing, designing, and developing Internet-based games in a team environment.
  - Create professional-quality Web games using Flash and Action Script and place in an online portfolio.
  - Create professional-quality Web sites that comply with current Web standards.
  - Demonstrate an understanding of the vocabulary of gaming and simulation.
- 

### Web Design Certificate (R): 229A

This certificate is designed to provide training, skills, and knowledge that prepare a student for employment as a member of a Web development team. Skills include Web site management, advanced Web design techniques using a variety of software, effective communication between Web authors and system administrators, HTML validity, editorial responsibilities, and liaison with graphic artists and others.

*(Continued)*

## WEB CAREERS

### Web Design Certificate (R): 229A *(continued)*

GD 110	Digital Tools for the Graphics Profession . . . . .	4	CA 125	Introduction to Flash . . . . .	4
CA 272	Professional Web Site Development . . . . .	4	GD 219	Advanced Graphic Design for the Web . . . . .	2
GD 121	Fundamentals of Graphic Design I . . . . .	3	CA 299	Web Certificate/Degree Portfolio . . . . .	3
GD 214	Photoshop for Graphics and Photography . . . . .	4	Electives: Select one of the following courses: AR 101, AR 103, CA 225, CA 273, CA 274, CA 276, CA 277, CA 278, CG 210, GD 216, PG 161 . . . . .		
GD 218	Graphic Design for the Web . . . . .	2			

**TOTAL CREDIT HOURS 29**

### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- Demonstrate solid foundation skills and competency in a range of media, techniques, and knowledge of associated processes used in Web design.
- Demonstrate visual problem solving that employs appropriate technical skills and techniques.
- Demonstrate the ability to express ideas and concepts creatively.
- Apply principles of design and typography to the processes employed in the graphic design, illustration, and Web design industries.
- Demonstrate an understanding of the vocabulary of Web design.
- Demonstrate the ability to present and critique concepts and designs.
- Demonstrate currency in the digital tools employed in Web site design and assembly.
- Create professional-quality Web sites that comply with current Web standards.
- Develop a portfolio representative of the material and techniques studied, suitable for employment or transfer to another institution.

### Web Development Certificate (G, R): 231A

This certificate is designed to provide training, skills, and knowledge that prepare a student for employment as a member of a Web development team. Skills include Web site management, basic Web site design, effective communication between Web authors and system administrators, HTML validity, editorial responsibilities, and liaison with graphic artists and others.

GD 110	Digital Tools for the Graphics Profession . . . . .	4	CA 277	XML and Its Applications . . . . .	3
GD 218	Graphic Design for the Web . . . . .	2	CA 278	Web Application Development Using ColdFusion . . . . .	4
CA 141	Introduction to Database Applications		CA 288	Advanced Web Application Development Using ColdFusion . . . . .	3
<i>or</i>			CA 299	Web Certificate/Degree Portfolio . . . . .	3
CS 270	Introduction to SQL Using Oracle . . . . .	3	CA 125	Introduction to Flash . . . . .	4
CA 272	Professional Web Site Development . . . . .	4	Electives: Select one of the following courses: BA 101, CA 225, CA 240, CA 269, CA 276, CA 277, CA 282, CS 140, CS 213, CS 269 . . . . .		
CA 273	Advanced Professional Web Technologies . . . . .	3			
CA 274	E-Commerce Web Sites: Administration, Security and Marketing . . . . .	3			
CA 276	Dynamic HTML with Java Script				
<i>or</i>					

**TOTAL CREDIT HOURS 39**

*(Continued)*

*Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.*

## WEB CAREERS

### Web Development Certificate (G, R): 231A *(continued)*

#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Create valid XHTML Web pages.
  - Use an Integrated Development Environment (IDE) effectively.
  - Create Web pages incorporating the Cascading Style Sheets technology.
  - Create Web pages with dynamic content utilizing a Web database technology.
  - Create coherent and intuitive Web sites or Web-enabled applications.
- 

### Web Programming Certificate: 230

This certificate is designed to provide training, skills, and knowledge that prepare a student for employment as a programmer on a Web development team. Skills include advanced Web programming languages (Java, Visual Basic, XML, DHTML/JavaScript, Web databases), UNIX, and advanced HTML.

GD 110 Digital Tools for the Graphics Profession <i>or</i> CA 106 Computer Use and Management . . . . . 3–4 CA 272 Professional Web Site Development . . . . . 4 CA 273 Advanced Professional Web Technologies <i>or</i> CA 276 Dynamic HTML with JavaScript . . . . . 3 CA 277 XML and Its Applications. . . . . 3 CA 278 Web Application Development Using ColdFusion . . . . . 4 CS 140 Introduction to Programming . . . . . 3	CA 141 Introduction to Database Applications <i>or</i> CS 270 Introduction to SQL Using Oracle. . . . . 3 CS 213 Java Programming Language . . . . . 3 CS 214 Advanced Java Programming . . . . . 3 CS 220 Client Server Programming with Java . . . 3 CS 216 UNIX/LINUX Operating System . . . . . 3 Electives: Select one of the following courses: CA 225, CA 240, CA 269, CA 274, CA 282, CA 288, CS 210, CS 226, CS 269 . . . . . 3 <b><u>TOTAL CREDIT HOURS 38–39</u></b>
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#### PROGRAM OUTCOMES

*Upon completion of this program a student will be able to:*

- 
- Create valid XHTML Web pages.
  - Write and use JavaScript in Web pages.
  - Use an Integrated Development Environment (IDE) such as the MX Studio 8 effectively.
  - Create Web pages incorporating the Cascading Style Sheets technology.
  - Create Web pages with dynamic content utilizing at least two Web server application technologies.
  - Create coherent and intuitive Web-enabled applications.
-



## COURSE DESCRIPTIONS

This section of the catalog describes courses normally offered by Montgomery College. Course descriptions typically include an overview of the course, any assessment levels and/or prerequisites required, and credit and contact hours. More detailed information about courses can be obtained from our academic departments.

The College reserves the right to revise descriptions and to withdraw from its offerings any curriculum or course in which registration is too small to justify instructional expenses.

Courses with hyphenated numbers are sequential and must be taken in the order listed. Separation of numbers by a comma indicates that the courses may be taken in reverse order.

A sample course description appears on page 267. This sample includes all of the elements of a typical course description, and an explanation is provided for each element.

*Exploratory courses*, which are listed in the schedule of classes but do not appear in the catalog, are credit courses introduced initially on a trial or pilot basis for a limited period of time. They provide students with an opportunity to explore changing disciplines, to learn from activities in a relatively new context, or to experience new types of instructional approaches. The transfer of credit for these courses is subject in each case to acceptance by the college or university to which the student is transferring.

Consult the schedule of classes for information regarding the courses offered at each campus and through distance education. Students may take courses offered on any campus to meet the requirements of the curriculum in which they are enrolled. Campus-specific courses, like all courses, may not be offered every semester or every year.

### Assessment Levels

Montgomery College uses assessment tests to help students identify their level of

English, reading, and mathematics skills—skills necessary for academic success. The Accuplacer is the assessment test used for native speakers of English; the Accuplacer LOEP Test is used for non-native speakers of English. The College's assessment policies and required courses pertaining to the assessment tests are listed under Assessment Testing (Appropriate Course Placement) in the Admissions and Registration section of this catalog.

In these course descriptions, most of the college-level courses that do not have prerequisites have assessment levels listed. These levels are Montgomery College courses for which a student should be eligible to enroll. Eligibility is determined through placement by the Accuplacer, acceptable scores of other test instruments (see below), transfer credit, or completion of courses that lead to the identified assessment levels. Non-native speakers of English who have taken the Accuplacer LOEP Test and are enrolled in American English Language (EL) courses should consult a counselor or adviser for required assessment levels.

Students who have completed any of the following tests with the indicated scores should consult a counselor before taking an assessment test: SAT—550 verbal, 550 math (600 for MA 180 or higher); ACT—24 or higher; TOEFL—575 or higher (231 or higher on the computerized version; 90 or higher on the Internet-based version); Advanced Placement—3, 4, or 5, depending on individual department requirements; CLEP general examination—50th percentile (except for MA 180 or higher); CEEB Achievement Test—50 or higher.

Courses with no assessment level or prerequisite listed are open to all students. Enrollment in courses required through Appropriate Course Placement or the American English Language Program takes precedence over enrollment in other courses.

## Course Designators

<b>AB</b> — Arabic . . . . . 268 <b>AC</b> — Accounting . . . . . 268 <b>AN</b> — Anthropology . . . . . 269 <b>AR</b> — Art . . . . . 270 <b>AS</b> — Astronomy . . . . . 275 <b>AT</b> — Automotive Technology . . . . . 275 <b>BA</b> — Business Administration . . . . . 278 <b>BI</b> — Biological Sciences . . . . . 278 <b>BT</b> — Biotechnology . . . . . 280 <b>BU</b> — Building Trades Technology . . . . . 282 <b>CA</b> — Computer Applications . . . . . 284 <b>CE</b> — Cooperative Education . . . . . 287 <b>CG</b> — Computer Graphics . . . . . 287 <b>CH</b> — Chemistry . . . . . 288 <b>CJ</b> — Criminal Justice . . . . . 290 <b>CN</b> — Chinese . . . . . 291 <b>CS</b> — Computer Science and Technologies . . . . . 291 <b>CT</b> — Architectural and Construction Technology . . . . . 294 <b>DN</b> — Dance . . . . . 297 <b>DS</b> — Student Development . . . . . 300 <b>EC</b> — Economics . . . . . 301 <b>ED</b> — Education . . . . . 301 <b>EE</b> — Electrical Engineering . . . . . 305 <b>EL</b> — American English Language Program (American English for Academic Purposes) . . . . . 306 <b>EN</b> — English . . . . . 307 <b>EP</b> — Emergency Preparedness . . . . . 312 <b>ES</b> — Engineering Science . . . . . 314 <b>FL</b> — Film . . . . . 315 <b>FM</b> — Food and Beverage Management . . . . . 316 <b>FR</b> — French . . . . . 317 <b>FS</b> — Fire Science . . . . . 318 <b>GD</b> — Graphic Design . . . . . 320 <b>GE</b> — Applied Geography . . . . . 323 <b>GL</b> — Geology . . . . . 325 <b>GR</b> — German . . . . . 325 <b>HE</b> — Health . . . . . 326 <b>HI</b> — Health Information Management . . . . . 328 <b>HM</b> — Hotel/Motel Management . . . . . 331 <b>HP</b> — Honors Program . . . . . 332 <b>HS</b> — History . . . . . 335	<b>ID</b> — Interior Design . . . . . 340 <b>IS</b> — Interdisciplinary Studies . . . . . 344 <b>IT</b> — Italian . . . . . 344 <b>JN</b> — Japanese . . . . . 344 <b>KR</b> — Korean . . . . . 344 <b>LA</b> — Paralegal Studies (Legal Assistant) . . . . . 345 <b>LG</b> — Linguistics . . . . . 346 <b>LN</b> — Landscape Technology . . . . . 346 <b>LR</b> — Library . . . . . 349 <b>LT</b> — Latin . . . . . 349 <b>MA</b> — Mathematics . . . . . 349 <b>ME</b> — Meteorology . . . . . 352 <b>MG</b> — Management . . . . . 353 <b>MH</b> — Mental Health . . . . . 354 <b>MS</b> — Diagnostic Medical Sonography . . . . . 356 <b>MU</b> — Music . . . . . 358 <b>NU</b> — Nursing . . . . . 363 <b>NW</b> — Network and Wireless Technologies . . . . . 365 <b>PC</b> — Physical Science . . . . . 370 <b>PE</b> — Physical Education . . . . . 370 <b>PG</b> — Photography . . . . . 376 <b>PH</b> — Physics . . . . . 378 <b>PL</b> — Philosophy . . . . . 379 <b>PO</b> — Polysomnography . . . . . 380 <b>PR</b> — Printing Technology . . . . . 381 <b>PS</b> — Political Science . . . . . 383 <b>PT</b> — Physical Therapist Assistant . . . . . 384 <b>PY</b> — Psychology . . . . . 386 <b>RD</b> — Reading . . . . . 387 <b>RT</b> — Radiologic (X-Ray) Technology . . . . . 389 <b>RU</b> — Russian . . . . . 391 <b>SA</b> — Study Abroad . . . . . 392 <b>SG</b> — Surgical Technology . . . . . 392 <b>SL</b> — American Sign Language (ASL) . . . . . 393 <b>SN</b> — Spanish . . . . . 395 <b>SO</b> — Sociology . . . . . 396 <b>SP</b> — Speech . . . . . 398 <b>TH</b> — Theatre . . . . . 399 <b>TR</b> — Television/Radio . . . . . 400 <b>WS</b> — Women’s Studies . . . . . 402
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*Some courses or some individual sections require off-campus field trips, seminars, or service learning assignments where students are required to provide their own transportation. Check with faculty members teaching specific courses or sections for these requirements.*

An abbreviation listed here indicates that the course can be used to meet General Education distribution requirements: *ARTD* = arts; *BSSD* = behavioral and social sciences; *HUMD* = humanities; *NSLD* = natural sciences with a laboratory; *NSND* = natural sciences without a laboratory.

*[M]* indicates that the course is a global and cultural perspectives course. All A.A. and A.S. programs have a requirement that one course within the program must be a global and cultural perspectives course.

If a campus abbreviation is included, the course is offered only on the specified campus(es).\*

The letters **CE** indicate that credit for the course may be obtained by taking an examination. For courses offered on multiple campuses, the letters **G, R,** and/or **T** indicate the campus(es) offering the examination: **CE-R** or **CE-G** and **T**.

This is the title of the course.

The course code includes the subject designator and the course number.

**ZZ 110 The Course Description (NSLD[M]) (R only) CE**

Starts with a sentence fragment. The rest of the course description should be complete, declarative sentences that provide concise information. Be brief and try to limit it to 40 words or less.

A **PREREQUISITE** is a college-level course, equivalent expertise, or other knowledge that is required before a student may enroll in the desired course.

A **COREQUISITE** must be taken with the desired course.

A course listed under **PRE-** or **COREQUISITE** may be taken either before or with the desired course. In some cases, a prerequisite or corequisite may be waived with the consent of the instructor or the department.

**PREREQUISITE:** ZZ 100. **COREQUISITE:** ZZ 115.

**PRE-** or **COREQUISITE:** ZZ 109 or consent of department.

**Assessment levels:** EN 101/101A, MA 091, RD 120. *Two hours lecture, four hours laboratory each week.*

\_\_\_\_\_ The number of *semester hours* is the same as the number of credits.

## Catalog Entry Components

## AB—Arabic

### AB 101 Elementary Arabic I (HUMD[M])

A beginning language course focusing on the study of Modern Standard Arabic (MSA) language. Students begin to develop the ability to communicate in Arabic through the consideration of cultural themes, language functions, and authentic situations as they acquire the structures and lexicon to work with written language, conversation, and composition. No prior knowledge of Arabic is required. *In-class work is supplemented by 20 hours in the language learning laboratory. Five hours each week.* 5 semester hours

### AB 102 Elementary Arabic II (HUMD[M])

A continuation of AB 101. Students continue their study of written language, conversation, and composition in Modern Standard Arabic (MSA) as they consider cultural themes, language functions, and authentic situations. *In-class work is supplemented by 20 hours in the language learning laboratory. PREREQUISITE: AB 101 or equivalent proficiency. Five hours each week.* 5 semester hours

## AC—Accounting

### AC 201 Accounting I CE-R

An introduction to the principles and procedures related to accounting theory and practice from the perspective of users of financial information. Topics include the accounting cycle, the preparation and analysis of financial statements, and accounting information. *PREREQUISITE: Two units of high school mathematics or appropriate score on the College's assessment test. Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Four hours each week.* 4 semester hours

### AC 202 Accounting II CE-R

The study and analysis of managerial accounting. Topics include cost accumulation, evaluation, and analysis for decision making, as well as coverage of the statement of cash flows and financial statement analysis. *PREREQUISITE: AC 201. Four hours each week.* 4 semester hours

### AC 207 Intermediate Accounting I CE-R

An overview of the financial accounting process with an in-depth study of cash, receivables, inventory costing, property, plant and equipment, intangible assets, and current liabilities. The course also includes an introduction to financial accounting research analysis. *PREREQUISITE: AC 202. Four hours each week.* 4 semester hours

### AC 208 Intermediate Accounting II CE-R

Major topics include accounting for long-term liabilities, stockholders equity, earnings per share, investments, accounting for income taxes, pensions, leases, and statement of cash flows. The course also includes financial accounting research analysis. *PREREQUISITE: AC 207. Four hours each week.* 4 semester hours

### AC 209 Advanced Accounting CE-R

The study and analysis of accounting for business combinations. This course also includes accounting for partnerships, bankruptcy as well as the assembly, design, and interpretation of consolidated statements currently required by the SEC and the AICPA as well as other relevant bodies. A continuation of financial accounting research analysis is included. Other possible areas examined are the study of accounting for home and branch operations, foreign currency, and estates and trusts. *PREREQUISITE: AC 208 or consent of department. Three hours each week.* 3 semester hours

### AC 210 Governmental and Nonprofit Accounting

General principles of fund accounting for municipal, governmental, and nonprofit institutions. The course will emphasize fund principles, budgetary controls, and financial reporting statements. *PREREQUISITE: AC 202. Three hours each week.* 3 semester hours

**AC 213 Federal Income Taxation I CE-R**

A critical examination, analysis, and application of the tax law for individuals. Interrelated subjects include income inclusions and exclusions, property transactions, nontaxable exchanges, capital asset transactions, general deductions and losses, business expenses, depreciation and amortization, and passive activities. Attention is given to tax procedures, accounting and inventory methods, retirement planning, exemptions, credits, filing status, and the alternative minimum tax. Students also engage in both electronic research and return preparation practica. **PREREQUISITE:** AC 202 or consent of department. *Four hours each week.*

*4 semester hours*

**AC 214 Federal Income Taxation II CE-R**

A critical examination, analysis, and application of the tax law for Subchapter C and S corporations, limited liability companies, partnerships, estates and trusts. Attention is given to taxation of gifts, exclusions, net operating losses, determination of shareholder and partner basis, consolidated entities, book and income tax reconciliation, owner contributions and distributions, and beneficiary share of income. Students also engage in both electronic research and return preparation practica. **PREREQUISITE:** AC 213. *Four hours each week.*

*4 semester hours*

**AC 215 Auditing Theory and Practice CE-R**

The study and analysis of fundamental components of auditing theory and risk, including inherent risk, control risk, and detection risk. Emphasis is placed on internal control procedures, risk assessment and examination of accounts. Additionally, the role of regulatory organizations and professional standards such as Generally Accepted Auditing Standards and Standards of the Public Company Accounting Oversight Board are discussed. **PRE- or COREQUISITE:** AC 207 or consent of department. *Four hours each week.*

*4 semester hours*

**AC 216 Ethics and Professionalism in Accounting**

Provides an examination of the major ethical issues encountered by accountants in the business environment. The AICPA Code of Professional Conduct and the reasoning, philosophy, and application of that code are examined. **PREREQUISITE:** AC 202 or consent of department. *Three hours each week.*

*3 semester hours*

**AC 217 Cost Accounting CE-R**

The study and analysis of cost accumulation and product costing procedures for both job order and process costing systems, absorption versus variable costing in manufacturing, activity-based costing, standard costing and performance, and relevant costs for decision making. Accounting for capital budgeting decisions and ethical challenges in managerial accounting are also covered. **PREREQUISITE:** AC 202. *Three hours each week.*

*3 semester hours*

**AC 219 Business Finance**

The study and analysis of the theories and applications that the financial manager uses in making decisions. Emphasis is placed on financial analysis, economic value added, cash flow analysis, profit planning, risk and return, security valuation, and capital budgeting analysis. Capital markets, working capital policy, current asset and liability management, financial structure, dividend policy, and internal financing are to be addressed. **PREREQUISITE:** AC 202. *Three hours each week.*

*3 semester hours*

**AN—Anthropology****AN 101 Introduction to Sociocultural Anthropology (BSSD[M])**

An exploration of fundamental anthropological concepts, methods, and theories used to interpret traditional and modern cultures. Emphasis is placed on the components of cultural systems and the investigation of impact of globalization on changing cultures worldwide. *Assessment levels:* EN 101/101A, RD 120. *Three hours each week.*

*3 semester hours*

**AN 105 Human Evolution and Archaeology (NSND[M]) (G and R only)**

An introduction to the theories and evidence concerning human's biological evolution and archaeology worldwide. Emphasis is placed on the genetic and adaptive evidence for human variation, the fossil evidence for human evolution, primatology, domestication, state societies, and archaeological methods and techniques. *Assessment levels:* EN 101/101A, MA 091, RD 120. *Three hours each week.*

*3 semester hours*

**AN 202 Archaeological Investigation**  
(R only)

An introductory course in all aspects of the archaeological investigation. It covers research design and methods in field exploration, laboratory analysis and reporting, with the goal of interpreting the archaeological record and explaining past human behavior. **PREREQUISITE:** AN 101, AN 105, or consent of department. *One hour lecture, four hours laboratory each week.* 3 semester hours

**AN 206 World Cultures (BSSD[M])**  
(G and R only)

An examination of one culture area in particular geographic region using theories and methods of anthropology. The emphasis is on the prehistory, colonialism, cultural systems, modernization, and globalization of the region. Case studies are used to examine current conditions. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week.* 3 semester hours

**AR—Art****AR 101 Introduction to Drawing (ARTD)**

An introduction to drawing and creative visual problem solving. Emphasis is on the analysis and exploration of basic drawing techniques in the visual interpretation of natural and fabricated forms. Students will be introduced to a variety of drawing media. *Two hours lecture, four hours studio each week.* 3 semester hours

**AR 103 Two-Dimensional Design (ARTD)**

The study and use of the elements and principles of art in two-dimensional composition relating to visual organization. Emphasis is placed on the analysis of design problems and their solutions. *Two hours lecture, four hours studio each week.* 3 semester hours

**AR 104 Three-Dimensional Design**

The study and use of the elements and principles of art in three-dimensional composition relating to visual organization. Emphasis is placed on the analysis of design problems and their solutions. **PREREQUISITE:** AR 103 or consent of department. *Two hours lecture, four hours studio each week.* 3 semester hours

**AR 105 Color Theory and Application**  
(ARTD)

An introduction to the expressive, symbolic, decorative, and aesthetic aspects of color. Investigation of color theories and solutions to a variety of problems using color as a tool. *Two hours lecture, four hours studio each week.* 3 semester hours

**AR 107 Art History: Ancient to 1400**  
(ARTD[M])

An introduction to architecture, painting, sculpture, and artifacts in Western civilization and around the world, from the Paleolithic inception of painting and sculpture through the Middle Ages, including prehistoric, Near Eastern, Egyptian, Aegean, Greek, Etruscan, Roman, Early Christian, Byzantine, Islamic, Indian, Chinese, Japanese, Pre-Columbian, Early Medieval, Romanesque, and Gothic art. *Assessment levels: EN 101/101A, RD 120. Three hours each week.* 3 semester hours

**AR 108 Art History: 1400 to Present**  
(ARTD)

A survey and analysis of major trends in architecture, painting, and sculpture in Western civilization, including Proto-Renaissance, Renaissance, Mannerist, Baroque, Neoclassic, Romantic, Realist, Impressionist, Expressionist, Cubist, non-objective, and 20th century art. There are no prerequisites, but students are advised to take the history of art courses in sequence. *Assessment levels: EN 101/101A, RD 120. Three hours each week.* 3 semester hours

**AR 110 Museum Resources**

Field trips to Washington, D.C., museums provide a working laboratory for this course, which exposes students to the basic issues of museology and the extraordinary range of resources available to them. The course involves museology issues, discussions of assigned field trips, appropriate readings, and the keeping of a journal. During field trips, the emphasis will be on visual experience for its own sake and value, so that students can become confident about individual encounters with works of art. *Assessment levels: EN 101/101A, RD 120. Two hours lecture/discussion, two hours laboratory each week.* 3 semester hours

**AR 112 Digital Photography for Fine Arts I (ARTD)**

A general introduction to electronic still photography, beginning with traditional photographic and art concepts. Students will explore image manipulation using personal computers supported by scanners, photo CDs, and digital cameras. Students will use the most advanced photo editing software available to create new artistic images. *Two hours lecture, four hours laboratory each week.*

3 semester hours

**AR 113 Digital Photography for Fine Arts II**

An advanced course that will enable students to use digital photography to create sophisticated, aesthetic images. The student will be encouraged to develop a personal style and technical proficiency for personal expression. **PREREQUISITE:** AR 112 or consent of department. *Two hours lecture, four hours laboratory each week.*

3 semester hours

**AR 114 Intermediate Drawing**

A continuation of AR 101, with the further analysis and exploration of drawing skills, techniques, and concepts. Emphasis is on more complex problem solving in the visual interpretation of natural and fabricated forms. Students will utilize a variety of black-and-white and color drawing media. **PREREQUISITE:** AR 101 or consent of department. *Two hours lecture, four hours studio each week.*

3 semester hours

**AR 115 Figure Drawing I**

An introduction to figure drawing. Emphasis is placed on the problems involved in the visual interpretation of the human figure as a separate study, and in relation to its environment. Students will utilize a variety of drawing media. **PREREQUISITE:** AR 101 or consent of department. *Two hours lecture, four hours studio each week.*

3 semester hours

**AR 121 Ceramics I (ARTD)**

First of two related courses (with AR 122). The aesthetic and technical aspects of the ceramic process. Studio sessions will involve an exploration of the nature of clay, decorative processes, glazes, and firing via handbuilt pottery. A general survey of historical and contemporary ceramic art forms is included. Wheel-thrown pottery techniques are also introduced. Design and craftsmanship are emphasized. *Two hours lecture, four hours studio each week.*

3 semester hours

**AR 122 Ceramics II**

Second of two related courses (with AR 121, which must be taken first). The aesthetic and technical aspects of the ceramic process. Studio sessions will involve a continued study of the nature of clay with the development of forms derived from the potter's wheel. Increased emphasis placed on surface decoration, glaze formulation, and kiln firing skills. Design and craftsmanship are emphasized. **PREREQUISITE:** AR 121 or consent of department. *Two hours lecture, four hours studio each week.*

3 semester hours

**AR 123 Crafts (ARTD) (R and T only)**

A general survey of crafts such as metalry, weaving, enameling, ceramics, and textile design. The fundamental techniques and uses of various materials are explored. Design and craftsmanship are emphasized. *Course may be repeated for audit without limit. Two hours lecture, four hours studio each week.*

3 semester hours

**AR 124 Enameling I (R only)**

An introduction to traditional techniques with emphasis on expression and craftsmanship. Exploration of basic methods of preparation, application, firing, and finishing vitreous enamel on copper. *Course may be repeated for audit without limit. Two hours lecture, four hours studio each week.*

3 semester hours

**AR 125 Enameling II (R only)**

A continuation of AR 124 with special attention given to techniques that involve integration of enameling and metalwork. *Course may be repeated for audit without limit. PREREQUISITE:* AR 124 or consent of department. *Two hours lecture, four hours studio each week.*

3 semester hours

**AR 127 Art Appreciation (Art in Culture) (ARTD[M])**

An appreciation of the visual arts through an aesthetic understanding of the various art forms and their historical development throughout the world. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

3 semester hours

**AR 130 Survey of Asian Art (ARTD[M])**

A survey and analysis of the art and culture of China, Japan, India, and southeast Asia. Emphasis on architecture, ceramics, painting, printmaking, and sculpture with reference to cross-cultural influences, religion, and philosophy as they relate to the art of those countries. Field trips to museums and galleries. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**AR 201 Painting I**

An introductory studio course involving solutions to the problems related to the creation of representational, abstract, and non-objective paintings. Technical skills such as the ability to size and prime a canvas and to work in varied media are developed. Demonstrations, lectures, and class critiques will be employed. **PREREQUISITES:** AR 101 and AR 103, or consent of department. *Two hours lecture, four hours studio each week. 3 semester hours*

**AR 202 Painting II**

A continuation of AR 201, with emphasis on solution to advanced problems related to the creation of representational, abstract, and non-objective paintings. Technical skills to work in varied media are developed. Demonstrations, lectures, and class critiques will be employed. **PREREQUISITE:** AR 201 or consent of department. *Two hours lecture, four hours studio each week. 3 semester hours*

**AR 203 Photographic Expression I (ARTD)**

Designed to achieve the basics of black-and-white still photographic techniques with additional emphasis on the development of ability to express and understand ideas and feelings communicated in photographs. Students are expected to supply own camera (35mm with manual controls), paper, and film. *One hour lecture, four hours laboratory each week. 3 semester hours*

**AR 204 Photographic Expression II (G and T only)**

Problems designed to achieve mastery of basic still photographic techniques with an emphasis on individual creative expression. This course will allow for experimental projects in black-and-white photography. **PREREQUISITE:** AR 203 or consent of department. *One hour lecture, four hours laboratory each week. 3 semester hours*

**AR 205 Watercolor I (G and R only)**

The use of transparent watercolor techniques and media with reference to historical and contemporary approaches. Painting in the studio and on location including still life, the figure in the environment, landscape, and architecture. Lectures and demonstrations with independent student responses required. **PREREQUISITE:** AR 101 or consent of department. *Course may be repeated for audit without limit. Two hours lecture, four hours studio each week. 3 semester hours*

**AR 206 Watercolor II (R only)**

A continued study of watercolor techniques as described in AR 205, presenting the opportunity for greater individual experimentation and expression. **PREREQUISITE:** AR 205 or consent of department. *Course may be repeated for audit without limit. Two hours lecture, four hours studio each week. 3 semester hours*

**AR 208 Survey of African Art (ARTD[M])**

A survey and analysis of the art and culture of major African regions. Emphasis on architecture, sculpture, painting, crafts, and performance with reference to cross-cultural and outside influences, religion, philosophy, and everyday life as they relate to the art of various African peoples. Field trips to museums and galleries. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**AR 209 Architectural History: Ancient to 1400 (ARTD)**

A historical survey and critical study of the development of architecture and related arts from pre-historic times to the 15th century. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**AR 210 Architectural History: 1400 to Present (ARTD)**

A historical survey and critical study of the development of architecture and related arts from the 15th century to the present. Students in architectural programs are advised to take the history of architecture courses in sequence. Students may enroll in AR 210 without having taken AR 209. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*



**AR 213 World Woodcut and Relief Traditions (ARTD[M])**

Students will learn basic woodcut and relief printing techniques while studying multicultural influences in imagery, concepts, and the use of materials from Asia, Africa, Europe, and the Americas. Students cannot also receive credit for AR 223. *Two hours lecture, four hours studio each week.*

*3 semester hours*

**AR 214 Printmaking: Lithography (R and T only)**

Processes, materials, and techniques of fine art lithography are explored. Emphasis is placed on expressing visual concepts and ideas through drawing and appropriate technical manipulations on stones and/or plates, and printing in both black and white and color. Students cannot also receive credit for AR 223. *Course may be repeated for audit without limit. Two hours lecture, four hours studio each week.*

*3 semester hours*

**AR 215 Figure Drawing II**

A continuation of AR 115, with further analysis and exploration of the concepts and techniques introduced in AR 115. Emphasis is placed on more complex problem solving in the visual interpretation of the human figure as a separate study and in relation to its environment. Students will use a variety of black-and-white and color drawing media. **PREREQUISITE:** AR 115 or consent of department. *Two hours lecture, four hours studio each week.*

*3 semester hours*

**AR 219 American Art (ARTD)**

A historical and philosophical interpretation of American painting, sculpture, architecture, and the minor arts from colonial times to the present. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

*3 semester hours*

**AR 220 American Art Since 1945 (ARTD)**

A study of 20th century American art, with focus on the phenomenon of New York's rise as a world art center after 1945. Emphasis is on painters and sculptors most significant in the development of the first truly American art styles, covering major movements such as abstract expressionism, pop art, minimalism, and photo realism on to the multiplicity of styles, forms, and media current since the 1980s. **PREREQUISITE:** AR 107 or consent of department. *Three hours each week.*

*3 semester hours*

**AR 221 Sculpture I**

The problems and principles of sculpture. Theory and basic techniques involved in additive and subtractive methods in both relief sculpture and sculpture in the round. Materials may include clay, wood, stone, modern plastics, plaster, and metal. **PREREQUISITES:** AR 103 and AR 104, or consent of department. *Two hours lecture, four hours studio each week.*

*3 semester hours*

**AR 222 Sculpture II**

A continuation of AR 221 for students who have successfully completed that course. Emphasis on individual experimentation and expression. In addition to direct methods, casting methods are used. **PREREQUISITE:** AR 221 or consent of department. *Two hours lecture, four hours studio each week.*

*3 semester hours*

**AR 223 Lithography and Relief Printmaking**

Materials and techniques of fine art lithography will be investigated with an emphasis on the expression of one's ideas through appropriate technical manipulations. In addition, students may explore various relief printmaking procedures to produce woodcuts, linocuts, or collographs. Students cannot also receive credit for AR 213 or AR 214. *Course may be repeated for audit without limit. Two hours lecture, four hours studio each week.*

*3 semester hours*

**AR 224 Intaglio Printmaking**

An introduction to the fine art of metal plate etching. The techniques of drypoint hardground, soft-ground, aquatint, and engraving are explored. *Course may be repeated for audit without limit. Two hours lecture, four hours studio each week.*

*3 semester hours*

**AR 225 Serigraphy**

Introduction to materials and techniques of silk-screen printmaking. Various types of stencils and resists are investigated. Emphasis on use of serigraphy as a multicolor process and fine art form. *Two hours lecture, four hours studio each week.*

*3 semester hours*

**AR 226 Monotype Workshop**

An exploration of the monotype as an experimental printmaking medium. A range of materials, tools, and techniques will be introduced with an emphasis on individual experimentation and expression. *Course may be repeated for audit without limit. Two hours lecture, four hours studio each week.*

3 semester hours

**AR 227 Weaving and Textiles (ARTD)**  
(T only)

Introduction to the fundamental techniques and processes of weaving. Two- and three-dimensional forms in textiles explored. Design and craftsmanship emphasized in both traditional and experimental approaches to fiber. *Course may be repeated for audit without limit. Two hours lecture, four hours studio each week.*

3 semester hours

**AR 229 Jewelry and Metalsmithing**  
(R only)

Introduction to the fundamental techniques and processes of jewelry fabrication and metalsmithing. Two- and three-dimensional forms in various metals explored. Design, craftsmanship, and expressive use of materials emphasized. *Course may be repeated for audit without limit. Two hours lecture, four hours studio each week.*

3 semester hours

**AR 231 Modern Art: Its Origins and Development (ARTD)**

A survey of major innovative art movements from the mid-19th century to the present in Europe and the United States with emphasis on the most important trends in painting and sculpture. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

3 semester hours

**AR 235 The History of Italian Renaissance Art (ARTD)**

A survey and analysis of painting, sculpture, and architecture in Italy from the 14th through the 16th centuries. This course encompasses the origin of the Renaissance and the specific contributions of the great Italian cities of Florence, Padua, Pisa, Rome, Siena, and Venice, and emphasizes the achievements of its finest artists, including Alberti, Brunelleschi, Donatello, Giotto, Masaccio, Michelangelo, Raphael, Ririan, and Leonardo da Vinci. Field trips to museums. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

3 semester hours

**AR 275 Professional Practice for the Visual Artist**

In this capstone course of the A.F.A. curriculum, students develop an artist statement, resume, portfolio, and slides in preparation for a formal presentation that conveys their experiences and skills as an emerging artist. **PREREQUISITE:** *Completion of first year of the A.F.A. curriculum. Two hours studio/laboratory each week.*

1 semester hour

**AR 280-281 Studio Practicum**

Directed studies providing opportunities for additional experience in the following studio areas: drawing, printmaking, ceramics, sculpture, weaving, jewelry, and painting. Students further develop proficiencies with previously introduced materials and techniques of a subject while expanding their understanding of the field through the pursuance of additional studio experience. Individual and class criticisms of work with integrated references to art history and to traditional and contemporary concepts of aesthetics. The following letters are added after the course number to indicate the various applied studio areas:

A – Drawing	E – Sculpture
B – Painting	F – Weaving
C – Printmaking	G – Jewelry (R only)
D – Ceramics	

**PREREQUISITES:** *Consent of department and successful completion of AR 101 and AR 115 for drawing; AR 201 and AR 202 for painting; AR 223 or AR 224 for printmaking; AR 121 and AR 122 for ceramics; AR 221 and AR 222 for sculpture; AR 227 for weaving; AR 229 for jewelry. Students are limited to three hours of credit in each studio area of AR 280 and three hours of credit in each studio area of AR 281. Course may be repeated for audit without limit. Two hours lecture, four hours studio each week.*

3-3 semester hours

**AR 285 Individualized Art Workshop**

A directed open laboratory provides experience opportunities in a fine arts area. Students develop proficiencies with previously introduced materials and techniques and expand their understanding through additional study. Lectures and lab work integrate with art history and traditional and contemporary concepts of aesthetics. The following letters are added after the course number to indicate specific fine arts areas:

A – Drawing	G – Jewelry
B – Painting	J – Crafts
C – Printmaking	K – Design
D – Ceramics	L – Art History,
E – Sculpture	M – Photography
F – Weaving	

**PREREQUISITE:** *Basic coursework in the area of study and consent of department. Course may be repeated for audit without limit. Two hours lecture, four hours laboratory each week.* 3 semester hours

**AR 295 Art Internship**

Students work for College credit in a museum or other professional arts organization or venue. Students may propose an internship for one of the limited number available in the arts each year. Typically, the internships are awarded during the last year of study at Montgomery College. **PREREQUISITES:** *Open to art majors who have completed 24 arts-related credits. A 3.2 GPA and consent of departmental arts internship coordinator and the Arts Institute internship coordinator are required. Fifteen hours each week per semester.* 3 semester hours

**AS—Astronomy****AS 101 Introductory Astronomy (NSLD)**

A basic introduction to astronomy that emphasizes appreciation of the earth's relationship to the universe. The basic laws of physics as they apply to astronomy are covered along with telescopes and data collection and analysis techniques utilized by astronomers. Also covered are the evolution of stars, the solar system, galaxies, and the origin and evolution of the universe. Laboratory sessions, both computer-based and other, give practical application to material covered in lectures. Two nighttime observing sessions are also included. *Assessment levels: EN 101/101A, MA 091. Three hours lecture, two hours laboratory, one hour discussion each week.* 4 semester hours

**AS 102 Introduction to Modern Astronomy (NSLD)**

A basic course elaborating on topics briefly covered in AS 101 including black holes, pulsars, planetary structure, galactic structure, radio and x-ray astronomy. A major portion of the course is devoted to observing and observational techniques. Laboratory sessions cover such topics as the use of computer-controlled telescopes for visual and electronic observation, planning observations, CCD imaging and image processing techniques. Numerous nighttime observing sessions will be conducted. **PREREQUISITE:** *AS 101 or consent of course instructor. Three hours lecture, three hours laboratory each week.* 4 semester hours

**AT—Automotive Technology****AT 099 Basic Automotive Maintenance (R only)**

Designed to provide the car owner with basic information on maintenance service that can be performed at home. Introduces basic theory of the automobile. Includes simple troubleshooting techniques, the theory of preventative maintenance. Selection and safe usage of automotive tools. This course is not recommended for automotive degree and certificate students. *One hour lecture, two hours laboratory each week.* 2 semester hours

**AT 101 Introduction to Automotive Technology (R only) CE**

An introduction to the operating systems of the modern automobile. Explores current changes in the industry along with career opportunities. Covers identification and the safe use of hand, pneumatic, and electrical tools used in automotive service. Explains the basic operating procedures of shop equipment. Presents Occupational Safety and Health Act standards pertaining to the automotive field for greater individual and environmental safety. *Two hours lecture, two hours laboratory each week.* 3 semester hours

**AT 111 Engine Repair (R only) CE**

Preparation for ASE A-1 Engine Repair technician certification exam. Course details the purpose, parts, and operation of the gasoline internal combustion engine. Class concentrates on engine rebuilding including mechanical assessment, removal, disassembly and cleaning, inspection, reconditioning and repair, assembly, installation, and break-in. All upper- and lower-end services are discussed. Laboratory exercises guide the student through their engine rebuild project. It is strongly recommended the student supply a personally owned engine for the class, but not required. **PREREQUISITE:** *A grade of C or better in AT 101. Two hours lecture, four hours laboratory each week.* 4 semester hours

**AT 140 Suspension and Steering (R only) CE**

Preparation for ASE A-4 Suspension and Steering technician certification exam. Discusses purpose, parts, operation, and failure diagnosis of automotive suspension and steering systems. Topics include inspection, service, repair, and replacement of suspension system links, control arms, ball joints, bushings, shocks, struts, and springs. Steering columns, linkages, gearboxes, rack and pinion assemblies, pumps, lines, and hoses are covered. Two- and four-wheel alignment is included. Laboratory exercises emphasize current service and diagnostic procedures. **PRE- or COREQUISITE:** *AT 101. Three hours lecture, four hours laboratory each week.* 5 semester hours

**AT 150 Brakes (R only) CE**

Preparation for ASE A-5 Brakes technician certification exam. Discusses purpose, parts, operation, and failure diagnosis of automotive disc and drum brake systems. Topics include inspection, repair, and replacement of master cylinders, power boosters, hydraulic lines and hoses, control valves, friction linings, calipers and wheel cylinders, cables, brackets, and hardware. ABS operation and diagnosis is included. Laboratory exercises emphasize current service and diagnostic procedures. **PRE- or COREQUISITE:** *AT 101. Three hours lecture, four hours laboratory each week.* 5 semester hours

**AT 161 Automotive Electricity I (R only) CE**

Discusses basic electrical concepts applicable to automotive components, circuits, and systems. Common failures, diagnostic techniques, and repair procedures are covered. Selection, use, and maintenance of specialized service tools are emphasized. Use of printed and electronic wiring diagrams and service information to diagnose and repair faults is included. Laboratory exercises emphasize on-vehicle application of theory, tools, and technique. **Assessment level:** *RD 099/103. Two hours lecture, three hours laboratory, one hour discussion each week.* 4 semester hours

**AT 162 Battery/Starting/Charging (R only) CE**

Discusses purpose, parts, operation, and failure diagnosis of automotive batteries, cranking systems, and charging systems. Cruise control, remote keyless entry, theft deterrent, and remote start systems are also covered. Laboratory exercises emphasize on-vehicle use of common and specialized electrical service tools. May be taken with AT 163. **PREREQUISITE:** *A grade of C or better in AT 161. Two hours lecture, two hours laboratory each week.* 3 semester hours

**AT 163 Chassis Circuits (R only) CE**

Discusses purpose, parts, operation, and failure diagnosis of interior/exterior lighting systems; gauge, warning, and driver information systems; horn, wiper/washer, and heated glass circuits; motor-driven accessory circuits and supplementary restraint systems. Laboratory exercises emphasize the use of common electrical service tools on-vehicle to diagnose failures. May be taken with AT 162. **PREREQUISITE:** *A grade of C or better in AT 161. Two hours lecture, three hours laboratory, one hour discussion each week.* 4 semester hours

**AT 180 Basic Engine Performance**  
(R only) CE

Concentrates on engine mechanical evaluation and electronic engine control. First half of the class discusses fluid leaks, engine noises, engine vibration, and exhaust smoke. Lubrication, induction, and cooling system assessment is also included. Second half of the class discusses PCMs, scanners, DTCs, and open- versus closed-loop mode. Sensor types, operation, diagnosis, and replacement are covered. Laboratory exercises emphasize current service and diagnostic procedures. **PRE- or COREQUISITES:** *AT 101 and AT 161. Two hours lecture, three hours laboratory, one hour discussion each week.*

4 semester hours

**AT 200 Auto Tech Practicum** (R only)

A cooperative effort with the automotive industry. Program is jointly developed to assure the student's participation is consistent with chosen academic plan and the employer's facilities and interests. The practicum enables the student to apply learned material in an automotive industrial environment. Periodic meetings monitor work progress and skills development. Minimum of 75 hours of work experience. **PREREQUISITES:** *10 credits or more in AT classes and consent of department.* 1 semester hour

**AT 220 Automatic Transmission/  
Transaxles** (R only) CE

Preparation for ASE A-2 Automatic Transmission/Transaxle technician certification exam. Discusses purpose, parts, operation, failure diagnosis, and overhaul of automatic transmissions and transaxles. Laboratory exercises emphasize current service and diagnostic procedures. **PREREQUISITES:** *A grade of C or better in AT 101, AT 161, and AT 180. Two hours lecture, six hours laboratory each week.*

5 semester hours

**AT 230 Manual Drive Train and Axles**  
(R only) CE

Preparation for ASE A-3 Manual Drive Train and Axles technician certification exam. Discusses purpose, parts, operation, failure diagnosis, and overhaul of manual transmissions, transaxles, clutch assemblies, differentials and transfer cases, shafts, and joints. Laboratory exercises emphasize current service and diagnostic procedures. **PREREQUISITE:** *A grade of C or better in AT 101. Three hours lecture, four hours laboratory each week.*

5 semester hours

**AT 270 Automotive HVAC** (R only) CE

Preparation for ASE A-7 Heating and Air Conditioning technician certification exam and EPA 609 Refrigerant Handlers license. Discusses purpose, parts, operation, and failure diagnosis of heating, ventilation, and air conditioning systems. Manual, semiautomatic, and automatic systems are covered. Safe and proper use of refrigerant recovery/recycling/recharging machines is emphasized during the service of systems. Laboratory exercises concentrate on current service and diagnostic procedures. **PREREQUISITE:** *A grade of C or better in AT 161. Two hours lecture, three hours laboratory, one hour discussion each week.* 4 semester hours

**AT 282 Engine Performance II**  
(R only) CE

An advanced course covering fuel delivery and ignition systems. Course discusses inspection, testing, service, and repair of induction, fuel supply, and exhaust systems. Fuel pumps, pressure regulators, gauges, sending units, tanks, lines, and hoses are included. Fuel injector design, operation, testing, and replacement is covered. Distributor and electronic ignition systems are discussed. Laboratory exercises emphasize current service and diagnostic procedures. May be taken with AT 283. **PREREQUISITE:** *A grade of C or better in AT 180. Two hours lecture, three hours laboratory, one hour discussion each week.* 4 semester hours

**AT 283 Engine Performance III**  
(R only) CE

An advanced course focusing on emission controls and driveability. Class discusses current OBD formats in detail including interpretation of DTCs, freeze-frame data, serial data, and readiness monitors. Exhaust gas analysis is covered. Laboratory exercises emphasize current service and diagnostic procedures. May be taken with AT 282. **PREREQUISITE:** *A grade of C or better in AT 180. Two hours lecture, three hours laboratory, one hour discussion each week.* 4 semester hours

**BA—Business Administration****BA 101 Introduction to Business  
CE-G and R**

An introductory course designed to survey the field of business and its environment in order to give the student a broad overview of the principles, practices, institutions, and functions of business. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week.*

*3 semester hours*

**BA 210 Statistics for Business and  
Economics CE-R**

An introductory course in the business and economic application of descriptive and inferential statistics. The meaning and role of statistics in business and economics, frequency distributions, graphical presentations, measures of central tendency and dispersion, probability, discrete and continuous probability distributions, inferences pertaining to means and proportions, regression and correlation, time series analysis, and decision theory will be discussed. **PREREQUISITE:** *A grade of C or better in MA 100, MA 101, or MA 103; appropriate score on mathematics assessment test; or consent of department.* *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

*3 semester hours*

**BA 211 Personal Finance**

An introduction to some proven techniques of financial management for the individual. Emphasis on the development of a program of financial management, including budgeting, consumer credit, consumer spending, insurance, investments in real estate, securities, commodities, income tax planning, retirement planning, and other financial problems of the individual. *Assessment level: RD 099/103. Three hours lecture/discussion each week.*

*3 semester hours*

**BI—Biological Sciences****BI 101 General Biology (NSLD)**

Designed to satisfy the General Education science requirement, this course introduces the basic principles governing living organisms with emphasis on the molecular and cellular basis of life. Concepts in genetics, reproduction, development, evolution, and ecology are discussed. Not recommended to those students with credit in BI 107 or BI 111. **PREREQUISITES:** *Eligibility for EN 101 or EN 101A; completion of RD 103 or appropriate assessment test score.* *Assessment level: MA 091. Two hours lecture, four hours laboratory each week.* *4 semester hours*

**BI 104 Understanding Viruses (NSND)**

Designed for non-science majors, this is an introduction to the foundation of modern virology from smallpox to AIDS. The approach will be both historical and experimental, emphasizing the discovery of viruses as a biological form, the role of viruses in disease, and the impact of viruses in the development of modern cell and molecular biology. Various aspects of AIDS as a viral disease will be explored. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week.*

*3 semester hours*

**BI 105A Environmental Biology (NSND)**

This course is designed for non-science majors and emphasizes environmental problems facing society. Topics include ecological principles, human population dynamics, energy sources, land and soil use, air pollution, water pollution, and endangered species. This course satisfies the General Education three-credit natural sciences distribution requirement. To satisfy the natural sciences lab distribution requirement, BI 105A and BI 105B must be taken concurrently. *Assessment levels: EN 101/101A, MA 091, RD 120. Three hours each week.*

*3 semester hours*

**BI 105B Environmental Biology  
Laboratory (NSLD)**

A combination of laboratory investigations and field trips is used to introduce students to the scientific method and experimental design, demonstrate basic ecological principles, and familiarize students with local resources. **COREQUISITE:** *BI 105A. To satisfy the natural sciences lab distribution requirement, BI 105A and BI 105B must be taken concurrently. Course may be repeated without the corequisite with consent of department.* *Assessment levels: EN 101/101A, MA 091, RD 120. Three hours laboratory each week.*

*1 semester hour*

*Courses designated with an M after the name fulfill the General Education global and cultural perspectives requirement.*

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**BI 106 Marine Environmental Science (NSND)**

This course focuses on the marine environment, scientific and public concerns, the ocean and its effect on the Earth's weather, oceanic characteristics and diversity of life forms, the effect on human and cultural development, pollutants, and the potential exploitation of marine resources. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week. 3 semester hours*

**BI 107 Principles of Biology I (NSLD)**

This course, first in a two-semester sequence intended for natural science majors, covers the molecular and cellular basis of life, enzymes, photosynthesis, cell respiration, genetics, reproduction, and development. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120 or higher. Three hours lecture, three hours laboratory each week. 4 semester hours*

**BI 108 Principles of Biology II (NSLD)**

This course, the second in a two-semester sequence intended for natural science majors, examines the basis of life at the level of the organism, evolution, taxonomy, kingdoms of life, ecology, and behavior. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120 or higher. Three hours lecture, three hours laboratory each week. 4 semester hours*

**BI 109 Natural Science of the Chesapeake Bay (NSND)**

The Chesapeake Bay is an estuary of natural and economic importance surrounded by one of the most densely populated regions of the United States. Basic principles of natural science will be learned using the Chesapeake watershed as a model. A historical perspective of the bay will be presented and contrasted with the current condition of the estuary. Students will research, discuss, and present issues influencing the Chesapeake Bay. One field trip required. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**BI 130 The Human Body (NSND)**

Introduces the structure and function of human body systems. Topics include basic chemistry, cell structure and function, tissues, organ systems (e.g. digestive, circulatory, reproductive systems), and associated common diseases and illnesses. This course is not for majors in biology or allied health. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week. 3 semester hours*

**BI 203 Microbiology**

Provides an overview of microorganisms, emphasizing bacteria and including the structure, metabolic activities, genetics, and mechanisms of control of microorganisms, as well as the relationships of microorganisms to humans, the environment, disease, and immunity. Laboratory sessions include basic techniques of culturing and identifying microorganisms, as well as observations of their activities. *PREREQUISITE: BI 107. Two hours lecture, four hours laboratory each week. 4 semester hours*

**BI 204 Human Anatomy and Physiology I (NSLD)**

Detailed study of the structure and function of the body, including tissues, skin, skeletal system, muscular system, nervous system, and sense organs. *PREREQUISITE: BI 107. Two hours lecture, four hours laboratory each week. 4 semester hours*

**BI 205 Human Anatomy and Physiology II (NSLD)**

This course studies in detail the structure and function of the body, including digestion and metabolism, the respiratory system, the circulatory system and immunity, the excretory system and body fluids, the reproductive system, human development, and the endocrine system. *PREREQUISITE: BI 107. Two hours lecture, four hours laboratory each week. 4 semester hours*

**BI 206 Introduction to the Biology of Human Reproduction**

This course introduces anatomical, hormonal, and neurological aspects of human reproductive biology. Topics include basic male/female anatomy, reproductive endocrinology, sexual differentiation, fertilization and early fetal development, pregnancy, labor and birth, and factors influencing fertility. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week. 3 semester hours*

**BI 207 Ecology (NSLD)**

Study of the relationships of organisms to their environment, with emphasis on classic studies and on recent advances in the field. Topics include evolutionary ecology, population growth and regulation, interspecific relationships (e.g., competition, predation), behavioral ecology, community ecology, systems ecology (e.g., energy flow, biogeochemical cycles), and ecological effects of human activities. *PREREQUISITE: Four hours of biological sciences or consent of department. Three hours lecture, three hours laboratory each week. 4 semester hours*

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**BI 208 Field Ecology (NSLD)**

A combination of lecture, laboratory, and field exercises will be used to study a variety of ecosystems. The use of qualitative and quantitative field methods to investigate terrestrial and aquatic ecosystems will be emphasized. On-campus instruction will be combined with six or more days of field trip studies. Field studies may be conducted at biological field stations located in the Florida Keys, the Bahamas, the Chesapeake Bay, or other sites. Students must pay expenses associated with the field trips. **PREREQUISITE:** *BI 105A and B or BI 207, or consent of department. Two hours lecture each week and 6 or more days of field laboratory studies.*

*3 semester hours*

**BI 209 General Genetics**

This course introduces major concepts in genetics at the cellular, molecular, and population levels; it also reviews and expands classical Mendelian principles, the molecular nature of the gene, gene action, gene regulation, and gene frequencies in populations. Examples, drawn from prokaryotes and eukaryotes, emphasize recent advances in health, medicine, and biotechnology. **PREREQUISITES:** *BI 107, MA 110 or higher. Four hours of chemistry recommended but not required. Assessment levels: EN 101/ 101A, RD 120. Three hours lecture, three hours laboratory each week.*

*4 semester hours*

**BI 213 Nutrition**

A course in basic nutritional requirements and considerations of the abnormalities caused by excesses or deficiencies of these requirements. Dietary habits and needs of various age groups and conditions will be studied. **PREREQUISITES:** *One college-level biology course and one college-level chemistry course. Three hours each week.*

*3 semester hours*

**BI 218 Pathophysiology (T only)**

Presents the underlying concepts and biological basis for common pathological disorders of all body systems. **PREREQUISITES:** *BI 204-205, or concurrent enrollment in BI 205. Assessment levels: EN 101/101A, RD 120, MA 110 or higher. Three hours each week.*

*3 semester hours*

**BI 222 Principles of Genetics**

An introduction to the underlying principles, theories, technology, and vocabulary that constitute the discipline of genetics. Concentrating on the molecular aspect of classical and extended genetics, course topics include molecular organization of genetic information in viruses, prokaryotes, and eukaryotes; the molecular basis of phenotypic variation; and the molecular aspects of gene action, expression, and regulation. Collectively, this course provides a framework for understanding how genetics is used as a tool for investigation of issues related to human health, medicine, and in biotechnology. **PREREQUISITES:** *A grade of C or better in BI 107, MA 110 or higher, or consent of department. Students may not receive credit for both BI 222 and BI 209. Three hours lecture, two hours of discussion/recitation each week.*

*4 semester hours*

**BI 230 Molecular Cell Biology**

A detailed study of the molecular structure and function of the eukaryotic cell including cell ultrastructure, molecular genetic mechanisms and techniques, structure of chromosomes and genes and transcriptional as well as posttranscriptional control of gene expression, structure of biomembranes and movement of molecules into and through cellular membranes, cell signaling mechanisms, cytoskeletal systems and cellular movement, interactions, division, lineage and death of cells, molecular cell biology of development, of nerve cells, of immunology and of cancer. **PREREQUISITE:** *BI 107. Four hours of chemistry recommended but not required. Three hours lecture, three hours laboratory each week.*

*4 semester hours*

**BT—Biotechnology****BT 101 Introduction to Biotechnology**

Designed to introduce the student to the concepts of biotechnology as they relate to working in the biotechnology industry. Included are overviews of product development, GLP and cGMP, employer expectations, basic laboratory math and statistics, buffer preparation, handling of equipment and reagents (e.g., enzymes), introduction to experimental design, safety considerations, ethics at the workplace, and introduction to relevant biotech databases available on the Web. *Two hours each week.*

*2 semester hours*



**BT 115 Instrumentation for the Biotechnology Laboratory**  
(G only)

A survey of the theory and practice of laboratory instrumentation with emphasis on biotechnology applications. Principles of measurement and calibration using electronic balances, volumetric apparatus, and pH meters will be presented in the context of a GLP/cGMP environment. Quantitative analysis using UV-Vis spectrophotometry and fluorometric measurements will be described. Separation of biomolecules by chromatographic and electrophoretic methods will be presented. Laboratory robotics will be briefly introduced. **PREREQUISITE:** *CH 101 or consent of department.*

*Two hours lecture, three hours laboratory each week.*

*3 semester hours*

**BT 117 Cell Culture and Cell Function**  
(G only)

An introduction to fundamental methods used to grow animal cells in culture and associated principles of cell structure and function. Topics in this course include aseptic technique, preparation and use of various culture media, cell counting and dilution, maintenance and propagation of cell lines, origin and uses of various cell lines, contamination, cell staining techniques, and quality control. A survey of metabolism, cell structure and function, growth factors and signal transduction. **PREREQUISITES:** *BI 107; CH 101 or consent of department.*

*Two hours lecture, three hours laboratory each week.*

*3 semester hours*

**BT 200 Protein Biotechnology** (G only)

This course provides an introduction to protein structure and function. Topics include primary, secondary, tertiary, and quaternary structure. Peptide and protein synthesis and translation systems for protein production are considered along with preservation of structure/function. Functional assays for proteins including basic principles of enzymology, enzyme kinetics, and binding assays are discussed. Strategies and methods of protein purification are considered with emphasis on chromatographic and electrophoretic techniques. Principles of proteomics including peptide mapping and sequencing. Diagnostic, therapeutic, and industrial applications of protein products are discussed. **PREREQUISITES:** *BI 107; CH 120 or consent of department.*

*Three hours lecture, three hours laboratory each week.*

*4 semester hours*

**BT 204 Basic Immunology and Immunological Methods**  
(G only) CE

A brief survey of the components of the immune system and how they interact. B and T cell development, activation and culture, the role of cytokines, their production and purification, signal transduction processes in B-cell activation, the role of MHC complexes, immunoglobulin synthesis and origins of diversity, antigen-antibody interactions, practical aspects of raising and purifying polyclonal and monoclonal antibodies, handling and labeling of antibodies, applications of antibodies including Western blotting, ELISA, and immunohistochemistry **PREREQUISITES:** *BT 117; BT 200 or consent of department.*

*Three hours lecture, three hours laboratory each week.*

*4 semester hours*

**BT 213 Nucleic Acid Methods** (G only)

An introduction to current methods and theory of basic molecular techniques used in the study of nucleic acids. Lecture topics include structure of DNA and RNA, DNA isolation and sequencing, an introduction to genomics and bioinformatics, probe design and hybridization, DNA replication, PCR, microarrays, RNA isolation, regulation of prokaryotic and eukaryotic gene expression, enzymes used in molecular biology, principles of cloning including the use of vectors for sequencing and expression. **PREREQUISITES:** *BI 203 and CH 120; BT 200 or consent of department.*

*Three hours lecture, three hours laboratory each week.*

*4 semester hours*

**BT 221 Biotechnology Practicum**

Biotechnology practicums are working internships designed to provide students enrolled in the biotechnology program the opportunity to gain “real world” experience in the biotechnology industry. At the internship location, students will be trained and work alongside employees at the company to which they are assigned. The student is expected to be trained in and perform the same duties as regular employees. The lab supervisor at the internship site will confer with the biotechnology coordinator to determine what laboratory tasks are appropriate to each individual student’s internship experience. **PREREQUISITES:** *Enrollment in the biotechnology program, completion of two or more biotechnology laboratory classes with a GPA of 2.5 or above, and consent of coordinator.*

*May be taken up to three times for credit.*

*1 semester hour*

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**BT 235 Principles of Biomanufacturing**  
(G only)

An introduction to the process of producing a biological product using a cell line. The course will be organized as a production campaign in a simulated cGMP environment. Students will complete a batch record as they produce a biological product. Emphasis will be on upstream and downstream processes. Hands-on laboratory work will involve the preparation and qualification of growth media and chromatography buffers, the use of bioreactors and FPLC protein purification systems. The role of QA/QC will be discussed. **PREREQUISITE:** *BT 117; BT 200 or consent of department. Three hours lecture, three hours laboratory each week. 4 semester hours*

**BU—Building Trades Technology****BU 130 Introduction to the Building Trades** (R only) CE

An introduction to the construction process and the professional building trades. Topics include building process, materials, building systems and components, professional trades' roles and responsibilities, career opportunities, and construction industry issues. *Three hours each week. 3 semester hours*

**BU 131 Building Trades Blueprint Reading** (R only) CE

An introduction to reading, interpreting, and applying construction drawings in the residential and light commercial building trades. Topics include drawing types, symbols and terminology, scale and dimensioning, floor plans, elevation, and mechanical and detail plans. *Three hours each week. 3 semester hours*

**BU 132 Construction Safety** (R only) CE

An introduction to safety issues and standards as they relate to the construction trades. Topics include OSHA/MOSH standards and requirements, personal protection, hazardous conditions, tools and equipment, electrical safety, first aid, and workers' rights and responsibilities. *Two hours each week. 2 semester hours*

**BU 140 Fundamentals of Carpentry**  
(R only) CE

An introduction to framing and the carpentry trade. Topics include material selection and estimating; basic calculations; tools; print reading; layout; and floor, wall, and ceiling framing. *Two hours lecture, four hours laboratory each week. 4 semester hours*

**BU 144 Fundamentals of Electrical Wiring** (R only) CE

An introduction to electrical wiring and the electrical trade. Topics include material identification and selection, tools, electrical theory, switch and receptacle wiring, electrical plans reading, and electrical safety. *Two hours lecture, four hours laboratory each week. 4 semester hours*

**BU 146 Fundamentals of Plumbing**  
(R only) CE

An introduction to plumbing and the plumbing trade. Topics include material identification and selection, tools, water supply and waste systems, pipes and fittings, fixtures, plumbing plans reading, and water heaters. *Two hours lecture, four hours laboratory each week. 4 semester hours*

**BU 170 Fundamentals of Refrigeration**  
(R only) CE

An introduction to the theory, principles, and applications of heat transfer as applied to refrigeration processes and the compression refrigeration cycle. Topics include refrigerants, system performance, tools, tubing and fittings, soldering and brazing, and system charging and evacuation. *Three hours lecture, two hours laboratory each week. 4 semester hours*

**BU 172 HVAC Electricity** (R only) CE

An introduction to the theory and applications of electricity as applied to heating, ventilation, and air conditioning systems. Topics include Ohm's Law, schematics, control and line voltage circuits, meters, motors, and troubleshooting. *Three hours lecture, two hours laboratory each week. 4 semester hours*

**BU 174 HVAC Technician Development**  
(R only) CE

An overview of the HVAC technician's professional development responsibilities and opportunities. Refrigerant transition and recovery certification training will be provided. Topics include career opportunities, customer relations, safety, and environmental issues. *Two hours each week. 2 semester hours*

**BU 200 Special Topics in Building Trades Technology**

This course focuses on selected topics in building trades technology, presented as a result of technological change or new research emphasis or community or student interest. Topics may extend or specify any of the regular building trades technology course offerings. New topics appear each semester in the class schedule. **PREREQUISITE:** *Depends on topic.* 1–3 semester hours

**BU 230 Building Codes and Standards (R only)**

An examination of building codes and standards applied to residential buildings. The International Residential Code (IRC) will be emphasized, and local area amendments will be addressed. Topics include planning and permitting, foundations, floors, walls, roofs, energy efficiency, chimneys, and fireplaces. **PREREQUISITES:** *BU 130 and BU 131, or consent of department.* Three hours each week. 3 semester hours

**BU 240 Advanced Framing and Exterior Finishing (R only)**

A continuation of BU 140, emphasizing framing and exterior finishing of residential buildings. Topics include rafter layout and roof framing, stair calculations and installation, steel framing, exterior door and window installation, and roofing and siding materials and installation. **PREREQUISITE:** *BU 140.* Two hours lecture, four hours laboratory each week. 4 semester hours

**BU 241 Remodeling and Interior Finishing (R only)**

A continuation of BU 140, emphasizing remodeling and interior finishing of residential buildings. Topics include insulation, drywall installation and finishing, painting and wall coverings, cabinetry and countertops, trim and casing installation, floor finishing, tile, and remodeling techniques. **PREREQUISITE:** *BU 140.* Two hours lecture, four hours laboratory each week. 4 semester hours

**BU 244 Residential Electrical Wiring (R only)**

A continuation of BU 144, emphasizing electrical wiring of residential buildings. Topics include electrical theory, residential design and layout, electrical service calculation and installation, National Electrical Code (NEC), device wiring and installation, lighting, and swimming pool wiring. **PREREQUISITE:** *BU 144.* Two hours lecture, four hours laboratory each week. 4 semester hours

**BU 245 Commercial Electrical Wiring (R only)**

A continuation of BU 144, emphasizing electrical wiring of commercial buildings. Topics include conduits and cables, branch circuits and feeders, fasteners, motors and transformers, services and panelboards, and commercial wiring codes and specifications. **PREREQUISITE:** *BU 144.* Two hours lecture, four hours laboratory each week. 4 semester hours

**BU 264 National Electrical Code (R only) CE**

An examination of the National Electrical Code (NEC) and its application in electrical construction. Topics include terminology, wiring specifications and methods, grounding and bonding, tables and calculations, overcurrent protection, services, branch circuits and feeders, raceways, cables, motors, and equipment. **PREREQUISITE:** *BU 144 or consent of department.* Three hours each week. 3 semester hours

**BU 271 Heating Systems (R only)**

A study of the operation, installation, servicing, and troubleshooting of gas, oil, and electric heating systems. Topics include installation and service procedures, tools, equipment, systems, fuels, and principles of combustion. **PREREQUISITES:** *BU 170 and BU 172, or consent of department.* Three hours lecture, two hours laboratory each week. 4 semester hours

**BU 273 Air Conditioning and Heat Pump Systems (R only)**

A study of the operation, installation, servicing, and troubleshooting of cooling-only and heat pump systems. Topics include installation and service procedures, tools, equipment, systems and subsystems, and cooling principles. **PREREQUISITES:** *BU 170, BU 172, and BU 174, or consent of department.* Three hours lecture, two hours laboratory each week. 4 semester hours

**BU 274 Mechanical and Fuel Gas Codes (R only)**

A study of the International Mechanical Code and the International Fuel Gas Code, as they apply to HVAC service and installations. Other applicable codes may also be discussed. **PREREQUISITES:** *BU 271 and BU 273, or consent of department.* Three hours each week. 3 semester hours

**BU 275 HVAC System Design (R only)**

Intended for advanced HVAC students, this course covers the design, estimation, and selection of equipment for residential forced-air heating and cooling systems. Topics include load calculations, equipment sizing, duct sizing, air balancing and distribution, and energy efficiency. **PREREQUISITES:** BU 271 and BU 273, or consent of department. **Assessment level:** MA 091. **Four hours each week.** **4 semester hours**

**BU 277 Industry Competencies:****Residential Gas and Oil Heating (R only)**

A study of the standards of basic competencies included in the Industry Competency Exam (ICE) for Residential Oil and Gas Heating. **PREREQUISITE:** BU 271. **One hour each week.**

**1 semester hour**

**BU 278 Industry Competencies: Air Conditioning and Heat Pumps (R only)**

A study of the standards of basic competencies included in the Industry Competency Exam (ICE) for Air Conditioning and Heat Pumps. **PREREQUISITE:** BU 273. **One hour each week.**

**1 semester hour**

**CA—Computer Applications****CA 100 Keyboarding Fundamentals**

Development of touch keyboarding skills. Covers the touch operation of alphabetic, numeric, and symbol keys with emphasis on development of a basic, usable skill. No production of documents is included. This course is recommended for all students. **One hour each week.** **1 semester hour**

**CA 106 Computer Use and Management**

An introduction to computers, operating systems, and Internet basics. Topics include file and hard drive management, customizing the Windows environment, transferring data between applications, installing and running hardware and software, utilizing e-mail, and effectively finding, using, and downloading information, software, and research materials from the Internet. **Assessment levels:** EL 103/EN 002, RD 099/103. **Three hours each week.** **3 semester hours**

**CA 120 Introduction to Computer Applications CE**

Introduces computer concepts and techniques applicable to various disciplines. The course covers the most widely used software packages while providing students hands-on experience with current computer applications. **PREREQUISITE:** None, but CA 106 or knowledge of Windows is strongly recommended. **Assessment levels:** EN 101/101A, MA 091, RD 120. **Three hours each week.**

**3 semester hours**

**CA 125 Introduction to Flash**

A survey of some of the predominant Web animation applications and technologies. This course begins with an introduction to animated GIFs, then moves into vector-based animation with Flash, and concludes with an introduction to Web interactivity, game development, and ActionScript. Other Web enhancement applications may be taught based on changes in technology. **PREREQUISITE:** None, but previous computer experience strongly recommended. **Four hours each week.** **4 semester hours**

**CA 141 Introduction to Database Applications**

Covers the creation, design, and use of databases for practical business applications. The course focuses on the functions of database applications and the design, maintenance, and manipulation of a database, including the design of simple queries, forms, and reports. **PRE- or COREQUISITE:** CA 106 or consent of department. *It is recommended that the student have experience with computer application packages.* **Assessment levels:** EN 101/101A, MA 091, RD 120. **Three hours each week.** **3 semester hours**

**CA 190 Introduction to Game and Simulation Development**

Covers the gaming industry, careers, and the basic terminology. Topics include history of gaming; an industry overview; career paths, the state of the job market, and skills needed for success in various jobs; genres and platforms; societal issues; the study of games and “play”; the future of gaming; development of design, teamwork, business, and production skills. **PREREQUISITE:** A college-level computer course, such as CA 106 or GD 110, or consent of department. **Assessment levels:** EN 101/101A, RD 120. **Four hours each week.** **4 semester hours**

### CA 195 Building Game Worlds: Level Design, Mods, and Quality Assurance

Topics include level design, game modifications (“mods”), quality assurance and testing. Provides an overview of level design and testing, two of the most common entry-level positions in the game industry. Mods, based on existing game engines, vary from individual hobby activities to AAA-published titles like Counterstrike (originally created by college students) and are a powerful tool in an aspiring game developer’s portfolio. PREREQUISITE: CA 190, or successful completion of the departmental skills assessment. CG 222 and/or CA 225 are recommended but not required. Assessment levels: EN 101/101A, RD 120. Four hours each week.

4 semester hours

### CA 225 Flash ActionScript for Web Publishing and Gaming

Intended for Flash content developers who want to improve their skills. This course explores ActionScript techniques for visual interactivity and computer gaming. PREREQUISITE: CA 125 or consent of department. Four hours each week.

4 semester hours

### CA 232 Word Processing Applications

Designed to enable students to acquire and apply word processing skills by studying word processing software currently used in business. PREREQUISITE: CA 120 or consent of department. A keyboarding speed of 30 words per minute is recommended. Three hours each week.

3 semester hours

### CA 240 Advanced Database Applications

Intended for the intermediate database user, this course covers topics such as subforms, integration of databases with other applications, customization, and macros. It also introduces VBA. Together with CA 141 this will create a complete and thorough database series. PREREQUISITE: CA 141 or consent of department. Three hours each week.

3 semester hours

### CA 242 Using VBA with Database Management Software

Considers additional topics, including Objects, Properties, Methods, and Events, using current database software, emphasizing Visual Basic for Applications programming. This course assumes no prior computer programming experience, but does assume knowledge of database management applications and an exposure to VBA. PREREQUISITE: CA 240 or consent of department. Three hours each week.

3 semester hours

### CA 252 Spreadsheet Applications

Provides study in the creation, design, and use of spreadsheets for business applications. Emphasis focuses on formatting and enhancing spreadsheets, maintaining workbooks, working with lists, using appropriate functions, interpreting data, and template design. PREREQUISITE: CA 120 or successful completion of the departmental skills assessment. Three hours each week.

### CA 269 Computer Applications Internship

(Also listed as CS 269. Credit cannot be received for both CA 269 and CS 269.)

Students work for college credit in a professional environment related to their particular track in the computer applications program. The intent is to give students an appropriate work experience that will expand their knowledge and aid them in making career decisions. A limited number of internships are available through the program each semester, or the student may propose an internship. A comprehensive record of the work experience is kept by the student and discussed in seminar meetings. PREREQUISITE: Consent of internship coordinator and a minimum of 12 semester hours in program area. An internship will involve a minimum of five hours of work experience per semester hour each week for 15 weeks. Eight hours of seminar discussions each semester. May be repeated for a maximum of four credits.

1–4 semester hours

### CA 272 Professional Web Site Development

Students create, upload, and maintain professional-quality Web sites containing graphics, style sheets, multimedia, and other basic enhancements using hand-coded XHTML as well as Adobe Dreamweaver’s fundamental tools. Topics include Web site development and emerging Internet technologies and trends. PRE- or COREQUISITE: CA 106 or GD 110. See curriculum for correct choice of pre- or corequisite. Four hours lecture/discussion each week.

4 semester hours

Courses designated with an M after the name fulfill the General Education global and cultural perspectives requirement.

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**CA 273 Advanced Professional Web Technologies**

Explores latest advanced Web technologies and development skills with XHTML, Cascading Style Sheets, Web standards, basic server side programming with PHP and/or ColdFusion, usability and accessibility, JavaScript, and Dreamweaver. Students make Web sites attractive, dynamic, accessible, and easy to maintain. **PREREQUISITE:** CA 272 or successful completion of the departmental skills assessment. Three hours lecture/discussion each week.

3 semester hours

**CA 274 E-Commerce Web Sites: Administration, Security and Marketing**

A study of electronic commerce revenue models and business strategies, involving the various network-based transactions among producers, consumers, businesses, and institutions. Topics include legal, business, and marketing strategies, online revenue models, Web site administration, the history and challenges of e-commerce, organizational design and infrastructure, an overview of server hardware and software, security concerns, and the risks and benefits of e-commerce. Emphasis will be on practical applications and contemporary issues. **PREREQUISITE:** None, but CA 272 is strongly recommended. Three hours lecture/discussion each week.

3 semester hours

**CA 276 Dynamic HTML with JavaScript**

This course is designed to introduce students to Dynamic HTML and to explore many of the mechanisms for creating Web pages using JavaScript. The course will provide a brief examination of the principles of structured programming and then apply these principles to a variety of Web pages that can be enhanced using JavaScript. Topics will include forms verification, maintaining information between pages, scripted animation, Cascading Style Sheets, and cross-browser scripting. **PREREQUISITE:** CA 272 or successful completion of the departmental skills assessment. Three hours lecture/discussion each week.

3 semester hours

**CA 277 XML and Its Applications**

This course is designed to introduce students to the eXtensible Markup Language (XML). This introduction includes creating valid, well-formed XML documents, applying the eXtensible Style Language (XSL), incorporating XLinks and XPointers, and using some of the current applications of XML. Topics include Document Type Definition (DTD) templates, Cascading Style Sheets, XSL-Transformation and XSL-Formatting Objects style sheets, the use of namespaces, and applications of XML that are currently being used in the marketplace. **PREREQUISITE:** CA 272 or successful completion of the departmental skills assessment. Assessment levels: EN 101/101A, MA 110, RD 120. Three hours lecture/discussion each week.

3 semester hours

**CA 278 Web Application Development Using ColdFusion**

A hands-on introduction to Web database applications using ColdFusion. Topics include creating a simple database, connecting a server-side database to a Web page, viewing, sorting, updating, and searching a database through the client-side interface, creating and customizing reusable code, integrating an e-mail facility, and maintaining site security through user logins and limiting site access. **PREREQUISITE:** CA 272 or consent of department. Four hours lecture/discussion each week.

4 semester hours

**CA 282 Web Application Development Using PHP and MySQL**

An introduction to the creation and maintenance of data-driven Web sites using PHP and MySQL. Create a MySQL database and maintain the database dynamically using the programming language PHP. **PREREQUISITE:** CA 278, CS 140 or consent of department. Three hours lecture/discussion each week.

3 semester hours

### CA 288 Advanced Web Application Development Using ColdFusion

A hands-on exploration of advanced Web application design and construction using ColdFusion. Students learn the basics of creating an e-commerce site by building a fully operational storefront, shopping cart, and sales reporting system. Topics include creating and using complex variables, maintaining state, reusing code, creating user-defined and full-text search facilities, building interactive data-driven graphs, and integrating an automatic e-mail facility. **PREREQUISITE:** CA 278 or consent of department. *Three hours lecture/discussion each week. 3 semester hours*

### CA 299 Web Certificate/Degree Portfolio

This capstone course for the Web careers certificate/degree provides the opportunity to produce a professional print and/or Web-based portfolio and resume. Students work on a Web development team to design and implement a prototype Web site for a local small business or nonprofit organization. Topics include content development, universal Web site design, project management, usability practices, resume and portfolio preparation, and effective writing for the Web. **PREREQUISITES:** EN 101/ 101A, CA 225, CA 273, GD 110, GD 121, GD 219 and consent of CA or GD department. *Three hours lecture/discussion each week. 3 semester hours*

## CE—Cooperative Education

### CE 260 Cooperative Education I

Provides a supervised work experience to help the student develop good work habits, attitudes, and career exploration skills. Student, instructor, and employer cooperatively develop a minimum of three learning objectives that the student must complete. The student will attend three seminars and complete a minimum of 75 hours of approved work experience per semester hour. **PREREQUISITES:** *A grade point average of 2.0, 12 semester hours of college coursework, 6 semester hours in the student's curriculum, and approval from the director of cooperative education. This course may not be repeated. 1–3 semester hours*

### CE 261 Cooperative Education II

Provides a supervised work experience to enhance a student's college education by providing the student with desirable work habits, attitudes, and further career exploration. Student, instructor, and employer cooperatively develop a minimum of three learning objectives that the student must complete. The student will attend three seminars and complete a minimum of 75 hours of approved work experience per semester hour. **PREREQUISITES:** *A grade point average of 2.0, 18 semester hours of coursework in the student's curriculum, a grade of C or better in CE 260, and approval from the director of cooperative education. This course may not be repeated. 1–3 semester hours*

## CG—Computer Graphics

### CG 120 Computer Graphics: Art and Illustration I (ARTD) (G and R only)

Creative use of the computer as a design tool and illustrative medium. Topics include elementary computer graphics techniques; aesthetics; and principles of design, color, composition, and spatial relationships. Students will create a series of illustrations involving freehand drawing, geometry, logo and product design, presentations, rendering, and fine art composition. *Two hours lecture, four hours laboratory each week. 4 semester hours*

### CG 121 Computer Graphics: Art and Illustration II (R only)

High-resolution electronic imaging using the computer as a tool and a medium to create complex, subject-oriented illustrations and fine art images. Advanced palette design, composition, video digitizing, aesthetic concerns, and high-end output will be covered. Traditional critiques will be used to examine the visual quality of student work. **PREREQUISITE:** *CG 120 or consent of department. Two hours lecture, four hours laboratory each week. 4 semester hours*

**CG 210 Computer Graphics: Introduction to Animation (G and R only)**

Production of animated sequences with accompanying audio and their transfer to portable media. Topics include a brief history of animation, technical and aesthetic challenges of computer animation, use of storyboards, flip books, and 2-D animation techniques. Critiques will be used to examine the conceptual and technical quality of student work. **PREREQUISITES:** CA 125 and CG 121. *Two hours lecture, four hours laboratory each week. 4 semester hours*

**CG 222 Computer Graphics: 3-D Modeling**

Studies in three-dimensional computer applications to create a wide variety of object images to be contained within virtual environments. Students will learn basic and advanced techniques used to build and render object images and virtual environments. Finished products will result in printed still images and/or animations. There will be an emphasis on formal artistic criteria, as they are applied to traditional fine arts media. **PREREQUISITES:** AR 103, CG 120, CG 121, and CG 210, or consent of program coordinator. *Two hours lecture, four hours laboratory each week. 4 semester hours*

**CG 226 Special Topics in Computer Graphics (G and R only)**

Directed studies in computer graphics providing opportunities for additional study in one or more specialized areas such as commercial business applications and fine arts (still imagery and/or animation). **PREREQUISITE:** CG 120, CG 121, or consent of department. *Two hours discussion, four hours laboratory each week. 4 semester hours*

**CH—Chemistry****CH 100A Introductory College Chemistry**

Topics include fundamental chemical mathematics, computational methods, metric system, matter, energy, chemical and physical properties, laws of conservation of mass-energy, foundations of atomic theories, elements, compounds, formulas, and stoichiometry. Other topics may be covered at the discretion of the instructor. **PREREQUISITE:** MA 091 or its equivalent or consent of department. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**CH 100B Introductory College Chemistry Lab**

Laboratory work deals with practical skills and techniques such as weighing, using units of metric system, and performing experiments that illustrate and reinforce the principles discussed in CH 100A. **PRE- or COREQUISITE:** CH 100A or consent of department. *Assessment levels: EN 101/101A, RD 120. Three hours laboratory each week. 1 semester hour*

**CH 101 Principles of Chemistry I (NSLD)**

Includes concepts of atomic structure, periodic system, chemical bonding, nomenclature, stoichiometry, weight relationships, kinetic-molecular theory, gases, liquids, solids, solutions, chemical reactions, and thermochemistry. **PREREQUISITE:** *Within the past five years, a grade of C or better in either one year of high school chemistry or CH 100A, or consent of department. PRE- or COREQUISITE: MA 101 or MA 103. Assessment levels: EN 101/101A, RD 120. Three hours lecture, one hour discussion, three hours laboratory each week. 4 semester hours*

**CH 101R Review Module for Principles of Chemistry I**

This module—an accompaniment to CH 101, Principles of Chemistry I—reviews some of the topics covered in high school chemistry or CH 100A. Possible topics include elements and their symbols, names, formulas, and oxidation numbers of ions, nomenclature and formula writing for inorganic compounds, chemical equations, the metric system of units, unit analysis, density, mole relationships, problems involving quantities of substances in chemical reactions (stoichiometry), percentage composition, and empirical formulas. **COREQUISITE:** CH 101. *For computation of tuition, this course is equivalent to one semester hour. 15 hours lecture during the first 3–5 weeks of CH 101. No credit*

**CH 102 Principles of Chemistry II (NSLD)**

A continuation of CH 101. Topics include solutions, chemical reactions, acid-base theories, electrochemistry, equilibrium, kinetics, nuclear chemistry, and thermodynamics. **PREREQUISITE:** *A grade of C or better in CH 101 or consent of department. Three hours lecture, one hour discussion, three hours laboratory each week. 4 semester hours*



### CH 103 Survey of Organic and Biological Chemistry (NSLD) (T only)

Designed to meet the needs of both non-science majors and students entering allied health fields whose programs require one semester of an organic and biological chemistry course. This course is a survey of the fundamental concepts associated with organic and biological chemistry. Discussions of the physical and chemical properties of organic compounds provide the basis for introductory information about carbohydrates, lipids, proteins, and nucleic acids. The general properties of acids, bases, and buffers and nuclear chemistry are included. PREREQUISITES: MA 091 or its equivalent and completion of one year of high school chemistry or CH 100A within the past five years with a grade of C or better, or consent of department. Assessment levels: EN 101/101A, RD 120. Three hours lecture, three hours laboratory each week. 4 semester hours

### CH 109A Chemistry and Society (NSND)

Development of an understanding of the basic principles that are the foundations of chemistry; the significance of chemistry in our society; and the application of chemistry to environmental problems such as air and water pollution, food additives, solid waste recycling, and the energy resources of the earth. This course satisfies the General Education three-credit natural sciences distribution requirement. To satisfy the natural sciences lab distribution requirement, CH 109A and CH 109B must be taken concurrently. PREREQUISITE: MA 090 or equivalent. Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours

### CH 109B Chemistry and Society Laboratory (NSLD)

Laboratory work deals with experiments that illustrate the significance of chemistry in our society and reinforces the principles discussed in CH 109A. To satisfy the natural sciences lab distribution requirement, CH 109B must be taken either concurrently with CH 109A or within one calendar year after completing CH 109A. PRE- or COREQUISITE: CH 109A. Three hours laboratory each week. 1 semester hour

### CH 120 Essentials of Organic and Biochemistry (NSLD)

An introduction to organic chemistry emphasizing basic concepts and applications to biological systems. Course especially designed for the student needing a one-semester organic chemistry course. PREREQUISITE: CH 101 or consent of department. Three hours lecture, four hours laboratory each week. 4 semester hours

### CH 135 General Chemistry for Engineers (R only)

Covers the nature and composition of matter, solutions, chemical reactions, equilibria, kinetics, thermodynamics, and electrochemistry with engineering applications. This is a one-semester general chemistry course designed for students majoring in engineering, but not for biological resources engineering, chemical engineering, or general engineering majors. Not open to students who have completed CH 101 and CH 102. PREREQUISITES: MA 100 or MA 103 or equivalent; completion within the last five years with a grade of C or better of one year of high school chemistry or CH 100A or consent of department. Assessment levels: EN 101/101A, RD 120. Three hours lecture, four hours laboratory each week. 4 semester hours

### CH 203 Organic Chemistry I

This course focuses on fundamental concepts of organic chemistry with emphasis on aliphatic hydrocarbons, alkyl halides, and alcohols. This course covers bonding theories, structures, nomenclature, physical properties, synthesis, and mechanisms of reactions. Laboratory work involves the preparation, analysis, and purification of organic compounds including spectroscopic techniques. PREREQUISITE: A grade of C or better in CH 102 within the last five years, or consent of department chair, course coordinator, or designated member of Chemistry faculty. Three hours lecture, one hour discussion, four hours laboratory each week. 5 semester hours

### CH 204 Organic Chemistry II

This course is a continuation of CH 203 Organic Chemistry I with emphasis on aromatic compounds, alcohols, ethers, amines, and carbonyl compounds. Laboratory work reinforces organic synthesis techniques including isolation, purification, and structure determination using analytical methods. PREREQUISITE: A grade of C or better in CH 203 within the last five years, or consent of department chair, course coordinator, or designated member of Chemistry faculty. Three hours lecture, one hour discussion, four hours laboratory each week. 5 semester hours

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## CJ—Criminal Justice

### CJ 110 Administration of Justice (BSSD[M]) (R only)

An analysis of crime and the administration of justice in a diverse, democratic society operating within a global environment. Emphasis is on the theoretical and historical development of law enforcement, courts, and corrections and the agents and agencies responsible for administering justice. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### CJ 111 Introduction to Law Enforcement (R only)

A survey of the philosophical and historical background, constitutional limitations, objectives, and processes in the enforcement of the law; and introduction to the nature and functions of public and private agencies responsible for enforcement. *PREREQUISITE: CJ 110 or consent of department. Three hours lecture/discussion each week. 3 semester hours*

### CJ 211 Criminal Investigation (R only)

Fundamentals of investigation: crime scene search and recording, collection and preservation of physical evidence, modus operandi, sources of information, interviews and interrogations, follow-up, and case preparation. *PREREQUISITE: CJ 110 or consent of department. Three hours each week. 3 semester hours*

### CJ 215 Organization and Administration (R only)

A study of the management and administration of the criminal justice system to include the role of management in organizing, controlling, coordinating, directing, staffing, and managing change and innovations in criminal justice agencies. *PREREQUISITE: CJ 110 or consent of department. Three hours lecture/discussion each week. 3 semester hours*

### CJ 216 Police Operations (R only)

Operational services; patrol, including analysis and distribution of the force; criminal investigation; intelligence and vice units; juvenile units; traffic administration. In-service law enforcement personnel may substitute this course for CJ 111. *PREREQUISITES: CJ 110 and CJ 111 for pre-service students, or consent of department. Three hours each week. 3 semester hours*

### CJ 221 Criminal Law (R and T only)

A study of the development, application, and enforcement of local, state, and federal laws; a review of criminal offenses as defined by such laws. Includes a review of court decisions pertinent to the administration of justice, such as arrests, searches, and seizures. *PREREQUISITE: CJ 110, LA 101, or consent of department. Three hours each week. 3 semester hours*

### CJ 222 Criminal Evidence (R only)

A description of the nature, types, collection, preservation, and introduction of evidence. An analysis of laws and court decisions relating to the admissibility of evidence. *PREREQUISITE: CJ 110 or consent of department. Three hours each week. 3 semester hours*

### CJ 230 Introduction to Corrections (R only)

An organized study of prisons and correctional processes; operational techniques for controlling and changing criminal behavior; model correctional programs and alternatives to confinement. History of punishment, confinement, and treatment for adult and juvenile offenders. *PREREQUISITE: CJ 110 or consent of department. Three hours each week. 3 semester hours*

### CJ 232 Criminal Forensics (R only)

A study of the application of science to law enforcement, to include an examination of a crime scene, laboratory analysis of blood and serums, comparative micrography, firearms identifications and ballistics, fingerprint, and other techniques. *PREREQUISITE: CJ 110 or consent of department. Three hours each week. 3 semester hours*

### CJ 242 Theory and Practice (R only)

This course consists of a practicum to include a supervised 100-hour internship in an approved criminal justice agency (police, courts, corrections). Coursework will consist of 20 class hours designed to review philosophical and pragmatic differences between theory and practice. *PREREQUISITE: CJ 111, CJ 230, or consent of department. One hundred twenty (120) hours each semester. 3 semester hours*

### CJ 244 Contemporary Issues (R only)

This course focuses on contemporary issues, trends, and practices in the criminal justice field. *PREREQUISITE: CJ 110 or consent of department. Three hours lecture/discussion each week. 3 semester hours*

**CJ 246 Constitutional Law (R only)**

A topical study of the development of the U.S. Constitution through interpretation by the Supreme Court. Subjects include judicial review, federalism, congressional and presidential authority, the First Amendment, criminal rights, due process, and equal protection of the law. **PREREQUISITE:** *CJ 110.*  
3 semester hours

**CJ 250 Seminar: Criminal Justice (R only)**

Topics of special interest such as social justice and deviant behavior, comparative criminal justice and criminology, victimology, and violence in America will be offered. **PREREQUISITE:** *CJ 110, SO 101, or consent of department.* Three hours lecture/discussion each week. 3 semester hours

**CJ 255 Independent Study in Criminal Justice (R only)**

A course designed to enable advanced students to pursue a topic of their own choosing with the guidance and supervision of an assigned faculty member. Topics should not duplicate any course topics already offered in the program. **PREREQUISITES:** *CJ 110, EN 102 or EN 109, and consent of department.* Three hours lecture/discussion each week. 3 semester hours

**CN—Chinese****CN 101 Elementary Chinese I (HUMD[M])**

Beginning language course focusing on the study of Chinese language and culture. Students begin to develop the ability to communicate in Chinese through the consideration of cultural themes, language functions, and authentic situations as they acquire the structures and lexicon to work with written language, conversation, and composition. No prior knowledge of Chinese is required. In-class work is supplemented by 20 hours of listening and practice in the language learning laboratory. *Five hours each week.* 5 semester hours

**CN 102 Elementary Chinese II (HUMD[M])**

A continuation of CN 101. Students continue to develop the ability to communicate in Chinese through the consideration of cultural themes, language functions, and authentic situations as they acquire the structures and lexicon to work with written language, conversation, and composition. *In-class work is supplemented by 20 hours of listening and practice in the language learning laboratory.* **PREREQUISITE:** *CN 101 or consent of department.* Five hours each week. 5 semester hours

**CN 201 Intermediate Chinese I (HUMD[M])**

Study of Chinese language and culture at the intermediate level. Students further their ability to communicate in Chinese through an advanced consideration of cultural themes and a thorough review of Chinese grammar to support increased focus on outside reading and writing. *In-class work is supplemented by 10 hours in the language learning laboratory.* **PREREQUISITE:** *CN 102 or consent of department.* Five hours each week. 5 semester hours

**CN 202 Intermediate Chinese II (HUMD[M])**

A continuation of CN 201. Students further their ability to communicate in Chinese through an advanced consideration of cultural themes and a review of Chinese grammar to support increased focus on outside reading and writing. *In-class work is supplemented by 10 hours in the language learning laboratory.* **PREREQUISITE:** *CN 201 or consent of department.* Five hours each week. 5 semester hours

**CS—Computer Science and Technologies****CS 103 Computer Science I (R only)**

Fundamental computer concepts. Studies methods of object-oriented program development and design. The course also covers language systems and semantics, structured program verification, different language paradigms, and documentation techniques. Students use a structured, high-level object-oriented programming language and learn to use both text-oriented and Windows-based user interfaces. Designing and implementing solutions to intermediate-level programming assignments are an integral part of the course. **PREREQUISITE:** *A grade of C or better in CS 140 or consent of department.* **PRE- or COREQUISITE:** *MA 181.* Four hours each week. 4 semester hours

**CS 110 Computer Concepts**

An introduction to the scope, significance, history, and social implications of data processing. Study of programming language hierarchy, elements of a software system, and program implementation. Exposure to hardware concepts including number systems, data representation, central processor, storage, input/output, and system configurations. There is no detailed study or implementation of any specific programming language. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week. 3 semester hours*

**CS 136 Systems Analysis and Design**

Exploration of the nature of systems work including studies, analysis, design, implementation, and evaluation. Introduction to the tools used in and techniques applied to systems development. A practical approach is emphasized and a systems study is expected of each student. *PREREQUISITE: CS 110 or consent of department. Three hours each week. 3 semester hours*

**CS 140 Introduction to Programming**

Introduces programming and problem solving using a contemporary programming language. Topics include principles of procedural programming, software development and debugging techniques, control structures, data types, functions, one-dimensional arrays, and file processing. Using a computer, students complete required lab assignments. *Assessment levels: EN 101/ 101A, MA 100/101/103, RD 120. Three hours each week. 3 semester hours*

**CS 204 Computer Science II (R only)**

Continues ideas introduced in CS 103, emphasizing writing larger programs and designing and implementing classical abstract data types such as list, stack, queue, binary search tree, graph, priority queue, hash table. Topics include string processing and recursion; data abstraction, encapsulation, and structure implementation; object-oriented program design; specification, implementation and application of these traditional ADTs. The course also emphasizes dynamic memory allocation, search and sorting algorithms, and introduces algorithm complexity. Designing and implementing advanced-level programming assignments are an integral part of the course. *PREREQUISITE: Grade of C or better in CS 103. PRE- or COREQUISITE: MA 182. Four hours each week. 4 semester hours*

**CS 206 Special Topics in Computer Science and Technologies**

These courses focus on varied topics in computer science and technologies, presented as a result of technological change or community or student interest, that include a variety of computer-related skills or intensive study in a specific area of computer science and technologies. Topics are announced each semester in the class schedule. Course may be repeated for different topics. *PREREQUISITE: Depends on topic. Assessment level: Depends on topic. Minimum of 15 hours of instruction for each credit hour. 1–3 semester hours*

**CS 210 Computer Security**

Surveys major topics in assessment and development of security procedures for a variety of computer systems. The course emphasizes security needs, risk assessment, and practical measures for security management. Topics include Internet and Web security, LAN security, protection of personal computers, physical security, hardware and software protection and products, virus countermeasures, and the human aspects of computer security. *PREREQUISITE: CS 110 or consent of department. Three hours each week. 3 semester hours*

**CS 213 Java Programming Language**

Comprehensively covers Java programming environment and features. Topics include techniques of program structure, design, and type. Using the Java language, students code, load, execute, debug, and document programs. *PREREQUISITE: A grade of C or better in CS 140 or consent of department. Three hours each week. 3 semester hours*

**CS 214 Advanced Java Programming**

Explores Java Application Program Interface (API) and covers the latest release of Java including input and output, multithreading, networking, database connectivity, remote objects, security, Java Beans, and Java Foundation Classes. *PREREQUISITE: A grade of C or better in CS 213 or consent of department. Three hours each week. 3 semester hours*

**CS 215 Visual Basic Programming**

This course covers how to write programs for the Windows programming environment, including developing an application, tools, forms, the user interface, programming, built-in functions, procedures, arrays, records, testing, and debugging. Emphasis is on rapid development of useful applications. *PREREQUISITE: A grade of C or better in CS 140 or consent of department. Three hours each week. 3 semester hours*

**CS 216 UNIX/LINUX Operating System**  
Presents an overview of the components, structure, and features of the UNIX operating system. Students experience hands-on operation of the interrelating UNIX operating system components. Projects of moderate difficulty reinforce concepts. **PREREQUISITE:** *A grade of C or better in CS 140 or consent of department. Three hours each week.*  
3 semester hours

**CS 220 Client-Server Programming with Java**  
Examines major topics in the development of applications for the World Wide Web: Web site development using HTML and related standards, implementation of client-side applications using Java programming language, and design of server-side Web applications. **PREREQUISITE:** *CS 213 or consent of department. Three hours each week.*  
3 semester hours

**CS 224 Developing Web Applications Using C# and ASP.NET**  
Examines developing Web applications using C# and ASP.NET, and introduces Web services. Students create applications using tools such as Web Forms, Visual Studio.NET, ASP.NET, and ADO.NET. Students also optimize applications using configuration, security, and caching. **PREREQUISITE:** *CS 140 or consent of department. Three hours each week.*  
3 semester hours

**CS 226 Introduction to Object-Oriented Programming with C++**  
This course introduces students to C++ syntax and programming techniques such as decisions, loops, arrays, pointers, functions, and file processing. Covers object-oriented concepts such as data abstraction, classes, objects, overloading, and inheritance. Students complete required computer lab assignments. **PREREQUISITE:** *A grade of C or better in CS 140 or consent of department. Three hours each week.*  
3 semester hours

**CS 249 Advanced Object-Oriented Programming with C++**  
This course examines more advanced topics in object-oriented programming with C++ such as dynamic memory allocation, various data structures, recursion, and object-oriented design. Students are required to complete lab assignments using a computer. **PREREQUISITE:** *A grade of C or better in CS 226 or consent of department. Three hours each week.*  
3 semester hours

**CS 256 Introduction to Discrete Structures (R only)**  
An introduction to discrete structures as they relate to computer science. The course will stress computer science applications and will include relations, functions and algorithms, Naive Set Theory, combinatorics, logic, and mathematical induction. **PREREQUISITES:** *EN 101/101A or appropriate score on English assessment test, and MA 182. Four hours each week.*  
4 semester hours

**CS 261 Mobile Game and Application Programming**  
Focuses on building computer applications and games that can run on mobile devices supporting Java language and other technologies. Content includes an overview of Java ME, introduction to development on the MIDP 2.0 devices, design of low-level and high-level user interface, data storage and operations via RMS, networking, animation, sound, Internet connectivity, and other topics related to the mobile programming. **PREREQUISITE:** *CS 213 or consent of department. Three hours each week.*  
3 semester hours

**CS 269 Computer Science and Technologies Internship**  
*(Also listed as CA 269. Credit cannot be received for both CA 269 and CS 269.)*  
Students work for college credit in a professional environment related to their particular track in the computer science and technologies program. The intent is to give students an appropriate work experience that will expand their knowledge and aid them in making career decisions. A limited number of internships are available through the program each semester, or the student may propose an internship. A comprehensive record of the work experience is kept by the student and discussed in seminar meetings. **PREREQUISITES:** *Consent of internship coordinator and a minimum of 12 semester hours in program area. An internship will involve a minimum of five hours of work experience per semester hour each week for 15 weeks. Eight hours of seminar discussions each semester. May be repeated for a maximum of four credits.*  
1–4 semester hours

**CS 270 Introduction to SQL Using Oracle**

Covers the concept, design, architecture, and components of the Oracle database system and SQL (Standard Query Language). Topics include the database design, the data definition language, the data manipulation language, the data control language, the basics of SQL\*PLUS, and the standard SQL. Students create database tables, implement business requirements utilizing constraints, and develop complex queries using features such as join, union, and subqueries. **PREREQUISITE:** *A grade of C or better in CS 140 or consent of department. Three hours each week. 3 semester hours*

**CT—Architectural and Construction Technology****CT 107 Principles of Sustainability and Green Architecture (R only)**

Introduces principles of energy conservation and their application to architectural design. The course examines materials, construction methods, site planning, and programming that offer sustainable solutions to design problems. It also assesses energy systems and concepts that conform to conserving natural resources. *Assessment levels: EN 002, RD 120. One hour each week. 1 semester hour*

**CT 108 Sustainability/Energy Conservation Technology (R only)**

Introduces materials, systems, and construction methods that conform to conserving natural resources. The course examines energy-saving techniques based on both residential and commercial use in the United States and worldwide. *Assessment levels: EN 002, RD 120. One hour each week. 1 semester hour*

**CT 109 Advanced Studies in Sustainability and Green Architecture (R only)**

Explores theories and practices of sustainable design with an actual building. In a hands-on experience, students analyze materials, systems, and construction methods that conform to conserving natural resources. **PREREQUISITE:** *CT 108. One hour each week. 1 semester hour*

**CT 130 Construction Methods and Materials (R only) CE-R**

Covers the characteristics, specifications, properties, terminology, and use of construction materials. The course emphasizes principles and methods for the selection and application or installation of materials and building components rather than development and production of materials. Laboratory experiences focus on the analysis, use, limitations, testing, and practical application of selected construction materials. *Assessment levels: EN 002, RD 120. Three hours lecture/discussion, one hour laboratory each week. 3 semester hours*

**CT 131 Construction Plan Reading (R only) CE-R**

Covers construction documents, with emphasis on interpreting contract drawings. Topics include terminology, symbols, and conventions used in both commercial and residential drawings; methods and procedures for reading basic architectural and structural drawings; and introduction to mechanical and electrical drawings. *Assessment levels: EN 002, RD 120. Three hours lecture/discussion, one hour laboratory each week. 3 semester hours*

**CT 135 Construction Field Operations (R only) CE-R**

Introduces field management from the superintendent's standpoint. Topics include job site analysis and planning, utilization of equipment, labor and material coordination, records and documentation, field scheduling, safety methods and programs, production efficiency and improvement, leadership and motivation, communications, and human relations. Site visitations and laboratory experiences supplement class discussions. *Assessment levels: EN 002, RD 120. Three hours lecture/discussion, one hour laboratory each week. 3 semester hours*

**CT 142 Introduction to Architectural Graphics (R only)**

The study of the various visual communications methods most commonly used in the architectural profession. Techniques will include both color and black/white, a variety of perspective systems, shade/shadow, exploded views, pencil-and-pen work, and watercolor. **PREREQUISITES:** *CT 170 or ID 101, and CT 181. Assessment levels: EN 101/101A, MA 105, RD 120. Two hours lecture, four hours laboratory each week. 3 semester hours*

**CT 170 Introduction to Architecture and the Built Environment (R only)**

An introduction to the architectural profession and the related fields of design and construction. An exploration of the impact of architecture within the built environment, including conservation and interior design issues; urban and regional planning; and construction implications. An examination of the entire building process and the legal, social, and cultural implications. *Assessment levels: EN 101/101A, MA 105, RD 120. Three hours each week. 3 semester hours*

**CT 181 Architectural Drafting Techniques (R only)**

An introduction to general drafting techniques of architectural and interior design spaces. A totally hands-on experience in which the student develops skills in the professional drafting standards, format and layout of drawings, and construction of drawings from geometric shapes to finished building details. *Assessment levels: EN 101/101A, MA 105, RD 120. Two hours lecture, four hours laboratory each week. 3 semester hours*

**CT 183 Computer Drafting: Architectural Applications (R only)**

Focuses on the mastering of AutoCAD commands and drawing techniques for design professionals in the field of architecture, design, and construction. Topics include drawing geometric shapes and constructions, editing operations that increase productivity, dimensioning and using text, creating symbols, and plotting. Students create a series of drawings with the final assignment being a multipage set of plans, elevations, and details. *PREREQUISITE: CT 181 or consent of department. Assessment levels: EN 101/101A, MA 105, RD 120. Two hours lecture, four hours laboratory each week. 4 semester hours*

**CT 190 Computer Applications in Construction (R only)**

Reviews software applications in construction project management, administration, estimating, scheduling, and cost control. Topics include an introduction to software packages used in subsequent courses, and Internet applications in construction. *PREREQUISITE: CA 120 or consent of department. Two hours lecture, two hours laboratory each week. 3 semester hours*

**CT 201 Introduction to Architectural Design (R only)**

Introduces design principles and their application to architectural design. The course develops and strengthens problem-solving skills from conceptual, environmentally sensitive, and sociocultural points of view resulting in three-dimensional forms. Instruction emphasizes model making and presentation skills as they resolve architectural problems. *PREREQUISITES: CT 130, CT 142, and CT 170. Two hours lecture, four hours laboratory each week. 4 semester hours*

**CT 212 Construction Management (R only) CE-R**

Covers all phases of construction project management. The course introduces the procedures, responsibilities, methodology, and techniques utilized in the construction management process. Topics include an overview of the construction and design industries, company organization, construction contracts and project delivery methods, project chronology, bidding procedures, construction estimating, scheduling, cost control, field operations, safety standards and procedures, and project administration. The course includes a general overview of the use of computers in project management. *PREREQUISITE: CT 135 or consent of department. Three hours each week. 3 semester hours*

**CT 223 Computer Drafting: Architectural 3D Presentation (R only)**

Development of skills and knowledge to utilize the computer as a tool for design and presentation. Three-dimensional design development is emphasized along with presentation techniques, which include developing perspective views, rendering materials onto surfaces, placing and controlling lighting, and writing scripts to show multiple sequential views of a building or object. *PREREQUISITE: CT 183 or consent of department. Two hours lecture, four hours laboratory each week. 4 semester hours*

**CT 224 Computer Drafting: Advanced Architectural Applications (R only)**

Further utilization of the knowledge and skills learned in CT 183. Students will learn to use an advanced system of third-party software designed specifically for architectural and engineering offices. They will also learn to develop attributes and other specialized systems necessary to interface their drafting work with other professionally related programs and to customize program menus. **PREREQUISITE:** *CT 183 or consent of department.*

*Two hours lecture, four hours laboratory each week.*  
4 semester hours

**CT 271 Construction Surveying (R only) CE-R**

Introduces typical surveying methods and layouts. The course emphasizes the physical requirements of construction operations as viewed from the project superintendent's standpoint in order to maintain control and proper work placement. Topics include mathematics and formulas required to perform layout functions; use of layout equipment; establishment and measurement of lines and elevations, measurement of angles, common building layout; basic grading layout; and coordination of layout and drawings. Laboratory focuses on field-work, implementation of class theory, and equipment use. **PREREQUISITES:** *CT 130, CT 135, and MA 105; or consent of department.* *Two hours lecture, two hours laboratory each week.* 3 semester hours

**CT 283 Mechanical and Electrical Systems (R only)**

Studies materials and equipment used in heating, ventilating, air conditioning, electrical power, lighting, water supply, and sewage disposal systems in buildings. The scope of the course ranges from selection of necessary equipment to the development and coordination of mechanical, electrical, and related drawings. *Assessment levels: EN 002, MA 100/101/103, RD 120.* *Three hours lecture, one hour laboratory each week.* 3 semester hours

**CT 284 Construction Estimating (R only) CE-R**

Introduces methods of construction estimating and estimates. The course covers the stages of preparing construction estimates and construction document analysis. Topics include an estimator's qualifications and role of the estimating team, the process, accuracy, consolidation and bid preparation, submittal and cost analysis. The course emphasizes quantity take-offs of general conditions, sitework, concrete, masonry, structural steel, wood and plastics, thermal and moisture control, and finish materials, as well as the use of computer estimating. **PREREQUISITES:** *CT 130, CT 131, and MA 090; or consent of department.* *Three hours lecture, one hour laboratory each week.* 3 semester hours

**CT 286 Construction Planning and Scheduling (R only) CE-R**

Reviews and analyzes requirements and preparation of construction planning and scheduling. Topics include scheduling techniques in resource leveling, equipment allocation, time-cost relationships, and monitoring/controlling work progress. The course incorporates the use of computers in the planning and scheduling process. **PREREQUISITES:** *CT 130 and CT 212, or consent of department.* *Two hours lecture, two hours laboratory each week.* 3 semester hours

**CT 287 CPM Resource Management (R only)**

Using industry scheduling software, students will get hands-on exposure to the preparation of resource-loaded schedules to support field operations, meet established time objectives, and minimize costs. Topics covered include calculation of activity resources, application of resources to each activity, preparation of network diagrams, resource usage, and leveling and cost curve analysis. **PREREQUISITE:** *CT 286 or consent of department.* *Ten hours lecture, ten hours laboratory each semester.* 1 semester hour



**CT 288 Practical Construction Law**  
(R only)

This course is designed to acquaint the student with an understanding of the major legal issues affecting the construction industry. It is designed to provide the student with enough basic knowledge to understand the numerous contractual relationships that exist on a construction project; to recognize the basic varieties of claims and disputes that may arise; to obtain an understanding of the basic legal principles used to avoid, mitigate, or resolve construction disputes; and to achieve an appreciation of the practical legal considerations in addressing the relationships between the parties on a construction project. **PREREQUISITE:** *CT 212. Three hours each week. 3 semester hours*

**CT 291 Building Codes and Inspection**  
(R only) **CE-R**

Local (county), state, and national building codes and their effect on design, planning, and construction of buildings. Methods and purpose of inspection. **PREREQUISITE:** *CT 130 or consent of department. Assessment levels: EN 101/101A, MA 105, RD 120. Three hours each week. 3 semester hours*

**CT 292 Construction Estimating with Computers** (R only)

Using computers, students will receive hands-on instruction in construction estimating. Topics covered include setting up an estimate, performing quantity take-off in its different forms, spreadsheet editing, customizing and revising the estimate, and creating and manipulating reports. The students will also be introduced to advanced concepts of computer estimating software. **PREREQUISITE:** *CT 284 or consent of department. Ten hours lecture, ten hours laboratory each semester. 1 semester hour*

**CT 293 Preconstruction Estimating**  
(R only)

Introduces students to available techniques for developing a construction estimate during the preconstruction stages of a project. Topics include manual procedures to develop order of magnitude estimates and computer alternatives to develop conceptual estimates. **PREREQUISITE:** *CT 284 or consent of department. Ten hours lecture, ten hours laboratory each semester. 1 semester hour*

**CT 299 Professional Practicum** (R only)

Work experience and field study on an actual project related to the student's curriculum. Participation supervised by the instructor and appropriate personnel at work. A comprehensive record of the work experience is kept by the student and discussed in seminar meetings. **PREREQUISITE:** *Second-year standing in curriculum. Eight hours of seminar discussions each semester and a minimum of 80 hours of work experience required per semester hour. A student may not accumulate more than four semester hours in this course. 1 semester hour*

**DN—Dance****DN 100 Introduction to Dance** (ARTD) (R and T only)

An examination of dance as an art form and means of multicultural expression, ritual, and tradition. This course familiarizes the student with practices, philosophies, terminologies, styles of dance and careers in dance. The role of dance in world societies and how it relates to different cultures is explored through lectures, assigned readings, films, recordings, and experiential dance activities. **Assessment levels:** *EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**DN 101 Ballet I** (R only)

An introduction to fundamental exercises, techniques, and steps of classical ballet. Basic ballet terminology, correct body alignment, and simple adagio and allegro combinations are introduced in barre and center work. May be selected to fulfill physical education credits. *One hour lecture, two hours laboratory each week. 2 semester hours*

**DN 102 Ballet II** (R only)

Further study of classical ballet as offered in DN 101. Emphasis on developing an aesthetic awareness of the art, understanding ballet theory, and perfecting technique. Review of basic exercises and terminology. Pirouettes and petite batterie are introduced. **PREREQUISITE:** *DN 101 or consent of department. May be repeated for a maximum of six credits with consent of department. One hour lecture, four hours laboratory each week. 3 semester hours*

**DN 103 Modern Dance I (R only)**

An introduction to fundamental exercises, techniques, and movement phrases of modern dance. Basic modern dance principles are introduced in axial and locomotor exercises and basic improvisation skills. Modern dance innovators and their styles are discussed. May be selected to fulfill physical education credits. *One hour lecture, two hours laboratory each week.* 2 semester hours

**DN 104 Modern Dance II (R only)**

Further study of modern dance as offered in DN 103. Includes an understanding of contemporary dance as a creative art form, perfecting technique, developing improvisational skills, experimenting with creative movement studies, and analyzing rhythmic patterns. Review of basic exercises and terminology. PREREQUISITE: *DN 103 or consent of department.* May be repeated for a maximum of six credits with consent of department. *One hour lecture, four hours laboratory each week.* 3 semester hours

**DN 105 Jazz Dance I (R only)**

An introduction to fundamental jazz exercises, techniques, and styles. Basic jazz dance principles are introduced, including body isolations, flexibility exercises, and movement phrases. May be selected to fulfill physical education credits. *One hour lecture, two hours laboratory each week.* 2 semester hours

**DN 106 Jazz Dance II (R only)**

Further study of jazz dance as offered in DN 105. Emphasis on perfecting technique, creating advanced-beginning jazz compositions, and developing a more in-depth understanding of the essence and components of jazz dance. Emphasis is placed on advanced-beginning steps and terminology, including double turns, body isolations, and elevation steps. PREREQUISITE: *DN 105 or consent of dance program coordinator.* *One hour lecture, four hours laboratory each week.* 3 semester hours

**DN 107 Tap Dance I (R only)**

An introduction to basic tap techniques, exercises, movements, and improvisational skills. A variety of rhythmic patterns and fundamental steps such as shuffles, ball changes, heel drops, time steps, flaps, and beginning turns are introduced. Tap dance history and styles will be discussed. May be selected to fulfill physical education credits. *One hour lecture, two hours laboratory each week.* 2 semester hours

**DN 108 Tap Dance II (R only)**

Further study of tap dancing as offered in DN 107. Emphasis on developing on-stage choreography. Further development of pre-dance warm-up exercises to include exercises for balance and body alignment. Turns, rhythm manipulation, and choreographic principles are developed through tap combinations. PREREQUISITE: *DN 107 or consent of dance program coordinator.* *One hour lecture, four hours laboratory each week.* 3 semester hours

**DN 110 Stretch and Alignment (R only)**

This course is designed for dancers, performers, athletes, and ordinary persons who would be introduced to principles and techniques of stretch and alignment. Emphasis is placed on techniques that result in greater muscle length, increased tension release, and improved body posture. This course cannot be taken in place of any dance technique course. *No limit on the number of times this course can be repeated.* *Two hours laboratory each week.* 1 semester hour

**DN 120 Rhythmic Training for the Dancer (R only)**

An introduction to basic elements of rhythmic principles related to movement and dance. Rhythmic fundamentals, basic music theory, and elementary music scoring and reading are studied. Appropriate accompaniment for dance is discussed. A brief look at past and present well-known music composers who have composed music for dance is presented. *Assessment levels: EN 002, RD 099/103.* *One hour lecture, two hours laboratory each week.* 2 semester hours

**DN 150 Introduction to Dance Composition (R only)**

The study of basic choreographic elements and principles in order to analyze and construct dance compositions. Through the use of improvisation, movement exploration, and the understanding and application of both traditional and experimental dance forms, the student will compose original solo and group studies. Various works will be shown in either studio performance or formal dance concerts. PREREQUISITES: *DN 104 or higher and DN 120 or equivalent.* *Three hours each week.* 3 semester hours

**DN 201 Ballet III (R only)**

The development and execution of classical ballet technique on an intermediate level. Concentration is on body alignment, technical accuracy, increased movement vocabulary, and performance quality. Pirouettes, petite batterie, and petit and grand allegro are stressed. PREREQUISITE: DN 102 or consent of department. May be repeated for a maximum of six credits with consent of department. One hour lecture, four hours laboratory each week. 3 semester hours

**DN 202 Ballet IV (R only)**

Progression of classical ballet training as presented in DN 201. Emphasis is on increased technical skill through the introduction of complex adagio and allegro combinations. Musicality, style, and theatricality are stressed. PREREQUISITE: DN 201 or consent of department. May be repeated for a maximum of six credits with consent of department. One hour lecture, four hours laboratory each week. 3 semester hours

**DN 203 Modern Dance III (R only)**

The study of contemporary modern dance on an intermediate level. Correct body alignment, development of technique, and efficient use of the body through movement are stressed. Various falls, turns, and contractions are studied. Elements of time, flow, weight, space, and varied rhythmic structures are incorporated into movement phrases. Improvisational skills are employed. PREREQUISITE: DN 104 or consent of department. May be repeated for a maximum of six credits with consent of department. One hour lecture, four hours laboratory each week. 3 semester hours

**DN 204 Modern Dance IV (R only)**

A progression of contemporary dance as presented in DN 203. Emphasis is on more complex movement phrases. Individual expression, musicality, style, and performance are stressed. Improvisational skills are employed. PREREQUISITE: DN 203 or consent of department. May be repeated for a maximum of six credits with consent of department. One hour lecture, four hours laboratory each week. 3 semester hours

**DN 205 Jazz Dance III (R only)**

The study of jazz dance on an intermediate level. Proficient technique, correct body alignment, and performance are stressed. Jazz isolations, triple turns, rhythmic sequences, and slides are studied in addition to high elevation steps. PREREQUISITE: DN 106 or consent of dance program coordinator. One hour lecture, four hours laboratory each week. 3 semester hours

**DN 206 Jazz Dance IV (R only)**

A progression of jazz dance as a continuation of concepts and styles presented in DN 205. Increased technical skill is developed through complex phrases of movement. Performance, style, and musicality are stressed. PREREQUISITE: DN 205 or consent of department. May be repeated for a maximum of six credits. One hour lecture, four hours laboratory each week. 3 semester hours

**DN 207 Tap Dance III (R only)**

The development and execution of tap dance training on an intermediate level. Emphasis is placed on the study and performance of popular tap dancing styles. Concentration is on technical accuracy, movement vocabulary, and performance quality. PREREQUISITE: DN 108 or consent of dance program coordinator. One hour lecture, four hours laboratory each week. 3 semester hours

**DN 209 Theatrical Dance Styles (R only)**

This course traces the history of theatrical dance styles that have been used in Broadway shows and other musical productions from the 1920s through the present. Theory and style will be reinforced by performance of Broadway show and popular dance. PREREQUISITES: Two of the following DN courses: 101, 102, 103, 104, 105, 106. Two hours each week. 2 semester hours

**DN 220 Special Topics in Dance (R only)**

Topics in dance presented as a result of community or student interest, to include a variety of dance-related skills or intensive study in a specific area. Topics to be announced each semester in the class schedule. PREREQUISITES: A grade of B or better in any two of the following DN courses: 102, 104, 106, 108, 201, 202, 203, 204, 205, 206, 207; and consent of dance program coordinator. Assessment levels: EN 101/101A, RD 120. One hour lecture, four hours laboratory each week. 3 semester hours

**DN 230 Special Dance Practicum (R only)**

Offered on an individual basis to dance majors with advanced standing. Students may extend their studies by exploration of a particular specialization within the curriculum. PREREQUISITE: Consent of department. Assessment levels: EN 101/101A, RD 120, or consent of department. May be repeated for a maximum of six credits with consent of department. One hour lecture, four hours laboratory each week. 3 semester hours

**DN 240 Dance Internship (R only)**

Students work for college credit in a professional dance studio, dance organization, or dance association. A limited number of internships are available through the program each semester. In addition, students may propose an internship. **PREREQUISITES:** *A grade of B or better in any two of the following DN courses: 102, 104, 106, 108, 201, 202, 203, 204, 205, 206, 207; and consent of dance program coordinator. Assessment levels: EN 101/101A, RD 120. One hour lecture, six hours practicum each week. 3 semester hours*

**DS—Student Development****DS 102 Study Habits Development**

Stresses development of positive attitudes and improvement of basic learning habits. Includes value assessment and educational goal setting. Stresses strategies in understanding and responding to textbooks, lectures, and other methods and materials encountered in the academic environment. Emphasis on organization of materials, utilization of time, and preparing for and taking examinations. *One hour lecture/discussion each week. 1 semester hour*

**DS 103 Career Development: Dynamics and Application**

Designed for students interested in developing career goals and creating a plan of action. The course provides students with an opportunity to learn and develop skills for a lifetime of career-related decision making. Emphasis will be placed on personal academic and occupational exploration, resume writing, interviewing, and effective job search strategies. *Two hours lecture/discussion each week. 2 semester hours*

**DS 104 Seminar for International Students**

Orientation course for international students. Includes study skills, academic regulations, the American educational system, individual educational and vocational goals, communication skills, and American customs. Especially intended for students during their initial semester of enrollment in conjunction with American language developmental course offerings. *Two hours lecture/discussion each week. 2 semester hours*

**DS 106 Success Group**

Designed specifically for students who are dissatisfied with their academic performance and who wish to improve their achievement in college courses. This course stresses elimination of self-defeating attitudes and behaviors, setting and achieving short-term academic goals, identification of motives that lead to failure, learning to accept responsibility for one's behavior, and building a more positive attitude about one's potential for college success. This course does not deal primarily with study habits or techniques but with motives and attitudes related to academic success. *Two hours lecture/discussion each week. 2 semester hours*

**DS 107 First Year Seminar**

Designed to assist the student in adjusting to college. Includes academic and student services available, study habit techniques, career and educational planning, and adjustment concerns. Especially intended for students during their initial semester of enrollment. *One hour lecture/discussion each week. 1 semester hour*

**DS 108 Memory Development**

Designed to assist the student in developing memory through simple systems of association. Topics include development of memory for author organization, course organization, course relationships, and practical application to everyday life situations. *One hour lecture/discussion each week. 1 semester hour*

**DS 112 Building Math Confidence**

Designed for those who want to improve their attitude toward mathematics. Explores feelings and develops strategies to overcome math phobia. Emphasis will be placed on problem-solving approaches to diagrammed, descriptive, and symbolic number problems. This course is open to students at all levels of mathematical skills, whether preparing for a job, college courses, a test, or living in a world where numbers matter. *One hour lecture/discussion each week. 1 semester hour*

**DS 150 Portfolio Development Seminar**

Designed to show students how to analyze, identify, and document prior experiential learning for academic credit assessment, this course presents essential portfolio components. Students identify and equate their knowledge to equivalent courses taught at Montgomery College. Successful completion of DS 150 does not guarantee credits for prior learning assessed by the faculty evaluators. **PREREQUISITES:** *EN 101/101A and eligibility for RD 120; high school graduation or equivalent at least five years previous to enrollment in this course. Before registration for this course, students must attend the mandatory information session.* 3 semester hours

**EC—Economics****EC 103 The Evolution of Economic Societies (BSSD[M]) CE-R**

This course is an introduction to the evolution of Western and non-Western economic societies. Different approaches to the organization of economic activities by culturally diverse societies are emphasized. Specific economic changes in Western Europe and the United States leading to the emergence of the market system are traced. The emergence of economic thought and methods, from mercantilism to Keynes, is included. Students will review various adaptations of the market system by distinct cultures leading to the present interconnected world economy. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week.* 3 semester hours

**EC 105 Basic Economics (BSSD) CE-R**

One-semester introduction to macroeconomics and microeconomics. The emphasis will be placed on basic economic theory and its application. This course is not intended for students majoring in economics or business administration. *Assessment levels: EN 101/101A, MA 101/103, RD 120. Three hours each week.* 3 semester hours

**EC 201 Principles of Economics I (BSSD) CE-R**

Covers macroeconomic theory half of a one-year course in economics including central problems of economic society, supply, and demand; national income and product; saving, consumption, and investment; income determination; money supply and deposit creation; monetary and income analysis and alternative economic systems. **PREREQUISITE:** *High school algebra or its equivalent or consent of department.* *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week.* 3 semester hours

**EC 202 Principles of Economics II (BSSD) CE-R**

Covers microeconomic theory half of a one-year course in economics including supply and demand; demand and utility; analysis of costs and long-run supply; problems of agriculture; profit maximization; imperfect competition; theory of production; pricing of factor inputs; interest; international trade; and current economic problems, such as poverty, affluence, race, cities, and polluted environment. **PREREQUISITE:** *High school algebra or its equivalent or consent of department.* *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week.* 3 semester hours

**ED—Education****ED 101 Foundations of Education**

This introductory course covers the historical, legal, philosophical, social, and practical aspects of American education. Students evaluate current educational trends, issues, and practices. They also explore teaching as a career and other career opportunities in contemporary education. *Assessment levels: EN 101/101A, RD 120. Three hours each week.* 3 semester hours

**ED 102 Field Experience in Education**

Provides a structured field-based experience. Students observe and interview teachers in local public and private schools. They examine the concept of a professional teaching portfolio based on national performance standards. They also interact with students in public and private schools. Applying concepts learned in ED 101, they examine student learning. Experiences in structured sequential observations, tutoring, and small group instruction. **PRE- or COREQUISITE:** *ED 101.* *Assessment levels: EN 101/101A, RD 120. Forty-five hours practicum each semester.* 1 semester hour

**ED 119 Introduction to Early Childhood Education**

Covers curriculum modes, a teacher's roles, and family relationships. Topics include historical development, significant issues, current trends, ethics, and national standards in early childhood education. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**ED 120 Child Growth and Development**

Provides students with the principles of child growth and development necessary for them to work in programs serving children from infancy through age eight. Emphasizes the social, emotional, and cognitive development of children and their implications for developmentally appropriate teaching practices in educational settings. Attention is given to research methods, assessment techniques, and experience of interacting with children in a learning environment. Provides 45 of the 90 classroom hours needed to become senior staff in programs licensed by the Office of Child Care Licensing and Regulations. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week. 3 semester hours*

**ED 121 Curriculum Planning in Early Childhood Education**

Provides the student with principles of developmentally appropriate curriculum planning for programs serving children from infancy through age eight. This course emphasizes activity planning, teaching methods, and material selection, and classroom management appropriate to the areas of curriculum in an early childhood program. Attention is given to staff and parent communication and community resources. Students who pass the course will receive 45 of the 90 classroom hours needed to become senior staff in programs licensed by the Office of Child Care Licensing and Regulation. **PREREQUISITE:** ED 120 or consent of department. *Three hours each week. 3 semester hours*

**ED 122 Practicum in Early Childhood Education**

Experience in working with young children in a naturalistic setting; learning to identify children's learning interests and to adapt curriculum to children's needs; planning and implementing large and small group activities; practicing effective communication skills and class management skills; and evaluating a quality child care program. **PREREQUISITE:** ED 121. *Fifteen hours lecture and 90 hours practicum. 3 semester hours*

**ED 123 Infant and Toddler Development and Curriculum Planning**

Introduces the theory and practice of caring for infants and toddlers in a group setting. Topics include the significance of the early years; learning and development of infants and toddlers; socio-physical environment of group care setting; appropriate activities and interactions; and the health, safety, and nutritional needs of infants and toddlers. Upon completion of this course, the student meets the coursework requirement for the position of infant/toddler senior staff in a child care center. *Three hours each week. 3 semester hours*

**ED 124 School-Age Child Care**

Covers necessary elements for providing before-and-after-school programs serving children ages 5 to 13; quality, standards, and care issues; the growth and development of 5- through 13-year-olds; teachers' roles and qualifications; working with families and communities. Topics also include activity planning, environment designing, scheduling, building relationships with children, guiding children's behavior, and caring for children with special needs. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**ED 125 Child Health, Safety, and Nutrition**

Examines the health, safety, and nutritional needs of young children. Emphasizes common childhood illnesses and chronic conditions, health assessment tools and effective control measures; emergency care and first aid, safety management and practices; nutritional guidelines and activities. Offers opportunities for students to develop a curriculum that enhances children's education on health, safety, and nutrition. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**ED 126 Observation and Assessment of Young Children**

Provides students with a broad set of observation and assessment tools and approaches. Covers guidelines and procedures of observation, documentation, and assessment. Emphasis is on analyzing and interpreting assessment results to enhance children's learning outcomes. Establishing partnerships with families and other professionals will be discussed. Students are required to do 15 hours of field experience. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**ED 130 First Start: Care of Infants and Toddlers with Disabilities**  
(R only)

Provides an overview of a variety of disabling conditions and chronic illnesses that can afflict infants and toddlers. Students will learn about the care needs of these children, legal issues, parental issues, and child and family advocacy. This course will include sessions with health and education professionals from the community who specialize in specific disabling conditions. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week. 3 semester hours*

**ED 140 Introduction to Special Education**

Covers psychological, sociological, and medical characteristics of the exceptional learner: mental retardation, learning disabilities, emotional or behavioral disorders, communication disorders, hearing impairments, visual impairment, physical disabilities, and giftedness. Topics also include classroom practices, current issues and trends, history and legal aspects, multicultural and bilingual implications. **PREREQUISITE:** ED 101/102, ED 120, or PY 215. *Three hours each week. 3 semester hours*

**ED 141 Field Experience in Special Education**

This course provides field-based experience for students to observe and interview teachers in special education classrooms in local public and private schools. Applying concepts learned in ED 140, they study diverse student populations. Experiences in observations, tutoring, and small group instruction provide a transition from theory to practice. **PREREQUISITE:** ED 101/102, ED 120, or PY 215. **PRE- or COREQUISITE:** ED 140. *Forty-five hours practicum each semester. 1 semester hour*

**ED 200 Children's Literature**

A survey of a variety of significant and exemplary children's literature for preschool through elementary school, with the emphasis on the evaluation and presentation of children's literature. The course offers opportunities for the student to develop activity plans that enhance children's language development and early literacy. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**ED 205 Methods of Teaching for Elementary Education**

Provides an overview of teaching methodology for effective instruction in elementary classrooms. 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 on developing the habit of reflective practice and fostering collaborative problem solving. This course meets the Maryland State Department of Education Teaching Methodology requirement for an initial certificate in Elementary Education. This course does not fulfill any requirements for the A.A.T. *Assessment levels: EN 101/101A, RD 120. Three hours each week 3 semester hours*

**ED 206 Principles of Educational Assessment**

This course is an introduction to tests and measurement in an educational setting. Students develop, use, and interpret classroom assessments, including tests, performance assessments, rating scales, portfolios, and observations. Basic standard setting, grading, testing ethics, locating and evaluating measurements, program evaluation, and classroom research are also presented. This course meets the Maryland State Department of Education (MSDE) Assessment for Students requirement for an initial certificate in Early Childhood Education, Elementary Education, and Secondary Education. This course also meets the MSDE Assessment, Diagnosis, and Prescriptive Techniques required for the initial certificate in Generic Special Education (Infant/ Primary), Generic Special Education (Elementary/ Middle), and Generic Special Education (Secondary/ Adult). *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**ED 207 Methods of Teaching Secondary Students**

This course provides an overview of teaching methodology for effective instruction for prospective and noncertified secondary teachers. Students plan, design, and conduct instruction. Topics include theory and practices, research-based instructional models, multiculturalism, classroom management, and inclusion of students with special needs. This course meets the Maryland State Department of Education Teaching Methodology requirement for an initial certificate in Secondary Education. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**ED 210 Curriculum Seminar—Science and Mathematics for Young Children**

Science and mathematics concepts appropriate to the developmental levels of young children will be presented and analyzed. The student will develop curriculum activities and test these activities with young children to determine their usefulness in promoting logical thinking through interaction with concrete materials. PREREQUISITE: ED 121. *Two hours each week. 2 semester hours*

**ED 212 Curriculum Seminar: Creative Arts for Young Children**

Enables the student to comprehend the process by which the child develops a sense of creativity through music, movement, puppetry, language arts, and manipulation of open-ended materials. The focus will be on teaching methods and hands-on activities. The student will develop a curriculum that promotes children's creative thinking and expression. PREREQUISITE: ED 121. *Two hours each week. 2 semester hours*

**ED 213 Social-Emotional Development in Young Children**

Enables the student to comprehend the process by which children develop social and emotional competence. The focus will be on the principles and techniques of a developmentally appropriate guidance approach, the role of adults and community in a child's social and emotional development, activity planning, and the ethical standards of the National Association for the Education of Young Children (NAEYC). PREREQUISITE: ED 121. *Three hours each week. 3 semester hours*

**ED 214 Early Childhood Leadership**

Examines the leadership of early childhood programs that serve children from infancy through age eight. Topics include leadership theories, leadership traits and dispositions, leadership roles and styles, leadership skills and competencies, and connection between effective leadership and program quality in the context of early childhood education. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**ED 215 Administering Early Childhood Programs**

Designed to provide students with management skills necessary to operate an early childhood center or school that serves children from infancy through age eight. Topics include program policies and procedures, government regulations, finance and budget, facility operation, personnel management, health and safety, accreditation systems, and program evaluation and improvement. PREREQUISITE: ED 121 or its equivalent. *Three hours each week. 3 semester hours*

**ED 216 Processes and Acquisition of Reading**

Intended for the pre-service, undergraduate teacher candidate in early childhood, elementary, or special education. This course explores an instructional approach for teaching the literacy skills of speaking, reading, spelling, and writing. It also addresses fluency, comprehension, orthographic knowledge, and writing from an emergent to advanced level. Students examine how observation, documentation, interpretation, evaluation, and planning result in appropriate instruction based on children's strengths and needs. The course also focuses on the process of language development, including the impact of phonemic awareness and how the brain responds to reading acquisition. PREREQUISITE: *A grade of C or better in ED 140, or consent of department. Three hours each week. 3 semester hours*

**ED 217 Elementary Instruction of Reading**

Designed to provide pre-service and in-service classroom teachers with the research-based best practices, techniques, and strategies in reading instruction. Learners will explore how observation, interpretation, and evaluation result in effective, efficient instructional planning for each of the stages of reading (literacy) development. Learners will focus on strategies for managing and allocating instructional time while developing the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) as they relate to the implementation of a comprehensive reading program. This course meets the Maryland State Department of Education Reading Instruction requirements for an initial certificate in Elementary Education. This course does not fulfill any requirements for the A.A.T. PREREQUISITE: ED 216 or consent of department. *Three hours lecture/discussion each week. 3 semester hours*



**ED 218 Materials for Reading Instruction**

Designed to allow pre-service and in-service classroom teachers to understand and use the findings of scientific research to select, evaluate, and compare instructional materials and programs for the teaching of reading. Learners will explore how to effectively and efficiently use various sources and programs in instructional planning for each of the stages of reading (literacy) development. This course meets the Maryland State Department of Education Reading Instruction requirements for an initial certificate in Elementary Education. This course does not fulfill any requirements for the A.A.T. PREREQUISITE: ED 216 or consent of department. Three hours lecture/discussion each week. 3 semester hours

**ED 219 Assessment for Reading Instruction**

Designed to support pre-service and in-service teachers in becoming proficient users of classroom-based assessments and assessment data. Instruction focuses on the purpose of assessment, types of assessment tools, and the administration and use of valid, reliable formal and informal assessments of reading. Participants will show that they can use assessment data to guide instructional decisions. This course meets the Maryland State Department of Education Reading Instruction requirements for an initial certificate in Elementary Education. This course does not fulfill any requirements for the A.A.T. PREREQUISITE: ED 216 or consent of department. Three hours lecture/discussion each week. 3 semester hours

**ED 220 Integration Seminar in Early Childhood Leadership and Management**

Provides students with opportunities to integrate and apply the concepts and skills acquired in ED 214 Early Childhood Leadership and ED 215 Administering Early Childhood Programs. Students will discuss the National Association for the Education of Young Children (NAEYC) Accreditation Criteria for Leadership and Management and use the criteria to evaluate early childhood programs. Other topics include ethical issues and NAEYC Code, technology, and professional development. Each student will also complete an experience-based project related to early childhood leadership and management. PREREQUISITES: ED 214 and ED 215. Thirty (30) hours of lecture and forty-five (45) hours of field experience. Three hours each week. 3 semester hours

**EE—Electrical Engineering****EE 140 Introduction to Program Concepts for Engineers**

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. Programs will use the C language. PREREQUISITE: MA 180. Assessment levels: EN 101/101A, RD 120. Two hours lecture, one hour laboratory each week. 2 semester hours

**EE 150 Intermediate Programming Concepts for Engineers**

Intermediate principles of software development: high-level languages, object-oriented design, documentation, data structures, graphs, dynamic memory allocation, software development for applications in electrical and computer engineering, and software development in teams. Programs will use the C and Java languages. PREREQUISITES: EE 140 or consent of instructor and MA 181. Three hours lecture, one hour laboratory each week. 3 semester hours

**EE 204 Basic Circuit Analysis**

Basic concepts of electrical engineering. Applications of Kirchhoff's Laws to simple resistive circuits. Solution of resistor networks using mesh and node analysis and Thevenin's and Norton's theorems. Characteristics of capacitance, inductance, and coupled elements. Solution of differential equations describing RL, RC, and RLC circuits for zero input, zero state, and complete response. Mesh and node analysis of sinusoidal steady-state circuits in the time domain. PREREQUISITE: PH 262. PRE- or COREQUISITE: MA 282. Three hours each week. 3 semester hours

**EE 206 Fundamental and Digital Circuit Laboratory**

This course will introduce the student to basic measurement techniques and will help him or her gain familiarity with the construction, simulation, and testing of basic analog and digital circuits. It is designed to reinforce the theoretical material presented in EE 204 and EE 244. The final lab will include a design, simulation, and construction project. PREREQUISITE: EE 244. COREQUISITE: EE 204. One hour lecture, three hours laboratory each week. 2 semester hours

**EE 244 Digital Logic Design**  
(G and R only)

This course is designed to introduce sophomores in electrical engineering to basic principles and design procedures of digital systems at the gate and chip levels. PREREQUISITE: *ES 100 or consent of department. Three hours each week. 3 semester hours*

**EL—American English Language Program (American English for Academic Purposes)****EL 101 American English Language I**

The first course for American English Language Program (AELP) students in a sequence of four courses designed to teach academic writing of American English. Emphasis on parts of speech, basic sentence patterns, and appropriate use of verb tenses. PREREQUISITE: *Placement by testing required by the College of non-native speakers of English. For computation of tuition this course is equivalent to five semester hours. Five hours each week. Additional laboratory required. 3 semester hours* THREE CREDITS. NOT APPLICABLE TO A DEGREE OR CERTIFICATE. MAY NOT BE USED TO SATISFY DEGREE REQUIREMENTS.

**EL 102 American English Language II**

The second course for AELP students in a sequence of four courses designed to teach academic writing of American English. Emphasis on appropriate use of a variety of sentence structures, complex verb forms, modifiers, and punctuation, and on the writing of sentences in context. PREREQUISITE: *EL 101 with a grade of C or better or placement by testing required by the College of non-native speakers of English. For computation of tuition this course is equivalent to five semester hours. Five hours each week. Additional laboratory required. 3 semester hours* THREE CREDITS. NOT APPLICABLE TO A DEGREE OR CERTIFICATE. MAY NOT BE USED TO SATISFY DEGREE REQUIREMENTS.

**EL 103 American English Language III**

The third course for AELP students in a sequence of four courses designed to teach academic writing of American English. Competence in writing unified and coherent paragraphs is developed through intensive grammar review and extensive composition exercises. PREREQUISITE: *EL 102 with a grade of C or better or placement by testing required by the College of non-native speakers of English. For computation of tuition this course is equivalent to five semester hours. Five hours each week. Additional laboratory required. 3 semester hours* THREE CREDITS. NOT APPLICABLE TO A DEGREE OR CERTIFICATE. MAY NOT BE USED TO SATISFY DEGREE REQUIREMENTS.

**EL 104 American English Language IV**

The fourth course for AELP students in a sequence of four courses designed to teach academic writing of American English. An advanced composition course for non-native speakers of English whose proficiency in English is substantial. Emphasis on the stages of the writing process including editing, revising, and the use of major patterns of organization. May not be taken as a substitute for EN 101 or EN 101A. PREREQUISITE: *EL 103 with a grade of C or better or placement by testing required by the College for non-native speakers of English. PRE- or COREQUISITES: EL 110 and RD 103. For computation of tuition this course is equivalent to five semester hours. Five hours each week. Additional laboratory required. 3 semester hours* THREE CREDITS. NOT APPLICABLE TO A DEGREE OR CERTIFICATE. MAY NOT BE USED TO SATISFY DEGREE REQUIREMENTS.

**EL 110 Spoken American English**

Emphasizes the development and use of language skills necessary for understanding others and expressing oneself orally in American English in academic, professional, and social contexts. The course includes vocabulary development, practice with appropriate language structures, and discussion of important aspects of cross-cultural communication. PREREQUISITE: *SP 102 with a grade of C or better or placement by testing required by the College for non-native speakers of English. PRE- or COREQUISITES: EL 102 and RD 102, or placement by testing required by the College for non-native speakers of English. For computation of tuition this course is equivalent to five semester hours. Five hours each week. Additional laboratory required. 3 semester hours* THREE CREDITS. NOT APPLICABLE TO A DEGREE OR CERTIFICATE. MAY NOT BE USED TO SATISFY DEGREE REQUIREMENTS.

**EL 111 Advanced Spoken American English**

A course in advanced speaking and listening skills in English, with emphasis on presenting, comprehending, and responding to oral argument and other types of academic discourse. Within this framework, the course expands students' vocabulary in a variety of academic and professional fields and enhances note-taking skills. **PREREQUISITE:** *EL 110 or placement by testing required by the College for non-native speakers of English.* **PRE- or COREQUISITE:** *EL 103 or RD 103, or placement by testing required by the College for non-native speakers of English. For computation of tuition this course is equivalent to five semester hours. Five hours each week. Additional laboratory required. 3 semester hours* **THREE CREDITS. NOT APPLICABLE TO A DEGREE OR CERTIFICATE. MAY NOT BE USED TO SATISFY DEGREE REQUIREMENTS.**

**EN—English****EN 001 Basic English I**

The first-level developmental course designed to improve writing skills. This course emphasizes writing well-developed paragraphs and multi-paragraph essays, including the study of grammar, mechanics, punctuation, and usage. EN 001 is intended for native speakers of English who need further preparation prior to taking credit courses in English. **PREREQUISITE:** *An Accuplacer English score of 0-79.9.* **PRE- or COREQUISITE:** *RD 095 (which requires an Accuplacer reading score of 53-65) except for those students exempted from this requirement by initial placement testing. New and continuing students with reading scores below the RD 095 level are not eligible for EN 001. Lecture hours will be used for calculating student load and tuition (five hours each week, plus required laboratory work). No credit*

**EN 002 Basic English II**

The second-level developmental course designed to improve writing skills. This course emphasizes writing multi-paragraph essays, including the study of grammar, mechanics, punctuation, and usage. EN 002 is intended for native speakers of English who need further preparation prior to taking credit courses in English. **PREREQUISITE:** *Completion of EN 001 with a grade of C or an Accuplacer English score of 80-89.9.* **PRE- or COREQUISITE:** *RD 095 (which requires an Accuplacer reading score of 53-65) except for those students exempted from this requirement by initial placement testing. New and continuing students with reading scores below the RD 095 level are not eligible for EN 002. Lecture hours will be used for calculating student load and tuition (five hours each week, plus required laboratory work). No credit*

**EN 101 Techniques of Reading and Writing I CE**

An introduction to exposition. The course emphasizes the processes of critical thinking, reading, and writing. Students move from writing about personal experiences to writing for an outside, academic audience. Students write for different audiences and purposes using a variety of rhetorical strategies. Students write in response to outside readings and are introduced to appropriate documentation procedures. **PREREQUISITE:** *Placement through assessment testing, successful completion of Basic English (EN 001 or EN 002 with a grade of A), or completion of EL 104 with a grade of C or better. Assessment level: RD 120. Three hours each week.*

3 semester hours

EN 101A teaches students the same skills as EN 101 but provides additional time for grammar and mechanics review. **PREREQUISITE:** *Placement through assessment testing, successful completion of Basic English (EN 001 or EN 002 with a grade of B or better), or completion of EL 104 with a grade of C or better. Assessment level: RD 120. For computation of tuition, this course is equivalent to five semester hours. Five hours each week.*

3 semester hours

**EN 102 Techniques of Reading and Writing II (ENGF)**

Studies in argumentation and research. Students learn to identify, critically read, analyze and evaluate, and write arguments using logic and appropriate rhetorical techniques. Students construct thesis-driven academic essays, synthesizing and incorporating the words and ideas of others and using formal documentation. Students learn to identify audience as well as employ effective tone, word choice, and sentence patterns. **PREREQUISITE:** *A grade of C or better in EN 101 or EN 101A or consent of department. Three hours each week. 3 semester hours*

**EN 105 Principles of English Grammar**

A study of the various aspects of English grammar, such as sentence structure, agreement, tenses, pronoun reference, and punctuation, to increase students' knowledge of the English language and to enhance their writing capabilities. *Three hours each week. 3 semester hours*

**EN 107 College Vocabulary Development**

Intended to expand vocabulary development to improve writing and reading efficiency for effective communication skills. Emphasis placed on affixes, roots, contextual clues, lexical training, and phonic and structural analyses of words. *Thirty hours lecture over an eight-week period. 2 semester hours*

**EN 109 Writing for Technology and Business (ENGF)**

Employing the full range of rhetorical methods, students will write a variety of critical analyses, reports, research papers, and other documents. The course enables students to analyze information and processes in order to develop clear, effective, and applied college-level writing. Emphasis will be placed on expository writing, including writing to different audiences and developing logical arguments with strong evidence and persuasive details. A major research project will focus on devising a research question, conducting scholarly research, and documenting outside information. **PREREQUISITE:** *A grade of C or better in EN 101 or EN 101A or consent of department. Three hours each week. 3 semester hours*

**EN 111 Introduction to Journalism**

An introduction to the fundamentals of journalism, with emphasis on methods of gathering and interpreting news, writing news and feature stories, interviewing, and the mechanics of production. **PREREQUISITES:** *EN 101 and EN 102, or satisfactory placement by testing. Two hours lecture, two hours laboratory each week. 3 semester hours*

**EN 122 Introduction to World Mythology (HUMD[M])**

An introduction to world mythology across a range of periods and cultures. This is an interdisciplinary reading course of special relevance to students of psychology, anthropology, art, history, literature, and religion. Students read, analyze, and respond critically to texts in class discussions, examinations, and essays. *Assessment level: RD 120. Three hours lecture/discussion each week. 3 semester hours*

**EN 125 Techniques of Proofreading and Editing**

For students in or preparing for careers that require them to proofread or edit material written by others. Emphasis is placed on the fundamental concepts of proofreading and editing, including copy marking, levels of editing, and procedures. **PREREQUISITES:** *A grade of C or better in EN 101 and EN 105, or consent of department. Three hours each week. 3 semester hours*

**EN 135 The Black Experience in American Literature (HUMD[M])**

Focus on the black experience as it is represented by American authors. Selected works in the novel, short story, drama, poetry, and essay will be studied to determine the image of the black in American literature. **PREREQUISITE:** *EN 101/101A or consent of department. Three hours each week. 3 semester hours*

**EN 190 Introduction to Literature (HUMD)**

An introduction to the study of literary forms, including fiction, essays, poetry, and drama with an emphasis on understanding literature as an integral part of intellectual development. Students learn to apply critical thinking skills as they read, analyze, interpret, and respond to texts in class discussions, projects, examinations, and essays. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week. 3 semester hours*

**EN 200 Special Topics in Literature**  
(HUMD)

An exploration of the literature of a particular region, author, period, or genre. The course provides an evaluation of representative texts, an assessment of literary techniques and strategies, and a consideration of the historical, political, and cultural impact of the chosen literary topic. For regional literatures, foreign or domestic travel may be an optional component of the course. Letter designators in the schedule of classes will indicate the specific topic to be covered in a given semester. PREREQUISITE: *A grade of C or better in EN 101/101A, or consent of department. Three hours lecture/discussion each week.* 3 semester hours

**EN 201 Introduction to World Literature I** (HUMD[M])

An introduction to world literature from antiquity through the mid-17th century, including oral traditions, poetry, fiction, the essay, and drama. Emphasis is placed on key ideas that express the commonality of the human spirit and experience across cultures. Students read, analyze, and respond critically to texts in class discussions, examinations, and essays. PREREQUISITE: *A grade of C or better in EN 101 or EN 101A or consent of department. Three hours lecture/discussion each week.* 3 semester hours

**EN 202 Introduction to World Literature II** (HUMD[M])

An introduction to world literature from the mid-17th century to the present, including oral traditions, poetry, fiction, the essay, and drama. Emphasis is placed on key ideas that express the commonality of the human spirit and experience across cultures. Students read, analyze, and respond critically to texts in class discussions, examinations, and essays. Students may enroll in EN 202 without having taken EN 201. PREREQUISITE: *A grade of C or better in EN 101 or EN 101A or consent of department. Three hours lecture/discussion each week.* 3 semester hours

**EN 204 Introduction to Asian American Literature** (HUMD[M])

This survey course examines the evolution of a body of literature known as Asian American literature, from its beginnings at the turn of the 20th century to the present. The course will examine the literary works of Asian American writers, mainly in fiction and poetry, in its literary, historical, cultural, social, and political contexts. PREREQUISITE: *EN 101/101A or consent of department. Three hours each week.* 3 semester hours

**EN 208 Women in Literature** (HUMD[M])

An introduction to literature by and about women from a multicultural perspective, focusing on women's diverse experiences and backgrounds. Representative texts are studied in their historical and socio-political contexts. Students read, analyze, and respond critically to texts in class discussions, examinations, and essays. PREREQUISITE: *A grade of C or better in EN 101 or EN 101A or consent of department. Three hours lecture/discussion each week.* 3 semester hours

**EN 209 The Bible as Literature** (HUMD)

A survey of major books of the Hebrew and Christian Scriptures considered from literary and historical points of view. Major attention is devoted to themes, symbols, and archetypes that have influenced subsequent literature. Students read, analyze, and respond critically to texts in class discussions, examinations, and essays. PREREQUISITE: *A grade of C or better in EN 101 or EN 101A or consent of department. Three hours lecture/discussion each week.* 3 semester hours

**EN 210 American Literature of Nature and the Environment** (HUMD)

A survey of American nature and environmental literature, including journals, essays, narratives, and poems, with an emphasis on the interrelationship between nature and culture, the impact of the landscape on personal and social identity, and the symbolic value of the wilderness. Students read, analyze, and respond critically to texts in class discussions, examinations, and essays. PREREQUISITE: *A grade of C or better in EN 101 or EN 101A or consent of department. Three hours lecture/discussion each week.* 3 semester hours

**EN 211 Survey of American Literature I**  
(HUMD)

A survey of American literature from its beginnings through the mid-19th century, focusing on representative works in poetry, fiction, the essay, drama and/or oral traditions studied in the context of the multicultural American experience. The course introduces recurrent themes in the scope of American literature and culture. Students read, analyze, and respond critically to texts in class discussions, examinations, and essays. PREREQUISITE: *A grade of C or better in EN 101 or EN 101A or consent of department. Three hours lecture/discussion each week.* 3 semester hours

**EN 212 Survey of American Literature II**  
(HUMD)

A survey of American literature from the mid-19th century to the present, focusing on representative works in poetry, fiction, the essay, drama, and/or oral traditions studied in the context of the multicultural American experience. The course introduces recurrent themes in the scope of American literature and culture. Students read, analyze, and respond critically to texts in class discussions, examinations, and essays. Students may enroll in EN 212 without having taken EN 211. PREREQUISITE: *A grade of C or better in EN 101 or EN 101A or consent of department. Three hours lecture/discussion each week.* 3 semester hours

**EN 213 Survey of British Literature I**  
(HUMD)

A survey of British literature, including prose, poetry, and drama, from its beginnings circa the 9th century through the mid-18th century. Representative works of major authors are studied in their literary, historical, and sociopolitical contexts. The course introduces recurrent themes in the scope of British literature and culture. Students read, analyze, and respond critically to texts in class discussions, examinations, and essays. PREREQUISITE: *A grade of C or better in EN 101 or EN 101A or consent of department. Three hours lecture/discussion each week.* 3 semester hours

**EN 214 Survey of British Literature II**  
(HUMD)

A survey of British literature, including prose, poetry, and drama, from the mid-18th century to the present. Representative works of major authors are studied in their literary, historical, and sociopolitical contexts. The course introduces recurrent themes in the scope of British literature and culture. Students read, analyze, and respond critically to texts in class discussions, examinations, and essays. Students may enroll in EN 214 without having taken EN 213. PREREQUISITE: *A grade of C or better in EN 101 or EN 101A or consent of department. Three hours lecture/discussion each week.* 3 semester hours

**EN 215 Masterpieces of Asian Literature**  
(HUMD[M])

Epics, drama, poetry, stories, novels, and essays of Near East, Southeast, and Far East Asia. Students read basic texts for class discussion and prepare papers in areas with special appeal to themselves. PREREQUISITE: *A grade of C or better in EN 101 or EN 101A or consent of department. Three hours lecture/discussion each week.* 3 semester hours

**EN 216 The American Novel** (HUMD)

An examination of the American novel from its origins to the present. Texts representative of the multicultural American experience are studied in their historical, cultural, critical, and aesthetic contexts. Students read, analyze, and respond critically to novels in class discussions, examinations, and essays. PREREQUISITE: *A grade of C or better in EN 101 or EN 101A or consent of department. Three hours lecture/discussion each week.* 3 semester hours

**EN 217 Literature of the Holocaust**  
(HUMD[M])

Examines the experience of the Holocaust through poetry, drama, the novel, and the diary. Emphasis on the literary responses of individual survivors and of witnesses, and the literature of atrocity the Holocaust evoked. Historical background helpful, but not required. PREREQUISITE: *A grade of C or better in EN 101 or EN 101A or consent of department. Three hours lecture/discussion each week.* 3 semester hours

**EN 218 Introduction to Creative Writing of Fiction (ARTD)**

A foundation course in the forms and techniques of short story writing. Special attention is given to point of view, plot, characterization, setting, and atmosphere in standard and experimental modes in the pursuit of establishing each student's style and expression. Extensive class discussion of fiction of proven merit and student writing. Designed for students who have fully mastered basic writing skills and who are literate writers but who have written little or no fiction previously. One college-level literature course or extensive previous outside reading of fiction is desirable. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week. 3 semester hours*

**EN 219 Advanced Creative Writing of Fiction**

An advanced workshop designed to raise a student's work to a professional level for eventual publication. Manuscripts are analyzed in class discussion with emphasis on the finer elements of narrative, characterization, dialogue, and pacing. Techniques of novella and novel writing are presented. The work of established mainstream and genre writers is also scrutinized to heighten awareness of various literary approaches. *PREREQUISITE: EN 218 or the equivalent or consent of instructor based upon a writing sample. May not be taken concurrently with other fiction writing courses. May be repeated for credit. Three hours each week. 3 semester hours*

**EN 220 Film and Literature (ARTD)**

A comparative study of films and the literary sources upon which they are based. Special attention is given to the practical and theoretical problems of adapting literature to film and the basic differences between the two. The course explores how character development, plot, narrative, symbols, and language are translated from literary texts to film, and considers the limitations of film adaptation. Students read, analyze, and respond critically to literature and films in class discussions, examinations, and essays. *PREREQUISITE: A grade of C or better in EN 101 or EN 101A or consent of department. Three hours lecture/discussion each week, plus film viewings. 3 semester hours*

**EN 221 The Short Story (HUMD)**

A study of the short story in world literature with emphasis on the literary form. Students will examine the basic elements of fiction as they appear in short stories. Concentration will be on the literary analysis of short stories from a variety of critical perspectives. *PREREQUISITE: A grade of C or better in EN 101 or EN 101A or consent of department. Three hours lecture/discussion each week. 3 semester hours*

**EN 223 Introduction to Creative Writing of Poetry (ARTD)**

Designed to provide students a foundation for understanding the forms, techniques, and aesthetics of poetry writing in order that they may develop their skills. Emphasis will be on both traditional and contemporary modes to establish each student's style of expression and understanding of the craft. Students' poems, the poems of their peers, and poetry of proven merit will be discussed in a workshop setting. *PREREQUISITE: A grade of C or better in EN 101 or EN 101A or consent of instructor based on a writing sample. Three hours each week. 3 semester hours*

**EN 224 Advanced Creative Writing of Poetry**

Develops further the writing skills of those students who have demonstrated the ability to write poetry of merit. Students study in depth two modern poets in order to recognize style and thematic patterns. Students' poems will be critiqued in a workshop setting. *PREREQUISITE: EN 223 or consent of instructor based on a portfolio of student work. Three hours each week. 3 semester hours*

**EN 230 Introduction to Modern Drama (HUMD)**

An introduction to modern drama from the late 19th century to the present, including representative works in realism, naturalism, expressionism, the absurd, and post-modern and post-colonial forms. Students read, analyze, and respond critically to plays in class discussions, examinations, and essays. *PREREQUISITE: A grade of C or better in EN 101 or EN 101A or consent of department. Three hours lecture/discussion each week. 3 semester hours*

**EN 231 Introduction to Modern Poetry**  
(HUMD)

A survey of poetry from the late 19th century through the mid-20th century that characterizes the Modernist style. Representative texts are studied in their literary, historical, and socio-political contexts. Students read, analyze, and respond critically to texts in class discussions, examinations, and essays. **PREREQUISITE:** *A grade of C or better in EN 101 or EN 101A or consent of department. Three hours lecture/discussion each week. 3 semester hours*

**EN 240 Organization and Development of Technical Documents**

For students in or preparing for careers that require preparation, editing, or production of technical documents of significant length. Students examine the roles and functions of managers, reviewers, editors, and writers throughout the document development cycle and study tools and techniques appropriate to each role. By studying relationships among functions, tools, and techniques, students will be able to assess and recommend procedures and policies for developing documents in the workplace. **PREREQUISITE:** *A grade of C or better in EN 109 or consent of department. Three hours each week. 3 semester hours*

**EN 245 News Writing**

Develops writing skills for print news and news-feature stories. Students will work on story organization, style, and readability. The course will also include discussions on news gathering, interviewing and copyediting for accuracy and readability. **PREREQUISITE:** *EN 111 or consent of department. Three hours each week. 3 semester hours*

**EP—Emergency Preparedness****EP 101 Principles of Emergency Management (T only)**

Provides an overview of the characteristics, functions, and resources of an integrated system, as well as information on how various emergency management services (fire personnel, police, security, health care providers, etc.) work together in a system of resources and capabilities. Emphasis will be placed on how this system is applied to all hazards for all government levels, across the four phases and all functions of emergency management. It includes the role of national, regional, and local services in a variety of disasters. This course is intended for a broad audience including personnel in public service, emergency fields, health care facilities, first responders, and others having an interest in gaining a working knowledge of emergency preparedness. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

*3 semester hours*

**EP 102 Emergency Planning (T only)**

Introduces students to the process and practice of emergency planning. Examines the concepts of writing an emergency operating plan and the elements necessary for inclusion in the plan (all-risk hazard planning). This course is designed for persons who are involved in developing an effective emergency planning system and offers training in the fundamentals of the emergency planning process, including the rationale behind planning. The focus is on an effective all-hazard emergency planning operations planning process to save lives and protect property threatened by disaster. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

*3 semester hours*



**EP 103 Emergency Response and Recovery (T only)**

Examines the necessary components required for incident response and recovery. Provides an overview of the various types of disasters that may occur, the myriad of actors that are involved in emergency management, and the diverse theoretical frameworks from which post-disaster activities may be approached. Topics will include rapid situation assessment, special population needs, sources of outside help, and continuity of local government operations. The course will emphasize the role of human services organizations in providing assistance to people and communities affected by disasters in the immediate aftermath and for long-term recovery, as well as the roles and responsibilities of local, state, and federal officials and public service, private sector, and voluntary organizations. **PREREQUISITE:** *EP 101 or consent of department. Three hours each week. 3 semester hours*

**EP 104 Incident Management System and EOC Interface (T only)**

Overview of incident command, its role in emergency management, and how incident command and the emergency operations center interface to manage an emergency situation. Includes organization and staffing, organizing for incidents and events, incident resource management, air operations, and incident planning. **PREREQUISITE:** *EP 101 or consent of department. Three hours each week. 3 semester hours*

**EP 105 Hazard Mitigation and Preparedness (T only)**

Introduces the major principles involved in preparing for and mitigating the impacts of hazards in the context of emergency management. Examines the role of the federal, state, and local governments in developing and carrying out hazard mitigation and preparedness policies, as well as the role that the private sector can play in protecting economic vitality. Characteristics of various hazards, both natural and man-made that can affect our communities are investigated. **PREREQUISITE:** *EP 101 or consent of department. Three hours each week. 3 semester hours*

**EP 106 Public Health in Emergency Management (T only)**

Explores the pervasive relationship of public health in emergency management. The course covers the role of state and federal agencies, the role of public health in local planning, and the response needed for natural, accidental, and intentional emergency events. Examines emergency surveillance and information systems; training and evaluation; the changing and unique role of the public health field in emergency management through integration with traditional emergency pre-education of professional and public communities. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**EP 107 Technology in Emergency Management (T only)**

Provides an introduction and overview of the application of technology in emergency management. Students learn how to utilize technology in the support of emergency preparedness, response, recovery, and mitigation efforts and the key elements that must be in place for technology to enhance the emergency management process. Examples of current and emerging technology applications are illustrated along with an explanation of critical issues that are a part of the technology application. Special issues and problems associated with the use of technology in emergency management are examined and strategies to overcome these issues and problems are outlined. **PREREQUISITE:** *EP 101. Three hours each week. 3 semester hours*

**EP 110 Introduction to Homeland Security (T only)**

Provides an interdisciplinary perspective about terrorism, terrorist behavior, homeland security policies, and challenges from an all-hazards perspective. Threats to homeland security, including natural and technological disasters, as well as intentional threats of domestic and international terrorism, including weapons of mass destruction, are examined. Students gain a comprehensive understanding of terrorism and disasters, the threats posed by each, and the responses to those threats, as well as those that will be faced in the future. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**EP 201 Critical Incident and Disaster Stress Management for Emergency Responders (T only)**

Course provides an overview of stress reactions as applied to victims and rescuers and prepares the student to focus in the direct response, operations, and management of critical incidents. This course also provides a specific focus on stress and reactions, post traumatic stress disorder, and Critical Incident Stress Debriefing (CISD) as applied to specific organizations and individuals. Community challenges and dilemmas faced by emergency management agencies and government officials, as well as the physical and mental health of responding professionals, are explored. **PREREQUISITE:** *EP 101 or consent of department. Three hours each week. 3 semester hours*

**EP 202 Terrorism and Emergency Management (T only)**

Explores the role of emergency management in response to the growing threat of domestic and international terrorism. Introduces terrorism, ranging from low-level acts of threats and acts of violence that may represent significant risk to human life and property to large-scale acts of violence using "weapons of mass destruction" that may have devastating, long-term effects. **PREREQUISITE:** *EP 101 or consent of department. Three hours each week. 3 semester hours*

**EP 203 Resource Management – Managing Volunteers and Donations (T only)**

Course introduces the concepts of managing volunteers and donations in all phases of emergency management. Topics such as identifying volunteer resources and recruiting, training, supervising, and motivating volunteers are discussed. The course also addresses coordinating with voluntary agencies, community-based organizations, professional groups, as well as business and industry. **PREREQUISITE:** *EP 101 or consent of department. Three hours each week. 3 semester hours*

**EP 204 Emergency Management Public Education Programs (T only)**

Course provides a study of the design, development, and delivery of public disaster safety education. Addresses methods of identification of disaster safety programs, the selection of target populations, methods of designing and implementing information and education programs, and methods of evaluating a program's impact. Includes theoretical and practical skills training in individual, group, and mass media communications; instructional skills; planning priorities; and evaluation techniques. **PREREQUISITE:** *EP 101 or consent of department. Three hours each week. 3 semester hours*

**EP 250 Leadership in Emergency Management (T only)**

Capstone course that provides an introduction to leadership and organizational theory in the context of emergency management. Students examine and develop a range of skills in a number of interpersonal areas—conflict management, use of power, group dynamics, and leadership and influence. **PREREQUISITES:** *EP 101 and consent of department. Three hours each week. 3 semester hours*

**ES—Engineering Science****ES 100 Introduction to Engineering Design (NSND)**

Overview and application of the basic tools and techniques of engineering design and graphic communications, including CAD, engineering reports, cost analysis, and use of software tools. Group projects are assigned. **PREREQUISITE:** *MA 100/101/103. Assessment levels: EN 101/ 101A, RD 120. Two hours lecture, two hours laboratory each week. 3 semester hours*

**ES 102 Statics**

Statics of particles, rigid bodies, equivalent systems of forces, and equilibrium of rigid bodies. Distributed forces, centroids, and center of gravity. Analysis of structures, forces in cables, friction, moments of inertia. **PREREQUISITE:** *MA 181. Three hours each week. 3 semester hours*

**ES 104 Introduction to Engineering Professions**

An introduction to the profession of engineering; guidance in the study of engineering and the fields of engineering, ethical responsibilities of engineers, and engineering hands-on activities. The course will provide information useful for making decisions in engineering fields of study and careers. Ethical and legal aspects of the engineering profession will be discussed. Workshops for resume writing, participation in the engineering club, and field trips may be required. *Assessment levels: EN 101/101A, RD 120, MA 101/103 or higher. One and one-half hours lecture/seminar each week.*

1 semester hour

**ES 220 Mechanics of Materials**

Distortion of engineering materials in relation to changes in stress or temperature. Geometry of internal strain and external displacement. Elementary applications of beams, columns, shafts, tanks, trusses, and connections. **PREREQUISITE:** ES 102. **PRE- or COREQUISITE:** MA 182. *Three hours each week.*

3 semester hours

**ES 221 Dynamics**

Kinematics of particles, force, mass, and acceleration. Kinetics of particles, work and energy, impulse, and momentum. Kinematics of rigid bodies, plane motion of rigid bodies, forces and accelerations, energy, and momentum methods. Kinetics of rigid bodies in three dimensions. **PREREQUISITES:** ES 102, MA 182, and PH 161. *Three hours each week.*

3 semester hours

**ES 232 Thermodynamics**

A study of the properties, characteristics, and fundamental equations of substances in the solid, liquid, and vapor states, as well as the basic laws of work and heat transfer. Application of the first and second laws of thermodynamics to the analysis of heat engines, refrigeration systems, gas mixtures, and reactions. **PREREQUISITE:** PH 161. *Three hours each week.*

3 semester hours

**ES 240 Scientific and Engineering Computation**

Elementary numerical analysis. Roots of equations. Systems of linear equations: Gaussian elimination, matrix diagonalization and inversion, iterative methods. Interpolation and curve fitting. Numerical integration. Differential equations. Example problems in the context of engineering applications are solved using a variety of software tools, including structured programming and high-level computational packages such as MATLAB. **PREREQUISITE:** *Completion of one semester of calculus.* **COREQUISITE:** MA 182 or higher. *Two hours lecture, two hours laboratory each week.*

3 semester hours

**FL—Film****FL 110 Introduction to Film (ARTD) (T only)**

This course presents a basic introduction to the study of narrative film. Analysis of film structure and content will be developed through the use of genre analysis system. Basic film technique and language as it affects structure and content will also be examined. Students will view and discuss examples of both historic and contemporary film at the American Film Institute Theatre and in class, and will read and write about film structure and technique. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

3 semester hours

**FL 120 History of International Film to 1950 (T only)**

This is a survey course that traces the development of film from the silent era to 1950. The writing, directing, editing, acting, and technical development of film will be studied. Examples of great films from all eras will be screened at the American Film Institute Theatre and in class. *Assessment levels: EN 101/101A, RD 120. Two hours lecture, two hours laboratory each week.*

3 semester hours

**FL 210 Screenwriting (T only)**

This course will teach the techniques of narrative storytelling through the camera arts. The student will study writing dialogue and action for film and television through several small projects culminating in a final 10-minute script. Films will be screened at the American Film Institute Theatre and in class as examples of effective screenwriting. **PREREQUISITE:** *FL 110 or consent of instructor. Two hours lecture, two hours laboratory each week.*

*3 semester hours*

**FL 220 Basic Movie Production (T only)**

This is a project course in which the student will learn the basics of filmmaking, including script preparation, shooting, and editing. The student will produce two short projects shot and edited on video: a silent short and a dialogue, sound, and music short. **PREREQUISITES:** *FL 110 and FL 210, or consent of instructor. Two hours lecture, two hours laboratory each week.*

*3 semester hours*

**FL 230 Movie Making Independent Study: Editing (T only)**

This independent study course for the advanced film student requires mastery of professional-level digital editing software. Students write, direct, and edit a short video, at least five minutes long, with a public screening upon completion of the project. **PREREQUISITES:** *A grade of A or B in FL 110, FL 210, and FL 220; and consent of film curriculum coordinator. Hours to be assigned and arranged by coordinator. It is expected that students will spend approximately 150 hours to complete the work for the course.*

*3 semester hours*

**FL 240 Movie Making Independent Study: Production (T only)**

This independent study course for the advanced film student focuses on producing a longer film, at least 20 minutes long, with a public screening upon completion of the project. **PREREQUISITES:** *A grade of A or B in FL 110, FL 210, FL 220, and FL 230; and consent of film curriculum coordinator. Hours to be assigned and arranged by coordinator. It is expected that students will spend approximately 150 hours to complete the work for the course. Course may be taken up to three times.*

*3 semester hours*

**FM—Food and Beverage Management****FM 103 Introduction to Nutrition (NSND) (R only)**

Study of nutrition as it relates to health and disease. Includes functions of nutrients; factors affecting nutrient intake, absorption, and utilization; and nutrient needs during the life cycle and illness. Emphasis on planning and preparing daily diets for optimal health. Course concludes by applying the principles of diet modifications to the treatment of disease. *Assessment levels: EN 101/101A, MA 091, RD 120. Three hours each week.*

*3 semester hours*

**FM 105 Food Service Sanitation (R only)**

This course meets the 15 clock hours plus test required by the Maryland State Department of Health and Mental Hygiene. Topics include food-borne diseases, importance of employee personal hygiene and habits, and approved procedures for handling utensils and equipment. *One hour each week.*

*1 semester hour*

**FM 107 Food and Beverage Management**

Study of volume of food and beverage setup and service management. Analysis of quantity food operations, menu construction, raw material estimates, food storage facilities, and related use of institutional food and beverage service equipment. Emphasis on various types of table setup and service as required for different functions. *Assessment levels: EN 001, RD 099/103. Two hours lecture, two hours laboratory each week.*

*3 semester hours*

**FM 110 Principles of Food Production—Lecture (R only)**

The study of basic principles of cookery, standardization of recipes, and production techniques. **COREQUISITE:** *FM 111. Two hours each week.*

*2 semester hours*

**FM 111 Principles of Food Production—Laboratory (R only)**

Production, presentation, and evaluation of foods as related to commercial kitchens. **COREQUISITE:** *FM 110. Four hours laboratory each week.*

*2 semester hours*

**FM 204 Catering and Banquets (R only)**

Study of the planning and operation of catering facilities in hotels and as an independent business. Includes preparation, presentation, and service of food for catered events. PREREQUISITES: FM 110 and FM 111 or consent of department. Two hours lecture, three hours laboratory each week.

3 semester hours

**FM 208 Food and Beverage Cost Controls (R only)**

Emphasis on additional food and beverage service dealing with problem areas stressing personnel aspects. On-the-job personnel placement, control, supervision, and training. Analysis of cost control elements and budgeting implications. PREREQUISITE: FM 107 or consent of department. Two hours lecture, two hours laboratory each week.

3 semester hours

**FR—French****FR 099 Functional Spoken French (R and T only)**

A beginning course in conversational French for travelers, students, and professionals, emphasizing pronunciation, comprehension, and the formation of spoken sentence patterns. This course provides a basis for learning and using French, emphasizing oral skills (listening and speaking) and limited reading and writing skills. Students are introduced to essential aspects of French culture. Course topics may vary. This course does not fulfill language requirements. No previous study of French is required. Three hours each week.

3 semester hours

**FR 101 Elementary French I (HUMD[M])**

A beginning language course focusing on the study of French language and culture. Students begin to develop the ability to communicate in French through the consideration of cultural themes, language functions, and authentic situations as they acquire the structures and lexicon to work with written language, conversation, and composition. No prior knowledge of French is required. *In-class work is supplemented by 20 hours in the language learning laboratory. Three hours each week.*

3 semester hours

**FR 102 Elementary French II (HUMD[M])**

A continuation of FR 101. Students continue their study of written language, conversation, and composition as they consider cultural themes, language functions, and authentic situations. PREREQUISITE: FR 101 or consent of department. *In-class work is supplemented by 20 hours in the language learning laboratory. Three hours each week.*

3 semester hours

**FR 201 Intermediate French I (HUMD[M])**

Focuses on the study of French language and culture at the intermediate level. Students further their ability to communicate in French through an advanced consideration of cultural themes and a thorough review of French grammar to support increased focus on reading and composition. PREREQUISITE: FR 102 or consent of department. *In-class work is supplemented by 10 hours in the language learning laboratory. Three hours each week.*

3 semester hours

**FR 202 Intermediate French II (HUMD[M])**

A continuation of FR 201. Students further their ability to communicate in French through an advanced consideration of cultural themes and a review of French grammar to support an increased focus on reading and composition. PREREQUISITE: FR 201 or consent of department. *In-class work is supplemented by 10 hours in the language learning laboratory. Three hours each week.*

3 semester hours

**FR 207, 208 Readings in French Literature (HUMD[M])**

An introduction to French literature through the reading of representative genres. Includes advanced composition, conversation, and an introduction to literary criticism through frequent themes, explications de texte, and class discussion. Class conducted in French. PREREQUISITE: FR 202, four years of high school French, or the equivalent. *Three hours each week.*

3-3 semester hours

## FS—Fire Science

### FS 101 Principles of Emergency Services (R only) CE-R

Provides an overview to fire protection and emergency services; career opportunities in fire protection and related fields; philosophy and history of fire protection and emergency services; fire loss analysis; organization and function of public and private fire protection and emergency services; fire/rescue departments as part of local government; laws and regulations affecting the fire service; fire and emergency service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### FS 104 Fire and Emergency Services Administration (R only) CE-R

Introduces the student to the organization and management of a fire department and the relationship of government agencies to the fire service. Emphasis on fire service leadership from the perspective of the company officer. **PREREQUISITE:** FS 101. *Three hours each week. 3 semester hours*

### FS 105 Fire Behavior and Combustion (R only) CE-R

Explores the theories and fundamentals of how and why fires start and spread, and how they are controlled. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### FS 106 Occupational Safety and Health for Emergency Services (R only)

Introduces the basic concepts of occupational health and safety as it relates to emergency service organizations. Topics include risk evaluation and control procedures for fire stations, training sites, emergency vehicles, and emergency situations involving fire, EMS, hazardous materials, and technical rescue. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### FS 107 Community Fire Prevention and Safety Education (R only)

Provides fundamental information regarding the history and philosophy of fire prevention, organization and operation of a fire prevention bureau, use of fire codes, identification and correction of fire hazards, and the relationships of fire prevention with built-in fire protection systems, fire investigation, and fire and life-safety education. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### FS 108 Legal Aspects of Fire and Emergency Services (R only)

Introduces the federal, state, and local laws that regulate emergency services, national standards influencing emergency services, standard of care, tort, liability, and a review of relevant court cases. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### FS 112 Building Construction for Fire Protection (R only)

Examines the components of building construction that relate to fire and safety. The focus of this course is on firefighter safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations, and operating at emergencies. **PREREQUISITE:** FS 101 or consent of department. *Three hours each week. 3 semester hours*

**FS 150 Emergency Medical Technician Basic (T only)**

Covers the minimum level of certification for ambulance personnel. Students learn to properly perform the various skills utilized by emergency medical technician level pre-hospital care providers in the care of sick or injured persons. Because of national and state requirements, attendance at all classes is mandatory. This course prepares the student for the Maryland and National Registry EMT certification written and practical examinations and follows the guidelines established for EMT training by the DOT/NHTSA national standard curriculum. Participation in the clinical component of this course requires proof of a negative TB test and a criminal background investigation. All students must maintain a 70 percent average and can score no lower than 60 percent on any of the assessments. Failure to maintain a 70 percent average will result in the student being dropped from the course. *Assessment levels: EN 101/101A, MA 091, RD 120. Four hours lecture, nine hours laboratory each week. 7 semester hours*

**FS 212 Fire Protection Hydraulics and Water Supply (R only)**

Provides a foundation of theoretical knowledge in order to understand the principles of the use of water in fire protection and to apply hydraulic principles to analyze and solve water supply problems. *Assessment levels: EN 101/101A, RD 120 or consent of department. Three hours each week. 3 semester hours*

**FS 214 Fire Tactics and Strategy (R only)**

Provides an in-depth analysis of the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground. *PREREQUISITE: FS 101 or consent of department. Three hours each week. 3 semester hours*

**FS 216 Fire Protection Systems (R only)**

Provides information relating to the features of design and operation of fire detection and alarm systems, heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection, and portable fire extinguishers. *Assessment levels: EN 101/101A, RD 120 or consent of department. Three hours each week. 3 semester hours*

**FS 221 Principles of Code Enforcement (R and T only)**

Provides students with the fundamental knowledge of the role of code enforcement in a comprehensive fire prevention program. *PREREQUISITES: FS 101, FS 107, FS 112, and FS 216 or consent of department. Three hours each week. 3 semester hours*

**FS 222 Fire Plans Review (R and T only)**

Provides for the application of fire codes and standards in developing an understanding of a building's fire protection features including the design of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, water supply for fire protection, and egress arrangements through the evaluation of 2D drawings and schematics. *PREREQUISITES: FS 112, FS 212, FS 216, and FS 221, or consent of department. Three hours each week. 3 semester hours*

**FS 223 Fire and Life Safety Education (R and T only)**

Provides information relating to the field of fire and life safety education. *PREREQUISITE: FS 107 or consent of department. Three hours each week. 3 semester hours*

**FS 225 Fire Investigation I (R only)**

Intended to provide the student with the fundamentals and technical knowledge needed for proper fire scene interpretations, including recognizing and conducting origin and cause, preservation of evidence and documentation, scene security, motives of the firesetter, and types of fire causes. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**FS 226 Fire Investigation II (R only)**

Intended to provide the student with advance technical knowledge on rule of law, fire scene analysis, fire behavior, evidence collection and preservation, scene documentation, case preparation and testifying. *PREREQUISITE: FS 225 or consent of department. Three hours each week. 3 semester hours*

**FS 230 Advanced Concepts in Structural Fire Protection (R and T only)**

Examines the principles and concepts for structural fire protection involving both fire resistance and the behavior (thermal strain, stress, and fatigue) of structural components during fire conditions. *PREREQUISITES: FS 105 and FS 112. Assessment level: MA 090. Three hours each week. 3 semester hours*

**FS 241 Performance-Based Design Fire Protection (R and T only)**

Examines performance-based design of a building or facility-based performance goals and objectives. Engineering analysis, scientific measurements, and quantitative assessment of alternatives against the design goals and objectives using accepted engineering tools, methodologies, and performance criteria will also be studied. **PREREQUISITES:** *FS 105, FS 112, and FS 216. Assessment level: MA 090. Three hours each week. 3 semester hours*

**FS 242 Human Behavior in Fire (R and T only)**

Provides fundamental information on human behavior as it relates to fire and mass casualties. Understanding human behavior as it relates to building design, evacuation, and fire department operations, and where populations are large or include the disabled or persons having limited mobility. **PREREQUISITES:** *FS 105 and FS 112. Assessment level: MA 090. Three hours each week. 3 semester hours*

**FS 250 Fire Protection Internship (R only)**

Students work for college credit in the professional setting of a fire protection agency, doing management or research-related work for such agencies at the federal, state, local government, or private sector level. **PREREQUISITES:** *FS 101, FS 104, and FS 105, or consent of department. Minimum average of 110 hours work experience and 10 one-hour seminars per semester. 3 semester hours*

**GD—Graphic Design****GD 109 Fundamentals of Macintosh Graphics Computing (R only)**

Intended for students with little or no experience with graphics hardware or software and for those intending to bridge from the “Windows” environment to Macintosh. In this course, students become comfortable with the function of Macintosh computers, local area networks, scanners, printers, and other peripherals relevant to the graphics field. With the approval of the department, this course may be taken concurrently with any advanced digital graphic design course. *One hour each week. (Satisfactory/ Unsatisfactory) 1 semester hour*

**GD 110 Digital Tools for the Graphics Profession (R only)**

An examination of the digital tools used in the graphics industry. Students are exposed to the theory and function of the major software packages and basic digital design principles necessary to survive as a graphics professional. Topics include operating systems, typography, vector and bitmap imaging, page layout, PDF creation, network operations, presentation software, scanning, printing, and other functions relative to the graphic design workflow. *Two hours lecture, four hours laboratory each week. 4 semester hours*

**GD 121 Fundamentals of Graphic Design I (R only)**

An introduction to elements of design, spatial relationships, typography, and imagery as they apply to practical visual solutions for self-promotion, resumes, logo design, Web design, and sequential systems. This course instructs the student in graphic design skills employing traditional and digital tools, materials and procedures employed in the communication arts industry. The focus will be on finding creative visual solutions to communication problems using technical skills. *Assessment level: RD 120. Two hours lecture, three hours laboratory each week. 3 semester hours*

**GD 124 Fundamentals of Graphic Design II (R only)**

A continuing examination of elements of design, spatial relationships, typography, and imagery as they apply to practical visual solutions for print and Web applications. Students are introduced to operating procedures in the art department, design studio, and printing plant. **PREREQUISITE:** *GD 121 or consent of department. Two hours lecture, three hours laboratory each week. 3 semester hours*

**GD 127 Graphic Design Workflow (R only)**

Production of printed material from original copy and digital files. Topics include major printing processes, preparation of typography, photography, illustration, and color separations for commercial output. Also covered are relationships between cost, quality, and time constraints for printed materials, as well as recent developments in digital and print process. *Assessment level: RD 120. Three hours each week. 3 semester hours*



**GD 134 Illustration I**

Introduction to illustrative drawing and painting. Traditional rendering skills are used with emphasis on preparing work for commercial end use. Topics include units on drawing from life and photo reference material, basic composition, color separation theory, the employment market, and business practices. PREREQUISITES: *AR 101 and GD 121, or consent of department. Two hours lecture, three hours laboratory each week. 3 semester hours*

**GD 135 Illustration II**

A study of major commercial illustration topics, including advertising, editorial, narrative illustration, and storyboards. Students explore drawing from life and photo reference material, basic composition, color separation theory, the employment market, and business practices. PREREQUISITE: *GD 134 or consent of department. Two hours lecture, three hours laboratory each week. 3 semester hours*

**GD 136 Digital Illustration (R only)**

A “hands-on” course emphasizing traditional illustration skills such as visual problem solving, composition, and drawing while exploring the digital possibilities to execute the artwork. Students spend equal time in the studio working on sketches and concepts for illustration assignments and in the computer lab executing these assignments in digital applications. There will be an opportunity to create illustrations using more than one computer application. PREREQUISITES: *GD 134, and either GD 109 or GD 110, or consent of department. Two hours lecture, three hours laboratory each week. 3 semester hours*

**GD 210 Graphic Design I (SA+D only)**

An introduction to visual thinking with an exploration of graphic design principles and practices, concept development, typography, composition, process, vocabulary, materials, and methods. Students develop problem-solving skills, creating, combining, and manipulating text and images while employing traditional and electronic design techniques. PREREQUISITES: *AR 101, AR 103, and AR 105; or consent of department. Assessment levels: EN 101/101A, RD 120. Two hours lecture, three hours laboratory each week. 3 semester hours*

**GD 211 Graphic Design II (SA+D only)**

A continuation of GD 210, concentrating on developing a more personal approach to design solutions, conceptual skills, invention, discovery, and perceptual abilities within a communications context. Using both traditional hand and computer technologies, students do a thorough research process on more advanced projects that explore both static and moving formats. PREREQUISITES: *GD 110, GD 210, and GD 220; or consent of department. Two hours lecture, three hours laboratory each week. 3 semester hours*

**GD 212 Publication Design with InDesign (R only)**

A practical application of design fundamentals for single and multipage publications. Students use industry standard page assembly software while creating well-designed layouts for publications of all kinds. In addition to the functions of the software, topics include typography, graphics, color, aesthetic page flow, and transition design. PREREQUISITE: *GD 109 or GD 110 (GD 110 recommended) or consent of department. Two hours lecture, four hours laboratory each week. 4 semester hours*

**GD 214 Photoshop for Graphics and Photography (R only)**

*(Also offered as PG 214. Credit cannot be received for both GD 214 and PG 214.)*

An in-depth study of digital editing as it applies to the needs of the graphics or photography student and professional. Students manipulate scanned images and digital photographs in preparation for publication layout and design, Web output, use in other software packages, or immediate output. Topics include photo-restoration, composite imaging, masking, and the adjustment and correction of images used in graphic design and photography. PREREQUISITE: *None, but previous computer experience is necessary. It is strongly recommended that photography majors take PG 161 prior to this course. Two hours lecture, four hours laboratory each week. 4 semester hours*

**GD 216 Illustrator for Vector Graphics**  
(R only)

An in-depth study of vector graphics creation. Students design, create, and manipulate images for integration in publication layout and design, Web output, use in other software packages, or immediate output. Topics include vector imaging tools, technical illustration, bitmap to vector conversion, typography, and output considerations. PREREQUISITE: *None, but previous computer experience is necessary. Two hours lecture, four hours laboratory each week.* 4 semester hours

**GD 218 Graphic Design for the Web**  
(R only)

An examination of principles of design and design considerations as applied to the creation of Web pages and Web sites. Emphasis is on visual communication principles and visual presentation aspects of Web pages, including page layout, typography, color theory, navigation, and image creation and editing. Students will apply principles of design in the creation of a Web site. PREREQUISITE: *CA 272 (GD 214 encouraged). One hour lecture, two hours laboratory each week.* 2 semester hours

**GD 219 Advanced Graphic Design for the Web** (R only)

A study in Web design using advanced techniques for page and site assembly. Students explore effective design principles while using Flash and basic ActionScript to enhance user interface. Topics include graphics assembly, typographic animation, effective transition design, the use of multimedia, and creative problem solving. PREREQUISITES: *CA 125 and GD 218. One hour lecture, two hours laboratory each week.* 2 semester hours

**GD 220 Typography I** (SA+D only)

Typography is introduced as both an art form and visual communication tool. Students will gain an understanding of the historical, technical, and practical aspects of typography; including a solid foundation in type classification and measurements systems. Students will produce compositions in a variety of formats emphasizing original solutions to problems concerning the organization of textual information. PREREQUISITES: *AR 101, AR 103, and AR 105; or consent of department. Assessment levels: EN 101/101A, RD 120. Two hours lecture, three hours laboratory each week.* 3 semester hours

**GD 221 Typography II** (SA+D only)

Builds upon the basic knowledge and experience gained in GD 220. Students will further their awareness of the expressive nature of type with an emphasis toward developing their own personal typographic style. Students will create work in a variety of formats emphasizing originality. Typography in motion will be introduced. PREREQUISITES: *GD 110, GD 210, and GD 220; or consent of department. Two hours lecture, three hours laboratory each week.* 3 semester hours

**GD 223 Graphic Design III** (R only)

A study of three-dimensional form and space as applied to practical design problems. Topics include package design and exhibit design in which typography, graphics, computer-generated images, and photography are used. PREREQUISITE: *GD 124 or consent of department. Two hours lecture, three hours laboratory each week.* 3 semester hours

**GD 224 Graphic Design IV** (R only)

A study in creative design applied to graphic problems for publication, audiovisual, and television media. Topics include studio skill development and production methods, portfolio review, and resume preparation. PREREQUISITE: *GD 124 or consent of department. Two hours lecture, three hours laboratory each week.* 3 semester hours

**GD 230 Advanced Image Editing and Correction** (R only)

*(Also offered as PG 230.  
Credit cannot be received for both GD 230 and PG 230.)*

An advanced study of digital editing and image correction as it applies to the needs of the graphics or photography student and professional. Students perform contrast and color correction on more difficult scanned images and digital photographs in an effort to gain aesthetic control of the image prior to final output. Topics also include visual and mechanical calibration of input and output devices. PREREQUISITE: *GD 214, PG 214 or consent of department. Two hours lecture, four hours laboratory each week.* 4 semester hours

**GD 234 Illustration III**

Advanced projects selected and completed by students in consultation with the instructor, departmental faculty, or working professionals. PREREQUISITE: *GD 135 or consent of department. Two hours lecture, three hours laboratory each week.* 3 semester hours

**GD 269 Special Graphic Design Assignments (R only)**

Offered on an individual basis to majors so that students may extend their studies by in-depth exploration of a particular specialization within the curriculum. Students develop proficiencies with previously introduced materials and techniques and their application to specific communication problems. The following letter symbols indicate the specific area of study:

A – Book Illustration      C – Typography  
 B – Fashion Illustration    D – Graphic Design  
**PREREQUISITES:** *GD 121 and consent of department. May be repeated for credit. Hours to be assigned by the chairperson.*      1–4 semester hours

**GD 285 Graphic Design Internship (R only)**

An opportunity for college credit in a professional design studio, lab, or other facility. A limited number of internships are available through the department each semester, or the student may propose an internship. **PREREQUISITES:** *Graphic design majors with advanced standing and consent of department. Forty-five hours of work required per semester hour of credit. Letter designators in the schedule of classes will indicate the number of credits. Periodic meetings with coordinator. May be repeated for a total of six semester hours.*      1–4 semester hours

**GE—Applied Geography****GE 101 Introduction to Geography (BSSD) CE-R**

Introduction to geography as a field of study. The course consists of an extensive examination of physical and cultural factors that contribute to and produce the variable character of the earth's surface and a discussion of the significance of geographic concepts and factors to world affairs. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week.*      3 semester hours

**GE 102 Cultural Geography (BSSD) CE-R**

Examination of the basic concepts of human geography and the forces and factors shaping the cultural character of the surface of the earth viewed as the home of the human race. Topical studies include population, settlement patterns, and other political, economic, and cultural phenomena. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week.*      3 semester hours

**GE 103 Economic Geography (BSSD) CE-R**

Introduction to the principles of economic geography. Lecture and studio/laboratory study of modern concepts and techniques underlying the whys of locational analysis, spatial and functional organization of economic areas and regions. Special emphasis placed on the relationship of culture, resources, technology, and the physical biotic landscape to the world geographic patterns of economic activity. Projects and field assignments. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Two hours lecture, two hours studio/laboratory each week.*      3 semester hours

**GE 104 Physical Geography (NSLD) (R only) CE**

Fundamentals of physical geography as a foundation for human activities. Lecture and studio/laboratory study of the role and patterns of climate, soil, landforms, drainage, vegetation, and other geographic phenomena. Special analysis of the physical biotic character of the surface of the earth as determined by natural and cultural processes with emphasis on the physical geography of urban places. Projects and field assignments. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours lecture, two hours studio/laboratory each week.*      4 semester hours

**GE 110 Global Geography (BSSD[M])**

Examination for the general student of global regions, patterns, trends, and geographic relationships which together form a basis for comprehending the mosaic of world affairs. An introduction to geographic facts and development of skills needed to appraise critical topics and issues normally covered in college-level disciplines. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week.*      3 semester hours

**GE 151 Introduction to Cartography**  
(R only) CE

General introduction to cartography's history, theory, and use of maps. Study of various types of maps, charts, and plans, mapscales, coordinates, and projections. Techniques, methods, problems of design, compilation, and construction of maps and graphics. Map symbolization and representation of topographic, hydrographic, geographic, and other phenomena. Fundamental concepts as applicable to mapping, surveying, and aerial photography. Techniques and methods of presenting data in graphic forms. *Assessment levels: EN 101/ 101A, MA 100/101/103, RD 120. Two hours lecture, two hours laboratory each week. 3 semester hours*

**GE 152 Interpretation of Geographic Imagery: Use and Analysis**  
(R only) CE

Map and remote sensing image evaluation. History, theory, and techniques of map and remote sensing analysis. Examination of the reliability and utility of maps and remote sensing imagery for solving geographic problems. Interpretation of cultural and natural phenomena using these types of images. *PREREQUISITE: GE 151 or consent of program coordinator. Two hours lecture, two hours studio/laboratory each week. 3 semester hours*

**GE 201 Political Geography CE-R**

An extensive examination of the political-geographic factors involved in shaping the character of world, national, and local political communities. Special emphasis placed on the controversial concepts of geopolitics and geostrategy as well as selected contemporary problems affecting the viability of modern-day political units. Field trips and special projects. *PREREQUISITE: Second-year standing or consent of program coordinator. Three hours each week. 3 semester hours*

**GE 202 Geography of the United States**  
(R only) CE

A regional examination of the physical and cultural patterns characteristic of the United States. Students will study geographic concepts and perspectives associated with different regions of the nation. The environment and cultural variables in each region are examined in detail to determine their role in the formation of its unique landscape. *Three hours each week. 3 semester hours*

**GE 203 Geographic Education CE-R**

This course is designed for both prospective and experienced teachers of geography. This course will investigate a geographer's role in the social and behavioral sciences including the geography curricula. It will consider various traditional and experimental approaches and will examine the current research in geographic education. *PREREQUISITES: GE 101 and GE 110, or consent of program coordinator. Three hours each week.*

*3 semester hours*

**GE 204 International Migration**

Examines current topics in international migration involving the various regions of the world. Topics will include history of migrations, economic and educational migration, globalization's effects on migrants, refugees, and specific areas of intense migration, among others. The course will examine how cultures and policies throughout the world affect immigration and how the global economy is affecting migration patterns among countries. *PREREQUISITES: EN 101/ 101A and one of the following: AN, EC, GE, HS, PS, or SO or consent of department. Three hours each week. 3 semester hours*

**GE 210 Preserving Our Natural Heritage: The Geography of Conservation and Natural Resources CE-R**

This course will explore issues in conservation responsibilities and concepts relating to environmental and natural resources including soils, minerals, water, forests, pollution, wildlife, natural hazards, aesthetics, and human interaction. Fieldwork required. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week. 3 semester hours*

**GE 251 Principles of Map Design**  
(R only)

Studio/laboratory experience with the application and utilization of modern tools and techniques of cartography and graphics. Develops special skills associated with the broad scope of cartographic activities as practiced in public and private mapping and allied agencies. Special projects encompass mapmaking, field studies, map reproduction, photo-compilation, and other tasks as assignments under the direction of an experienced practitioner. *PREREQUISITES: GE 151 and GE 152, or consent of program coordinator. One hour lecture, four hours studio/laboratory each week. 3 semester hours*

**GE 252 Introduction to Computer Mapping (R only) CE**

Introducing students to concepts and applications that are essential to the study of automated cartography, this course explores techniques used to capture, store, process, and display data in map form. Emphasis in the course is placed on the application of computer use and graphic design to create assorted map products, both general purpose and thematic. **PREREQUISITE:** *GE 151 or consent of program coordinator. Two hours lecture, two hours laboratory each week. 3 semester hours*

**GE 261 Introduction to Geographic Information Systems (R only) CE**

Geographic information systems (GIS) integrates the application of spatial data handling procedures with the study of geographic problems. The course utilizes computer software designed for the study of environmental problems based upon data compiled from maps and remote sensing imagery. This course will serve as a basic introduction to the concepts and techniques of GIS. The problems used for study in this course are selected to provide real-world examples suitable for solution through the use of GIS. **PREREQUISITE:** *GE 151 or consent of program coordinator. Two hours lecture, two hours laboratory each week. 3 semester hours*

**GE 262 Research Topics in Applied Geography (R only) CE**

Research topics in geography, designed to develop the ability to originate, formulate, and perform geographic studies commonly encountered in public and private agencies. Special topics cover physical, economic, social, and political matters selected to fit individual and team approaches to geography problems characteristic of the Washington metropolitan area. Standard research techniques are stressed. **PREREQUISITES:** *Minimum of nine hours in applied geography and consent of program coordinator. Two hours lecture, two hours studio/laboratory each week. 3 semester hours*

**GE 263 Advanced Geographic Information Systems (R only)**

Offers training in several advanced GIS analytical methods widely used by industry and government, such as geostatistical, spatial, and three-dimensional analyses. Uses the latest software: Geostatistical Analyst, Spatial Analyst, and 3-D Analyst, and may introduce other GIS operations and analyses, as developed. Course components include laboratory exercises, exams, and a term project using one or more of the analytical tools learned during the semester. **PREREQUISITE:** *GE 261 or consent of program coordinator. Two hours lecture, two hours laboratory each week. 3 semester hours*

**GL—Geology****GL 101 Physical Geology (NSLD)**

A study of the physical aspects of the earth. Topics explored in this course include minerals, rocks, soils, structures, landforms, plate tectonics, volcanoes, earthquakes, streams, erosion, and weathering. *Assessment levels: EN 101/101A, MA 091, RD 120. Three hours lecture, three hours laboratory each week; field trips. 4 semester hours*

**GL 102 Historical Geology (NSLD)**

This course covers the application of geologic concepts to the interpretation of the evolution of the earth. Topics include the use of sedimentary rocks as tools for unraveling earth history, the historical development of geologic principles, the nature and utility of fossils, the importance of plate tectonics, and a survey of the evolution of earth systems and organisms. *Assessment levels: EN 101/ 101A, MA 091, RD 120. Three hours lecture, three hours laboratory each week; field trips. 4 semester hours*

**GR—German****GR 101 Elementary German I (HUMD[M])**

A beginning language course focusing on the study of German language and culture. Students begin to develop the ability to communicate in German through the consideration of cultural themes, language functions, and authentic situations as they acquire the structures and lexicon to work with written language, conversation, and composition. No prior knowledge of German is required. *In-class work is supplemented by 20 hours in the language learning laboratory. Three hours each week. 3 semester hours*

**GR 102 Elementary German II**  
(HUMD[M])

A continuation of GR 101. Students continue their study of written language, conversation and composition as they consider cultural themes, language functions, and authentic situations. **PREREQUISITE:** GR 101 or consent of department. *In-class work is supplemented by 20 hours in the language learning laboratory. Three hours each week.*

3 semester hours

**GR 201 Intermediate German I**  
(HUMD[M])

Focuses on the study of German language and culture at the intermediate level. Students further their ability to communicate in German through an advanced consideration of cultural themes and a thorough review of German grammar to support increased focus on reading and composition. **PREREQUISITE:** GR 102 or consent of department. *In-class work is supplemented by 10 hours in the language learning laboratory. Three hours each week.*

3 semester hours

**GR 202 Intermediate German II**  
(HUMD[M])

A continuation of GR 201. Students further their ability to communicate in German through an advanced consideration of cultural themes and a review of German grammar to support an increased focus on reading and composition. **PREREQUISITE:** GR 201 or consent of department. *In-class work is supplemented by 10 hours in the language learning laboratory. Three hours each week.*

3 semester hours

**HE—Health****HE 100 Principles of Healthier Living**  
(HLHF) CE-R and T

A study of current health issues focused on information for making prudent personal health decisions. Course explores lifestyle wellness and preventive medicine concepts and practices. Includes mental, social, sexual, physical, and environmental health topics. *Assessment levels: EN 101/101A, RD 120. One hour each week.*

1 semester hour

**HE 101 Personal and Community Health**  
(HLHF)

The meaning and significance of physical, mental, and social health as related to the individual and to society; important phases of national health problems; constructive methods of promoting the health of the individual and the community; health problems of college students and young people. *Assessment level: EN 101/101A. Three hours each week.*

3 semester hours

**HE 107 First Aid and CPR (HLHF)**

Theory and practical application of standard and advanced techniques of first aid and cardiopulmonary resuscitation (CPR). Students will learn how to recognize the signs and symptoms of injuries and sudden illness, how to recognize a life-threatening emergency, how to provide basic life support, and what to do in the case of an airway obstruction or choking. Students will gain the necessary skills for the administration of CPR to adults, children and infants, and learn how to use an automated external defibrillator (AED). Information on how to deal with emergencies like shock, burns, strokes, seizures, and other medical emergencies will be covered. Course consists of lecture, discussions, demonstrations, safety education, and practical work as suggested by OSHA, the American Red Cross, National Safety Council, American Academy of Orthopedic Surgeons, and/or American Heart Association. Upon successful completion of the course, students will receive nationally recognized First Aid and CPR course completion cards. *Assessment levels: EN 101/101A, RD 120. Two hours each week.*

2 semester hours

**HE 108 Nutrition for Fitness and Wellness (HLHF)**

This course provides an overview of the basic principles of nutrition and weight management with particular application to fitness and sport. The focus is on optimal wellness and, hence, disease prevention. Nutritional and body composition guidelines will be critically examined in order to personalize them for the individual, as well as for high-level participants in a variety of sporting activities. *Assessment level: EN 101/101A. Three hours each week.*

3 semester hours

**HE 109 Personalized Health Fitness**  
(HLHF)

This course is designed to assist students in the development of a lifelong commitment to a wellness lifestyle with emphasis on regular participation in health-related fitness activities. Core concepts, methods, and behavior management techniques related to the development and maintenance of fitness, nutrition and weight management, managing stress, and reducing risks associated with various lifestyle-related diseases will be examined, assessed, and evaluated. Students will develop and implement a comprehensive fitness and wellness plan to achieve a healthier lifestyle. The course includes participation in instructional exercise sessions, with additional opportunities for students to utilize the fitness facilities beyond the scheduled class times. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

3 semester hours

**HE 111 Drugs and Lifestyle Wellness**  
(HLHF)

This course is an overview of the cultural drug phenomenon and its impact on the individual's quality of life. Content includes physiological and psychological effects of the use and abuse of street, over-the-counter, prescription, and other recreational drug substances. Wellness lifestyle strategies will be examined as methods to avoid all types of chemical dependency. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

3 semester hours

**HE 112 Health Issues in Human Sexuality**  
(HLHF)

The objective of this course is to provide students with an introduction to the health issues of human sexuality, including, but not limited to, reproduction and contraception, sexually transmitted diseases, health issues for special populations, and sexual health through the life span. In this course we will provide students with information that will empower them to make responsible and appropriate decisions regarding their sexual behavior. This course will focus on the health aspects of sexual behavior. We will also draw on the disciplines of sociology, psychology, and anthropology. Sexuality is a multifaceted and interdisciplinary topic; however, emphasis in this course is on health issues from a healthy lifestyle perspective. Students interested in exploring the psychological nature of sexuality are encouraged to enroll in PY 206 Psychology of Human Sexuality. *Assessment level: EN 101/101A. Three hours each week.*

3 semester hours

**HE 120 The Science and Theory of Health**  
(HLHF) (R only)

Introduction to the diverse health education and wellness education fields for students preparing to enter the profession. The areas analyzed are historical foundations, philosophy and principles of health education, and professional opportunities. *Assessment level: EN 101/101A. Three hours each week.*

3 semester hours

**HE 130 Introduction to Aging**  
(HLHF) (R only)

An introduction to the study of the aging process. Personal and societal myths about the aged and the aging process will be confronted through examination of biological, social and psychological factors. Issues of race, living environment, long-term care and health policy, as they impact quality of life for the elderly, will also be addressed. *Assessment level: EN 101/101A. Three hours each week.*

3 semester hours

**HE 150 Fitness and Nutrition for Weight Management**  
(HLHF)

Focuses on the various components of weight management and strategies for a healthier lifestyle. Topics include an examination of nutrition fundamentals, the impact of physical activity on weight management, and analysis of various weight loss programs. The physiological, sociological, and psychological aspects of weight management will be addressed. Students will complete a lifestyle and nutritional analysis, develop nutritionally sound dietary plans, and participate in a specialized exercise program tailored to address their personalized weight management goals. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

3 semester hours

**HE 200 Introduction to Health Behaviors**  
(HLHF) (R only)

Introduction to the relationship between psychology and health. This course will investigate the interdependent relationship between an individual's or group's behavior and health/wellness. *Assessment level: EN 101/101A. Three hours each week.*

3 semester hours

**HE 201 Health and Fitness for Teachers**  
(HLHF)

Focuses on aspects of health and physical education critical both to personal wellness and to professional practice. Course topics include learning environment applications: health information, physical activity, self-assessment, health action planning, and disease prevention. This course meets the Health and Physical Education outcomes requirements for the A.A.T. *Assessment level: EN 101/101A. Three hours each week.*

3 semester hours

**HE 202 Controlling Stress and Tension**

A basic understanding of the stress response and how stress affects the body will be the focus of this course. Students will complete self-assessment and initiate personal planning for improving areas of nutrition, rest, exercise, rational thinking, effective communication, emotional health, mind-body connection, and high-level wellness. Methods for controlling stress through relaxation will provide theory and practice in meditation, neuromuscular relaxation, selective awareness, yoga, and biofeedback. *Assessment level: EN 101/101A. Three hours each week.*

3 semester hours

**HE 204 Women's Health** (HLHF[M])

Course provides an introduction to women's health issues. Course topics include reproduction, contraception, body image, heart disease, and cancer. Also addressed are mental health, addiction, sexual harassment, violence, and issues pertaining to the health of minority women. *Assessment level: EN 101/101A. Three hours each week.*

3 semester hours

**HE 205 First Responder** (HLHF)

Provides a comprehensive study of emergency care principles and procedures. Course includes CPR and Automated External Defibrillator; aids to resuscitation and oxygen administration; management of bleeding and injuries; and care of special patients, including obstetric, pediatric, and elderly. Course is designed for individuals who are likely to be the first responders to an accident or emergency scene, such as teachers, security personnel, health care providers, personal trainers, etc. Students must pass all competency exams with a score of 70% or better and achieve an overall course grade of C or better to receive First Responder and CPR for the Professional Rescuer certifications. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

3 semester hours

**HE 230 Health in the Later Years**  
(HLHF) (R only)

The purpose of this course is to familiarize the student with normal age-related changes in human body systems. The course will also explore acute/chronic illness, mental health/illness, and medication use. Acquisition and maintenance of good health for the older adult will be discussed in terms of nutrition, physical activity, sexual function, and appropriate use of the health care system. *Assessment level: EN 101/101A. Three hours each week.*

3 semester hours

**HE 290 First Responder Refresher**  
(R and T only)

Refresher course for those who possess current First Responder and Professional Rescuer CPR certifications. This course provides the skills necessary to begin assessment and care for injured or ill individuals at the emergency location. Major topics include review of legal aspects of care, patient assessment and vital signs, respiratory and circulatory systems, CPR, triage, bleeding control and shock, fractures, spinal injuries, medical emergencies, and moving patients. Students must pass competency exams with a score of 70% or better to receive First Responder and CPR for the Professional Rescuer certifications. *PREREQUISITES: Current First Responder and CPR for the Professional Rescuer certifications and consent of department. Assessment levels: EN 101/101A, RD 120. One hour each week.*

1 semester hour

**HI—Health Information Management****HI 103 Assembly and Analysis and Alternate Health Care Delivery**  
(T only) CE

Designed to introduce the student to the following aspects of the medical information system: health record assembly and analysis and alternate health care delivery systems. *PREREQUISITE: Admission to the health information management program or consent of program coordinator. Assessment levels: EN 101/101A, RD 120, or consent of program coordinator. One hour lecture, two hours laboratory each week.*

2 semester hours



**HI 104 Introduction to Health Information Management**  
(T only) CE

An introduction to the historical development of the health care field and organization of health institutions, the health information profession, and health information departments. Emphasis is placed on management of patient index, numbering systems, and filing systems. **PREREQUISITE:** Admission to the health information management program or consent of program coordinator. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120, or consent of program coordinator. One hour each week.*  
1 semester hour

**HI 105 Legal Aspects of Health Information** (T only) CE

This course introduces the following topics: legal aspects; retention and retrieval; forms design; and tumor registry with an emphasis placed on managerial aspects. **PREREQUISITE:** Admission to the health information management program or consent of program coordinator. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120, or consent of program coordinator. One hour each week.*  
1 semester hour

**HI 106 Introduction to and Legal Aspects of Health Information Laboratory**  
(T only)

This course provides laboratory experience for topics covered in HI 104 and HI 105. Basic computer literacy and keyboarding skills are necessary. **PRE- or COREQUISITES:** HI 104 and HI 105, or consent of program coordinator. *Two hours laboratory each week.*  
1 semester hour

**HI 111 Professional Practice Experience I**  
(T only)

Supervised practice in a health information department. The student will perform functions related to the analysis and reporting requirements for health records, the storage and retrieval of health records, and the patient admission process. **PREREQUISITES:** HI 103 and HI 106, or consent of program coordinator. *Requires 60 hours of combined supervision on campus and/or in a clinical setting.*  
1 semester hour

**HI 113 Management of Health Information** (T only) CE

This course introduces the students to management techniques for controlling functions in a health record department, such as request for proposals, contracts, and personnel. Basic computer literacy and keyboarding skills are necessary. **PREREQUISITES:** CA 120, HI 103, HI 106, and HI 125, or consent of program coordinator. *One and one-half hours lecture, one hour laboratory each week.*  
2 semester hours

**HI 114 Automation of Health Information** (T only) CE

This course introduces the students to computer applications in health care. The student will also be introduced to dictation and transcription equipment and record formats. Basic computer literacy and keyboarding skills are necessary. **PREREQUISITES:** CA 120, HI 103, HI 106, and HI 125, or consent of program coordinator. *One and one-half hours lecture, one hour laboratory each week.*  
2 semester hours

**HI 125 Medical Terminology I**  
(T only) CE

The basic structure of medical words, including prefixes, suffixes, roots, combining forms, and plurals. Pronunciation, spelling, and definition of medical terms. Emphasis on building a professional vocabulary required of the beginning medical professional. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120, or consent of program coordinator. Two hours each week.*  
2 semester hours

**HI 126 Medical Terminology II**  
(T only) CE

A continuation of HI 125. Includes medical terminology related to body systems, cancer medicine, radiology and nuclear medicine, and pharmacology. **PREREQUISITE:** HI 125. *Two hours lecture/discussion each week.*  
2 semester hours

**HI 135 Concepts of Disease** (T only) CE

A survey course designed specifically for students enrolled in health programs. General principles, classification, causes, and treatment of selected disease processes are presented. **PREREQUISITES:** Admission to the health information management program or the diagnostic medical sonography program, or consent of program coordinator; BI 204 or HI 125. *Three hours each week.*  
3 semester hours

**HI 200 ICD Coding (T only) CE**

An introduction to ICD classification with considerable time spent coding diagnoses and procedures. The course will include exposure to abstracting and indexing diagnostic and procedural codes as well as retrieving medical information for research. PREREQUISITES: *HI 103, either HI 125 or BI 204, and HI 135, or consent of program coordinator. Three hours lecture, two hours laboratory each week.*

*4 semester hours*

**HI 203 Statistics for Health Information (T only) CE**

This course includes topics covering health data statistics and data presentation. The student will gain an in-depth knowledge of basic hospital statistics and application of the same. Basic computer literacy and keyboarding skills are necessary. PREREQUISITES: *CA 120, HI 103, HI 106, and HI 125, or consent of program coordinator. One and one-half hours lecture, one hour laboratory each week.*

*2 semester hours*

**HI 204 Performance Improvement in Health Information (T only) CE**

This course includes topics covering performance improvement. The student will be introduced to the concepts of medical care evaluation, concurrent review, and the importance of accurate data display. Basic computer literacy and keyboarding skills are necessary. PREREQUISITES: *CA 120, HI 103, HI 106, and HI 125, or consent of program coordinator. One and one-half hours lecture, one hour laboratory each week.*

*2 semester hours*

**HI 211 Professional Practice Experience II (T only)**

Supervised practice in the following health record functions: release of information, supervision, vital records, coding of medical data, data abstracting, DRG coding and assignment, and cancer registry activities. PREREQUISITES: *HI 103, HI 113, HI 200, and HI 213, or consent of program coordinator. Requires 120 hours of combined supervision on campus and/or in a clinical setting.*

*2 semester hours*

**HI 212 Professional Practice Experience III (T only)**

Supervised practice in performance improvement; basic statistical activities; and exposure to health record functions in alternate care environments (i.e., long-term care, mental health, ambulatory care, and government or professional organizations). Students will take a mock national accreditation examination. PREREQUISITES: *HI 203 and HI 204, or consent of program coordinator. PRE- or COREQUISITE: HI 211 or consent of program coordinator. Requires 60 hours of combined supervision on campus and/or in a clinical setting.*

*1 semester hour*

**HI 213 CPT Coding (T only) CE**

An introduction to the principles and conventions of CPT/HCPCS clinical classification system used in outpatient and physician office settings. Related topics such as ethical coding standards, federal rules and regulations, and fraud and abuse definitions/issues are included. PREREQUISITES: *HI 103, either HI 125 or BI 204, and HI 135, or consent of program coordinator. COREQUISITE: HI 200. Two hours each week.*

*2 semester hours*

**HI 214 Introduction to Pharmacology (T only) CE**

Designed to give an overview of pharmacology to the student. Examines the prescription drug process (dosage calculation, administrations, and different drug forms) and reviews basic federal and state regulations. Focuses on specific disease states and how certain drugs work to alleviate and treat the conditions for which they are prescribed. Approaches the various drug classes, the actions on physiology, and their relationship to various disease states. PREREQUISITES: *Admission to the health information management program or consent of program coordinator; BI 204 and HI 125. One hour each week.*

*1 semester hour*

**HI 220 Advanced Coding and Reimbursement (T only) CE**

Emphasis on management principles and techniques of clinical classification and reimbursement systems in health care settings. The course covers coding competency skills, coding quality control and compliance issues, and federal government compliance institutions. Other topics include reimbursement software applications, data definitions, data security, data compliance and regulatory requirements. PREREQUISITES: *HI 200 and HI 213, or consent of program coordinator. One hour lecture, four hours laboratory each week.*

*3 semester hours*

*Courses designated with an M after the name fulfill the General Education global and cultural perspectives requirement.*

*Common course outcomes for most courses can be found online at [www.montgomerycollege.edu/courses](http://www.montgomerycollege.edu/courses).*

**HI 221 Ambulatory Coding (T only) CE**  
 Designed to enhance the student's ability in ambulatory care classification and coding. Students apply CPT and ICD coding for outpatient records in a variety of ambulatory settings including physician office, emergency room, and outpatient surgery. **PREREQUISITE:** *HI 200 or consent of program coordinator. Two hours each week. 2 semester hours*

**HI 222 Electronic Patient Billing (T only) CE**  
 An introduction to electronic patient billing in ambulatory settings using various insurance and reimbursement systems. Students prepare health insurance claim forms for various types of insurance plans and use this information as a practice management and outcomes assessment tool. Additional topics include billing and claims management issues. **PREREQUISITE:** *Admission to the health information management program or consent of program coordinator. Two hours each week. 2 semester hours*

**HI 226 Research in Health Information (T only) CE**  
 This course is designed to enhance the student's ability in research methodologies. The student will use computerized databases and spreadsheets to prepare a project related to a health care topic. Basic computer literacy and keyboarding skills are necessary. **PREREQUISITES:** *CA 120, MA 110 or MA 116, HI 203, and HI 204, or consent of program coordinator. Two hours laboratory each week. 1 semester hour*

## HM—Hotel/Motel Management

**HM 100 Customer Service in the Hospitality Industry (R only)**  
 An examination of the role of customer service for lodging and food service operations, large and small. Course stresses understanding customer wants and needs, interaction with customers, customer service support, handling difficult situations, and building long-term relationships with customers. *Assessment levels: EN 101/101A, RD 120. One hour each week. 1 semester hour*

**HM 101 Introduction to the Hospitality Industry (R only)**  
 Introduction to the hospitality field including the historical development, opportunities and challenges, current trends, and regulations governing the industry. Analysis of functions performed at the three levels of organization within the hotel-institutional organization and the role of domestic and international chains. *Assessment levels: EN 101/101A, RD120. Three hours each week. 3 semester hours*

**HM 121 Supervision and Leadership in the Hospitality Industry (R only)**  
 An examination of the management/supervision/leadership responsibilities in the typical lodging and/or food service establishment. Course stresses leadership, communication, morale, motivation, training, team building, and employee development and retention unique to lodging and food service operations. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**HM 143 Management of Front Office Operations (R only)**  
 A study of methods and procedures used by managers of front office operations. Review and analysis of the guest cycle, maintaining proper guest records, including registration, cashiering, reservations, credit accounting, and auditing. Review of personnel requirements, including job duties and responsibilities of staff and managers. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**HM 201 Lodging and Food Service Law (R only)**  
 History of laws governing innkeeping from early times to present; host responsibilities to guest and guest to innkeeper; protection of guest's health, life, and safety; theories of innkeeper's liability for negligence, evictions, crimes, dangers, and accidents; lien rights; equitable charges; house rules and regulations. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**HM 207 Legal Issues in Labor Management***(also listed as MG 207)*

Introduction to the legal implications of employer/employee relations. Topics include a brief history of the labor movement in the United States, the major acts establishing the framework for labor/management relations, union negotiations, procedures and contracts, and the economic impact of unionization. Discrimination in employment, Title VII and its implications in hiring, firing, and working conditions, as well as other statutes and regulations affecting employment relations. **PREREQUISITE:** *HM 121, MG 102 or consent of department. Three hours each week.* *3 semester hours*

**HM 210 Hospitality Practicum (R only)**

In-service training and practical experience, totaling a minimum of 120 hours in an approved hospitality operation, lodging, commercial food service, institutional food service, meeting planning, or the related travel and tourism field. Requires a minimum of 10 hours of seminars with case study analysis. **PREREQUISITE:** *Consent of department.* *3 semester hours*

**HM 212 Managing Hospitality Human Resources (R only)**

An examination of the managerial human resources function of the typical lodging and/or food service operation. Topics include job analysis and job design, planning, recruiting, hiring, orientation, training, and evaluating personnel. Staff turnover, discipline, exit interviews, compensation and benefit plans will also be discussed. **PREREQUISITE:** *HM 121 or consent of department. Three hours each week.* *3 semester hours*

**HM 220 Property Security and Facilities Management**

An examination of the security, housekeeping, and maintenance functions of lodging and food service operations. Property security will review the necessity for security and how programs are implemented. Housekeeping focuses on the importance of cleanliness in attracting and retaining guests. Maintenance operations for a lodging or food service property include discussion of preventive maintenance programs, HVAC systems, water systems, electrical systems, elevator and escalator upkeep and repair, waste removal, and emergency procedures. *Assessment levels: EN 101/101A, RD 120. Three hours each week.* *3 semester hours*

**HM 240 Lodging and Food Service Sales and Advertising (R only)**

Concepts of publicity, communications, public recognition, and goodwill. Stresses methods of developing advertising, merchandising, and profitable use of the media. Attention to the use of convention and group sales, catering, and banquet sales and the importance of promotion in general to build an attractive public image. *Assessment levels: EN 101/101A, RD 120. Three hours each week.* *3 semester hours*

**HM 250 Meeting, Conference, and Event Planning**

The growing field of meeting and event planning is discussed in detail. Starting with an overview of the nature of meetings and why people meet, the course will look at a variety of topics, including site selection, contract negotiating, program planning, budgeting and financial management, food and beverage arrangements, and contracted services. A review of the meeting and event planner's job description is also provided. **PREREQUISITE:** *HM 240 or consent of department. Three hours each week.* *3 semester hours*

**HP—Honors Program**

Honors offerings include seminars, honors sections of existing courses, independent study/tutorials, honors modules, and thread courses. Each campus will have somewhat different honors offerings each semester. These offerings will be noted in the current schedule of classes.

*The prerequisites for all HP courses are completion of at least 12 college credits, at least a 3.2 grade point average, and EN 101 or EN 101A with a grade of A or B. Some HP courses have additional prerequisites, which are noted in the course descriptions.*

**HP 101 Fundamental Concepts of Inquiry in Literature and the Arts**

Selected themes and topics in literature and the arts will be used to help students develop a better understanding of the concepts, terminology, and methodology of the study of literature and the arts. Students may take this course twice to fulfill the requirements of the Honors Scholar Program, provided each time it is taken, a different topic is covered. Specific information about each section of this course will be published prior to the start of each registration and may be obtained from the campus honors coordinator. *1 semester hour*

**HP 102 Fundamental Concepts of Inquiry in the Natural Sciences and Mathematics**

Selected themes and topics in the natural sciences and mathematics will be used to help students develop a better understanding of the concepts, terminology, and methodology of the study of natural sciences and mathematics. Students may take this course twice to fulfill the requirements of the Honors Scholar Program, provided each time it is taken, a different topic is covered. Specific information about each section of this course will be published prior to the start of each registration and may be obtained from the campus honors coordinator. *1 semester hour*

**HP 103 Fundamental Concepts of Inquiry in Culture and History**

Selected themes and topics in culture and history will be used to help students develop a better understanding of the concepts, terminology, and methodology of the study of culture and history. Students may take this course twice to fulfill the requirements of the Honors Scholar Program, provided each time it is taken, a different topic is covered. Specific information will be published prior to the start of each registration and may be obtained from the campus honors coordinator. *1 semester hour*

**HP 104 Fundamental Concepts of Inquiry in the Behavioral and Social Sciences**

Selected themes and topics in the behavioral and social sciences will be used to help students develop a better understanding of the concepts, terminology, and methodology of the study of behavioral and social sciences. Students may take this course twice to fulfill the requirements of the Honors Scholar Program, provided each time it is taken, a different topic is covered. Specific information about each section of this course will be published prior to the start of each registration and may be obtained from the campus honors coordinator. *1 semester hour*

**HP 250 Concepts of Science**

A descriptive course to challenge the abler student in the fundamental concepts of science. Main emphasis on the evolution of the concepts, their philosophical and historical backgrounds, and their relation to the other branches of human endeavor. Typical topics studied in some detail include origins of the universe, relativity, gravity, thermodynamics, atomic theories, quantum theory, geology, and meteorology. Lectures and seminars with occasional guest lecturers. *3 semester hours*

**HP 251 Independent Study—Tutorial in the Humanities**

This tutorial emphasizes independent study in areas not listed among the credit courses in the humanities. Appropriate faculty tutor individual students in specific studies: e.g., philosophy, the problem of knowledge; literature, a comparative study of literary utopias; art, a project in oil painting; and language, Schiller and Goethe. Students may repeat this course provided that each time it is taken, a different topic is covered. *3 semester hours*

**HP 252 Great Depression and the Era of Reform, 1929–1941**

Intensive study of the period from 1929 to 1941 in American history through lectures, extensive readings, and discussions. Emphasis on the Roosevelt administration and the New Deal. A research paper is a requirement of the course. *3 semester hours*

**HP 257 Mathematics and Western Culture**

Exploration of major mathematical ideas that have influenced Western culture. A seminar course including field trips, guest lecturers, individual empirical studies, and the preparation of projects. *3 semester hours*

**HP 258 Tutorial in Science**

This tutorial emphasizes independent study in areas not listed among the other credit courses in the natural sciences. Appropriate science faculty tutor individual students. This tutorial instruction provides background material for a number of research experiments. Students may repeat this course provided that each time it is taken, a different topic is covered. **PREREQUISITE:** *Consent of instructor.* *3 semester hours*

**HP 259 Modern Western Intellectual Tradition**

A study of major intellectual trends in Western civilization from the 18th century to the present, institutions and personalities associated with them, and the general role of ideas in society. *3 semester hours*

**HP 260 Independent Study—Tutorial in the Social Sciences**

This tutorial emphasizes independent study in areas not listed among the other credit courses in the social sciences. Appropriate social sciences faculty tutor individual students in specific studies. Students may repeat this course provided that each time it is taken, a different topic is covered. *3 semester hours*

*Courses designated with an M after the name fulfill the General Education global and cultural perspectives requirement.*

*Common course outcomes for most courses can be found online at [www.montgomerycollege.edu/courses](http://www.montgomerycollege.edu/courses).*

**HP 261 Independent Study—Tutorial in Mathematics/Computer Science**

This tutorial emphasizes independent studies in areas not listed among the credit courses in mathematics. Appropriate mathematics/computer science faculty tutor individual students in specific studies, e.g., in computer science, the study and comparison of modern programming languages; in mathematics, topology, complex analysis, abstract algebra, and logic. Students may repeat this course provided that each time it is taken, a different topic is covered. *3 semester hours*

**HP 262 Current Issues in Experimental Psychology (BSSD)**

Selected topics in the experimental study of human behavior include introduction into methodology, concepts of experimental design, measures of association, and standardized tests. Topics include the perception of space, form, and color; research on thinking and problem solving and cognitive processes involved in memory. Course is primarily a seminar supplemented with lectures by the instructor. Guest lecturers discuss their specialties. *3 semester hours*

**HP 264 Greco-Roman Culture (R only)**

An analysis of the major intellectual elements of the Mediterranean world between 800 B.C. and 300 A.D. Emphasis on period literature to determine political, philosophical, and artistic levels of Athens and Rome. Concentration on seminar discussions of plays, political and philosophical treatises, and art styles. *3 semester hours*

**HP 266 Selected Topics in Business/Management**

A special topics seminar course in an area of business, management, finance, or marketing. The main topic will be selected by the instructor and will be the focus of an independent study by the student. Students will be expected to lead and participate in seminar discussions. May not be repeated for credit. PREREQUISITES: BA 101 and MG 101. *Three hours each week. 3 semester hours*

**HP 270 Cambridge Summer Seminar**

This travel-study experience offers to honors students academic, aesthetic, and cultural opportunities. At the University of Cambridge, England, students complete two courses of their choice and attend plenary lectures in the University's International Summer Programme. In addition, they participate in a variety of extracurricular cultural activities and excursions. The course includes pre- and post-trip advising, on-site orientation sessions, and directed readings. Grades are based on Montgomery College faculty evaluation of student portfolios, and Montgomery College credit is awarded at the end of Summer Session II. Students enrolling in this course must meet with their campus honors coordinator by February 1 in order to comply with the University of Cambridge enrollment deadline. Transportation to England, University of Cambridge tuition, room and board, and other costs are in addition to Montgomery College tuition. PREREQUISITE: *Consent of the campus honors coordinator. Assessment level: MA 100/101/103. 3 semester hours*

**HP 275 Museum Internship**

Working with professionals in one of the Smithsonian museums, the Library of Congress, or a similar organization, students will participate in research projects, help develop exhibits, help prepare educational units, or work with staff on other projects. Interns are expected to be on site 15 to 20 hours per week for 15 weeks and to keep weekly journals. Interns will also attend monthly seminars at Montgomery College and meet regularly with the Paul Peck Humanities Institute internship coordinator. Letter designators in the schedule of classes will indicate the specific location of the internship. PREREQUISITES: *Open to students who have completed 15 credit hours, have earned an overall GPA of 3.5 or higher, have completed EN 101/101A and EN 102 or 109 with a grade of B or higher, and are full-time students matriculated in a degree program. Consent of the Humanities Institute internship coordinator is required. 3 semester hours*

**HP 280 Capstone: Research in Disciplines**

Encourages students to explore a theme in their chosen discipline. Through a variety of activities and assignments, this course helps to improve students' skills in textual analysis, critical thinking, research, discussion, presentation and academic writing. Enrolled students, from diverse disciplines, will undertake and complete a mentor-approved academic project that may also be explored in the context of an interdisciplinary discussion. *PRE- or COREQUISITE: EN 102 or EN 109 and consent of campus honors coordinator or honors program director. Three hours each week.*

3 semester hours

**HS—History****HS 105 History of Maryland**

A survey of Maryland political, economic, social, and cultural history from colonial times to the present. Special attention is focused on the people who came to Maryland and contributed their heritage to the rich social and cultural institutions taking shape in this state. Maryland is viewed both as a microcosm of American history and as a unique institution with its own special identity. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week.*

3 semester hours

**HS 110 Women in the Western World (HUMD[M]) (R only)**

Surveys the realities and myths of woman's role from the ancient world to modern American and European industrial society. It examines the position of women in the cultures and social structures at various stages in the development of Western history, explores the emergence and growth of the women's rights movement, and the modes of continuity and change when new opportunities emerge for women. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

3 semester hours

**HS 112 Women in World History (HUMD[M]) (R only)**

The course deals with the history of women in Asia, the Middle East, Africa, and Latin America in the context of the history of these cultural regions. It also addresses some of the common issues facing women in the Third World. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

3 semester hours

**HS 113 Alternative Lifestyles: 19th Century American Utopias (HUMD) (R only)**

An examination of various searches for utopian order through communitarian experiment in 19th century United States. Major emphasis on religious and secular communitarian experiments of the period, for example, Brook Farm, Oneida, Amana. The class will create a constitution for its own model community to conform to the ideals, circumstances, and realities of those experiments. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week.*

3 semester hours

**HS 114 The World in the 20th Century (HUMD[M])**

Focuses on global developments: the origins and aftermath of two world wars; the birth of mass movements and mass society; the crisis of democracy and the rise of communism and fascism; the emergence of the superpowers; modernization, conflicts, and revolutions in the non-Western world as well as autonomous processes in Africa, Asia, Latin America; North-South relations. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week.*

3 semester hours

**HS 116 World History: A Comparative Survey from the Ancient World to A.D. 1500 (HUMD[M])**

One of two related courses (with HS 117), which may be taken in either order. These courses cover the world's great cultures, religious, and political systems. They offer the student an opportunity to understand contemporary life in terms of the accumulated cultural experiences of the world and to appreciate the growing interdependence of modern nations. HS 116 is a comparative inquiry into the emergence and flowering of ancient Near Eastern and Mediterranean civilizations; the Christian Middle Ages and Renaissance in Europe; China and the development of Confucianism, Taoism, and Buddhism; Hinduism and Indian empires; Islam—its conquests and the rise of the Ottoman Empire; civilizations of the Americas, and African developments. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

3 semester hours

**HS 117 World History: A Comparative Survey from A.D. 1500 to the Present (HUMD[M])**

One of two related courses (with HS 116), which may be taken in either order. These courses cover the world's great cultures, religious and political systems. They offer the student an opportunity to understand contemporary life in terms of the accumulated cultural experiences of the world and to appreciate the growing interdependence of modern nations. HS 117 is a comparative course covering autonomous local developments in the various parts of the world as well as the settling of the New World; the scientific and industrial revolutions and their diffusion; Western dominance of the non-Western world and its decline; the rise of mass societies, Marxism, worldwide revolutions; the effects of two world wars; the struggles to modernize. *Assessment levels: EN 101/ 101A, RD 120. Three hours each week. 3 semester hours*

**HS 118 History of Sport in America (HUMD)**

This course comprises a study of sports in America from early settlement to the present. The course will include the following topics: European origins of sport; Enlightenment/Empirical precedents; roots, history, and periodization of sports in America; Native American sports; sports in the Colonial period; changing sporting events in the 1700s and 1800s; the rise of organized sport; America at the Olympics; increased involvement in sports by women and minorities—mid-1900s; post-World War II sports, domestic and global; business involvement in sports—1960s; collegiate versus professional athletes from the 1970s to the present; the state of American sport today. *Assessment levels: EN 101/101A, RD 120. 3 semester hours*

**HS 120 Technology and Culture in the Western World (HUMD) (R only)**

Focus upon selected topics in the history of technology, concentrating on the period from the Renaissance to the 20th century's "brave new world" of science, technology, and industry. Relates technological development with diverse patterns of Western culture as it evolved within this historic framework. Designed to fit the needs and interests of students in technological programs, as well as those following general education or liberal arts curricula. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week. 3 semester hours*

**HS 129 The History of African Americans to 1865 (HUMD[M])**

One of two related courses (with HS 130), which may be taken in either order, that survey the history of African Americans in America. Topics include theories of the origins of human life and civilization in Africa; slavery in the ancient and modern worlds; the Atlantic slave trade; slavery in the Americas; the transformation of Africans to African Americans; the development of African American culture; the antislavery movement; and the attempt of African Americans to make the Civil War a war for emancipation. This course does not substitute for HS 130 or HS 135. *Assessment levels: EN 101/ 101A, RD 120. Three hours each week.*

*3 semester hours*

**HS 130 The History of African Americans Since 1865 (HUMD[M])**

One of two related courses (with HS 129), which may be taken in either order, that survey the history of African Americans from their beginnings in Africa to the present. Topics include the Washington–Du Bois debate, African American contributions to the world wars, the Harlem Renaissance, the struggle for equality, and strategies for continued economic, political, and social progress. This course does not substitute for HS 129 or HS 135. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**HS 136 Civil Rights in America (HUMD[M])**

A survey of the civil rights movement in America from post-Reconstruction to the present. Designed to show how the civil rights movement transformed America and how the struggle for rights in America has become a struggle of communities and individuals trying to weave civil rights into a tapestry of social and economic reality. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

*3 semester hours*



**HS 137 History of Asian Americans**  
(HUMD[M]) (R only)

A historical survey of the diverse experience of Asian Americans in the United States. Topics include international context of Asian immigration; immigration and livelihood; hostility and conflict; social organization of Asian immigrant communities; resistance to oppression; women, families, and cultural dilemma; changing fortunes; new immigrants and refugees; the myth of a “model minority”; and other current issues. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**HS 138 History of Latinos in the United States** (HUMD[M])

Addresses the historical, cultural, and contemporary experiences of six of the major Latino groups in the United States: Mexicans, Cubans, Puerto Ricans, Dominicans, Central Americans, and South Americans. Traces the Native American, Spanish, and African roots of Latinos and follows their economic, political, and cultural development in the United States up to the present. Highlights the similarities and differences in the Latino experience of migration and settlement. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**HS 151 History of Europe from the Fall of Rome to the 17th Century**  
(HUMD) CE

One of two related courses (with HS 161), which may be taken in either order. These courses trace the accumulated experience of Western civilization and its worldwide relationships and provide a contextual framework for integrating all areas of Western human activity and thought. HS 151 is an inquiry into the foundations of Western civilization and its odyssey to the 17th century. Focuses on areas such as the background and the legacy of the ancient world, the distinctive medieval world view, the creation of new social and religious ideals during the Renaissance and Reformation, relationships between cultural and political institutions, the growth of absolutism and constitutionalism, artistic and literary creativity. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week. 3 semester hours*

**HS 161 History of Europe from the 17th Century to the Present**  
(HUMD) CE

One of two related courses (with HS 151), which may be taken in either order. These courses trace the accumulated experience of Western civilization and its worldwide relationships and provide a contextual framework for integrating all areas of Western human activity and thought. HS 161 spotlights the changes in thought, social, economic, and political structures from the Copernican revolution and the Enlightenment through the American and French revolutions, the traumas of economic depressions, world wars, and the upheavals of the contemporary world. Topics will be examined such as the tensions between individual liberty and traditional powers of state and society, the rise of ideologies, pressures of industrialism and national identity, the problems of the Darwinian hypothesis, the role of women in society, the rise of masses, the disenchantment with traditional liberalism and totalitarian alternatives, as well as the reflections of these human endeavors and anxieties in the arts and letters of these centuries. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week. 3 semester hours*

**HS 186 History of the Ancient World**  
(HUMD)

A survey of the ancient Near Eastern and Greco-Roman societies and cultures in their unique setting, exploring the path that led to the organization of cities; written communication; forms of early science and technology; the artistic traditions in Mesopotamia and Egypt; a golden age of art, literature, and philosophy in Greece; and Roman accomplishments in politics, administration, law, and engineering. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week. 3 semester hours*

**HS 200 Open Topics in History, Including Foreign Travel**

This course outlines briefly the geographic, economic, political, and cultural background of the region in which travel will take place. It focuses on the particular country of the journey’s destination and examines the scope of its history, culture, and special achievements from early times to the present. Special lectures by local professors on selected topics at universities, the country’s parliament, or other institutions of interest are scheduled in addition to visits to museums and the country’s most outstanding sites. *3 semester hours*

**HS 201 History of the United States, a Survey Course: from Colonial Times to 1865 (HUMD) CE**

One of two related courses (with HS 202), which may be taken in either order. European exploration, settlement, and culture in the British North American colonies; movement for independence and constitutional government; foreign relations and foreign policy; efforts toward a more democratic and egalitarian society; social, cultural, and intellectual growth in the new republic; Western expansion and economic development; conflict over slavery and the nature of the union; the Civil War. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week. 3 semester hours*

**HS 202 History of the United States, a Survey Course: from 1865 to the Present (HUMD) CE**

One of two related courses (with HS 201), which may be taken in either order. Post-Civil War Reconstruction; the industrial revolution and rise of the city; the new immigration; the social, cultural, and political responses to these changes; the emergence of the United States as a more active world power. American society in the 1920s, the Great Depression, the Cold War, and the controversies over the American role in world affairs; new developments in modern American society and culture. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week. 3 semester hours*

**HS 203 Latin American History (HUMD[M])**

A brief historical survey from Cortes to Castro: Latin America's triple origin in Iberia, Africa, and Indian civilization; the conquest and three centuries of colonial existence as determinants of nationality and culture; the political break with Europe and the development of independent national life. Emphasis on economic development, agrarian reform, and 20th century movements for political and social change in the major states and upon relations with the United States. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week. 3 semester hours*

**HS 207 East Asian Civilization (HUMD[M])**

An interdisciplinary survey of the development of civilization in China, Japan, and Korea from prehistory to early seventeenth century. Topics for discussion include society, economy, politics, religion, philosophy, literature, art, science, and technology. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**HS 208 Modern Asia (HUMD[M])**

A survey of the political, economic, and social changes of Asian societies, mainly from the 16th century to the present. The course emphasizes the creation of modern Asia by the West and the response of Asian societies to Western impact. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**HS 210 The United States and 20th Century World Affairs (HUMD)**

A study of the emergence of the United States as a more active and involved world power from the presidency of Theodore Roosevelt to the present. More than a study of diplomatic history, this course gives much attention to the internal debates and struggles over foreign policy—neutrality, internationalism, the peace movements, isolationism, and interventionism. Aspects of social, political, and economic history are examined in terms of their relationship to and impact upon the nation's foreign relations. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**HS 214 Conflict in the Modern Middle East (HUMD[M])**

This course examines the contemporary conflicts and problems of the Middle East and their impact upon world politics, including U.S. foreign policy. It covers the period from the late 18th century to the present and explores the Islamic heritage, the impact of Western imperialism, modernization and the tension between traditionalism and modernity, the rise of Arab nationalism and political revolutionary change, inter-Arab rivalries, the Arab-Israeli conflict, the impact of oil, and the role of the superpowers. *Assessment levels: EN 101/ 101A, RD 120. Three hours each week. 3 semester hours*

**HS 219 The United States since 1945**  
(HUMD)

An intensive examination of the American experience since World War II. The course will highlight America's emergence as a "superpower" and its expanding role in the world; the movements of the 1950s and 1960s to expand the civil rights of women and minorities in our society; the growth of the federal government in the postwar era and critiques of that expansion; and the cultural experience of the United States since World War II, with particular emphasis on the shocks of the 1950s and 1960s. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**HS 225 The History of England from 55 B.C. to 1688** (HUMD)

One of two related courses (with HS 226), which may be taken in either order. These courses survey the history of England from Roman Britain to the present. Emphasis is on the development of uniquely English institutions as well as political, legal, social, intellectual, imperial, and economic history. They offer the student the opportunity to understand the history of a country that has had a unique and lasting impact on American history and culture. HS 225 is an inquiry into the history of England from Roman Britain until the advent of the Glorious Revolution in 1688. Several themes will be highlighted, including the formation of the English nation, conversion to Christianity, the development of the Church as a distinctive national institution, feudalism, political centralization, the effects of the Renaissance and Reformation, overseas expansion, and the achievement by 1689 of responsible parliamentary government. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**HS 226 The History of England from 1688 to the Present** (HUMD)

One of two related courses (with HS 225), which may be taken in either order. These courses survey the history of England from Roman Britain to the present. Emphasis is on the development of uniquely English institutions as well as political, legal, social, intellectual, imperial, and economic history. They offer the student the opportunity to understand the history of a country that has had a unique and lasting impact on American history and culture. HS 226 is a survey of the history of Great Britain from the Glorious Revolution through the early 1980s. The course will trace several themes, including the change from a pre-modern to a modern society, the rise and fall of the British Empire, the development of cabinet government and limitations upon the power of the monarchy, the emergence of an identifiable working class as well as the industrial revolution, mass culture, the Irish Question, and the question of Britain's decline overall in the 20th century. *Assessment levels: EN 101/ 101A, RD 120. Three hours each week. 3 semester hours*

**HS 229 African History to 1800**  
(HUMD[M])

One of two related courses (with HS 230), which may be taken in either order. This course examines African history from early times until the end of the Atlantic slave trade with special attention paid to the political, social, and economic sectors of pre-colonial Africa. Topics for discussion include the origin of humankind; the development and expansion of early large states across Africa; and the establishment of early trade networks among Africa, Europe, and the Arab world. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**HS 230 African History from 1800**  
(HUMD[M])

One of two related courses (with HS 229), which may be taken in either order. This course examines African history from 1800 to the present. It also includes studies of African societies in the first half of the 19th century; the impact of "New Imperialism" and the scramble for Africa by Europeans at the end of the century; colonial states and societies; African nationalist and independent movements; the impact of decolonization; and Africa in the modern world. Additional case studies focus on individual areas such as South Africa and Nigeria. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

## ID—Interior Design

### ID 101 Interior Design I (R only) CE

An introduction to the relationship of people to their environment and the design process necessary to create functional aesthetic interior space. The study of design theory using conceptual problem-solving methods. Emphasis on the basic elements and principles of design and use of drafting instruments required to translate design concepts into completed projects. *Two hours lecture, four hours studio each week. 3 semester hours*

### ID 103 Interiors: Design Principles (R only) CE

Introduces design elements, including color, space, texture, line, lighting, sound, and form in two- and three-dimensional spaces. Topics include principles and design theory, as related to environmental applications. Two-dimensional studies include applications in elevations and plans; three-dimensional studies include applications in interiors models. *Two hours lecture/discussion, four hours studio each week. 3 semester hours*

### ID 104 Interior Design II (R only) CE

A continuation of ID 101, with emphasis on creating design solutions for both residential and non-residential spaces. Projects will be more complex. Students will utilize appropriate scale, color, materials, furniture, form, and light to define and solve major interior space problems and design objectives in an organized method. PREREQUISITES: *ID 101, ID 103, and ID 105 or consent of interior design coordinator. Two hours lecture, four hours studio each week. 3 semester hours*

### ID 105 Interiors: Technical Drawing and Drafting (R only) CE

Introduces basic drawing and drafting techniques, employed as the foundation for all graphic communications for interior designers. Three-dimensional and two-dimensional drawings, as well as free-hand sketching, are incorporated in weekly projects and assignments. *Two hours lecture/discussion, four hours studio each week. 3 semester hours*

### ID 106 Interiors: Advanced Presentation Techniques (R only)

The techniques of rendering the elements of an interior space and accessories in detail, including the representation of light, texture, and color using various media. PREREQUISITES: *ID 101 and ID 105 or consent of interior design coordinator. Two hours lecture, four hours studio each week. 3 semester hours*

### ID 180 Interiors: Computer Presentation Techniques (R only)

An introduction to computer-aided interior design drafting techniques, with emphasis on two-dimensional applications, such as floor and reflected ceiling plans, interior elevations, furniture and equipment. Skills will include plotting, storing, modifying, and producing drawings. PREREQUISITES: *ID 101 and either ID 105 or CT 181, or consent of interior design coordinator. Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Two hours lecture, four hours laboratory each week. 3 semester hours*

### ID 211 Historic Interiors I (ARTD) (R only)

One of two related courses (with ID 212), which may be taken in either order. Studies the development of interior decoration and domestic spaces from early Egyptian through 21st century European and American. Analyzes period design referenced to historical, geographical, and cultural influences. Explores the development of furniture, textile, wall, window, floor, ceiling treatments, and related interior accessories. ID 211 primarily covers the earliest periods and European styles. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### ID 212 Historic Interiors II (ARTD) (R only)

One of two related courses (with ID 211), which may be taken in either order. Studies the development of interior decoration and domestic spaces from early Egyptian through 21st century European and American. Analyzes period design referenced to historical, geographical, and cultural influences. Explores the development of furniture, textile, wall, window, floor, ceiling treatments, and related interior accessories. ID 212 primarily covers American styles and 17th through 20th century styles. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### ID 221 Interior Design: Residential (R only)

To develop the student's concepts and ideas by designing the interior spaces of an apartment and house. Analysis of aesthetics of style, function, and space culminating in finished perspective rendering in color, floor plan, sample boards, and cost estimates. PREREQUISITES: *ID 104 and ID 106. Two hours lecture/discussion, four hours studio each week. 3 semester hours*

**ID 222 Interior Design: Commercial/Contract (R only)**

The design and planning of public interiors and commercial spaces such as offices, stores and/or showrooms. Students learn to analyze and organize the elements of interior design and cost estimates, including the role of function and structure in space planning and lighting. Focus is on interiors systems, technical project presentations, codes and teamwork. **PREREQUISITES:** *ID 104 and either ID 106, ID 180 or CT 183. Two hours lecture, four hours studio each week. 3 semester hours*

**ID 234 Textiles (R only)**

An introduction to textiles and materials used for interior applications and their historical development. Fibers, weaves, textures, piles, dyes, printing, finishes, codes, environmental issues and scientific testing will be studied. Field trips required. **Assessment levels:** *EN 101/101A, RD 120. Three hours lecture, two hours laboratory/studio each week. 3 semester hours*

**ID 243 Kitchen Design (R only)**

The design of kitchens using National Kitchen and Bath Association (NKBA) guidelines and graphic standards. Mechanical, electrical, and plumbing requirements are analyzed and incorporated into design. Students must demonstrate drafting skills and knowledge of space planning and design or meet prerequisites. **PREREQUISITES:** *ID 101 and ID 105 or consent of interior design coordinator. One hour lecture, one hour laboratory each week. 1 semester hour*

**ID 244 Bath Design (R only)**

The design of baths using National Kitchen and Bath Association (NKBA) guidelines and graphic standards. Mechanical, electrical, and plumbing requirements are analyzed and incorporated into design. Students must demonstrate drafting skills and knowledge of space planning and design or meet prerequisites. **PREREQUISITES:** *ID 101 and ID 105 or consent of interior design coordinator. One hour lecture, one hour laboratory each week. 1 semester hour*

**ID 245 Kitchen and Bath Appliances and Equipment (R only)**

An introduction to the selection, specification, and installation of appliances and equipment used in residential and commercial kitchens and baths. Hands-on demonstrations of appliances and equipment will be provided by representatives, vendors, and contract specialists. **PREREQUISITE:** *ID 101 or ID 105 or consent of interior design adviser. Assessment level: RD 099/103. Field trip(s) required. One hour lecture/discussion; one hour laboratory each week. 1 semester hour*

**ID 246 Interior Systems (R only)**

An introduction to the selection and installation of interior kitchen and bath systems including plumbing, ventilation, and electrical. Projects are examined and options and solutions explored using National Kitchen and Bath Association (NKBA) guidelines. **PREREQUISITES:** *ID 104 and ID 180, or consent of interior design coordinator. One hour each week. 1 semester hour*

**ID 247 Codes for Interiors (R only)**

An introduction to issues related to codes and building requirements for furniture, finishes, systems, accessibility, and installations in the interior environment. Students examine standards, codes, National Kitchen and Bath Association (NKBA) guidelines, resources, and local code procedures. Students analyze sample projects and resolve issues related to codes and specify accordingly. **PREREQUISITE:** *ID 101 or ID 105 or consent of interior design coordinator. Assessment levels: EN 101/101A, MA 101/103, RD 120. One hour each week. 1 semester hour*

**ID 248 Interior Materials and Finishes (R only)**

An examination of the characteristics, use, specification, and installation of current materials and finishes applied to interior walls, floors, furniture, and cabinetry. Materials and finishes explored will include woods, metals, plastics, ceramics, and natural products. Product manufacturer's representatives will provide in-class product demonstrations. *One hour each week. 1 semester hour*

**ID 249 Interiors: Green Design (R only)**

An introduction to conservation and sustainability issues, as related to building and interiors materials. Socially responsible choices for the creation of interior designs, with materials and finishes that support “green design,” based on research and readings, will be examined. *Assessment levels: EL 104/EN 002, MA 100/101/103, RD 099/103. One hour each week; may require field trips. 1 semester hour*

**ID 250 Lighting Design (R only)**

Intensive technical instruction in the principles of lighting design: light source and fixture selection, fixture specification, and installation. Real projects will be examined and possible solutions explored in order to determine appropriate decisions relative to product selection, placement, and electrical requirements. Drafting proficiency will be applied to exercises or assignments. **PREREQUISITES:** ID 101 and ID 105 or consent of interior design adviser. *Assessment levels: EN 002/EL 104, RD 099/103. One hour each week. 1 semester hour*

**ID 252 Faux Finishes (R only)**

Designed to help students develop a knowledge of custom finishes and an ability to design finishes intended to enhance interior projects. The various techniques of creating specialized finishes for surface embellishment of walls, floors, ceilings, and furniture, including the specific skills for design, application, and selection of materials, will be examined. *One hour lecture/discussion, one hour laboratory/studio each week. 1 semester hour*

**ID 253 Furniture Design (R only)**

An examination of furniture styles, research sources, vendors, methods of design and construction. Students visit manufacturers, showrooms, and upholsterers or meet with product representatives. Research of furniture sources will result in written documentation and specification for furniture selection and production in commercial or residential projects. **PREREQUISITE:** ID 101 or ID 105 or consent of interior design coordinator. *Assessment levels: EL 104/EN 002, MA 100/101/103, RD 099/103. One hour each week. 1 semester hour*

**ID 254 Furniture Production (R only)**

An introduction to working with a manufacturer, craftsman, or product representative to produce a custom product. The product may be a drawing or a model or other method of presentation. Possible field trip. **PREREQUISITE:** ID 101 or ID 105 or consent of interior design coordinator. *Assessment levels: EL 104/EN 002, MA 100/101/103, RD 099/103. One hour lecture, one hour laboratory/studio each week. 1 semester hour*

**ID 255 Accessible Design (R only)**

Designed to provide students with technical instruction about accessible design theory and the specification and installation of ADA-approved finishes and products. Real projects are examined and solutions explored, resulting in appropriate decisions, relative to design and product selection and placement. **PREREQUISITES:** ID 101 and ID 105, or consent of interior design coordinator. *Assessment levels: EL 104/EN 002, RD 099/103. One hour each week. 1 semester hour*

**ID 256 Government Contracts (R only)**

A study of selection, specification writing, and proposal writing for government interior design contract projects, including all phases of the proposal process. Projects, study solutions, and draft portions of sample proposals will be examined. Principles of drafting will be applied to exercises or assignments. CAD experience beneficial. **PREREQUISITES:** ID 104 and ID 105, or consent of interior design coordinator. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. One hour each week. 1 semester hour*

**ID 260 Business Practices and Procedures for Interior Design (R only)**

The student will be exposed to the professional and business essentials necessary to conduct a successful interior design practice. Client-designer relationships, contracts, fees, and office management are covered. *Assessment level: EN 101/101A. Three hours each week. 3 semester hours*

**ID 261 Interiors: Professional Practicum/Internship (R only)**

Provides work experience and field study on an actual project related to the student's curriculum. Each student drafts a comprehensive record of the work experience and discusses it with the interior design adviser. Each student submits a descriptive paper, documenting the learning outcomes and benefits of the work, as related to the career goals and program objectives. Participation supervised by the instructor and appropriate personnel at work. PREREQUISITE: *Consent of interior design coordinator or department. Minimum of 55 hours of work experience required per semester hour. Student may not accumulate more than 3 semester hours.*

*1–3 semester hours*

**ID 262 Interiors: Professional Experience (R only) CE**

Provides work experience and field study on an actual project related to the student's curriculum. Each student drafts a comprehensive record of the work experience and discusses it with the interior design adviser. Each student submits a descriptive paper, documenting the learning outcomes and benefits of the work, as related to the career goals and program objectives. Students may receive credit by examination for work experience, as demonstrated by examination, portfolio review, resume, and employer recommendations. PREREQUISITE: *Consent of interior design coordinator or department. Minimum of 50 hours of work experience required per semester hour. Students may not accumulate more than 3 semester hours.*

*1–3 semester hours*

**ID 263 Projects in Interior Design (R only)**

Designed to provide students with intensive technical instruction related to the expertise of each guest speaker. Expertise of individual speaker will determine activities and exercises. Field trips may be required. *Assessment levels: EL 104/EN 002, MA 100/101/103, RD 099/103. One hour each week.*

*1 semester hour*

**ID 264 Portfolio Review and Preparation (R only)**

Selection and preparation of portfolio materials and review of portfolios for professionals, graduates, and current students. Portfolios are developed for college articulation and employment in commercial and residential design, kitchen and bath design, lighting design, and other design specialties. PREREQUISITE: *ID 104 or consent of interior design coordinator. One hour each week.*

*1 semester hour*

**ID 281 Interiors: Independent Study/Research (R only)**

Provides independent research and study in an area not listed among the credit courses in interior design. Individual students are tutored in specific areas (e.g., study of psychological or sociological implications of spatial interpretations); students research and record data related to a selected topic of interior design. The course culminates in the production of a research paper. Students may repeat this course to advance the previous topic or for a different topic. PREREQUISITE: *Consent of interior design coordinator or department. Minimum of 50 hours of work experience required per semester hour. Students may not accumulate more than 3 semester hours combined for ID 281 and ID 282.*

*1–3 semester hours*

**ID 282 Interiors: Advanced Independent Project (R only)**

Provides independent research and study in an area not listed among the credit courses in interior design. Individual students are tutored in specific areas (e.g., study of psychological or sociological implications of spatial interpretations); students research and produce a project related to a selected topic of interior design, which culminates in the production of a design project or product. Students may repeat this course provided that each time it is taken, a different project is produced, for a maximum of 3 semester hours. PREREQUISITE: *Consent of interior design coordinator or department. Minimum of 50 hours of work experience required per semester hour. Students may not accumulate more than 3 semester hours combined for ID 281 and ID 282.*

*1–3 semester hours*

## IS—Interdisciplinary Studies

### IS 273 Integrated Arts (ARTD)

This introductory course explores basics in visual arts, dance, music, and theatre through an exploration of representative works. It also focuses on the relationship of terms and concepts to the perceptual process and on developing both artistic and critical perception. This interdisciplinary studies course meets the integrated arts requirement of the Maryland Higher Education Commission–approved A.A.T. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

3 semester hours

## IT—Italian

### IT 099 Functional Spoken Italian

A beginning course in conversational Italian for travelers, students, and professionals, emphasizing pronunciation, comprehension, and the formation of spoken sentence patterns. This course provides a basis for learning and using Italian, emphasizing oral skills (listening and speaking) and limited reading and writing skills. Students are introduced to essential aspects of Italian culture. Course topics may vary. This course does not fulfill language requirements. No previous study of Italian is required. *Three hours each week.*

3 semester hours

### IT 101 Elementary Italian I (HUMD[M])

A beginning language course focusing on the study of Italian language and culture. Students begin to develop the ability to communicate in Italian through the consideration of cultural themes, language functions, and authentic situations as they acquire the structures and lexicon to work with written language, conversation, and composition. No prior knowledge of Italian is required. *In-class work is supplemented by 20 hours in the language learning laboratory. Three hours each week.*

3 semester hours

### IT 102 Elementary Italian II (HUMD[M])

A continuation of IT 101. Students continue their study of written language, conversation, and composition as they consider cultural themes, language functions, and authentic situations. **PREREQUISITE:** *IT 101 or consent of department. In-class work is supplemented by 20 hours in the language learning laboratory. Three hours each week.*

3 semester hours

## JN—Japanese

### JN 099 Functional Spoken Japanese

A beginning course in conversational Japanese for travelers, students, and professionals, emphasizing pronunciation, comprehension, and the formation of spoken sentence patterns. This course provides a basis for learning and using Japanese, emphasizing oral skills (listening and speaking) and limited reading and writing (Katakana and Hiragana) skills. Students are introduced to essential aspects of Japanese culture. Course topics may vary. This course does not fulfill language requirements. No previous study of Japanese is required. *Three hours each week.*

3 semester hours

## KR—Korean

### KR 101 Elementary Korean I (HUMD[M])

A beginning language course focusing on the study of Korean language and culture. Students begin to develop the ability to communicate in Korean through the consideration of cultural themes, language functions, and authentic situations as they acquire the structures and lexicon to work with written language, conversation, and composition. No prior knowledge of Korean is required. *In-class work is supplemented by 20 hours in the language learning laboratory. Three hours each week.*

3 semester hours

### KR 102 Elementary Korean II (HUMD[M])

A continuation of KR 101. Students continue their study of written language, conversation, and composition as they consider cultural themes, language functions, and authentic situations. **PREREQUISITE:** *KR 101 or consent of department. In-class work is supplemented by 20 hours in the language learning laboratory. Three hours each week.*

3 semester hours



## LA—Paralegal Studies (Legal Assistant)

### LA 101 Introduction to the Legal System (G and T only)

A general perspective of the legal system and specific information about the present and potential role of the legal assistant within that system. The following topics will be studied: operation and structures of the federal and Maryland criminal and civil systems, administrative agencies, criminal justice agencies, private law firms, public sector law offices, legal clinics, and prepaid legal plans. The principles of legal ethics will be related to the present and possible future tasks, skills, and roles of the legal assistant in each legal area. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week. 3 semester hours*

### LA 102 Legal Research (G and T only)

Focuses on the importance of legal research as a skill that is part of a legal assistant's tools. Explores the principles of an organized approach to legal research, kinds of law books, components of a law book, citations, reading and finding constitutional law, regulations, case law, and statutory law. Students will read and brief statutes and cases. In learning various legal research tools, students will use indexes, digests, Shepard's citators, and treatises to establish authority to support a position. Other sources of research include federal and state codes, reports, and administrative regulations. A brief survey of international and foreign law will also be included. **PREREQUISITE:** LA 101. *Three hours lecture/discussion each week. 3 semester hours*

### LA 103 Legal Writing (G and T only)

Concentrated study of the language, format, and content of legal writings. Emphasis on the techniques of legal composition, including understanding the role of key facts; narrowing issues; applying relevant law, citations, and other appropriate information; and organizing the materials and writing them in clear, concise style. Practice in applying these techniques to writing interoffice memoranda, letters, and legal instruments and pleadings. **PREREQUISITES:** LA 101 and evidence of keyboarding skill of 35 wam. *Three hours each week. 3 semester hours*

### LA 104 Interpersonal Communications, Legal Interviewing, and Investigating Techniques (G and T only)

To increase awareness of the factors underlying effective communication with the legal setting. Skills in interviewing, listening, and investigation will be systematically developed. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### LA 106 Legal Ethics (G and T only)

An exploration of fundamentals in ethics as applied to personal and public policy judgments and decisions in legal activities. This course concentrates on moral and ethical issues and decision making as they relate to a legal environment, with a focus on ethical principles as they influence legal policies. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week. 3 semester hours*

### LA 110 Maryland Contract Law (G and T only)

This course focuses on the common law of contracts and sales. Emphasis is placed on the elements of a contract, the types of sales, and the legal consequences as a result of a contract or sale. Students will become familiar with the negotiation of a contract, creation of a sale, and the interpretation of the relevant laws. Students will be required to draft several contracts and sales agreements according to the laws of Maryland and the Uniform Commercial Code. Includes the paralegal's role in assisting attorneys in contract review. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week. 3 semester hours*

### LA 114 Domestic Relations (G and T only)

A practical course in the law and the practice of domestic relations law in Maryland. Instruction includes a description of the process through which a divorce action flows from the attorney's office through the courts. The special pleadings and documents to be prepared for the courts, the agreements to be drawn between the parties, the grounds for divorce and separation, and the defenses are presented. The property rights of the parties are examined including alimony, custody, and child support. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week. 3 semester hours*

**LA 116 Real Property** (G and T only)

Designed to provide students with the basic concepts of real property and to enable them to perform duties relating to real property in a legal office. Students will have practice in drafting and recording the documents related to the transfer of real property title as well as practice in completing a title search under supervision and identifying possible title defects. The student will also have practice in preparing settlement sheets and assembling all the documents necessary for the closing procedure. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week.*

3 semester hours

**LA 118 Civil Litigation** (G and T only)

A practical course in the processes through which a civil lawsuit and a criminal prosecution advance from the lowest through the highest courts in Maryland. The instruction includes a description of the Maryland court system, the lawyer's tools, the stages of a lawsuit, and the participation of the legal assistant at every stage of the proceeding in the lawyer's office and in court. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week.*

3 semester hours

**LA 120 Drafting Wills and Probating Estates in Maryland** (G and T only)

A practical course in the drafting of wills and probating of estates in Maryland. The instruction includes a description of the process through which an estate flows from the attorney's office through the courts. The documents to be prepared for the courts and the mechanics of probating the estate will be covered. Tax consequences will be discussed. *Assessment levels: EN 101/101A, RD 120. Three hours lecture/discussion each week.*

3 semester hours

**LA 125 Introduction to Corporate Law and Practice** (G and T only)

A practical course on the law and practice of corporate law in Maryland. Instruction includes the forms of business enterprise: sole proprietorship, partnership, and corporations; an introduction to the legal and financial aspects of business; and the formation, alteration, and dissolution of corporations. Students will prepare documents and analyze situations that commonly arise in corporate practice. The course will consider financial and business aspects of corporate law. **PREREQUISITE:** LA 101. *Three hours lecture/discussion each week.*

3 semester hours

**LA 210 Torts** (G and T only)

This course concentrates on civil wrong. Students will become familiar with the standard of conduct required in various transactions and the remedies as a result of the breach of required standards. Students will learn how specific acts interfere with family relationships and business relationships. **PREREQUISITE:** LA 101. *Three hours lecture/discussion each week.*

3 semester hours

**LA 212 Immigration Law** (G and T only)

An introduction to U.S. immigration laws as applied to personal, corporate, and public policy judgments. This course concentrates on questions of philosophy, public policy, and constitutional interpretation and will develop an awareness of how legislation affects administrative and judicial decisions involving immigration. **PREREQUISITE:** LA 101 or consent of department. *Three hours lecture/discussion each week.*

3 semester hours

**LG—Linguistics****LG 200 Introduction to Linguistics** (HUMD[M])

A survey of the core areas of linguistic analysis—phonology, morphology, syntax, semantics, and pragmatics—and of the major areas of study to which linguistic theory can be applied. The latter include psycholinguistics, sociolinguistics, first and second language learning, history of languages, writing systems, and language universals. **PREREQUISITE:** A grade of C or better in EN 101/101A or consent of department. *Three hours each week.*

3 semester hours

**LN—Landscape Technology****LN 101 Introduction to Landscape Technology** (G only)

A general introduction to the horticultural industry including nurseries, landscape establishment and maintenance, interior landscapes, lawn establishment and management, arboriculture, and landscape design. Guest speakers present a general survey of the major fields of the industry as well as potential job opportunities in those fields. Topics include basic concepts in plant growth, morphology, physiology, sexual and asexual plant propagation, plant nutrient requirements, and fertilizer sources. *Two hours each week.*

2 semester hours

*Courses designated with an M after the name fulfill the General Education global and cultural perspectives requirement.*

*Common course outcomes for most courses can be found online at [www.montgomerycollege.edu/courses](http://www.montgomerycollege.edu/courses).*

**LN 108 Plant Materials I (G only)**

Identification and uses of deciduous plant material commonly used in the landscape in Maryland and surrounding states for residential and commercial plantings. Emphasis on native and non-native deciduous trees and shrubs. Plant heights, shapes, seasonal interest, flower time, colors, fruiting characteristics, and other landscape characteristics are covered. This course is intended to prepare the student to make appropriate selection of plant materials for particular landscape situations. *Assessment level: RD 099/103. Two hours lecture, two hours laboratory each week. 3 semester hours*

**LN 109 Plant Materials II (G only)**

Identification and uses of evergreen plant material commonly used in the landscapes of Maryland and surrounding states. Evergreens with outstanding qualities that are not commonly used and that are recent plant introductions will also be covered. The course will emphasize native and non-native evergreen shrubs, trees, ground covers, and vines. Evergreen plant heights, shapes, colors, seed pod characteristics, and bark patterns will be covered. *Assessment level: RD 099/103. Two hours lecture, two hours laboratory each week. 3 semester hours*

**LN 110 Herbaceous Plant Materials (G only)**

This course, designed to help students make appropriate selections for landscaping situations, identifies and examines herbaceous plant material commonly used in residential and commercial landscaping, with an emphasis on annuals, perennials, and ornamental grasses. *Assessment level: RD 099/103. Two hours lecture, two hours laboratory each week. 3 semester hours*

**LN 115 Water Garden Management (G only)**

This course, a comprehensive survey directed toward planning, installing, and maintaining water gardens, examines construction materials and techniques. Topics also include the study of aquatic plants—their propagation, culture, and function in the aquatic ecosystem—and the selection and care of ornamental fish and scavengers. *One hour lecture, two hours laboratory each week. 2 semester hours*

**LN 118 Landscape Management (G only)**

Landscape management skills in site preparation and modification for landscape planting. Handling of balled and burlapped plant stock and container nursery stock in the transplanting process. Evaluating the soils of planting sites. Study of fertility practices, drainage problems, use and limitations of soil amendments, methods for selecting healthy plant material, pruning techniques, mulch materials, and chemical and nonchemical methods of weed control. Understanding the job estimating process. *Assessment level: RD 099/103. Two hours lecture, two hours laboratory each week. 3 semester hours*

**LN 120 Landscape Graphics (G only)**

This course in landscape design is for beginning students who wish to develop the graphic skills necessary to prepare planting designs and construction drawings for presentations to clients and for construction implementation. Topics include site analysis, conceptual design, schematic design, working drawings, and construction details. Students will prepare colored site plans and basic three-dimensional drawings. *Two hours lecture, two hours laboratory each week. 3 semester hours*

**LN 130 Landscape Design (G only)**

A continuation of LN 120, focusing on the fundamental concepts of landscape design. Students will be introduced to the principles of residential landscape architecture, including planning, form composition, design development, and client presentations. The proper and effective use of plant and landscape materials in developing designs and graphics for both formal and informal landscapes will be emphasized. **PREREQUISITE:** LN 120 or consent of department. *Two hours lecture, two hours laboratory each week. 3 semester hours*

**LN 140 Creating Gardens in a Digital Age (G only)**

This course introduces students to historical garden designs as well as current ecologically influenced trends, such as sustainable landscaping and native planting designs. Through traditional and digital media, students will learn to apply these influences to create their own designs and to prepare graphic presentations, plant palettes, and price quotes. Three Saturday field trips will look at garden designs that will form the basis of the students' projects. *Assessment level: RD 099/103. One hour lecture, two hours laboratory each week. 2 semester hours*

**LN 150 Introduction to Arboriculture**  
(G only)

Hands-on course teaches the skills and techniques necessary to access the upper parts of large trees; safety when working in and around large trees; and proper selection, use, and maintenance of equipment used in the arboriculture profession. Other topics include selection and care of personal protective equipment. The course is physical in nature. This course has been endorsed by the Maryland Arborist Association. *Assessment level: RD 099/103. Two hours laboratory each week. 1 semester hour*

**LN 190 Pesticide Use and Safety** (G only)

This course prepares the horticultural professional for the examination for pesticide application certification. Course content includes principles of pest control, pesticides, laws and regulations, pesticide labeling, pesticides and human health, personal protective equipment, pesticides and the environment, handling pesticides, pesticide emergencies, and pesticide alternatives. *Two hours each week. 2 semester hours*

**LN 204 Landscape Construction Methods and Estimating** (G only)

This course is designed to provide an overview of landscape construction detail and design and its importance and value for successful implementation of landscape planning. Course content includes design and site factors, regulations and conventions, construction features and materials, design development, wood and masonry construction, and cost estimating. **PREREQUISITE:** LN 130 or consent of department. *Two hours lecture, two hours laboratory each week. 3 semester hours*

**LN 209 Interior and Greenhouse Plants**  
(G only)

Introduction to the interior plant industry. Uses of plants in interior landscape. Greenhouse growing of foliage and flowering plant material. Interior plant identification, adaptability to interior situations. Cultural characteristics and specific problems. Greenhouse structures, equipment used in greenhouse plant production, and propagation and growing of greenhouse crops. Fertilizer schedules, irrigation methods and equipment, methods of influencing flowering and plant height to enhance marketing of the plants. *Assessment level: RD 099/103. Two hours lecture, two hours laboratory each week. 3 semester hours*

**LN 215 Pest Management** (G only)

Identification of insects, mites, and other arthropods attacking landscapes, nursery plants, and greenhouse crops. Topics include life cycles of plant-damaging insects/mites and identification of commonly attacked plant materials; integrated pest management control options; pesticide uses and limitations; pesticide safety, equipment, and application methods. *Assessment level: RD 099/103. Two hours lecture, two hours laboratory each week. 3 semester hours*

**LN 222 Turfgrass Management** (G only)

Management of turfgrass with respect to residential, commercial, and athletic field lawn care. Emphasis on the use of the newest and most adaptable turfgrass varieties for minimum insect and disease problems. Turfgrass establishment procedures, lawn maintenance schedules, renovation procedures, pest control methods, and weed control options will be covered. Laboratory assignments will include identification of grass species, weeds, and turf insects. *Assessment level: RD 099/103. Two hours lecture, two hours laboratory each week. 3 semester hours*

**LN 223 Diseases of Ornamental Plants**  
(G only)

Identification of pathogenic diseases and non-pathogenic problems affecting landscapes, nursery plants, and greenhouse crops. Topics include life cycles of plant-damaging pathogens and identification of commonly attacked plant materials; integrated pest management control options; and pesticide uses and limitations. Diagnostic skills will be developed to enable the student to identify the causal organism of a particular plant disease. **PREREQUISITE:** LN 108 or LN 109, or consent of department. *Two hours lecture, two hours laboratory each week. 3 semester hours*

**LN 225 Nursery Management** (G only)

Practical aspects of operating a commercial landscape nursery. Production of ornamental trees, shrubs, and ground covers. Operation of container stock nursery, retail nursery, field-grown nursery operation, and wholesale nursery operation. Management practices in nursery development and organization. Techniques and equipment utilized in digging, holding, packaging, overwintering, and shipping of nursery stock. Field trips to selected horticultural industries. *Assessment level: RD 099/103. Two hours lecture, two hours laboratory each week. 3 semester hours*

### LN 280 Landscape Technology Internship (G only)

Students will design, with guidance from an instructor, an individual career work experience in the horticulture or turfgrass industry. The intent is to give students an appropriate work experience that will expand their knowledge and aid them in making career decisions. PREREQUISITE: Completion of 16 semester hours of landscape technology courses or consent of department. Six hours each week.

2 semester hours

## LR—Library

### LR 110 Fundamentals of Library Research

An introduction to library organization and resources, including experience in analyzing and using reference books and bibliographic tools. Emphasis will be placed on developing techniques for effective research. Assessment levels: EN 101/101A, RD 120. One hour each week.

1 semester hour

## LT—Latin

### LT 101-102 Elementary Latin I and II (HUMD[M])

A foundation for reading, writing, and understanding of the Latin language. Each course includes the structure, grammar, syntax, and vocabulary of Latin. Students will read and translate Latin texts. PREREQUISITE: LT 101 for LT 102. Three hours each week.

3-3 semester hours

## MA—Mathematics

Most mathematics courses require the use of a graphing calculator and/or a computer.

Completion of a mathematics foundation course or its equivalent is a requirement for any student earning an associate's degree at Montgomery College, and for most transfer programs as well. Additional mathematics courses may be required for specific programs. Initial placement in mathematics courses is based on a mathematics assessment test score, other standardized test scores, or previous college-level mathematics coursework. Please consult with a counselor or departmental adviser for assistance with course selection.

### MA 090 Prealgebra

For students who need a review of the fundamentals of arithmetic and have never had algebra. Emphasis throughout this review will be on word problems. Basic algebra topics, including signed numbers, positive integer exponents, polynomials, linear equations, and graphing of linear equations, will be presented. Assessment level: RD 099/103. For computation of tuition, this course is equivalent to three semester hours. Three hours each week. No credit

### MA 090A Prealgebra

For students who need a review of the fundamentals of arithmetic and have never had algebra. Emphasis throughout this review will be on word problems. Basic algebra topics, including signed numbers, positive integer exponents, polynomials, linear equations, and graphing of linear equations, will be presented. PREREQUISITE: Strongly recommended for students who are repeating MA 090 or appropriate score on the math assessment test. Assessment level: RD 099/103. For computation of tuition, this course is equivalent to five semester hours. Five hours each week. No credit

### MA 091 Elementary Algebra

A presentation of the basic concepts of algebra: linear equations in one and two variables including systems and graphing, linear inequalities, literal equations, integer exponents, polynomials, factoring, quadratic equations, and simple rational expressions. Applications are included throughout the course. PREREQUISITE: A grade of A, B, C, or S in MA 090, appropriate score on the mathematics assessment test, or consent of department. Assessment level: RD 099/103. For computation of tuition, this course is equivalent to three semester hours. Three hours each week. No credit

### MA 091A Elementary Algebra

A presentation of the basic concepts of algebra: linear equations in one and two variables including systems and graphing, linear inequalities, literal equations, integer exponents, polynomials, factoring, quadratic equations, and simple rational expressions. Applications are included throughout the course. PREREQUISITE: A grade of A, B, C, or S in MA 090; appropriate score on the mathematics assessment test; or consent of department. Strongly recommended for students who have earned a grade of C in MA 090 or who have never taken an algebra course or who are repeating MA 091. Assessment level: RD 099/103. For computation of tuition, this course is equivalent to five semester hours. Five hours each week. No credit

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**MA 091D Beginning Algebra**

For students who need a review of arithmetic of non-negative numbers and a thorough introduction to signed numbers and the basics of algebra. These basics will include polynomials, factoring, algebraic fractions, linear equations and inequalities, systems of equations, graphing, rational exponents, quadratic equations, and word problems related to all algebra skills. *Assessment level: RD 099/103. For computation of tuition, this course is equivalent to five semester hours. Five hours each week. No credit*

**MA 095 Essentials of Geometry**

Intended for students who have no previous experience with high school level geometry and for those who need a refresher in basic geometry skills for future study. This course covers topics in Euclidean geometry, including inductive and deductive reasoning, analysis and measurement of two- and three-dimensional figures, similarity and congruence, basic constructions, and applications. The use of tools and technology will be included when appropriate. *PREREQUISITE: A grade of C or better in MA 091, MA 091A, or MA 091D; appropriate score on the mathematics assessment test; or consent of department. Assessment level: RD 120. For computation of tuition, this course is equivalent to three semester hours. Three hours each week. No credit*

**MA 101 Intermediate Algebra for Liberal Arts**

Development of algebraic and problem-solving skills and concepts intended to prepare students for a mathematics foundation course. Topics include linear, quadratic, and exponential equations, functions and their applications, modeling and data analysis. This course does not satisfy the prerequisite for MA 130, MA 160, or MA 180. Not intended for students who have a grade of C or better in MA 100, MA 100D, MA 103, or their equivalent. *PREREQUISITE: A grade of C or better in MA 091, MA 091A, or MA 091D; or appropriate score on the mathematics assessment test; or consent of department. Assessment level: RD 120. Three hours each week. 3 semester hours*

**MA 103 Intermediate Algebra**

An examination of algebraic skills and concepts intended to prepare students for MA 130, MA 160, and MA 180. Algebraic, graphical, numerical, and verbal approaches are used in working with a variety of functions and their applications, including linear, polynomial, exponential, logarithmic, rational, and radical functions. Solve systems of equations. *PREREQUISITE: A grade of C or better in MA 091, MA 091A, or MA 091D; or appropriate score on the mathematics assessment test; or consent of department. Assessment level: RD 120. For computation of tuition, this course is equivalent to four semester hours. Four hours each week. 3 semester hours*

**MA 105 Introduction to Trigonometry**

An examination of right triangle trigonometry and applications. Topics include graphs and equations involving sine, cosine, tangent, and related basic concepts. Usually scheduled to meet 5-7 weeks in the first half or second half of a semester. *PRE- or COREQUISITE: MA 103, appropriate score on mathematics assessment test, or consent of department. Assessment level: RD 120. 1 semester hour*

**MA 110 Survey of College Mathematics (MATF)**

A general college mathematics course whose topics include linear equations, matrix algebra, linear programming, probability, Markov chains, and mathematics of finance. The applications are primarily from business, economics, and the life sciences. Emphasis is on developing, analyzing, and interpreting mathematical models. *PREREQUISITE: A grade of C or better in MA 100, MA 101, MA 103, appropriate score on mathematics assessment test, or consent of department. Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**MA 113 Introduction to Probability (MATF)**

An introduction to probability including basic probability, permutations and combinations, expectation and applications of the normal distribution. Related topics in set theory, statistics, and logic may also be covered. *PREREQUISITE: A grade of C or better in MA 100, MA 101, MA 103, appropriate score on the mathematics assessment test, or consent of department. Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**MA 115 Mathematical Ideas (MATF)**

Intended primarily for students who need only one mathematics foundation course, this course includes topics selected from (but not limited to) graph theory, geometry, number theory, algebra, combinatorics, and statistics. Students address topical applications from management sciences, social sciences, environmental sciences, information technologies, and the arts, with an emphasis on quantitative reasoning. **PREREQUISITE:** *A grade of C or better in MA 100, MA 101, MA 103, appropriate score on mathematics assessment test, or consent of department. Assessment levels: EN 101/101A, RD 120. Three hours each week.*

3 semester hours

**MA 115A Mathematical Ideas (MATF)**

Intended primarily for students who need only one mathematics foundation course with an emphasis on quantitative reasoning. This course includes support content from intermediate algebra as needed to study major topics selected from (but not limited to) graph theory, voting and apportionment, geometry, growth and symmetry, number theory, and descriptive statistics. Emphasis is on contemporary applications to real-life problems. Credit may not be earned in both MA 115A and MA 110 or both MA 115A and MA 115. Not intended for students with a grade of C or better in MA 100, MA 101, or MA 103. **PREREQUISITE:** *Appropriate score on the mathematics assessment test, grade of A in MA 091 or MA 091D, or consent of department. Assessment levels: EN 101/101A, RD 120. For computation of tuition, this course is equivalent to five semester hours. Five hours each week.*

3 semester hours

**MA 116 Elements of Statistics (MATF)**

An introductory noncalculus statistics course to serve a variety of students who need a working knowledge of statistics. Descriptive analysis and treatment of data, probability and probability distributions, statistical inferences, linear regression and correlations, chi-square, and some nonparametric statistics. Preexisting statistical computer programs may be used for some applications. **PREREQUISITE:** *A grade of C or better in MA 100, MA 101, MA 103, or MA 115A; appropriate score on mathematics assessment test; or consent of department. Assessment levels: EN 101/101A, RD 120. Three hours each week.*

3 semester hours

**MA 130 Elements of Mathematics I: Mathematical Reasoning and Number Systems (MATF)**

An examination of mathematical reasoning, problem solving, and sets. Topics include concepts and processes involving numeration systems, whole numbers, number theory, integers, and rational numbers. Intended for elementary education majors, this course is also suitable for parents of school-age children. **PREREQUISITE:** *A grade of C or better in MA 103, appropriate score on the mathematics assessment test, or consent of department. Assessment levels: EN 101/101A, RD 120. Four hours each week.*

4 semester hours

**MA 131 Elements of Mathematics II: Geometry and Algebra (MATF)**

This course covers proportions, percents, and real numbers; basic geometry that includes congruence, similarity, symmetry, and transformations; measurement and coordinate geometry; and algebra emphasizing multiple representations. Intended for elementary education majors, this course is also suitable for parents of school-age children. **PREREQUISITE:** *A grade of C or better in MA 130 or consent of department. Four hours each week.*

4 semester hours

**MA 132 Elements of Mathematics III: Probability, Statistics, and Problem Solving (MATF)**

This course covers descriptive statistics, sampling, standardized tests, basic probability, counting techniques, expectations, and problem solving in a variety of settings. Intended for elementary education majors, this course is also suitable for parents of school-age children. **PREREQUISITE:** *A grade of C or better in MA 131 or consent of department. Four hours each week.*

4 semester hours

**MA 160 Elementary Applied Calculus I (MATF)**

A general calculus course primarily for business students. Topics include algebraic, exponential, and logarithmic functions and their graphs; an intuitive approach to limits; differentiation; integration; and functions of several variables. Major emphasis is on applications in business, economics, and the life sciences. The course is not open for credit to students who have a grade of C or better in MA 181 or equivalent. **PREREQUISITE:** *A grade of C or better in MA 103, appropriate score on mathematics assessment test, or consent of department. Assessment levels: EN 101/101A, RD 120. Four hours each week.*

4 semester hours

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**MA 161 Elementary Applied Calculus II**

Continuation of MA 160. Differential and integral calculus for business and non-engineering students. Trigonometric functions, techniques of integration, differential equations, numerical methods, probability, and applications. Not open to students who have a grade of C or better in MA 182, MA 282, MA 284, or their equivalents. PREREQUISITE: A grade of C or better in MA 160 or equivalent, or consent of department. Three hours each week. 3 semester hours

**MA 180 Precalculus (MATF)**

An examination of topics from advanced algebra, trigonometry, conics, and functions and applied problems. This course is designed to prepare students for MA 181. PREREQUISITES: A grade of C or better in MA 103 and a grade of C or better in MA 105, appropriate score on mathematics assessment test, or consent of department. Assessment levels: EN 101/101A, RD 120. For computation of tuition, this course is equivalent to five semester hours. Five hours each week. 4 semester hours

**MA 181 Calculus I (MATF)**

MA 181 and MA 182 are intended primarily for students of the physical sciences, engineering, and mathematics. An introduction to major ideas of single variable calculus including limits, derivatives, and integrals of algebraic and transcendental functions; applications. PREREQUISITE: A grade of C or better in MA 180, appropriate score on mathematics assessment test, or consent of department. Assessment levels: EN 101/101A, RD 120. For computation of tuition, this course is equivalent to five semester hours. Five hours each week. 4 semester hours

**MA 182 Calculus II CE-R (MATF)**

A continuation of MA 181. Further differentiation and integration of transcendental functions. Methods of integration with applications, indeterminate forms, improper integrals, Taylor's formula; infinite series; polar coordinates. PREREQUISITE: A grade of C or better in MA 181 or equivalent, or consent of department. For computation of tuition, this course is equivalent to five semester hours. Five hours each week. 4 semester hours

**MA 280 Multivariable Calculus CE-R**

Calculus of vector functions; analytic geometry of space; partial differentiation; multiple integrals; classical theorems of Green, Gauss, and Stokes. PREREQUISITE: A grade of C or better in MA 182 or equivalent, or consent of department. For computation of tuition, this course is equivalent to five semester hours. Five hours each week. 4 semester hours

**MA 282 Differential Equations**

First order differential equations; higher order linear differential equations and systems of linear equations; solution by power series and numerical methods; the Laplace transform and some applications. PREREQUISITE: A grade of C or better in MA 182 or equivalent, or consent of department. Three hours each week. 3 semester hours

**MA 284 Linear Algebra**

Basic concepts of linear algebra including vector spaces, linear equations and matrices, determinants, linear transformations, similar matrices, eigenvalues, and quadratic forms. PREREQUISITE: A grade of C or better in MA 182 or consent of department. For computation of tuition, this course is equivalent to five semester hours. Five hours each week. 4 semester hours

**ME—Meteorology****ME 100 Weather and Climate (NSND)**

Covers local and global weather phenomena. Topics include identification and explanation of cloud and optical phenomena (rainbows, mirages); sun-earth interaction (energy balance, seasonal changes, global climate); and catastrophic occurrences (tornadoes, hurricanes, floods). Using real-time maps and data available via the Internet, students forecast local weather. The course offers an optional field trip. Students may receive credit for either ME 100 or ME 101, but not both. Assessment levels: EN 101/101A, MA 091, RD 120. Three hours each week. 3 semester hours



**ME 101 Meteorology: An Introduction to Weather (NSLD) (R only)**

Designed to give students an understanding of important global and local weather events. Lectures explore the elements responsible for weather and climate. Individual topics include sky phenomena (clouds, rainbows, mirages), effects of sun-earth movements, geographic and seasonal variation, and catastrophic occurrences (tornadoes, hurricanes, floods). In laboratories, students learn to use weather instruments and make their own forecasts. Field trips focus on climate studies of nearby natural areas and tours to Weather Service facilities. Students may receive credit for either ME 100 or ME 101, but not both. *Assessment levels: EN 101/101A, MA 091. Three hours lecture, three hours laboratory each week; field trips.*

*4 semester hours*

**MG—Management****MG 101 Principles of Management CE-G**

Overview of the management movement, including development of management theory; survey of the organizational structure and basic managerial functions within organizations; the integration of the functions of management and application of decision making and leadership to general managerial situations. Includes the relationship of the internal and external environment to the organization. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

*3 semester hours*

**MG 102 Principles of Supervision**

An overview of supervision, including investigating leadership styles, considering the role of the manager as a first-line supervisor and delegator. Practical situations and examples emphasize achieving organizational objectives through effective communications, day-to-day problem solving, planning, leadership, decision making, and motivating workers for effective productivity. *PREREQUISITE: MG 101, appropriate work experience, or consent of department. Three hours each week.*

*3 semester hours*

**MG 103 Introduction to Marketing**

A survey of the global marketing environment in terms of both business and consumer goods and services. Buying behavior and targeting markets are emphasized. The marketing mix, including product, promotion, price, and distribution, is featured through the use of experiential marketing applications. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

*3 semester hours*

**MG 106 Principles of Retailing**

Principles of retail management that emphasize both store and nonstore merchandising. Focus on analyzing and resolving problems that relate to retail operations. *PREREQUISITE: MG 103. Three hours each week.*

*3 semester hours*

**MG 109 Consumer Behavior**

A study of the theoretical concepts of consumer behavior with practical application of these concepts from a managerial perspective. Emphasis will be on both the macro perspective (consumer collective influences on economic and social conditions) and the micro perspective (individual determinants of consumer behavior and their influences on marketing strategies). *PREREQUISITE: MG 103. Three hours each week.*

*3 semester hours*

**MG 110 Small Business Management**

Designed for those students desiring to start a business venture. Emphasis will be on capital acquisition, start-up issues, marketing functions, management, and commercial issues that the small business person faces today. *PREREQUISITE: MG 101. Three hours lecture/discussion each week.*

*3 semester hours*

**MG 120 Managing Diversity in the Workplace**

This course focuses on developing management skills for diversity awareness in the workplace. Diversity includes age, race, gender, disabilities, and cultural background of all individuals. *PREREQUISITE: MG 101. Three hours lecture/discussion each week.*

*3 semester hours*

**MG 201 Business Law**

Examination of the foundations of the U.S. legal system, focusing on those aspects of legal liability that might impose the greatest monetary penalties and damages on the commercial enterprise. Topics covered include the law of torts, product liability, accountants' liability, business crimes, contracts, agency, and public policy issues dealing with ethics and international law. **PREREQUISITE:** BA 101 or MG 101. *Three hours each week. 3 semester hours*

**MG 204 Human Resources Management  
CE-G**

Discusses the functions and trends in human resources management that include staffing, the legal environment, compensation and benefits, safety and health, employee and union relations, training and career development, performance appraisal, and the global environment. **PREREQUISITE:** MG 101. *Three hours lecture/discussion each week. 3 semester hours*

**MG 205 Organizational Behavior**

Analyzes human interaction in management situations for their effect on management's aims. Examines the demands of workers, informal groups, unions, and organizational structure for their influence on effective supervision and implementation of standard human resource administrative functions. **PREREQUISITE:** MG 101. *Three hours lecture/discussion each week. 3 semester hours*

**MG 206 Principles of Advertising**

Significance of promotion is examined from both public and commercial as well as local versus global perspectives. Crafting key strategies and interrelating with other elements of the communications mix. Pursuit of the creative process that combines messages and media. **PREREQUISITE:** MG 103. *Three hours each week. 3 semester hours*

**MG 207 Legal Issues in Labor  
Management**

*(also listed as HM 207)*

Introduction to the legal implications of employer/employee relations. Topics include a brief history of the labor movement in the United States, the major acts establishing the framework for labor/management relations, union negotiations, procedures and contracts, and the economic impact of unionization. Discrimination in employment, Title VII and its implications in hiring, firing, and working conditions, as well as other statutes and regulations affecting employment relations. **PREREQUISITE:** HM 121, MG 102 or consent of department. *Three hours each week. 3 semester hours*

**MG 210 Field Experience or Practicum**

Application of previous coursework to selected projects in management. Students assume role of consultant or manager. Exercise of management theory, policy, and decision making in research and support of conclusions. For those students who qualify, a practicum in lieu of course load credit may be given for concurrent practical on-the-job experience provided a minimum of 120 hours of supervised experience is recorded in a department-approved position. **PREREQUISITE:** Consent of instructor. *One hour seminar, eight hours field practicum each week. 3 semester hours*

**MG 288 Disaster Recovery and Risk  
Management**

Provides individuals with the skills to plan for and recover from both natural and man-made disasters. Students examine risk and crisis management; the need for business continuity and information assurance planning; and the leadership, human, organizational, and public policy components of disasters. The final project is a disaster recovery management plan. **Assessment levels:** EN 101/101A, MA 101/103, RD 120. *Three hours each week. 3 semester hours*

**MH—Mental Health****MH 101-102 Introduction to Mental  
Health I and II (T only)**

An introduction for beginning mental health students in their training toward becoming responsible, aware agents-for-change in their communities.

**MH 101:** History, concepts, roles, and institutions of the mental health field. Emphasis on the role of the mental health associate and development of a conceptual frame of reference. Exploration by the beginning student of area facilities. **PREREQUISITE:** *Consent of department. Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week. 3 semester hours*

**MH 102:** Skill training in the use and the application of the tools of mental health workers, such as interviewing, behavior modification, diagnostic and evaluative methods, research, community mental health approaches, and other skills as the need arises. A continual discussion of professional ethics and responsibilities is maintained throughout the course. **PREREQUISITES:** *MH 101 and consent of department. Three hours each week. 3 semester hours*

**MH 112-213 Group Dynamics I and II (T only)**

These two courses are to be taken consecutively in order to provide a continuous one-year experience. Focus is on helping students to realize their potential for growth more fully and to increase their ability to work with others in a variety of situations. Experiential learning is directed toward the development of self-insight and awareness of impact upon others through a variety of techniques. Lectures, discussion, and reading materials are directed to an understanding of group processes, including factors of cohesion, leadership, conflict, individual roles, communication systems, tasks, and problem solving. **PREREQUISITES:** *PY 102 or concurrent enrollment and consent of department. MH 112 is a prerequisite for MH 213. Two hours lecture, two hours laboratory each week. 3-3 semester hours*

**MH 200 Practicum, Fieldwork in Mental Health/Human Services (T only) CE**

Provides a continuous fieldwork experience in mental health and other human services. Students are assigned to a community human services facility. Their participation is supervised by the instructor and appropriate personnel at the facility. The seminar on campus provides an opportunity for the students to discuss concepts of working in a helping relationship; to verbalize and to learn to handle their feelings about the work experience; and to continue the study and applications of human services worker skills, such as case study methods, testing procedures, interviewing, behavior modification, communication problems, group activities, counseling, and staff relations. In the second semester, training will continue as in the first semester, but with increasing responsibility. Students will be working at a more sophisticated level, using more independent judgment and discrimination. Practice, using group process skills both as leader and group member in various client and staff relations, will be added to fieldwork. Each student will be expected to find an area of special interest and to gain some expertise in it through more practice and experience. **PREREQUISITES:** *MH 101 and MH 112. Two-hour seminar each week, 200 hours fieldwork each semester. Course may not be repeated more than two times. 6 semester hours*

**MH 208 Activity Therapies (T only)**

Laboratory study and experience of a survey of treatment approaches used in various activity therapies selected from art, music, dance, occupational and recreational therapies, and storytelling. Experience with methods of nonverbal communication. **PREREQUISITES:** *PY 102 and consent of department. Three hours each week. 3 semester hours*

## MS—Diagnostic Medical Sonography

### MS 101 Orientation to Diagnostic Medical Sonography (T only)

An orientation to the field of diagnostic medical sonography followed by techniques for assisting and monitoring patients. Professional ethics, legal issues, and patient care procedures pertinent to sonography will be covered. Chart reading and recordkeeping relative to ultrasound will be presented. **PREREQUISITES:** Admission to the diagnostic medical sonography program or consent of program coordinator; CPR Certification—Class C. **Assessment levels:** MA 110, RD 120. *Laboratory experience required on and off campus. Two hours lecture, two hours laboratory each week. 3 semester hours*

### MS 102 Acoustical Physics I (T only)

Fundamental principles of acoustical physics including wave propagation, biological effects, acoustical impedance properties, and transducer characteristics will be presented. Basic types of equipment, instrumentation, quality control, and safety are discussed. Laboratory experience required on and off campus. **PREREQUISITES:** Admission to the diagnostic medical sonography program or consent of program coordinator; mathematics foundation and PH 010 or higher. **COREQUISITES:** MS 201 and MS 225, or consent of program coordinator. **Assessment level:** RD 120. *One-and-a-half hours lecture, one hour laboratory each week. 2 semester hours*

### MS 112 Abdominal Sonography I (T only)

A study of the fundamentals of abdominal sonography, including the case study reviews of normal anatomy, physiology, and pathological conditions of the abdominal and superficial structures. **PREREQUISITES:** BI 204, BI 205; MS 201 or consent of program coordinator. **COREQUISITE:** MS 220 or consent of program coordinator. *Two hours lecture, two hours laboratory each week. 3 semester hours*

### MS 113 Obstetric/Gynecology Sonography I (T only)

A study of fundamentals of obstetrics/gynecology scans of normal and abnormal anatomy. Fetal development, including abnormal etiology and diagnostic techniques, is presented. The detection of abnormalities, pathologies, and deviation from normal is stressed. Body planes, which must be scanned for an accurate diagnosis, are emphasized. **PREREQUISITE:** MS 201 or consent of program coordinator. **COREQUISITE:** MS 220. *Two hours lecture, two hours laboratory each week. 3 semester hours*

### MS 200 Independent Study in Diagnostic Medical Sonography (T only)

Through independent study, sonography students will conduct research in cutting-edge diagnostic medical sonography technology, professional advancements and/or case studies. Students will be assigned to diagnostic medical sonography faculty for guidance and supervision. Letter designators in the schedule of classes will distinguish the 1-, 2-, 3-, and 4-credit versions of MS 200. **PREREQUISITE:** Admission to the diagnostic medical sonography program or consent of program coordinator. *Minimum 45 hours of work for each credit hour. 1–4 semester hours*

### MS 201 Introduction to Sectional Anatomy (T only)

An introduction to ultrasound sectional anatomy. Anatomy will be presented in the transverse, sagittal, and coronal planes. Laboratory experience required on and off campus. **PREREQUISITE:** BI 204 or consent of program coordinator. **COREQUISITES:** MS 102 and MS 225. **PRE- or COREQUISITE:** BI 205. *Two hours lecture, two hours laboratory each week. 3 semester hours*

### MS 202 Acoustical Physics and Instrumentation II (T only)

A continuation of MS 102. Fundamental principles of acoustical physics, including speed of sound, reflection, refraction, and attenuation through soft tissue; principles of pulse echo imaging and scanning speed limitation. **PREREQUISITE:** MS 102. **COREQUISITE:** MS 220. *One-and-a-half hours lecture, one hour laboratory each week. 2 semester hours*

**MS 210 Breast Sonography (T only)**

A study of the fundamentals of breast sonography, including the case study review of normal anatomy, physiology, and pathological conditions of the breast tissue and its visualization with real-time 2-D and 3-D imaging, and Doppler. PREREQUISITE: MS 201 or consent of program coordinator. COREQUISITE: MS 223 or consent of program coordinator. One hour lecture, one hour laboratory each week. 1 semester hour

**MS 211 Pediatric Echocardiography (T only)**

A study of the fundamentals of pediatric echocardiography, including the case study review of normal anatomy, physiology, and pathological conditions of the pediatric heart and its visualization with real-time 2-D and 3-D imaging, Doppler, and M-mode echocardiography. PREREQUISITE: MS 201 or consent of program coordinator. COREQUISITE: MS 223 or consent of program coordinator. Two hours lecture, two hours laboratory each week. 3 semester hours

**MS 212 Abdominal Sonography II (T only)**

A continuation of the study of abdominal sonography including interpretation of clinical tests, related clinical signs and symptoms, and normal and abnormal sonographic patterns. This course includes laboratory experience on basic scanning techniques and protocol relative to the abdominal structures and physiology. PREREQUISITE: MS 112 or consent of program coordinator. COREQUISITE: MS 222. Two hours lecture, two hours laboratory each week. 3 semester hours

**MS 213 Obstetric/Gynecology Sonography II (T only)**

A continuation of obstetrics/gynecology scanning of normal and abnormal anatomy. Fetal development, including abnormal etiology and diagnostic techniques, is presented. The detection of abnormalities, pathologies, and deviation from normal is stressed. Body planes that must be scanned for an accurate diagnosis will be emphasized. PREREQUISITE: MS 113 or consent of program coordinator. COREQUISITE: MS 222. Two hours lecture, two hours laboratory each week. 3 semester hours

**MS 215 Adult Echocardiography I (T only)**

A study of the fundamentals of adult echocardiography, including the case study review of normal anatomy, physiology, and pathological conditions of the adult heart and its visualization with real-time 2-D imaging, 3-D and 4-D imaging, Doppler, and M-mode echocardiography. PREREQUISITE: MS 201 or consent of program coordinator. COREQUISITE: MS 220 or consent of program coordinator. Two hours lecture, two hours laboratory each week. 3 semester hours

**MS 216 Vascular Sonography I (T only)**

A broad overview of the fundamental theory and skills that are utilized to evaluate vascular disease using noninvasive techniques. Instrumentation, vascular anatomy, physiology, pathology, and physical principles and therapy are emphasized. Testing procedures in areas of cerebrovascular, peripheral arterial, and venous testing are included in this course. PREREQUISITE: MS 201 or consent of program coordinator. COREQUISITE: MS 220 or consent of program coordinator. Two hours lecture, two hours laboratory each week. 3 semester hours

**MS 218 Adult Echocardiography II (T only)**

Case study reviews of normal anatomy, physiology, and pathological conditions of the adult heart. PREREQUISITE: MS 215 or consent of program coordinator. COREQUISITE: MS 222 or consent of program coordinator. Two hours lecture, two hours laboratory each week. 3 semester hours

**MS 219 Vascular Sonography II (T only)**

Case study reviews of normal anatomy, physiology, and pathological conditions of the cerebrovascular, peripheral arterial and venous systems. PREREQUISITE: MS 216 or consent of program coordinator. COREQUISITE: MS 222 or consent of program coordinator. Two hours lecture, two hours laboratory each week. 3 semester hours

**MS 220 Sonography Practicum (T only)**

Supervised off-campus experience and practice in the multidisciplinary areas of diagnostic medical sonography occurs in hospitals, clinics, and private physician offices. Students will complete a rotation through multiple clinical sites in which the students will be introduced to equipment operation, multiple sonographic examinations, and related clinical correlation. PREREQUISITE: MS 201 or consent of program coordinator. Eight hours each week. 1 semester hour

**MS 221 Sonography Practicum I (T only)**  
Supervised off-campus experience and practice in the multidisciplinary areas of diagnostic medical sonography. Continuous development of ultrasound scanning skills and techniques. Students will continue to build on their previous clinical experiences. **PREREQUISITE:** *MS 220 or consent of program coordinator. Twenty-four hours each week. 2 semester hours*

**MS 222 Sonography Practicum II (T only)**  
Supervised off-campus experience and practice in the multidisciplinary areas of diagnostic medical sonography. Continuous development of ultrasound scanning skills and techniques. Students will build on their previous clinical experiences. **PREREQUISITE:** *MS 221 or consent of program coordinator. Thirty-two hours each week. 4 semester hours*

**MS 223 Sonography Practicum III (T only)**  
Supervised off-campus experience and practice in the multidisciplinary areas of diagnostic medical sonography to develop the optimal skills necessary to become competent in performing sonographic examinations. All procedures covered in the curriculum will be evaluated for competency during this last clinical course. **PREREQUISITE:** *MS 222 or consent of program coordinator. Thirty-two hours each week. 4 semester hours*

**MS 224 Seminar—Diagnostic Medical Sonography (T only)**  
On-campus seminar addresses issues that will facilitate the graduates' entry into the career of sonography. Topics include registry examination preparation, resume writing, and test-taking strategies. **PREREQUISITE:** *Admission to the diagnostic medical sonography program or consent of program coordinator. One hour each week. 1 semester hour*

**MS 225 Sonography Practicum IV (T only)**  
Supervised off-campus experience and practice in the multidisciplinary areas of diagnostic medical sonography. Continuous development of ultrasound scanning skills and techniques. Students' knowledge and skills will build on their clinical experiences. **PREREQUISITE:** *MS 101 or consent of program coordinator. COREQUISITE:* *MS 201 or consent of program coordinator. One hundred twenty (120) hours per semester. 1 semester hour*

**MS 226 Sonography Practicum V (T only)**  
Supervised off-campus experience and practice in the multidisciplinary areas of diagnostic medical sonography. Continuous development of ultrasound scanning skills and techniques. Student's knowledge and skills will build on their clinical experiences. **PREREQUISITE:** *MS 225 or consent of program coordinator. One hundred twenty (120) hours per semester. 1 semester hour*

## MU—Music

**MU 005 Applied Music Laboratory (R only)**  
Required of and restricted to students enrolled in applied music courses. *May be repeated for credit. Three hours of laboratory each week and performance at least twice each semester. Attendance at eight approved concerts each semester. 1 semester hour*

**MU 106-107 Class Piano (R only)**  
CE for MU 106  
Functional piano training for beginners, using methods and materials suitable for public school teaching. Basic keyboard skills for development of ability to improvise accompaniments, transpose, sight read, and play by ear. Technical studies and repertoire of elementary piano pieces. Required of all students in music education. MU 106 offered fall semester; MU 107 offered spring semester. **PREREQUISITE:** *MU 106 for MU 107 or consent of department. Four hours class instruction each week. 2-2 semester hours*

**MU 108 Class Voice (R only)**  
Functional training in correct breathing, tone production, and diction through which the student may develop specific vocal abilities. Discussion of the general principles of singing. A selected and graded number of repertoire forms the basis for study. Required of piano and organ majors in music education but open to all students by consent of department. *Four hours each week. 2 semester hours*

**MU 109 Class Guitar I**  
Fundamental playing techniques of the guitar. This includes basic finger technique and leads to a fundamental technical proficiency. Open to all students. *Four hours class instruction each week. 2 semester hours*

**MU 110 Listening to Music (ARTD)**

For non-music majors or by consent of the department. Directed listening with emphasis on how to listen to music such as symphony, opera, ballet, chamber music, art song, and contemporary music. Students are required to devote time to listening outside of class. *Assessment levels: EN 101/101A, RD 120. Three hours each week. Attendance at four concerts required.* 3 semester hours

**MU 111 World Music (ARTD[M])**

This course presents a survey of cross-cultural popular music and the traditional music that influenced it. The class will address social and cultural roles of the music and factors influencing its development and dissemination. Students will learn by participating in music-making, listening to live and recorded music, reading, writing, and discussing. *Three hours each week.* 3 semester hours

**MU 113,114 Applied Music Elective**

These courses provide individual voice and instrument instruction for both non-music and music majors who do not wish to apply the credits to a music degree. **PREREQUISITE:** *Consent of department. This course may be repeated. MU 113 requires one half-hour lesson and 6 hours of practice each week. MU 114 requires a one-hour lesson and 10 hours of practice each week. An applied music fee is charged.*

1-2 semester hours

\*The following letter symbols should be added to the course number for the various applied areas of music instruction, e.g., MU 113E for saxophone.

A - Flute	M - Piano
AA - Recorder	MM - Jazz Key
B - Oboe	N - Violin
C - Clarinet	O - Viola
D - Bassoon	P - Cello
E - Saxophone	Q - Double Bass
F - French Horn	QQ - Electric Bass
G - Trumpet	R - Organ
H - Trombone	RR - Harpsichord
I - Baritone/ Euphonium	S - Accordion
J - Tuba	T - Composition
K - Percussion	U - Voice
KK - Jazz Percussion	UU - Jazz Vocal
KV - Vibraphone	V - Guitar
L - Harp	VV - Jazz Guitar

**MU 115-116 Applied Music\* (R only)  
CE for MU 115**

Individual instruction in voice, piano, organ, classical guitar, harp, and band and orchestral instruments; only for students matriculated in the music curriculum. Jury examination required at close of each semester. Published course requirements in applied music are available from the Music Department. **PREREQUISITE:** *MU 115 with grade of C or better for MU 116. COREQUISITE: MU 005. One hour lesson and 21 hours practice each week.*

2-2 semester hours

\*See footnote following MU 113,114.

**MU 117-118 Applied Music\* (R only)**

Individual instruction in voice, piano, organ, classical guitar, harp, and band and orchestral instruments; only for students matriculated in the music curriculum. Jury examination required at close of each semester. Published course requirements in applied music are available from Music Department. **PREREQUISITE:** *MU 117 with grade of C or better for MU 118. COREQUISITE: MU 005. One half-hour lesson and 12 hours practice each week.* 1-1 semester hour

\*See footnote following MU 113,114.

**MU 123 Music Theory I (R only) CE**

The nature of musical sound and its perception, fundamentals of musical notations, scales, intervals, triads, simple diatonic harmony, keyboard application. Normally taken concurrently with MU 124. **PREREQUISITE:** *Music major status or consent of department. Three hours each week.* 3 semester hours

**MU 124 Ear Training and Sightsinging I  
(R only) CE**

Vocal reading and dictation of rhythm patterns, intervals, interval groups, scales, diatonic patterns, and simple diatonic melodies. Assignments will include work with recorded exercises. Normally taken concurrently with MU 123. **PREREQUISITE:** *Music major status or consent of department. Two hours each week.* 2 semester hours

**MU 128 Introduction to Music Technology**

An introductory course leading to a basic understanding and appreciation of the elements of music technology, including MIDI, computer music applications, digital audio recording, and sound design. This includes an examination of the elements, instruments, styles, and history of electronic music as well as an overview of necessary music theory. **PREREQUISITE:** *None, but computer experience and a background in music are preferred.* *Three hours each week.* 3 semester hours

**MU 129 Advanced Applications in Music Technology**

A projects-oriented multilevel course studying computer-based sequencing, digital audio recording, sound design, and music notation, as well as multimedia and Internet music applications. Students are required to compose/arrange musical compositions and demonstrate proficiency in computer music applications, MIDI, and multitrack recording. **PREREQUISITE:** *MU 128 or consent of department.* *Three hours each week.* 3 semester hours

**MU 130 Musical Recording Techniques**

Recording techniques of monaural, stereo, quadraphonic, dubbing, sound-on-sound, and major recording techniques used in the commercial field. Use of the Moog II Synthesizer and eight-track and other multitrack tape procedures and professional methods of operation. **PREREQUISITE:** *MU 123 or TR 131 or equivalent by placement examination and a demonstrable musical instrument proficiency.* *Four hours laboratory each week.* 2 semester hours

**MU 131 The African Musical Experience (R and T only)**

Surveys musical form and function in African and diasporan cultures. Topics include ritual and ceremony as transmitters of history and culture, as social and political tools, and impacts on contemporary musical forms. Students learn by participating in music-making, listening to live and recorded music, reading, writing, and discussing. *Three hours each week.* 3 semester hours

**MU 133 History of Jazz (ARTD[M]) (R and T only)**

A survey of jazz in the United States from the turn of the century to the present. Several major African American figures will be studied in depth. The art of listening to jazz music will be emphasized; outside listening will be required. Open to all students. *Three hours each week.* 3 semester hours

**MU 136 American Popular Music (ARTD[M])**

A survey of American popular music from the turn of the 20th century to the present with an emphasis on rock music. Open to all students. *Three hours each week.* 3 semester hours

**MU 139 Introduction to Music Theory (R only)**

An introduction to the basic elements of music, intended for students with limited musical background. Emphasis is on terminology, notation, scales, intervals, triads, and traditional diatonic harmony with a further emphasis on the practical application of these various aspects of music theory. Open to all students. *Three hours each week.* 3 semester hours

**MU 140 Musical Theatre Production (R only)**

An exploration, development, and creation of all devices necessary to present a musical theatre presentation such as opera, operetta, musical comedy, and the musical drama. Lectures include all phases of drama, music, dance, and business production. Open to all students. *Two hours lecture, three hours laboratory each week.* 3 semester hours

**MU 150 Music Theory II (R only)**

Continued study of diatonic harmony, including inversions and nonharmonic tones. Dominant and leading-tone seventh chords, secondary dominants, modulation, keyboard application. Normally taken concurrently with MU 151. **PREREQUISITE:** *MU 123 with a grade of C or better.* *Three hours each week.* 3 semester hours

**MU 151 Ear Training and Sightsinging II (R only)**

Vocal reading and dictation of rhythm patterns, intervals, and melodies. Dictation of chords and harmonic progressions. Assignments will include work with recorded exercises. Normally taken concurrently with MU 150. **PREREQUISITE:** *MU 124 with a grade of C or better.* *Two hours each week.* 2 semester hours



**MU 155-156 Advanced Applied Music \***  
(R only)

Individual instruction in voice, piano, organ, classical guitar, harp, and band and orchestral instruments. Music majors only, all areas. Extensive repertoire study. Jury examination required at close of each semester. Students must appear in recital at least once each semester. **PREREQUISITES:** For MU 155, placement audition and consent of department; for MU 156, MU 155 or MU 116. **COREQUISITE:** MU 005. *One hour lesson and 21 hours practice each week.*  
2-2 semester hours

*\*See footnote following MU 113,114.*

**MU 161 College Chorus**

The great choral literature forms the basis of study and presentation. Programs include works with orchestra. Concert numbers comprise part of the repertoire. Required of vocal music majors and open to all students. *May be repeated. Three hours each week.*  
1 semester hour

**MU 162 Chamber Singers (R only)**

Established as a madrigal-inspired chorus. Music from Renaissance through modern classical, jazz, and popular styles is performed on both the collegiate and recital concert series. Required of vocal music majors. Open to other students by consent of department. *May be repeated. Three hours each week.*  
1 semester hour

**MU 171 College Orchestra (R only)**

The study and performance of orchestral and choral works from the Baroque, Classic, Romantic, and contemporary music literature. Required of instrumental music majors who play orchestral instruments. Open to all by consent of department. *May be repeated. Three hours each week.*  
1 semester hour

**MU 172 College Band (Wind Ensemble)**  
(R only)

The preparation and performance of marching band, concert band, and symphonic band (wind ensemble) literature. Concerts are a regular part of the course. Required of instrumental music majors who play band instruments, but open to all students by consent of department. *May be repeated. Three hours each week.*  
1 semester hour

**MU 173 Jazz Improvisation (R only)**

The study and use of the basic materials needed to improvise in jazz style. Scales, basic chords, and jazz patterns are learned and applied in classroom performances. In addition, listening to jazz, basic composition, and analysis are employed to bring into focus materials learned and to enhance the skill of the improviser. *May be repeated once for credit. Three hours lecture/practicum each week.*  
3 semester hours

**MU 180 Series—Small Ensembles (R only)**

The study and performance of the literature for various small groups. Students may choose to perform in one or more of the following:

MU 181C Jazz Ensemble

MU 181D World Ensemble

Open to all students by consent of department. *May be repeated. Three hours each week.*

1 semester hour

**MU 208 Advanced Class Voice (R only)**

A continuation of the introductory course MU 108. Advanced skill development in tone production and repertoire for the solo voice, including the study of Italian, German, French, and English diction. Required of piano and vocal majors in the music education areas; others may enroll with consent of department. Offered fall semester. **PREREQUISITE:** MU 108 or equivalent vocal training. *Four hours class instruction each week.*  
2 semester hours

**MU 211-212 Survey of Music Literature**  
(R only)

Required of music majors or by consent of the department. Nonmajors would ordinarily take MU 110. Stresses the study of form and styles in music. Techniques for listening are given as applied to music of the Renaissance, Baroque, Classical, Romantic, and Modern periods of music. Students are required to devote time to listening outside of class. MU 211 offered fall semester; MU 212 offered spring semester. *Assessment levels: EN 101/101A, RD 120. Two hours lecture and additional outside listening each week.*  
2-2 semester hours

**MU 215-216 Applied Music\*** (R only)

Continued individual instruction in voice, piano, organ, classical guitar, harp, and band and orchestral instruments; only for students matriculated in the music curriculum. Jury examination required at close of each semester. Published course requirements available from the Music Department. Graduation recital is a degree requirement. PREREQUISITE: *A grade of C or better in MU 215 for admission to MU 216.* COREQUISITE: *MU 005. One hour lesson, 21 hours practice each week.*

2-2 semester hours

*\*See footnote following MU 113,114.*

**MU 217-218 Applied Music\*** (R only)

Continued individual instruction in voice, piano, organ, classical guitar, harp, and band and orchestral instruments; only for students matriculated in the music curriculum. Jury examination required at close of each semester. Published course requirements available from the Music Department. Graduation recital is a degree requirement. PREREQUISITE: *A grade of C or better in MU 217 for admission to MU 218.* COREQUISITE: *MU 005. One half-hour lesson, 12 hours practice each week.*

1-1 semester hour

*\*See footnote following MU 113,114.*

**MU 226 Music Theory III** (R only)

Study of chromatic harmony, introducing the augmented sixth chords and the Neapolitan sixth chord as well as the diatonic seventh and dominant ninth chords. Keyboard application. Study of homophonic forms through the analysis of larger works. Normally taken concurrently with MU 227. PREREQUISITE: *MU 150 with a grade of C or better.* Three hours each week. 3 semester hours

**MU 227 Ear Training and Sightseeing III** (R only)

Vocal reading and dictation of intervals and difficult melodies and rhythm patterns. Dictation of progressions containing some chromaticism. Easy two-part dictation. Assignments will include work with recorded exercises. Normally taken concurrently with MU 226. PREREQUISITE: *MU 151 with a grade of C or better.* Two hours each week. 2 semester hours

**MU 250 Music Theory IV** (R only)

Review of tonal harmony, ninth, eleventh, and thirteenth chords. Keyboard application. Introduction to counterpoint. Beginning serial technique. Normally taken concurrently with MU 251. PREREQUISITE: *MU 226 with a grade of C or better.* Three hours each week. 3 semester hours

**MU 251 Ear Training and Sightseeing IV** (R only)

Two-part dictation of moderate difficulty, vocal reading, dictation of nontonal melodies, and dictation of chromatic chord progressions and modulations. Assignments will include work with recorded exercises. Review of the material from MU 227. Normally taken concurrently with MU 250. PREREQUISITE: *MU 227 with a grade of C or better.* Two hours each week. 2 semester hours

**MU 255-256 Advanced Applied Music\*** (R only)

Continued individual instruction in voice, piano, organ, classical guitar, harp, and band and orchestral instruments. For music majors only, all options. Extensive repertoire study and performance. Jury examination required at close of each semester. Students must appear in recital as part of degree requirement. If satisfactory development is not maintained, the student at any time will be asked to enroll in MU 215 or 216. PREREQUISITES: *Continued consent of department. For MU 255, MU 156 or MU 216; for MU 256, MU 255. By audition placement or by sequence.* COREQUISITE: *MU 005. One hour lesson and 21 hours practice each week.*

2-2 semester hours

*\*See footnote following MU 113,114.*

**MU 295 Music Internship**

Students work for College credit in a professional performing arts organization or venue. Students may propose an internship for one of the limited number available in music each year. Typically, the internships are awarded during the last year of study at Montgomery College. PREREQUISITES: *Open to music majors who have completed 24 music-related credits. A 3.2 GPA and consent of departmental music internship coordinator and the Arts Institute internship coordinator are required.* Fifteen hours each week per semester. 3 semester hours

## NU—Nursing

### NU 100 Introduction to Professional Nursing (T only)

An introductory course recommended for students who have English as a second language, and required as a bridge course for Licensed Practical Nurses who desire to enter the nursing program. Included are an overview of the profession and the nursing program, development of success strategies, including an introduction to critical thinking and the nursing process, math and writing skills for nursing, learning styles and coping strategies. PREREQUISITE: *Consent of department. Assessment levels: EN 101/101A, MA 110, RD 120. Three hours each week.* 3 semester hours

### NU 105 Nursing and Health Care (T only)

Facilitates the student's entry into the nursing program and the health care delivery system. Emphasis is placed on the nursing process and critical thinking skills. The evolution of nursing and nursing education is discussed. Health policy, politics, and legal issues are introduced. Ethics and values of health care are examined. PREREQUISITE: *Admission to the nursing program or consent of program coordinator. PRE- or COREQUISITE: NU 121. COREQUISITE: NU 110. One hour each week.* 1 semester hour

### NU 110 Foundational Concepts of Nursing (T only)

Introduces the theoretical concepts of critical thinking, nursing process, teaching-learning, documentation, case management, culture, caring, nutrition, pharmacology, growth and development, and basic human needs as they relate to nursing care. Psychomotor and affective skills are taught and practiced. PRE- or COREQUISITES: *BI 204, NU 121, and PY 102; or consent of program coordinator. COREQUISITE: NU 105. Four hours lecture/discussion, 12 hours laboratory each week.* 8 semester hours

### NU 121 Basic Health Assessment (T only)

Provides instruction and guided practice in the assessment techniques utilized to gather subjective and objective data from patients in a health care setting and the communication of that data to other health professionals. Assessment of all body systems is covered. PREREQUISITE: *Admission to the nursing program or consent of program coordinator. PRE- or COREQUISITE: BI 204. Three hours laboratory each week.* 1 semester hour

### NU 122 Supplemental Clinical Practicum (T only)

Optional clinical elective for nursing students who want the opportunity to increase their clinical skills, their ability to organize and prioritize patient care, and their familiarity with the hospital setting. Students work under the guidance of a Registered Nurse preceptor in collaboration with the clinical instructor. PREREQUISITE: *Consent of program coordinator. This course may be repeated for credit. Three eight-hour days each week for three weeks.* 2 semester hours

### NU 123 Nursing in Health and Illness I (T only)

Introduces common alterations in physiologic processes that affect basic human needs. Related nursing care, developmental and pharmacologic principles, and advanced psychomotor skills are taught. PREREQUISITES: *A grade of C or better in BI 204, NU 105, NU 110, NU 121, or consent of program coordinator. PRE- or COREQUISITES: BI 205 and math foundation. Four hours lecture/discussion, 12 hours laboratory each week for seven weeks.* 4 semester hours

### NU 124 Nursing in Mental Health and Illness (T only)

Study of the dynamics of mental health and illness and the role of the nurse in providing care across settings. The nursing process and nursing diagnosis is emphasized as the nurse maintains, promotes, and restores mental health and seeks to prevent mental illness in children, adolescents, and adults. PREREQUISITES: *A grade of C or better in BI 204, NU 105, NU 110, NU 121 or consent of program coordinator. PRE- or COREQUISITES: BI 205 and math foundation. Four hours lecture/discussion, 12 hours laboratory each week for seven weeks.* 4 semester hours

**NU 130 LPN Transition Course (T only)**

Designed to ease the transition of Maryland Licensed Practical Nurses (LPN) into the associate's degree (AD) nursing program. Specific concepts drawn from the first year of the AD nursing program, related to professional nursing practice, are taught. Other concepts familiar to LPNs are expanded in both breadth and depth. The nursing process is stressed with a focus on health assessment and the use of concept maps for planning, implementing, and evaluating nursing care. All aspects of professional communication are explored and practiced. Supervised clinical experiences enhance the LPNs grasp of professional nursing care for clients with alterations in the physiological and psychosocial processes. *PREREQUISITES: Admission to the nursing program or consent of the program coordinator. A grade of C or better in BI 204, BI 205, mathematics foundation, and EN 101/101A. Seven hours lecture/discussion, 14 hours laboratory each week for 13 weeks.*

*8 semester hours*

**NU 200 Independent Study in Nursing (T only)**

An independent study course to enable nursing students to pursue a topic of their own choosing with the guidance and supervision of an assigned faculty member. It will provide a structured learning experience to broaden the student's understanding of a particular aspect of nursing, health care, or disease modality. Topics will not duplicate curriculum content, but may expand on that content. This course may be repeated provided that a different topic is covered each time. *PREREQUISITE: Admission to the nursing program and consent of program coordinator. Forty-five hours of work required per semester hour of credit. Letter designators in the schedule of classes will indicate the number of credits.*

*1–4 semester hours*

**NU 205 Transition to Professional Nursing Practice (T only)**

Facilitates the graduating nursing student's entry into the profession. Includes study of the ever-changing health care delivery system and the nurse's evolving roles, responsibilities, and scope of practice within it. Legal, ethical, and socio-political considerations of the profession are explored. Accountability for own evidence-based practice is stressed. Resumes and applications for testing and licensure are completed. Must be taken during the final semester of the nursing program. *PREREQUISITE: Admission to the nursing program or consent of program coordinator. One hour each week.*

*1 semester hour*

**NU 210 Pharmacology in Nursing (T only)**

Study of the pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of various classifications of medications with emphasis on the nursing implications and patient education required for safe administration of medications. *PREREQUISITES: A grade of C or better in BI 204, NU 105, NU 110, NU 121, and mathematics foundation or consent of program coordinator. PRE- or COREQUISITES: BI 205. COREQUISITE: NU 123 and NU 124. Three hours each week. 3 semester hours*

**NU 230 Nursing in Health and Illness II (T only)**

A continuation of the concepts introduced in NU 123. Complex alterations in physiologic processes are studied as they relate to multiple body systems. The related nursing care, developmental, and pharmacologic principles are integrated throughout the course. *PREREQUISITES: A grade of C or better in BI 205, NU 123, NU 124, and math foundation, or consent of program coordinator. PRE- or COREQUISITES: BI 203 and English foundation course. Four hours lecture/discussion, 12 hours laboratory each week.*

*8 semester hours*

**NU 233 Nursing Management in Health and Illness (T only)**

Management and leadership concepts applicable to a variety of health care settings are taught and practiced. Emphasis is placed on working with groups. Alterations in health that impact families and groups are studied. *PREREQUISITES: A grade of C or better in BI 203 and NU 230 or consent of program coordinator. PRE- or COREQUISITES: SO 101, SO 108, SO 210, and humanities distribution. COREQUISITE: NU 205. Four hours lecture/discussion, 12 hours laboratory each week for seven weeks.*

*4 semester hours*

**NU 234 Nursing in Family Newborn and Woman's Health (T only)**

Provides the graduating nurse the opportunity to implement care in acute and community settings and refine clinical skills. The focus of care is the family during the childbearing cycle, the newborn, and the health needs of women throughout the life cycle. *PREREQUISITES: A grade of C or better in BI 203 and NU 230, or consent of program coordinator. PRE- or COREQUISITES: SO 101, SO 108 or SO 210 and humanities distribution. COREQUISITE: NU 205. Four hours lecture/discussion, 12 hours laboratory each week for seven weeks.*

*4 semester hours*

## NW—Network and Wireless Technologies

Significant changes have been made to some of the NW courses because of the consolidation of the network engineering program into the network and wireless technologies A.A.S. Students currently enrolled in the networking program should see a faculty adviser in order to select courses to complete their program of study.

Montgomery College strives to provide the most recent software versions and courseware in our Information Technology Institute offerings. Please consult our Web site for the versions of Exchange Server currently being offered: [www.montgomerycollege.edu/iti/networking/networking\\_home.htm](http://www.montgomerycollege.edu/iti/networking/networking_home.htm)

### NW 101 Introduction to Wireless Technologies (G only)

An examination of the rapid change from wired telephony and wired networks to wireless technologies. Students learn how radio frequency is used in wireless and how wireless network cards communicate with Access Points (the antenna for wireless). The course covers how industry classifies wireless data communications today and looks at the advantages and disadvantages of various data communication systems. Cellular technology, antennas, base station and telephone switches are introduced. The new technologies in wireless that augment cellular technology are discussed. *Assessment level: MA 100/101/103. Three hours each week. 3 semester hours*

### NW 127 Microcomputer Control Programs (G only)

An introduction to microcomputer control systems. Topics include DOS, Microsoft Windows, Linux, and Novell. Students troubleshoot a variety of software-related problems. In addition, this course prepares students to take the software section of the CompTIA A+ Certificate. *Assessment level: RD 099/103. Two hours lecture, two hours laboratory each week. 3 semester hours*

### NW 130 Network Cabling Technology (G only)

Features hands-on instruction designed to cover cabling techniques using co-ax, copper, and fiber for video, voice data communications, and networking. Students will master basic cabling techniques using state-of-the-market equipment in accordance with industry standards. *Assessment levels: MA 100/101/103, RD 099/103. Two hours lecture, three hours laboratory each week. 3 semester hours*

### NW 140 Microcomputer Configuration and Installation (G only)

An introduction to the personal computer hardware system and the various subsystems to upgrade a basic PC in order to expand its capabilities. Hardware options include, but are not limited to, displays/monitors, expanded memory, co-processors, hard drives, modems, printers, scanners, and multimedia. The process of setting up a computer with its subsystem configuration, together with running the verification software, will be defined. Included in the course is preventive maintenance and hands-on opportunities to troubleshoot and configure systems. In addition, this course prepares students to take the core (hardware) section of the CompTIA A+ Certificate. *Assessment level: RD 099/103. Two hours lecture, three hours laboratory each week. 3 semester hours*

### NW 150 Electronics for Wireless (G only)

Designed as the first in a series of wireless courses. Students are trained in the use of oscilloscopes, frequency analyzers, signal generators, power supplies, and analog and digital multimeters. Topics include technical notation, AC/DC, logic circuits, amplifier circuits, and the theory and operation of solid state devices. Students are introduced to inductors, capacitors, transformers, diodes, bipolar junction transistors (BJTs), and field effect transistors (FETs). *Assessment levels: MA 100/101/103, RD 099/103. Three hours lecture, three hours laboratory each week. 4 semester hours*

### NW 151 Introduction to Networking (G only)

An introduction to networking technologies. This course covers the basics of networking, the open systems interconnection (OSI) reference model, transmission control protocol/Internet protocol (TCP/IP) addressing, electricity, specifications and techniques of building data cabling, and local area network/wide area network (LAN/WAN) technologies. *Assessment level: MA 100/101/103. Three hours each week. 3 semester hours*

### NW 170 Network Operating Systems (G only)

An introduction to computer network operating systems. The topics include wireless network systems, sharing disks and files through Server Networking Operating Systems, and using Windows, Linux, and Novell Servers. Students will install and configure Windows, Linux, and Novell OS. *Assessment levels: MA 100/101/103, RD 099/103. Three hours each week. 3 semester hours*

Courses designated with an M after the name fulfill the General Education global and cultural perspectives requirement.

Common course outcomes for most courses can be found online at [www.montgomerycollege.edu/courses](http://www.montgomerycollege.edu/courses).

**NW 173 Network Security (G only)**

An examination of security issues involved in the use of wired networks. Tools and techniques used to safeguard private and government enterprise computer organizations are addressed. PREREQUISITE: *NW 151 or consent of department.* *Two hours lecture, three hours laboratory each week.*

3 semester hours

**NW 199 Microsoft Windows Client Operating System (G only)**

An introduction to the concepts and skills necessary to support the most current Microsoft Windows network client operating system. The course covers technical areas that include installation, administration, basic security, and troubleshooting, and is designed for students seeking Microsoft professional certification (MCSA and MCSE). PREREQUISITE: *NW 151 or successful completion of CompTIA's Network+ certification examination, or appropriate networking experience with consent of department.* *Three hours each week.* 3 semester hours

**NW 203 Microsoft Windows Server (G only)**

Introduction to the concepts and skills necessary to support the current Windows server operating system. Enterprise server systems areas include installation, administration, and troubleshooting. Designed for students on the Microsoft Certified Systems Engineer Track, this course provides them with the knowledge and skills required for NW 204 and helps prepare them for Microsoft Professional Certification for installing, configuring and administering the current version of Microsoft Windows. PREREQUISITE: *NW 151 or consent of department.* *Three hours each week.*

3 semester hours

**NW 204 Supporting Microsoft Windows Network Infrastructure (G only)**

Designed for new-to-product support professionals. This course teaches the concepts and skills necessary to install, configure, manage and support a network infrastructure that uses the current Microsoft Windows Server products. PREREQUISITE: *NW 203 or consent of department.* *Three hours each week.* 3 semester hours

**NW 205 Implementing and Administering Microsoft Windows Directory Services (G only)**

Covers the concepts and skills necessary to install, configure, and administer the current version of Microsoft Windows directory services. This course also provides them with the knowledge and skills required for Microsoft professional certification (MCSA or MCSE). In addition, the course focuses on implementing Group Policy and understanding the Group Policy tasks required to centrally manage users and computers. PREREQUISITE: *NW 203 or consent of department.* *Three hours each week.*

3 semester hours

**NW 208 Designing a Microsoft Windows Networking Services Infrastructure (Microsoft Course 1562) CE**

This course provides students with the concepts and skills for developing a Microsoft Windows 2000 networking services solution for enterprise networks. Designed for those on the Microsoft Certified Systems Engineer (MCSE) Windows 2000 Track, it can fulfill the fifth core course requirement or serve as an elective course for the Windows 2000 MCSE. The course helps prepare students for Microsoft Certification Examination 70-221, Designing a Microsoft Windows 2000 Network Infrastructure. PREREQUISITE: *NW 205, successful completion of Microsoft Examination 70-217 (Implementing and Administering a Microsoft Windows 2000 Directory Services Infrastructure), or appropriate networking experience with consent of department.* 3 semester hours

**NW 229 Wireless Communications (G only)**

An introduction to modulation and demodulation theory and circuits used in amplitude, phase and pulse code modulation. Analysis of receiver and transmitter characteristics including sensitivity, noise, tuning and alignment techniques, properties of transmission lines, and impedance matching will be incorporated. This course also covers the fundamentals of Base Stations, Mobile Switching Centers, and how the system functions as a whole (ASK, FSK, PSK, QAM, CDMA, W-CDMA, TDMA, GSM, PCS, CDPD, and the third-generation [3G] digital technologies). PREREQUISITES: *NW 150 and NW 151.* *Three hours lecture, three hours laboratory each week.* 4 semester hours

**NW 245 Hardening the Infrastructure**  
(G only) CE

Provides network administrators with an awareness of security-related issues and the essential skills they need to implement security in a given network. This course deals directly with protective security technologies in today's enterprise environments: transmission control protocol (TCP) packet analysis, operating systems (OS) hardening, router security, firewall systems, intrusion detection systems, virus protection, virtual private networks (VPN), and disaster recovery. PREREQUISITE: NW 173 or consent of department. Three hours each week.

3 semester hours

**NW 246 Network Defense and Countermeasures** (G only) CE

Focuses on understanding the architecture for network defense and helps prepare students for the Security Certified Network Professional Certification examination. Topics include network attacks and defenses, firewall systems, design and configuration, virtual private network (VPN) configuration, designing and configuring intrusion detection systems, intrusion signatures, and network security policies and configurations. PREREQUISITE: NW 173 or consent of department. Three hours each week.

3 semester hours

**NW 252 Cisco Networking 2** (G only)

An examination of initial router configuration, Cisco IOS Software management, routing protocol configuration, TCP/IP. Students configure routers, manage Cisco IOS Software, configure routing protocols, and manage VLSM. This course is the second in a series of four designed to help prepare students to take the CCNA certification exam. This course is equivalent to CyberWATCH course CW 151. PREREQUISITE: NW 151 or completion of Cisco Academy Semester 1 (Exploration 1), or consent of department. Three hours each week.

3 semester hours

**NW 253 Cisco Networking 3** (G only) CE

An examination of initial switch configuration, Cisco IOS Software managements, and LAN design. Students configure Virtual LANs (VLANs), Virtual Trunking Protocol (VTP), Spanning Tree Protocol (STP), Inter-VLAN Routing, and are introduced to basic Cisco wireless concepts and configuration. This course is the third in a series of four designed to help prepare students to take the CCNA certification exam. This course is equivalent to CyberWATCH course CW 250. PREREQUISITE: NW 252 or completion of Cisco Academy Semester 2 (Exploration 2), or consent of department. Three hours each week.

3 semester hours

**NW 254 Cisco Networking 4** (G only) CE

An examination of Cisco IOS Software management, WAN protocols and technologies, and WAN design. Students configure Point-to-Point Protocol (PPP), Frame Relay, Network Security, Access Control Lists (ACLs), and TCP/IP. In addition, this course is the fourth in a series of four designed to help prepare students for the CCNA certification exam. This course is equivalent to CyberWATCH course CW 251. PREREQUISITE: NW 253 or completion of Cisco Academy Semester 3 (Exploration 3), or consent of department. Three hours each week.

3 semester hours

**NW 255 Cisco Advanced Routing (Cisco Networking Academy—Semester 5)**

This course initiates student preparation for Cisco Certified Network Professional (CCNP) certification. Focused on constructing scalable networks, advanced routing concepts, and the Cisco CCNP Routing Exam, it builds on materials covered in four semesters of the Cisco Certified Network Associate (CCNA) program (Montgomery College courses NW 151, NW 252, NW 253, and NW 254). Topics include scalable networks, advanced IP addressing techniques, dynamic routing, single-area and point-to-multipoint OSPF, multiarea OSPF, EIGRP, route optimization, BGP, scaling BGP, and network security. PREREQUISITE: NW 254, CCNA certification, or equivalent knowledge and consent of department. Four hours lecture, four hours laboratory each week.

6 semester hours

**NW 256 Advanced Network Security**

An examination of Advanced procedures and skills required to secure and enhance services in enterprise-class networks for teleworkers and remote sites. Topics include remote network connectivity requirements, teleworker connectivity, IPsec VPNs, frame mode MPLS implementation, Cisco device hardening, and threat defense features. This course furthers student preparation for Cisco Certified Network Professional (CCNP) certification. This course is equivalent to CyberWATCH course CW 261. **PREREQUISITE:** *NW 254 or CCNA certification or equivalent knowledge and consent of department.* 4 semester hours

**NW 257 Cisco Multi-Layer Switching (Cisco Networking Academy—Semester 7)**

This course advances student preparation for Cisco Certified Network Professional (CCNP) certification. Focused on creating Cisco scalable networks and the Cisco CCNP Switching Exam, it builds on the materials covered in four semesters of the Cisco Certified Network Associate (CCNA) program (Montgomery College courses NW 151, NW 252, NW 253, and NW 254). Topics include campus network and design models; LAN media; configuring the switch; introduction to VLANs; spanning tree protocol (STP) and redundant links; routing between VLANs; multilayer switching; hot standby routing protocol (HSRP); multicasting; and restricting network access. **PREREQUISITE:** *NW 254, CCNA certification, or equivalent knowledge and consent of department. Three hours lecture, two hours laboratory each week.*

4 semester hours

**NW 258 Cisco Internetwork Troubleshooting and Support (Cisco Networking Academy—Semester 8)**

This course completes student preparation for Cisco Certified Network Professional (CCNP) certification. Focused on Internetwork troubleshooting and support and the Cisco CCNP Support Exam, it builds on materials covered in three semesters of the CCNP program (Montgomery College courses NW 255, NW 256, and NW 257). Topics include troubleshooting methodologies; management and diagnostic tools; protocol overview; troubleshooting TCP/IP; troubleshooting in a LAN switch environment; troubleshooting VLAN issues; routing and switching process; troubleshooting frame relay; troubleshooting ISDN; Novel IPX; Apple Talk; troubleshooting EIGRP; troubleshooting OSPF; and troubleshooting BGP. **PREREQUISITES:** *NW 255, NW 256, and NW 257, or completion of Cisco Networking Academy Semesters 5, 6, and 7, and consent of department. Three hours lecture, two hours laboratory each week.*

4 semester hours

**NW 261 Managing Network Security I (G only) CE**

Focuses on the overall security processes in a network with particular emphasis on skills in the following areas: (1) security policy design and management; (2) security technologies, products, and solutions; (3) firewall and secure router design, installation, configuration, and maintenance; (4) AAA implementation using routers and firewalls; and (5) securing the network at both layer 2 and 3 of the OSI model. This course and NW 262 Managing Network Security II help prepare students to sit for the Securing Networks with Cisco Routers and Switches (SNRS) and Securing Networks with PIX and ASA (SNPA) Security Certification exams. These are two of the five exams that count toward the Cisco Certified Security Professional (CCSP) certification. In addition, Cisco Network Academy students who pass these two exams will be able to apply for Cisco Firewall/ASA Specialist status. **PREREQUISITE:** *NW 254 or CCNA certification or consent of department. Four hours each week.*

4 semester hours



### NW 262 Managing Network Security II (G only) CE

Designed for students interested in securing the network infrastructure. The Managing Network Security II course focuses on the overall security processes in a network with particular emphasis on skills in the following areas: (1) Firewall and secure router design, installation, configuration, and maintenance; (2) Intrusion Prevention (IPS) implementation using routers and firewalls; and (3) VPN implementation using routers and firewalls. This course stresses documentation, design, and installation issues, as well as laboratory safety, on-the-job safety, and working effectively in group environments. This course and NW 261 Managing Network Security I help prepare students to sit for the Securing Networks with Cisco Routers and Switches (SNRS) and Securing Networks with PIX and ASA (SNPA) Security Certification exams. These are two of the five exams that count toward the Cisco Certified Security Professional (CCSP) certification. In addition, Cisco Network Academy students who pass these two exams will be able to apply for Cisco Firewall/ASA Specialist status. **PREREQUISITE:** NW 254 or CCNA certification or equivalent knowledge and consent of department. *Four hours each week. 4 semester hours*

### NW 263 Introduction to Digital Forensics (G only) CE

Introduction to the techniques and tools of digital forensics investigations. The course emphasizes digital forensic procedures, digital forensic tools, and legal issues relating to digital forensics. Students receive step-by-step explanations on how to use the most popular forensic tools. Topics include coverage of the latest technology, including PDAs, cell phones, and thumb drives. This course includes many hands-on activities that allow students to practice skills as they are learned. This course is equivalent to Cyber WATCH course CW 170. **PREREQUISITE:** NW 127. *3 semester hours*

### NW 264 Network and Wireless Troubleshooting (G only)

Designed for students with a career goal that focuses on wireless communications, networks, and microcomputers. Students use hardware and software to be able to be computer technicians, interoperability testers, two-way radio technicians, and wireless support engineers. Students troubleshoot the computers, antennas, cellular networking in the base station, and switching center in the wireless sites. **PREREQUISITES:** NW 127, NW 140, NW 150, NW 151, and NW 170. *Three hours lecture, three hours laboratory each week. 4 semester hours*

### NW 269 Network and Wireless Technologies Internship (G only)

Internship in a professional environment related to the network and wireless technologies program. Students accumulate appropriate work experience that enriches their knowledge and expands career possibilities. Students must propose the internship on their own, but assistance is provided in developing their resume. Students maintain comprehensive records of work experience for course purposes and for seminar discussions. An internship credit requires a minimum of five hours of work experience per semester hour each week for 15 weeks and eight hours of seminar discussions each semester. Students may work five hours per week for one semester to earn 1 credit and can earn 4 credits in four semesters or may work 20 hours per week for one semester and earn four credits in a semester. **PREREQUISITES:** *Consent of department. Five to twenty hours work experience per week and eight hours of seminar discussions.*

*1-4 semester hours*

**NW 270 Information Security Capstone**  
(G only) CE

Provides a review of methods for identifying network vulnerabilities, implementing network defense, and exploring network forensics. Students have opportunities to implement a layered defense on a practical network, including using tools to analyze the vulnerabilities of a network. Additionally, students will research products that could serve as countermeasures against potential attacks, implement security features of the network's operating systems, and develop alternate solutions based upon cost and level of security required. The course also provides students with the practice skills necessary to enhance their existing network security background and prepare for Professional Security Certification(s). **PREREQUISITE:** NW 246 or consent of department. *Three hours each week. 3 semester hours*

**NW 274 Advanced Wireless Communications** (G only)

Builds on the technology taught in NW 229. The course covers advanced modulation and demodulation (amplitude, frequency, pulse, and digital), coding and decoding, channels, multiplexing and access technology, sampling techniques, PAM, TDM, CDMA, TDMA, GSM, EVDO, IPBH, DS0, DS1, DS3, OC3, OC12, microwave, cellular call flow, wireless performance such as signal level and error rate, keying, and transmission media. Students use oscilloscopes, signal generators, spectrum analyzers, and the Telecommunications Instructional Modeling System (TIMS). The course also covers Wi-Fi to include base-band, broadband, and Multi-channel Multipoint Distribution Service (MNMDS). **PREREQUISITE:** NW 229. *Four hours each week. 4 semester hours*

**NW 275 Wireless Security** (G only)

An examination of wireless security problems to include the different techniques and software used by those who want unauthorized access to a network or computer, what security methodology exists, and what equipment and software are available for wireless security. Students work in teams as network administrators trying to protect the system or as individuals attempting to penetrate the system either overtly or covertly. **PREREQUISITE:** NW 173. *Three hours each week. 3 semester hours*

**PC—Physical Science****PC 101, 102 Physical Science I and II**  
(NSLD) CE-R and T

A general course in the physical sciences to help the student understand the physical aspects of the environment. Development of a broad general understanding of basic scientific concepts for non-science majors and some familiarity with scientific materials, equipment, laboratory techniques, and procedures. Emphasizes the principles of physics, chemistry, geology, meteorology, and astronomy. *Assessment levels: EN 101/101A, MA 100/101/103. For each course, two hours lecture, two hours laboratory, two hours discussion each week.*

*4-4 semester hours***PE—Physical Education**

*Physical education courses are subdivided into general physical education and courses for professional preparation. See also courses listed under health (HE).*

*Students planning to enroll in courses involving physical activity should consider their personal health history; if they have concerns regarding strenuous activity they should discuss the course with their physician or other appropriate health practitioner.*

*A 100-level dance (DN) course may be substituted for any one-credit, 100-level PE elective.*

**General Physical Education****PE 101 Badminton**

Emphasizes learning individual skills, tactics, strategy, history, rules, and etiquette. Competitive techniques of singles and doubles play. *Assessment levels: EL 104/ EN 002, RD 095/102. Two hours each week. 1 semester hour*

**PE 103 Fencing I**

Introduction to fencing. Rules and customs. Use of the foil, its application in offense and defense for competition. *Assessment levels: EL 104/EN 002, RD 095/102. Two hours each week. 1 semester hour*

**PE 104 Fencing II**

Further study of foil fencing techniques as offered in PE 103. Stresses perfecting foil techniques and further development of fencing skills as a means of recreational enjoyment. **PREREQUISITE:** PE 103 or consent of department. *Two hours each week. 1 semester hour*

**PE 105 Beginning Golf**

Emphasis on the full swing, chipping and putting skills, rules, etiquette, and history. *Assessment levels: EL 104/ EN 002, RD 095/102. Two hours each week. 1 semester hour*

**PE 106 Intermediate Golf**

Provides for further development of individual skills in the full swing, chipping, and putting. Also covers techniques including unusual lies and creative shotmaking, rules, and etiquette. **PREREQUISITE:** *A grade of C or better in PE 105 or consent of department. Two hours each week. 1 semester hour*

**PE 110 Aerobics Fitness**

An individualized fitness program, following a nationally recognized aerobics fitness program, which leads to a high degree of fitness. Swimming, jogging, stationary cycling, treadmill walking, and racquetball will be the aerobic activities offered to meet program goals. *Assessment levels: EL 104/EN 002, RD 095/102. One hour lecture, two hours laboratory each week. 2 semester hours*

**PE 111 Martial Arts I**

Introduces self-defense techniques taken from various Asian martial arts such as karate, jujitsu, and judo. *Assessment levels: EL 104/EN 002, RD 095/102. Two hours each week. 1 semester hour*

**PE 112 Martial Arts II**

Continuation of basic exercises and terminology. Emphasis on the most popular forms of martial arts in this country, karate and jujitsu. **PREREQUISITE:** *PE 111 or consent of department. Two hours each week. 1 semester hour*

**PE 116 Tennis I**

Emphasis on learning basic skills including forehand, backhand, serve, and volley. Strategy, history, rules, and etiquette of the sport. *Assessment levels: EL 104/EN 002, RD 095/102. Three hours each week for 10 weeks. 1 semester hour*

**PE 117 Tennis II**

Review of basic strokes. Emphasis on intermediate-level skills including spin serves, overhead smash, and lob. Competitive techniques and strategy of both singles and doubles. Attention given to execution of a variety of strokes in simulated game conditions. **PREREQUISITE:** *PE 116 or consent of department. Three hours each week for 10 weeks. 1 semester hour*

**PE 129 Beginner Swimming**

The beginning skills for the nonswimmer. Designed to build confidence and develop a water-safe student. *Two hours each week. 1 semester hour*

**PE 130 Intermediate Swimming**

Designed for students who have some swimming experience. Front crawl, elementary backstroke, breaststroke, sidestroke, overarm sidestroke, and inverted breaststroke. *Two hours each week. 1 semester hour*

**PE 134 Lifeguard Training**

To teach lifeguards the skills and knowledge needed to prevent and respond to aquatic emergencies. Upon satisfactory completion of the course, the student will receive American Red Cross Certifications in Lifeguard Training, Standard First Aid, CPR for the Professional Rescuer, AED Essentials, and Prevention of Disease Transmission. **PREREQUISITES:** *Must be at least 15 years of age and must pass a swimming proficiency test on first day of class. Assessment level: RD 099/103. Two hours each week. 1 semester hour*

**PE 135 Water Exercise**

Stimulating exercises providing for optimum fitness. Water resistance for developing muscle tone, increased endurance, and figure improvement. Water buoyancy for aiding relaxation, endurance, flexibility, and figure improvement. Stress and tension release through creative exercises in shallow water. *Assessment levels: EL 104/ EN 002, RD 095/102. Two hours each week. 1 semester hour*

**PE 137 Swimming for Fitness**

An individualized exercise program to develop cardiorespiratory fitness. Training methodology and conditioning principles applied to distance swimming. Emphasis on a personalized training program. This course does not include stroke technique. **PREREQUISITE:** *Swimming proficiency. Assessment level: RD 099/103. Two hours each week. 1 semester hour*

**PE 138 Skin and Scuba Diving**

This course provides the novice with the minimum knowledge and skills necessary to participate in open water scuba diving activities without direct leadership supervision. Upon successful completion of the course requirements, the student will receive an entry-level scuba diver certification. Scuba cylinder, buoyancy compensator device, regulator, fins, mask, snorkel, and weight belt with six to eight pounds of weight will be provided. **PREREQUISITES:** *Recent physical examination and must pass a swimming proficiency test on first day of class. Assessment level: RD 099/103. Ten sessions (one hour lecture, two hours laboratory) plus field trip for open water dives.* 2 semester hours

**PE 145 Whitewater Kayak I**

Introduction to the basics of flatwater and river kayaking with rapids of moderate difficulty. Instruction covers paddling skills, equipment selection, water reading, river tactics, trip planning, safety practices, and rescue techniques. Includes three Saturday or Sunday field trips to Potomac and/or Shenandoah rivers. **PREREQUISITES:** *Basic swimming ability and water confidence. Assessment levels: EL 104/EN 002, RD 095/102. Two hours each week.* 1 semester hour

**PE 162 Soccer**

Emphasizes the basic individual skills including shooting, passing, trapping, and heading. Discussion of tactical and strategic concepts of team play and rules. *Assessment levels: EL 104/EN 002, RD 095/102. Two hours each week.* 1 semester hour

**PE 163 Touch Football and Basketball**

Individual physical skills, team play, rules, and game strategy. *Assessment levels: EL 104/EN 002, RD 095/102. Two hours each week.* 1 semester hour

**PE 165 Yoga**

This course includes exercises, postures, and breathing techniques which relieve tension, increase muscle flexibility, and promote good health. The important aspects of yoga such as concentration, body awareness, and body-mind integration will be discussed. Deep relaxation will be practiced at the end of each class. *Assessment levels: EL 104/EN 002, RD 095/102. Two hours each week.* 1 semester hour

**PE 169 Basketball**

Individual physical skills, team play, rules, and game strategy including techniques in passing, shooting, dribbling, offensive and defensive play. *Assessment levels: EL 104/EN 002, RD 095/102. Two hours each week.* 1 semester hour

**PE 173 Self-Defense for Women**

An introduction to basic self-defense skills. The course includes an exploration of escape and avoidance strategies, offensive and defensive postures, defensive techniques, and simulated attacks. The course will also examine community services available for both violence prevention and victim abuse services. Finally, fitness principles, such as strength, flexibility, and cardiovascular fitness, will be addressed, particularly in regard to the impact of personal fitness on one's ability to perform the self-defense skills the class will present. *Assessment levels: EL 104/EN 002, RD 120. Two hours each week.* 2 semester hours

**PE 174 Dance Aerobics**

Uses a combination of dance steps and exercise skills choreographed to music. Lectures on health and fitness-related topics. *Assessment levels: EL 104/EN 002, RD 099/103. One hour lecture, two hours laboratory each week.* 2 semester hours

**PE 178 Weight Training Designs for Women**

Emphasizes the design and implementation of individualized weight training programs to meet the specific muscular fitness needs and interests of women. Students will experience and evaluate the potential benefit of weight training exercises to increase lean body tissue, reduce body fat, improve bone density, and develop firmer, more efficient muscles for enhanced appearance and performance. Conditioning techniques will focus on the utilization of weight resistance machines and free weights. *Assessment levels: EL 104/EN 002, RD 099/103. Two hours each week.* 1 semester hour

**PE 183 Personal Fitness I**

An individualized self-paced fitness course with emphasis on improving the health-related components of physical fitness. Principles of conditioning will be applied to develop a personalized training program to enhance cardiovascular conditioning, strength and muscular endurance, flexibility, and body composition. *Assessment levels: EL 104/EN 002, RD 099/103. Two hours each week.* 1 semester hour

**PE 184 Personal Fitness II**

An individualized exercise program will be utilized to continue the maintenance and improvement of the health-related components of physical fitness. Includes concepts and methods associated with sustaining motivation and developing a lifestyle adherence to exercise. **PREREQUISITE:** PE 183. *Two hours each week. 1 semester hour*

**PE 186 Strength Training and Conditioning I**

Application of training principles and the development of safe and effective techniques involved in progressive resistance weight training. Free weights, resistance machines, and specific strength exercises will be utilized by the student to implement an individualized program for optimal gains in muscular strength, muscular endurance, lean body composition, and motor performance. *Assessment levels: EL 104/EN 002, RD 099/103. Two hours each week. 1 semester hour*

**PE 187 Strength Training and Conditioning II**

Research-supported techniques and training procedures are applied in the development of strength training and conditioning for sport and physical activity. Programs for absolute strength, speed strength, strength endurance, power, quickness, agility, running speed, jumping ability, anaerobic endurance, and flexibility will be planned and implemented based on personal sport or fitness interests. **PREREQUISITE:** PE 186 or consent of department. *Two hours each week. 1 semester hour*

**PE 188 Circuit Weight Training I**

Utilizes a timed sequence of weight training exercises and aerobic activities to produce gains in total fitness. Circuit training differs from traditional weight training and uses lighter weight loads with short rest periods between exercises. Participants improve muscular strength and tone, body composition, and cardiovascular endurance. *Assessment levels: EL 104/EN 002, RD 099/103. Two hours each week. 1 semester hour*

**PE 190 Rock Climbing and Outdoor Challenges**

Introduction to basic skills, techniques, equipment, and safety practices used in rock climbing and rappelling. Additional activities include initiative problems, confidence course tasks, and rope traverse events, all designed to challenge students both individually and in group situations. Students will participate in off-campus experiences at Carderock, Great Falls, and the Smith Outdoor Education Center. *Assessment levels: EL 104/EN 002, RD 099/103. Two and a quarter hours each week for 12 weeks. 1 semester hour*

**PE 192 Hiking and Backpacking**

Introduction to hiking and backpacking techniques. Discussion on equipment selection, trip planning, route finding, trail cookery, safety procedures, and emergency preparedness for wilderness travel. Emphasis placed on minimum environmental impact, travel and camping methods. Includes short hikes and one or more overnight expeditions. *Assessment levels: EL 104/EN 002, RD 099/103. Four hours each week. 2 semester hours*

**PE 195 Volleyball**

This course will teach individual physical skills, team play, rules, and game strategies for the various types of volleyball including two-person, four-person, and six-person formats. *Assessment levels: EL 104/EN 002, RD 095/102. Two hours each week. 1 semester hour*

**Courses for Professional Preparation (R only)**

*While the following courses are primarily designed for majors in physical education, they are also open to all students who are interested in a career in either education or recreation.*

**PE 200 Foundations of Elementary School Physical Education (R only)**

Emphasizes the concepts, theories, and practical application of both activity-based and movement education–based elementary school physical education programs. Material will include movement concepts, locomotor and nonlocomotor activities, manipulative skills, and skill themes. Additional topics will focus on rhythmic activities, low-organized games, educational gymnastics, and other movement experiences for early childhood and elementary school-aged children. Evaluative techniques, teaching strategies, and organizational plans will also be discussed. *Assessment levels: EL 104/EN 002, RD 120. Three hours each week. 3 semester hours*

**PE 202 Principles and Practices of Health Fitness (R only)**

Covers fundamental principles of health-related fitness. Students develop individualized programs, acquire knowledge of relevant concepts and techniques, assess fitness status, utilize a variety of fitness equipment, and participate in physical activities to promote an understanding of the value of exercise and to encourage permanent lifestyle change. *Note: Successful completion of course prepares student to sit for the American Council on Exercise (ACE) Personal Trainer Exam. Fees for the ACE exam will be the responsibility of the student. PRE- or COREQUISITE: PE 183 or consent of department. Assessment levels: EN 101/101A, MA 091, RD 120. Three hours each week. 3 semester hours*

**PE 203 Overview of Physical Education (R only)**

A contemporary orientation to the complex and diverse field of physical education for students who are preparing to enter one of the subdisciplines within the profession, for example, teacher education or exercise science. *Assessment level: EN 101/101A. Three hours each week. 3 semester hours*

**PE 213 Basketball/P.E. Majors (R only)**

Emphasis on individual skill acquisition, performance analysis, and teaching techniques. Includes basic skills, sport-specific conditioning, drills, game strategies, teaching progressions, and methods for leading safe and effective instructional activities. Course assignments include lesson and unit plan preparations with in-class practice teaching experiences. *Assessment levels: EL 104/EN 002, RD 120. One hour lecture, one hour laboratory each week.*

*1 semester hour*

**PE 220 Volleyball/P.E. Majors (R only)**

Emphasis on individual skill acquisition, performance analysis, and teaching techniques. Includes basic skills, sport-specific conditioning, drills, game strategies, teaching progressions, and methods for leading safe and effective instructional activities. Course assignments include lesson and unit plan preparations with in-class practice teaching experiences. *Assessment levels: EL 104/EN 002, RD 120. One hour lecture, one hour laboratory each week.*

*1 semester hour*

**PE 224 Tennis/P.E. Majors (R only)**

Emphasis on individual skill acquisition, performance analysis, and teaching techniques. Includes basic skills, sport-specific conditioning, rules interpretation, game tactics, teaching progressions, and methods for leading safe and effective instructional activities. Course assignments include lesson and unit plan preparations with in-class practice teaching experiences. *Assessment levels: EL 104/EN 002, RD 120. One hour lecture, one hour laboratory each week.*

*1 semester hour*

**PE 225 Badminton/P.E. Majors (R only)**

Emphasis on individual skill acquisition, performance analysis, and teaching techniques. Includes basic drills, sport-specific conditioning, rules interpretation, game tactics, teaching progressions, and methods for leading safe and effective instructional activities. Course assignments include lesson and unit plan preparations with in-class practice teaching experiences. *Assessment levels: EL 104/EN 002, RD 120. One hour lecture, one hour laboratory each week.*

*1 semester hour*

**PE 228 Group Fitness Instructor Training**  
(R and T only)

Course designed to develop skills and knowledge necessary to provide safe and effective group fitness instruction using a variety of exercise modalities. This course includes knowledge and application of training principles and exercise techniques to develop cardiorespiratory fitness, muscular strength, muscular endurance, and muscular flexibility. Scientific principles of anatomy, kinesiology, and exercise physiology are studied and applied. Instructional techniques such as effective communication, motivational skills, class design, injury prevention, cueing, and accommodations for special populations are studied and applied. Course assignments include lesson and unit plan preparations and class teaching experiences. Students successfully completing the course will have the opportunity to sit for the ACE Group Fitness Instructor Certification Exam. *Assessment levels: EN 101/101A, RD 120. One and a half hour lecture, two hours laboratory each week. 3 semester hours*

**PE 230 Advanced Weight Training: Theory and Program Design**  
(R only)

Emphasis on instructional techniques and skill development in progressive resistance strength training. Anatomical, physiological, and biomechanical principles are studied and applied to design effective programs for individuals and specific populations. Equipment considerations, maintenance, safety, organization, and injury prevention are covered in the use of free weights, resistance machines, and plyometric training methods. Students develop the skills to assess, develop, and evaluate muscular strength and endurance programs. Course assignments include in-class practice teaching experiences. *PREREQUISITES: PE 186 and PE 202, or consent of department. Three hours each week. 3 semester hours*

**PE 231 Health Fitness/PE Major Practicum** (R only)

In-service training and practical experience, totaling a minimum of 60 hours in an approved health and fitness or physical education setting. Students will meet with a full-time faculty member to develop goals and objectives for their practicum experiences, will keep a weekly journal of accomplishments, and will submit a final report analyzing their overall experiences. *PREREQUISITE: Consent of department. Combines 60 hours of practicum and faculty preceptor's meetings. 1 semester hour*

**PE 235 Fundamentals of Athletic Training/P.E. Majors** (R only)

Basic concepts and techniques in prevention, recognition, and management of common sport and exercise injuries. Course includes methods in conditioning for injury prevention, evaluation, safety, emergency procedures, taping, and reconditioning. *PREREQUISITES: BI 204 and HE 205, or consent of department. Assessment level: EN 101/101A. Three hours each week. 3 semester hours*

**PE 237 Advanced Metabolic Assessment and Program Design** (R only)

An examination of scientifically-based assessment techniques used to evaluate cardio-respiratory endurance and body composition. Principles of exercise, interpretation of assessment results, and program design are applied to develop safe, individualized exercise programs for apparently healthy individuals and special populations using American College of Sports Medicine guidelines. Safety considerations, identification of risk factors, and contradictions are emphasized. *PREREQUISITES: PE 202 and MA 091 or higher, or consent of department. Three hours each week. 3 semester hours*

**PE 238 Personal Training Techniques**  
(R only)

An examination of personal training programming concepts, training methodology, and business practices. Creative program design, motivation strategies, appropriate assessment techniques, communications and interpersonal skills, training styles, and client expectation issues are explored. Students learn various one-to-one instructional techniques appropriate for working with clients at a fitness center, in the home, and in other activity settings. Topics concerning career opportunities, role and responsibilities of trainers, recruitment and retention of clients, business ethics, promotion and marketing strategies, liability insurance, fee structures, certification, and continuing education opportunities will be addressed. Students will gain experience as an apprentice personal trainer during the course sequence. *PREREQUISITES: PE 230 and PE 237, or consent of department. Three hours each week. 3 semester hours*

**PE 240 Instructional Exercise Techniques for Older Adults (R only)**

An introduction to the essential information and specific techniques necessary for program specialists to design, lead, and supervise safe and effective exercise programs for older adults. Course emphasizes an understanding of the unique needs associated with exercise for older populations. Students will learn appropriate training methods, creative programming ideas, and specific exercise modifications that will enable adults to achieve higher levels of functional fitness and well-being. *Assessment levels: EL 104/EN 002, RD 120. Three hours lecture/discussion each week. 3 semester hours*

**PG—Photography**

Montgomery College strives to provide the most recent technology in our photography offerings, including the use of digital image capture and printing in addition to a comprehensive traditional photo education. Please contact the Communication Arts Technologies Department or the photography coordinator for the latest course offerings and curricular changes.

**PG 110 Contemporary Topics in Photography (R only)**

Variable topics in photography, presented as a result of community or student interest, to include a variety of photography-related skills or intensive study in a specific area. Topics to be announced each semester in the class schedule. *Assessment levels: MA 091, RD 099/103. Minimum 15 hours of instruction for each credit hour. May be repeated for credit. 1–3 semester hours*

**PG 150 Photography I (ARTD) (R only)  
CE**

An intensive introduction to equipment and techniques for making black-and-white photographs. Cameras, meters, film, studio techniques, and darkroom techniques are covered. Although no prior photography experience is assumed, the course moves rapidly enough that students who have had less intensive courses at other institutions will quickly be learning new material. Exercises to demonstrate basic skills in photography are performed, but the bulk of the course is dedicated to the preparation of a portfolio of mounted black-and-white prints. *Assessment levels: MA 091, RD 099/103. One hour lecture, four hours laboratory each week. 3 semester hours*

**PG 161 Introduction to Digital Photography (ARTD) (R only)**

An introduction to digital photography using digital cameras and basic image editing software. This course includes print production for making black-and-white and color photographs and studio techniques that include portrait lighting and still life photography. No prior photography experience is required. Students use digital photography for the production of a photographic portfolio. *One hour lecture, four hours laboratory each week. 3 semester hours*

**PG 201 Photography II (G and R only)**

A transition course between basic photography and advanced photography courses. Students learn control techniques resulting in high-quality negatives, digital files, slides, and prints. Students work with various format cameras and explore photographic color theory. Lighting techniques are taught in detail including studio electronic flash lighting and continuous lighting. The working methods of the professional photographer are explored in the production of a portfolio of black-and-white and color images for commercial or fine art applications. **PREREQUISITE:** PG 150, PG 161, or consent of department. *Two hours lecture, four hours laboratory each week. 4 semester hours*

**PG 210 Photojournalism (G and R only)**

Photojournalism projects in newspaper and magazine photography, photo essays, and editorial and advertising layouts. Emphasis is on narrative visual communication with photographs. **PREREQUISITE:** PG 150, PG 161, or consent of department. *Two hours lecture, three hours laboratory each week. 3 semester hours*

**PG 214 Photoshop for Graphics and Photography (R only)**

*(Also offered as GD 214. Credit cannot be received for both PG 214 and GD 214.)*

An in-depth study of digital editing as it applies to the needs of the graphics or photography student and professional. Students manipulate scanned images and digital photographs in preparation for publication layout and design, Web output, use in other software packages, or immediate output. Topics include photo-restoration, composite imaging, masking, and the adjustment and correction of images used in graphic design and photography. **PREREQUISITE:** None, but previous computer experience is necessary. *It is strongly recommended that photography majors take PG 161 prior to this course. Two hours lecture, four hours laboratory each week. 4 semester hours*



**PG 230 Advanced Image Editing and Correction (R only)**

*(Also offered as GD 230. Credit cannot be received for both PG 230 and GD 230.)*

An advanced study of digital editing and image correction as it applies to the needs of the graphics or photography student and professional. Students perform contrast and color correction on more difficult scanned images and digital photographs in an effort to gain aesthetic control of the image prior to final output. Topics also include visual and mechanical calibration of input and output devices. **PREREQUISITE:** *GD 214 or PG 214 or consent of department. Two hours lecture, four hours laboratory each week. 4 semester hours*

**PG 251 Portrait and Fashion Photography (G and R only)**

Advanced techniques for photographing people for portraits, fashion, or illustration purposes. Portrait and fashion lighting for both studio and location are covered in detail. Film or digital capture may be used. Completed assignments will be used to create a professional portfolio in both black-and-white and color. **PREREQUISITE:** *PG 201 or consent of department. Two hours lecture, three hours laboratory each week. 3 semester hours*

**PG 260 Black-and-White Materials and Processes (R only)**

A detailed examination of all aspects of black-and-white processes from exposure of the negative to final finishing of the print. Students will learn advanced tone control techniques for the production of the highest quality prints. The relationship between craft and image will be explored. Special techniques for altering the black-and-white photographic image are also covered, including special films, filters, high-contrast litho film techniques, Sabattier, hand coloring, and other special processes. The integration of appropriate technique into a personal style is stressed in the production of a professional-style portfolio. **PREREQUISITE:** *PG 201 or consent of department. Two hours lecture, three hours laboratory each week. 3 semester hours*

**PG 265 Color Materials and Processes (R only)**

Offered to advanced photography students to provide a survey of the fundamentals of color photography, including color theory and practical application of camera, film, processing, and color printing techniques. Professional applications are explored using both color transparency and color print materials through the production of a portfolio of images. **PREREQUISITE:** *PG 201 or consent of department. Two hours lecture, three hours laboratory each week. 3 semester hours*

**PG 269 Special Photography Assignment (R only)**

Offered on an individual basis to majors with advanced standing. Students may extend their in-depth studies by exploration of a particular specialization within the curriculum. **PREREQUISITE:** *Consent of curriculum coordinator and department chairperson. Hours to be assigned by chairperson. Minimum of 30 hours work per semester hour. 1-4 semester hours*

**PG 275 Business Practices and Portfolio Development (R only)**

This course surveys the usual and customary practices in the field of photography, both as salaried employment and as an independent contracting enterprise. Topics include the role of professional organizations in photographic business; staff and freelance work; self-assessment and self-marketing strategies; forms of business organization; differentiation of types of business expenses for billing purposes; estimating and pricing of photographs and photographic services; use rights fees and licensing; the design of contracts; release agreements; the ownership of photographic images and of related intellectual property; copyright; stock photography; First Amendment and privacy issues; and the new business aspects of digital imaging. Individual and group portfolio and print critiques lead to improvement in the marketability of the student's portfolio, and of the student, through strengthening of image quality and variety and improvement of job interview and portfolio presentation skills. **PREREQUISITE:** *Advanced standing (PG 201 plus one other 200-level photography course) or consent of curriculum coordinator. Three hours lecture and discussion each week, plus scheduled individual conferences. 3 semester hours*

**PG 285 Photography Internship (R only)**  
Students work for College credit in a professional photography studio, lab, or other facility. A limited number of internships are available through the department each semester, or the student may propose an internship. *PREREQUISITES: Photography majors with advanced standing and consent of the photography internship coordinator. Fifteen hours of work each week per semester, 3 semester hours; 20 hours of work each week per semester, 4 semester hours.*

3–4 semester hours

## PH—Physics

### PH 101 Introduction to Physics

A presentation of the basic concepts necessary for a student to enroll in an introductory college physics course. Topics include problem-solving techniques; application of basic mathematics; power, sinusoidal, exponential, and logarithmic functions; and force, momentum, energy, dimensional analysis, measurement, precision, and estimation. *PREREQUISITE: MA 091; concurrent enrollment in MA 100/101/103 or higher; or consent of department. One hour lecture, two hours laboratory each week.*

2 semester hours

### PH 105 Conceptual Physics (NSND)

This course introduces fundamental concepts of physics with emphasis on applications to the world around us. The course is concept oriented and does not make extensive use of mathematics. Although the course does not satisfy the requirements of professional or engineering schools, it provides familiarity with basic principles prior to enrolling in other physics courses. *Assessment levels: EN 101/101A, MA 091, RD 120. Three hours each week.*

3 semester hours

### PH 110 Sound and Light in the Arts (NSLD) (R only)

Selected topics in sound and hearing; traditional and electronic music; light and vision; lasers and holography; color theory; photography; recording and reproduction of sound and light; the broadcast media. Frequent demonstrations, occasional field trips, and guest lecturers. Laboratory work consists of further exploration of lecture-related topics by individuals or small groups. Projects are encouraged if time permits. *Assessment levels: EN 101/101A, MA 091. Three hours lecture, three hours laboratory each week.*

4 semester hours

### PH 161-262-263 General Physics I, II, and III CE-T and G for PH 161

A calculus-based general physics course, required for students majoring in engineering or one of the physical sciences.\*

**PH 161: Mechanics and Heat (NSND)**  
Fundamental laws of motion, force and energy, particle collisions, rotational mechanics, gravitation, thermodynamics, and kinetic theory. *PREREQUISITES: MA 181 and concurrent enrollment in MA 182, or consent of department. Three hours lecture, one hour discussion each week.*

3 semester hours

**PH 262: Electricity and Magnetism (NSLD)**  
Coulomb's Law, electric fields, Gauss' Law, direct current and alternating current circuits, magnetic fields, the laws of Ampere and Faraday, and electromagnetic waves. Laboratory exercises also develop familiarity with electrical measuring instruments. *PREREQUISITES: A grade of C or better in both PH 161 and MA 182 and concurrent enrollment in MA 280 or MA 282, or consent of department. Three hours lecture, three hours laboratory, one hour discussion each week.*

4 semester hours

**PH 263: Waves, Optics, and Modern Physics (NSLD)**  
Physical and geometrical optics, quantum mechanics, selected topics in nuclear physics, solid state physics, and related fields. *PREREQUISITE: A grade of C or better in PH 262 or consent of department. Three hours lecture, three hours laboratory, one hour discussion each week.*

4 semester hours

### PH 203-204 General Physics I and II (non-engineering) (NSLD)

Fundamental concepts and laws of physics with emphasis on principles and development of scientific methods applied to physical relationships. Less emphasis is placed on mathematics than in PH 161-262-263, and concurrent enrollment in calculus courses is, therefore, not required. This course includes topics such as mechanics, heat, sound, electricity and magnetism, light, and modern physics. Credit is given for the successful completion of PH 203 whether PH 204 is taken or not. *PREREQUISITES: PH 203 for PH 204 and knowledge of trigonometry, or consent of department. Assessment levels for PH 203: EN 101/101A, MA 100/103, RD 099/103. Three hours lecture, four hours laboratory/discussion each week.*

4–4 semester hours

## PL—Philosophy

### PL 180 **Morality and Contemporary Law** (HUMD)

An examination of some social issues that seem to be of current interest from the legal/ethical viewpoint, e.g.: privacy, crime and punishment, civil and human rights, victimless crimes, police and court practice, sexual and medical practice, freedom and authority. An attempt will be made to view these contemporary problems in a historical perspective. The student is encouraged and expected to know facts, think logically, and develop an independent sense of critical judgment. **PREREQUISITE:** *One course in philosophy, political science, or sociology, or consent of department.* *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week. 3 semester hours*

### PL 190 **Elementary Logic and Semantics** (HUMD)

An introductory study of logic and language, intended to increase the student's ability to use language with precision and to reason correctly. Topics include the logic of science and the principles of induction and deduction. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week. 3 semester hours*

### PL 201 **Introduction to Philosophy** (HUMD)

Introduction to philosophical analysis of the problem of knowledge, the problem of reality, and the problem of the good. Major philosophical attitudes of Western civilization are introduced. Special attention is paid to some of the philosophical implications of contemporary natural and social science. The basic themes of the course are that the major questions philosophy deals with are present in the lives of all persons; that we must clarify the questions, if possible, before we try to answer them; and that the basic questions are always concerned with the nature and meaning of human existence. **PREREQUISITE:** *Second-year standing or consent of department.* *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week. 3 semester hours*

### PL 202 **Introduction to the Study of Ethics** (HUMD)

Covers contemporary ethical issues in public policy and personal conduct. Topic areas may include bioethics and medicine; inequality and discrimination; justice and punishment; information ethics; environmental ethics; or other areas. Practical issues in these areas will be discussed in relation to ethical theories. Various ethical perspectives will be critically examined. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week. 3 semester hours*

### PL 203 **Introduction to the Study of Religion** (HUMD[M])

Discusses theories of the source of religion and examines representative Eastern and Western religions. Philosophical implications of the presence of religion in human life will be explored. *Assessment levels: EN 101/ 101A, MA 100/101/103, RD 120. Three hours each week. 3 semester hours*

### PL 205 **Philosophy in Literature** (HUMD)

Reading and philosophical criticism of novels and plays containing ideas significant for ethics, metaphysics, religion, and social policy. Particular attention will be given to modern writers. **PREREQUISITE:** *Second-year standing or consent of department.* *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week. 3 semester hours*

### PL 207 **Women in Philosophy I** (HUMD[M])

Introduces the student to the contributions by women in philosophy from ancient times through the Middle Ages. The course provides a critical examination of their philosophic views and explores philosophical issues such as oppression, morality, the meaning of equality, and the role of the family. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### PL 208 **Women in Philosophy II** (HUMD[M])

Introduces the student to the contributions by women in philosophy in modern and contemporary times. The course provides a critical examination of their philosophic views and explores philosophical issues such as oppression, morality, the meaning of equality, and the role of the family. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**PL 210 Asian Thought**

Explores the philosophical, mythical, and religious thought of the traditions of the East, examining secular thought and religious convictions and studying their influence on each other. Buddhism, Hinduism, Shintoism, Taoism, Confucianism, and other substantive thought systems, as well as some indigenous religions, will be discussed. Each tradition's views of nature, society, self, deity, and afterlife will be studied; attention will be paid to the roles of women and/or minority groups within the traditions. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week.*

*3 semester hours*

**PL 211 Western Religions**

Explores the philosophical, mythical, and religious thought of the traditions of the West. Judaism, Christianity, and Islam, as well as some indigenous religions, will be discussed. Each tradition's views of nature, society, self, deity, and afterlife will be studied; attention will be paid to the roles of women and/or minority groups within the traditions. *Assessment levels: EN 101/101A, MA 100/101/103, RD 120. Three hours each week.*

*3 semester hours*

**PO—Polysomnography****PO 101 Anatomy and Physiology for Polysomnography (T only)**

Detailed study of the integrated structure and function of the cardiopulmonary and neuromuscular systems as they relate to sleep pathology. The origin and interpretation of the electrical signals generated throughout the body that reflect states of awareness and sleep are introduced. Structural and physiological control of breathing and physiological manifestations of respiratory disorders that affect sleep are discussed. *PRE- or COREQUISITES: CA 120, HI 126, PY 102 and consent of department. Assessment levels: EN 101/101A, RD 120. Three hours lecture, three hours laboratory each week.*

*4 semester hours*

**PO 102 Introduction to Polysomnography (T only)**

An introduction to the profession of sleep medicine and the roles and responsibilities of the polysomnographic technologist. Therapeutic communication skills, patient assessment, and legal/ethical considerations of medical records and patient care are studied from a multicultural perspective. Evidence-based practice models are introduced. *PREREQUISITES: PO 101 and consent of department. COREQUISITES: PO 103, PO 104, and PO 105. Three hours each week.*

*3 semester hours*

**PO 103 Sleep Disorders (T only)**

A comprehensive study of sleep disorders inclusive of a comparison of the normal sleep architecture with that of the more common sleep and arousal disorders. Included are the relationships of physical and psychiatric disorders and the effects of various medications on sleep patterns and electrophysiological manifestations on the polysomnogram. *PREREQUISITES: PO 101 and consent of department. COREQUISITES: PO 102, PO 104, and PO 105. Three hours each week.*

*3 semester hours*

**PO 104 Polysomnography I (T only)**

An introduction to the theory and practice of polysomnography. Preparation of patients and equipment, as well as equipment selection, for the desired testing procedures will be discussed. Instrumentation and refinement of tracings via EEG, EOG, ECG, and EMG will be introduced. *PREREQUISITE: Consent of department. COREQUISITES: PO 102, PO 103, and PO 105. Two hours lecture, three hours laboratory each week.*

*3 semester hours*

**PO 105 Clinical Practicum I (T only)**

A supervised introductory clinical practicum in area sleep laboratories. Students apply the concepts learned in PO 104 and other courses as they interview patients, explain procedures, attach polysomnography equipment to patients, and perform basic polysomnographic studies under the watchful eyes of preceptors and faculty. *PREREQUISITE: Consent of department. COREQUISITES: PO 102, PO 103, and PO 104. Nine hours practica each week.*

*3 semester hours*

**PO 201 Polysomnography II (T only)**

Advanced theory and practice of polysomnography. Includes advanced monitoring techniques such as bi-level PAP, parasomnia, and seizure investigation. Emphasis is placed on obtaining and scoring a quality polysomnogram. **PREREQUISITES:** PO 104, PO 105, and consent of department. **COREQUISITE:** PO 202. *Three hours lecture, three hours laboratory each week. 4 semester hours*

**PO 202 Clinical Practicum II (T only)**

The final clinical course before completion of the certificate and application for licensure. Students have supervised practice in area sleep centers to practice the full realm of sleep diagnostic testing. **PREREQUISITES:** PO 104, PO 105, and consent of department. **COREQUISITE:** PO 201. *Twelve hours practica each week. 4 semester hours*

**PR—Printing Technology****PR 115 Introduction to Bindery and Finishing**

This course is designed to provide students with a basic understanding of paper, its manufacturing properties and relationship to ink, printing, binding, and other operations. Emphasis will be placed on the basic paper terms, paper classifications, standard sizes, weights, and general mathematical concepts needed for estimating paper accurately. Laboratory practices will provide students with hands-on skills in the operation of power cutters, setup and operation of right angle folders, scoring and perforating sheets, plus various methods of binding in the finishing process. *One hour lecture, four hours laboratory each week. 3 semester hours*

**PR 116 Principles of Offset Presses I (R only)**

Introduction to fundamentals of offset duplicator, offset press duplicator, and offset press operation. The course will emphasize routine maintenance and safety procedures as well as hands-on experience in set-up operations and procedures required to operate offset duplicator presses. *One hour lecture, four hours laboratory each week. 3 semester hours*

**PR 130 Introduction to QuarkXPress (R only)**

This course offers an introduction to the page layout and design application QuarkXPress. Topics include tools and procedures used for creating page elements, procedures for document construction, importing graphics and text, use of spot colors, color builds, and color separations for print production. Additional topics may include an introduction to use of an imagesetter, color proofing procedures, trapping, and preflighting. **PREREQUISITE:** *None, but previous computer experience recommended. Four hours each week. 4 semester hours*

**PR 131 Photoshop Digital Production for Printing and Publishing I (R only)**

Entry-level course using Adobe Photoshop production techniques to process digital images for printing and publishing. Students color correct digital images for printing, Web publishing, and other electronic media. Topics include retouching, sharpening, and color management. Prepare images for printing on desktop printers, printing presses, and high-resolution digital printing equipment. *Four hours each week. 4 semester hours*

**PR 141 Illustrator Print Production (R only)**

Technical production course using Adobe Illustrator to prepare and correct vector files for high-resolution print output. Students produce basic vector files and correct pre-existing files for efficient print processing. Topics include color separation, trapping, and preflight file preparation in a print production workflow. **PREREQUISITE:** *None, but previous computer experience recommended. Four hours each week. 4 semester hours*

**PR 171 Introduction to Desktop Publishing (R only)**

Designed to expose students to the latest program for document layout and digital page assembly. The course will introduce students to desktop publishing, principles of typography, and page design elements used by professional desktop publishers, electronic imagers, and other professionals. The course incorporates the creation, manipulation, and application of scanned images, illustrations, clip art, and type to create flyers, newsletters, brochures, and magazines for reproduction on printing presses and other output devices. Previous computer experience strongly recommended. *Please check schedule for current software taught. Four hours each week.* 4 semester hours

**PR 212 Planning and Estimating (R only)**

Preparation of budgets and the specification of materials and processes based on job descriptions. Relationships of quality control and standardization to cost effectiveness. Cost analysis of processes and materials with emphasis on estimating and forecasting. PREREQUISITES: PR 116 and PR 171, or consent of department. *Three hours each week.* 3 semester hours

**PR 216 Principles of Offset Presses II (R only)**

Continuation of PR 116 with emphasis placed on the printing of black-and-white line and halftone work, various forms of job work, and registration of spot color and multiple color work on duplicator presses. Additional instruction will be given in the relationship of lithographic plates, ink, and paper. The operation of larger sheet-fed presses and their systems will be introduced. Students will be required to run and submit projects for evaluation. PREREQUISITE: PR 116 or consent of department. *One hour lecture, four hours laboratory each week.* 3 semester hours

**PR 221 Production Management (R only)**

Systems in managing printing production including the forecasting, planning, scheduling, routing, and controlling of actual production work. Students have the opportunity to coordinate with other areas within the Communication Arts Technologies Department simulating actual production management. *One hour lecture, four hours laboratory each week.* 3 semester hours

**PR 232 Photoshop Digital Production for Printing and Publishing II (R only)**

Advanced course using Adobe Photoshop production techniques. Students use advanced masking techniques with professional color correction to process digital images to meet the needs of the printing and publishing industry. Images will be output to high-resolution digital proofing and printing equipment. PREREQUISITE: PR 131 or consent of department. *Four hours each week.* 4 semester hours

**PR 272 Desktop Publishing II (R only)**

Continuation of PR 171. Students will broaden their skills in the creation of electronic page assembly by learning how to use advanced features of the page assembly software application. Topics include but not limited to: fine-tuning of documents such as spacing, alignment, file formatting, color management, imposition, trapping, color separations, and exporting. PREREQUISITE: PR 171 or consent of department. *Four hours each week.* 4 semester hours

**PR 278 Special Topics in Printing Technology (R only)**

This course is designed to give students the opportunity to extend their knowledge in individual areas of study. Offered on an individual or group basis to printing majors with advanced standing. PREREQUISITE: Consent of curriculum coordinator or department. *Minimum of 30 hours work per semester credit hour. May be taken for variable credit during one semester only as determined by the coordinator for a maximum of 4 semester hours.* 1–4 semester hours

**PR 281 Printing Internship (R only)**

Students work for college credit in the printing industry. A limited number of internships are available through the department each semester, or the student may propose an internship. Prior work experience may be considered. PREREQUISITES: *Printing management majors with advanced standing and consent of the printing internship coordinator. May be repeated for a total of 4 semester hours.* 1–4 semester hours

## PS—Political Science

### PS 101 American Government (BSSD) CE-T

Structure, powers, and processes of the American political system: executive, legislative, and judicial branches; civil liberties, federalism, democratic patterns and backgrounds, public opinion, pressure group politics, political parties, constitutional mechanisms, and administrative establishment; foreign and domestic policy. Emphasis on national level. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### PS 102 State and Local Government (BSSD) CE-T

Powers, organization, and functions of state and local governments; case studies. Emphasis on the governments of the state of Maryland and of Montgomery County. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### PS 105 Introduction to Political Science (BSSD)

Basic principles and concepts of political science. Scope and methods of political science, nature and purposes of the state; government, its organization and functions; politics, elections, parties, pressure groups, international relations, and political thought. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### PS 121 Political Ideologies (BSSD[M])

A survey and analysis of leading ideologies of the modern world such as anarchism, nationalism, fascism and national socialism, classical liberalism and conservatism, Fabian socialism, Marxism-Leninism, and liberal democracy. Some consideration of current extremist ideologies of both left and right. Examination of the nature and function of ideologies in political movements and in governance. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### PS 201 Comparative Politics and Governments (BSSD[M]) CE-R

This course introduces students to the comparative study of politics and governments. Topics include political culture, participation, government structures, and public policies. The course compares historical processes and current issues facing countries domestically and internationally. Selected countries from both the developed and developing worlds illustrate broader concepts and provide practice in comparative political analysis. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### PS 203 International Relations (BSSD[M]) CE-R

Critical analysis of international problems. A survey of the concepts and problems of sovereignty and nationalism as well as the successes and failures of international institutions and organizations. Special attention given to the role of the United Nations in today's world and to contemporary situations that affect world politics. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### PS 210 Race and Ethnicity in U.S. Politics (BSSD[M])

Examines the role of race/ethnicity in the American political system. Themes discussed include the social construction of race; the concept of racial hierarchy; racial/ethnic origins of political institutions (e.g., the Constitution); minority representation; the relationship among race, racism, and public/foreign policy; immigration and citizenship; and the role of race in campaigns. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### PS 241 Western Political Thought (BSSD)

Surveys Western political thought from Plato to Foucault. The course critically examines the contributions of political theorists both ancient and modern, especially major ideas that have shaped modern democratic societies. The course also explores challenges posed by Marxist, feminist, and postmodern theorists and focuses on values and concepts that underlie political discourse: *power, legitimacy, change, freedom, equality, and justice. Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**PS 250 Introduction to International Conflict Resolution**

Introduction to the design, management, theory, and analysis of international conflict. The course explores the nature of international conflict and the combination of psychological, social, anthropological, political, and legal strategies that can be used to resolve such conflict. *Assessment levels: EN 101/101A, RD 120.* 3 semester hours

**PS 260 Politics in Action CE-R**

A fieldwork course in politics. Approximately one-half of the semester is devoted to an activity such as preparing a legislative proposal, monitoring the progress of a bill, lobbying, or campaigning; the other half of the semester is spent in research, report writing, and seminar-style presentation and discussion of individual fieldwork projects. *PREREQUISITE: Consent of department. Assessment levels: EN 101/101A, RD 120. Hours per week vary.* 3 semester hours

**PS 282 Politics of the Third World (BSSD[M]) (R only)**

Explores the domestic, regional, and international politics of the developing world. The course covers political institutions; processes; challenges common to many states in Africa, Asia, Latin America, and the Middle East; and regional differences. Topics include colonialism, the environment, development, nationalism, democratization, and globalization. *Assessment levels: EN 101/ 101A, RD 120. Three hours each week.* 3 semester hours

**PT—Physical Therapist Assistant****PT 101 Introduction to Physical Therapy (T only)**

This course provides an introduction and orientation to the field of physical therapy. Course includes historical background, medical-professional ethics and conduct, the role of physical therapist assistant as part of the health care team, and orientation to psychological and social needs of the ill and disabled. *PREREQUISITE: Admission to the physical therapist assistant program or consent of program coordinator. Assessment levels: EN 101/101A, RD 120. One hour each week.*

1 semester hour

**PT 102 Basic Health Skills for the Physical Therapist Assistant (T only)**

Instruction in basic health skills used in physical therapy, including anatomical and movement terminology, and chemical, mechanical, and physical principles relative to body function. Skills and practice in body mechanics, patient positioning and transfers, gait training, bandaging, vital signs, and medical asepsis also included. *PREREQUISITE: Admission to the physical therapist assistant program or consent of program coordinator. Assessment levels: EN 101/101A, RD 120. One hour lecture, two hours laboratory each week.* 2 semester hours

**PT 103 Therapeutic Procedures I (T only)**

This course presents therapeutic modalities used by physical therapist assistants, including therapeutic use of heat and cold, massage, and hydrotherapy. *PRE- or COREQUISITE: PT 102 or consent of program coordinator. One hour lecture, two hours laboratory each week.* 2 semester hours

**PT 105 Kinesiology (T only)**

This course is a study of human muscular movement. The sensation of balance, proprioception, body awareness, and muscular tension of parts of the body as perceived through nerves, muscles, joints, and tendons will be discussed. *PREREQUISITES: BI 204, PT 102, and PT 103, or consent of program coordinator. PRE- or COREQUISITE: BI 205. Two hours lecture, two hours laboratory each week.* 3 semester hours

**PT 110 Therapeutic Procedures II (T only)**

Therapeutic exercise as applied to physical therapy and basic principles of exercise and posture will be presented. Students will utilize principles of kinesiology and will attain skills so they can develop and evaluate basic programs of exercise, gait training, and posture. Beginning skills for developing programs to remedy specific postural abnormalities, muscle weaknesses, and joint limitations will be emphasized. *PREREQUISITES: BI 204, PT 101, PT 102, and PT 103, or consent of program coordinator. COREQUISITE: BI 205. One hour lecture, two hours on-campus laboratory each week.* 2 semester hours



**PT 111 Clinical Practicum I (T only)**

This course consists of beginning supervised clinical experiences in a physical therapy setting. The student will practice skills learned in previous courses on actual patients under the supervision of a licensed physical therapist or a licensed physical therapist assistant. **PREREQUISITE:** *PT 110 or consent of program coordinator.* **COREQUISITE:** *BI 205.* *This course consists of 160 hours in a clinical setting.*

3 semester hours

**PT 112 Pathology for the Physical Therapist Assistant (T only)**

This course includes general pathology with emphasis on the study of diseases and disorders most commonly seen in physical therapy practice. Diseases of the musculoskeletal, nervous, and cardiopulmonary systems as well as metabolic disorders will be emphasized. **PREREQUISITES:** *Admission to the physical therapist assistant program or consent of program coordinator; BI 204.* **PRE- or COREQUISITE:** *BI 205.* *Two hours each week.*

2 semester hours

**PT 201 Medical Reporting for the Physical Therapist Assistant (T only)**

This course will instruct the student in the principles of medical reporting, including the ability to abstract pertinent information from actual medical records. The writing of patient progress notes in standardized formats and medical terminology is emphasized. **PREREQUISITE:** *Admission to the physical therapist assistant program or consent of program coordinator.* *Assessment levels: EN 101/101A, RD 120.* *Three hours lecture/discussion each week.*

3 semester hours

**PT 208 Therapeutic Procedures III (T only)**

This course introduces further treatment modalities utilized in physical therapy including traction, intermittent pressure pumps, and use of electrical currents. Specific conditions requiring use of these treatment modalities will be presented, and contraindications and special precautions for their use will be discussed. Procedures for documentation of patient care will be included. **PREREQUISITES:** *BI 205 and PT 111, or consent of program coordinator.* **COREQUISITES:** *PT 201 and PT 212.* *One hour lecture, two hours laboratory each week.*

2 semester hours

**PT 209 Clinical Practicum II (T only)**

This course consists of more extensive supervised clinical experiences in a physical therapy setting. The student will practice more advanced skills learned in physical therapist assistant courses. **PREREQUISITES:** *PT 201, PT 208, and PT 212, or consent of program coordinator.* *This course consists of 160 hours in a clinical setting.* 3 semester hours

**PT 211 Rehabilitation Procedures (T only)**

This course is a continuing study of physical therapy skills including the anatomy and physiology of exercise and its principles and applications to common orthopedic conditions. Included is the study and application of manual muscle testing, progressive resistive exercise, stretching, and isokinetics. There is an emphasis on physical therapy appropriate for orthopedic diseases and disorders that affect all age groups. **PREREQUISITE:** *PT 209 or consent of program coordinator.* *Three hours lecture, four hours on-campus laboratory each week.*

5 semester hours

**PT 212 Psychological Aspects of Therapy for the Physical Therapist Assistant (T only)**

This course focuses on the psychological reactions and behavioral changes in patients and their families. Techniques of effective interaction between the medical health worker and the patient will be emphasized. **PREREQUISITES:** *Admission to the physical therapist assistant program or consent of program coordinator; PY 102.* *Three hours each week.*

3 semester hours

**PT 213 Therapeutic Procedures IV (T only)**

This course will acquaint the student with rehabilitation of patients with specific diseases and disabilities. Included are techniques used for spinal cord injuries and cerebrovascular accidents. Care of other neurological disorders, amputees, prosthetics and orthotics, burn care, pediatrics, and chest physical therapy are studied. The student will be introduced to geriatric rehabilitation, as well as rehabilitation necessary for sports-related injuries. **PREREQUISITE:** *PT 209 or consent of program coordinator.* *One hour lecture, two hours laboratory each week.*

2 semester hours

**PT 214 Clinical Practicum III (T only)**

Clinical experience in the program is continued with comprehensive performance stressed. During this course, the physical therapist assistant develops competency in procedures and skills while assuming beginning responsibilities in a physical therapy department. **PREREQUISITES:** *PT 209, PT 211, and PT 213, or consent of program coordinator. This course consists of 240 hours in a clinical setting.*

*5 semester hours*

**PY—Psychology****PY 102 General Psychology (BSSD)**

Introduction to the fields and research methods of psychology, including such topics as biological bases of behavior, human development, perception, learning, mental disorder, and social behavior. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

*3 semester hours*

**PY 203 Human Growth and Development During the Life Span**

Studies the life span; data, concepts, theories, and methods of contemporary psychology by focusing on the physical, intellectual, and social development of human behavior from conception through late adulthood. **PREREQUISITE:** *A grade of C or better in PY 102, or consent of department. Three hours each week.*

*3 semester hours*

**PY 204 Introduction to the Psychology of Personality**

An introduction to the psychology of human personality including topics such as personality theories, adjustment, personality description, and assessment. **PREREQUISITE:** *A grade of C or better in PY 102, or consent of department. Three hours each week.*

*3 semester hours*

**PY 206 Psychology of Human Sexuality**

An introduction to the study of the psychology of human sexuality including the study of human sexual behavior, sexual attitudes, sexual motivation, sex roles, relation between sexual behavior and attitudes and personality characteristics, sexual variance, sexual problems, etc. **PREREQUISITE:** *A grade of C or better in PY 102, or consent of department. Three hours each week.*

*3 semester hours*

**PY 207 Psychology of Women**

An introduction to the issues and research in the psychology of women. Topics include biological and social factors, gender roles, sex differences and similarities, mental health, pregnancy, menstruation, menopause, work, women of color, love relationships, and sexuality. **PREREQUISITE:** *A grade of C or better in PY 102, or consent of department. Three hours each week.*

*3 semester hours*

**PY 211 Social Psychology**

An introduction to the field of social psychology emphasizing the experimental and the experiential approach. Various theoretical orientations and relevant research are considered covering such topics as group structures and group processes, formation, measurement and changing of attitudes (including prejudice), communication and persuasion, leadership, interpersonal relations, and social influence. **PREREQUISITE:** *A grade of C or better in PY 102, or consent of department. Three hours each week.*

*3 semester hours*

**PY 213 Criminal and Legal Psychology**

Aspects of psychology that specifically relate to police work. Applications of current research about law enforcement, juvenile behavior, and witness credibility. Special police problems, including the relation of mental illness and mental retardation to crime. **PREREQUISITE:** *A grade of C or better in PY 102, or consent of department. Three hours each week.*

*3 semester hours*

**PY 215 Child Psychology**

Emotional, intellectual, social, physiological, and cognitive growth of the child based on pertinent psychological principles, research findings, and methodology. Critical periods in maturation and learning. **PREREQUISITE:** *A grade of C or better in PY 102, or consent of department. Three hours each week.*

*3 semester hours*

**PY 216 Adolescent Psychology**

The interaction of physical, intellectual, emotional, and environmental forces as they influence the psychological functioning of the adolescent. Theories and research findings as they relate to adolescent adjustment. **PREREQUISITE:** *A grade of C or better in PY 102, or consent of department. Three hours each week.*

*3 semester hours*

*Courses designated with an M after the name fulfill the General Education global and cultural perspectives requirement.*

*Common course outcomes for most courses can be found online at [www.montgomerycollege.edu/courses](http://www.montgomerycollege.edu/courses).*

**PY 221 Introduction to Abnormal Psychology**

Provides an introduction to and understanding of behavior disorders and insight into the personality of the disturbed person. Symptoms, contributing factors, treatment, diagnosis, and classification of the mentally ill and the mental defective, as well as the maladjusted person, will be studied. Roles of various members of the mental health team in the prevention, analysis, and rehabilitation of disturbed individuals will be discussed. PREREQUISITE: *A grade of C or better in PY 102, or consent of department. Three hours each week.*

*3 semester hours*

**PY 224 Cultural Psychology**

Study of psychological principles, theory, and research through exploration of cultural differences and similarities, both within and across cultures. Topics include the interplay between culture and developmental processes, cognition, emotion, communication, gender, personality development, psychopathology, and social behavior. PREREQUISITE: *A grade of C or better in PY 102, or consent of department. Three hours each week.*

*3 semester hours*

**PY 227 Educational Psychology**

Studies the principles of psychology that relate to the teaching-learning process. Topics include theories of learning and cognitive development, motivation, methods and media of instruction, individual differences, measurement, and evaluation. PREREQUISITE: *A grade of C or better in PY 102, or consent of department. Three hours lecture/discussion each week.*

*3 semester hours*

**RD—Reading**

*RD 101–103 are part of the American English Language Program (AELP); see page 61 for an overview of this program.*

**RD 095 College Reading Skills I**

This course is recommended for native speakers of English. It is the first in a sequence of courses designed to develop academic reading skills. The emphasis is on improving basic abilities to read and understand long, complex passages, applying reading strategies, and beginning to apply critical reading skills. Skills range from vocabulary development, identifying and inferring main ideas, supporting details, and patterns of organization in expository and literary text, to differentiating fact from opinion, and recognizing purpose and tone.

PREREQUISITE: *Accuplacer score between 53 and 65. Five hours each week plus additional reading laboratory requirements.* *No credit*

**RD 099 College Reading Skills II**

This course is the second in a sequence of courses designed to develop academic reading skills. The emphasis is on improving the abilities to read and understand college textbooks. Skills include study skills, dictionary use, context clues, note-taking techniques, test taking, and listening skills. Recommended for native speakers of English. PREREQUISITE: *Successful completion of RD 089/095 or appropriate reading level score on assessment test. Lecture hours will be used for calculating student load and tuition. Three hours each week plus a minimum of one hour each week in the reading laboratory. No credit*

**RD 101 Reading for Non-Native Speakers I**

The first required course for American English Language Program (AELP) students in a sequence of three courses designed to teach academic reading of American English. Emphasis on beginning college skills required for success in college content courses, including vocabulary development, words in context, paragraph comprehension, test- and note-taking, and dictionary use. PREREQUISITE: *Placement by testing required by the College of non-native speakers of English. For computation of tuition this course is equivalent to five semester hours. Five hours each week. Additional laboratory required.* *3 semester hours*

**THREE CREDITS. NOT APPLICABLE TO A DEGREE OR CERTIFICATE. MAY NOT BE USED TO SATISFY DEGREE REQUIREMENTS.**

### **RD 102 Reading for Non-Native Speakers II**

The second required course in the reading sequence for AELP students continues the teaching of academic reading of American English begun in the first course. Emphasis on intermediate college skills required for success in content courses, including vocabulary development, critical thinking, paragraph and essay comprehension, textbook and media analysis, test- and note-taking, and dictionary use. **PREREQUISITE:** *RD 101 with a grade of C or better or placement by testing required by the College of non-native speakers of English. For computation of tuition this course is equivalent to five semester hours. Five hours each week. Additional laboratory required.* 3 semester hours

**THREE CREDITS. NOT APPLICABLE TO A DEGREE OR CERTIFICATE. MAY NOT BE USED TO SATISFY DEGREE REQUIREMENTS.**

### **RD 103 Reading for Non-Native Speakers III**

The third required course in the reading sequence for AELP students continues the teaching of academic reading of American English presented in the preceding two courses. Emphasis on the advanced college skills required for success in content courses, including advanced paragraph and essay comprehension, critical reading, textbook and media analysis, and rhetorical patterns. **PREREQUISITE:** *RD 102 with a grade of C or better or placement by testing required by the College of non-native speakers of English. For computation of tuition this course is equivalent to five semester hours. Five hours each week. Additional laboratory required.* 3 semester hours

**THREE CREDITS. NOT APPLICABLE TO A DEGREE OR CERTIFICATE. MAY NOT BE USED TO SATISFY DEGREE REQUIREMENTS.**

### **RD 120 Reading and Study in College Content Areas**

This credit course is designed to develop reading skills in content areas. The emphasis is on the transfer and practical application of previously learned reading and study skills to print and visual material commonly assigned in college course work. Materials selected will be field-specific and will focus on such skills as recognizing organizational patterns, main ideas and support, use of textbook aids, reasoning patterns, systems for reading and lecture note-taking, and content-specific methodology. Recommended as an option for students enrolled in entry-level college courses. **PREREQUISITE:** *Successful completion of RD 099 or RD 103, or appropriate reading level score on assessment test, or RD 095 with a grade of A and consent of department and concurrent enrollment in an academic course. Three hours each week supplemented with laboratory hours.* 3 semester hours

### **RD 238 Methods of Teaching Reading in the Secondary Content Areas, Part I**

This course, designed for current and prospective secondary educators, covers the essentials of the reading processes necessary for secondary students to become proficient readers. Students will investigate five areas: types of reading, assessment, reading skills, reading instruction, and motivation for reading. This course meets the Maryland State Department of Education's reading requirement for secondary educators. **PREREQUISITE:** *Successful completion of one year of college-level English, or consent of department.* 3 semester hours

### **RD 239 Methods of Teaching Reading in the Secondary Content Areas, Part II**

This course, designed for current and prospective secondary educators, focuses on teaching secondary students to learn from text. Students will apply theories, strategies, and practices in classroom lessons. The course introduces three areas: types of reading, reading skills, and instruction that integrates content with reading goals. This course meets the Maryland State Department of Education's reading requirement for secondary educators. **PREREQUISITE:** *RD 238 or consent of department.* 3 semester hours

## RT—Radiologic (X-Ray) Technology

### RT 101 Radiologic Technology I (T only) CE

An introductory course to the science of medical radiographic exposure techniques. Topics such as X-ray formation, X-ray interaction with matter, components necessary for image formation, automatic processing, densitometry, radiation protection, scatter radiation, factors controlling scatter radiation, digital/computed radiology, and mobile radiography will be covered. In addition, basic atomic structure and fundamental physics will be covered at the start of the course to ensure the student has a basic foundation upon which to build. **PREREQUISITE:** *Admission to the radiologic (x-ray) technology program or consent of program coordinator.* **PRE- or COREQUISITE:** *Mathematics foundation. Assessment levels: EN 101/101A, RD 120. Three hours lecture, two hours laboratory each week. 4 semester hours*

### RT 102 Radiologic Technology II (T only) CE

A continuation of RT 101 with the presentation of more complex theories to further the knowledge of the student. A correlated laboratory will aid the student in synthesizing the material presented in class. Topics covered will be radiation safety and protection, X-ray machinery circuitry and design, analysis of common machine malfunctions and simple repairs, digital and computed radiography, and fluoroscopy. In addition, basic electronic theory will be presented so that the student will be able to understand the different circuits and functions of the circuits in modern X-ray. **PREREQUISITES:** *A grade of C or better in mathematics foundation and RT 101, or consent of program coordinator. Three hours lecture, two hours laboratory each week. 4 semester hours*

### RT 111 Radiographic Positioning I (T only) CE

Covers knowledge and skills necessary to produce quality radiographs. Students relate the theoretical concepts to actual laboratory demonstration for the chest, abdomen, upper and lower extremities. Students develop and demonstrate appropriate positioning, technical and communication principles. Supplemental radiographic views and adjustments necessary to compensate for patient and pathological limitations are introduced. **PREREQUISITE:** *RT 119 or consent of program coordinator.* **COREQUISITES:** *RT 101 and RT 120. Two hours lecture, two hours laboratory each week. 3 semester hours*

### RT 112 Radiographic Positioning II (T only) CE

Theoretical concepts and actual laboratory demonstration for the contrast studies of the urinary and digestive tracts, femur, pelvis, and complete spine. The essentials of contrast media, contrast reactions, venipuncture, and surgical procedures are studied, and skills specific to these objectives are performed in a simulated environment. Students continue to develop and demonstrate appropriate positioning, technical and communication principles. Supplemental radiographic views and adjustments necessary to compensate for patient and pathological limitations are discussed. **PREREQUISITE:** *RT 111 or consent of program coordinator.* **COREQUISITES:** *RT 102 and RT 124. One hour lecture, two hours laboratory each week. 2 semester hours*

### RT 119 Clinical Radiology I (T only) CE

Provides the radiology student with the clinical instruction essential to the actual practice of radiography. As an introduction to the medical profession, this course explores radiology's role in health care. Patient care, vital signs, sterile and aseptic technique, transportation and transfer skills, legal and ethical responsibilities, and critical thinking skills appropriate for the radiology department are covered. Interpersonal, communication, and diversity skills necessary to interact with patients, peers, and other professionals are addressed. General anatomy, terminology, and positioning principles related to the chest are introduced. Eighteen hours of clinical observation at an assigned clinical affiliate are required. **PREREQUISITE:** *Admission into the program or consent of program coordinator. Assessment levels: EN 101/101A, MA 110 or higher. Two hours lecture, two hours laboratory each week. 3 semester hours*

**RT 120 Clinical Radiology II (T only) CE**

Provides the inexperienced first year radiologic technology student with the clinical instruction essential to the actual practice of radiography. Students attend an assigned clinical affiliate to observe and participate in the completion of radiographic exams on actual patients under the direct/indirect supervision of a professional radiographer. Students are exposed to radiographic examinations in the areas of general radiography, fluoroscopy, portable radiography, and support areas. The student develops technical, patient care, radiation protection, communication, and critical thinking skills. The student must complete 240 clinical hours to successfully complete this course. PREREQUISITE: *RT 119 or consent of program coordinator.* COREQUISITES: *RT 101 and RT 111.* 3 semester hours

**RT 124 Clinical Radiology III**

(T only) CE

Covers clinical instruction essential to the applied practice of radiography. Students attend an assigned clinical affiliate to observe and participate in the completion of radiographic exams on actual patients under the direct/indirect supervision of a professional radiographer. In this competency-based program students are assessed in their performance of radiographic examinations in the areas of general radiography, fluoroscopy, and portable radiography. Specialized rotations introduce students to the operating room. The student must complete 240 hours to successfully complete this course. PREREQUISITES: *RT 101, RT 111, RT 120 or consent of program coordinator.* COREQUISITES: *RT 102 and RT 112.* 3 semester hours

**RT 125 Clinical Radiology IV (T only) CE**

Covers clinical instruction essential to the applied practice of radiography. Students attend an assigned clinical affiliate to observe and participate in the completion of radiographic exams on actual patients under the direct/indirect supervision of a professional radiographer. Students demonstrate competence in their performance of radiographic examinations in the areas of general radiography, fluoroscopy, and portable radiography. Specialized rotations offer the student an opportunity to develop competence in the areas of the operating room, and pediatrics. The student must complete 400 hours to successfully complete this course. PREREQUISITE: *RT 124 or consent of program coordinator.* 4 semester hours

**RT 206 Radiologic Technology III**

(T only)

Introduction to radiobiology and pathology. The effect of radiation on human biology, the history of human and experimental exposures to radiation, and the calculations of effects of radiation are covered. Radiation therapy as it relates to radiobiology is introduced. Quality assurance and quality control are reviewed. Identification of pathologies commonly diagnosed or monitored by various imaging modalities (computed tomography, MRI, ultrasonography, nuclear medicine scan, PET CT) is presented. PREREQUISITE: *RT 102 or consent of the program coordinator.* Three hours each week.

3 semester hours

**RT 207 Radiologic Technology IV**

(T only)

Advanced radiographic modalities, procedures and equipment. Advanced contrast studies including angiography, interventional studies, ERCP, arthrography, myelography, venography, genitourinary system studies (including mammography) and biliary system studies are covered. In-depth instruction in cross-sectional anatomy and the components of computed tomography imaging are presented. Review of the anatomical structures of the major body systems is included. Pediatric radiography is presented. PREREQUISITE: *RT 206 or consent of program coordinator.* COREQUISITES: *RT 225 and RT 240.* Three hours each week.

3 semester hours

**RT 211 Radiographic Positioning III**

(T only)

Covers knowledge and skills necessary to produce quality radiographs. Students relate theoretical concepts to actual laboratory demonstration for the bony thorax, skull and facial bones. Students continue to develop and demonstrate appropriate positioning, technical and communication principles. Supplemental radiographic views and adjustments necessary to compensate for patient and pathological limitations are discussed. PREREQUISITE: *RT 112 or consent of the program coordinator.* COREQUISITES: *RT 206 and RT 224.* One hour lecture, two hours laboratory each week.

2 semester hours

**RT 224 Clinical Radiology V (T only)**

Clinical instruction essential to the actual practice of radiography. Students are assigned a new clinical affiliate to observe and participate in the completion of more complex radiographic exams on actual patients under the direct/indirect supervision of a professional radiographer. In this competency-based course, students demonstrate competency in their performance of advanced radiographic examinations in the areas of general radiography, fluoroscopy, and portable radiography. Specialized rotations offer the student an opportunity to develop competency in the areas of the operating room and pediatrics. Students must complete 360 hours to successfully complete this course. **PREREQUISITE:** *RT 125 or consent of the program coordinator.* **COREQUISITES:** *RT 206 and RT 211.*

3 semester hours

**RT 225 Clinical Radiology VI (T only)**

Provides clinical instruction essential to the actual practice of radiography. Students continue to attend an assigned clinical affiliate to participate in the completion of radiographic exams on actual patients under the direct/indirect supervision of a professional radiographer. In this competency-based course students demonstrate expertise in their performance of basic and advanced radiographic examinations in the areas of general radiography, fluoroscopy, operating room, pediatrics, and portable radiography. Students observe advanced modalities, including computed tomography. The student must complete 360 hours to successfully complete this course. **PREREQUISITE:** *RT 224 or consent of program coordinator.* **COREQUISITES:** *RT 207 and RT 240.*

3 semester hours

**RT 240 Radiologic Technology V (T only)**

Professional entry into the diagnostic medical imaging career. Resume writing and job interviewing skills, certification examination preparation, test-taking strategies, and comprehensive review of content specifications of the certifying exam are presented to the student for successful entry into the diagnostic imaging profession as a graduate radiographer. **PREREQUISITES:** *RT 206 and RT 224.* **COREQUISITES:** *RT 207 and RT 225, or consent of program coordinator.* Two hours each week.

2 semester hours

**RU—Russian****RU 101 Elementary Russian I**  
(HUMD[M])

A beginning language course focusing on the study of Russian language and culture. Students begin to develop the ability to communicate in Russian through the consideration of cultural themes, language functions, and authentic situations as they acquire the structures and lexicon to work with written language, conversation, and composition. No prior knowledge of Russian is required. *In-class work is supplemented by 20 hours in the language learning laboratory. Three hours each week.* 3 semester hours

**RU 102 Elementary Russian II**  
(HUMD[M])

A continuation of RU 101. Students continue their study of written language, conversation, and composition as they consider cultural themes, language functions, and authentic situations. **PREREQUISITE:** *RU 101 or consent of department.* *In-class work is supplemented by 20 hours in the language learning laboratory. Three hours each week.*

3 semester hours

**RU 201 Intermediate Russian I**  
(HUMD[M])

Focuses on the study of Russian language and culture at the intermediate level. Students further their ability to communicate in Russian through an advanced consideration of cultural themes and a review of Russian grammar to support an increased focus on reading and composition. **PREREQUISITE:** *RU 102 or consent of department.* *In-class work is supplemented by 10 hours in the language learning laboratory. Three hours each week.*

3 semester hours

**RU 202 Intermediate Russian II**  
(HUMD[M])

A continuation of RU 201. Students further their ability to communicate in Russian through an advanced consideration of cultural themes and a review of Russian grammar to support an increased focus on reading and composition. **PREREQUISITE:** *RU 201 or consent of department.* *In-class work is supplemented by 10 hours in the language learning laboratory. Three hours each week.*

3 semester hours

## SA—Study Abroad

### SA 200 Foreign Study Program

An orientation and goal-setting course for students who will be studying abroad and earning credits at accredited non-U.S. institutions. Working with the study abroad coordinator prior to their semester abroad, students will establish goals, select courses abroad in conjunction with their discipline of study, and determine transferability of credits to Montgomery College upon course completion, according to transcript evaluator guidelines. A post-program conference will determine completed objectives. **PREREQUISITE:** *Consent of college-wide study abroad coordinator. Three hours each week.*

*No credit*

## SG—Surgical Technology

### SG 100 Introduction Surgical Technology (T only) CE

Introduces the skills and techniques needed to perform as a surgical technologist in the operating room. Surgical instrumentation and basic pharmacology for the surgical technologist are included. **PREREQUISITES:** *Admission to the surgical technology program or consent of program coordinator, and MA 110. PRE- or COREQUISITE: BI 204. Four hours lecture, four hours laboratory each week.*

*4 semester hours*

### SG 101 Surgical Technology I (T only) CE

Continues establishment of the skills and techniques needed for preparing the operating room for surgical procedures. Legal, ethical, and moral aspects are covered in addition to pharmacology for the surgical technologist and perioperative patient care and safety. **PREREQUISITE:** *MA 110. PRE- or COREQUISITE: BI 205. Four hours lecture, four hours laboratory each week.*

*6 semester hours*

### SG 102 Surgical Technology II (T only) CE

A continued study of the surgical process including biomedical science and microbiology for the surgical technologist. The focus is on principles and practices in perioperative patient care and surgical case management. **PREREQUISITE:** *A grade of C or better in SG 101 or consent of program coordinator. PRE- or COREQUISITE: BI 205. Four hours lecture, four hours laboratory each week.*

*6 semester hours*

### SG 201 Surgical Technology III (T only)

The study of actual surgical procedures and intraoperative performance. It combines pathology, anatomy, and physiology and a step-by-step process of specific surgical procedures to provide the student with a broad knowledge base and the skills needed to perform as a surgical technologist. Students will gain an understanding of the roles and responsibilities of the surgical technologist and reflect the dynamic professional process that is needed in operating room endeavors. Correlates intraoperative procedures with postoperative care. **PREREQUISITE:** *A grade of C or better in SG 101 or consent of program coordinator. PRE- or COREQUISITE: BI 205. Four hours lecture, four hours laboratory each week.*

*6 semester hours*

### SG 202 Clinical Practicum I (T only)

Provides the student with opportunities to apply those theories learned in SG 101 to the actual practice of surgical procedures. **PRE- or COREQUISITES:** *A grade of C or better in SG 101 and SG 201 or consent of program coordinator. Three hundred sixty (360) hours of clinical practice.*

*3 semester hours*

### SG 211 Surgical Technology IV (T only)

Focuses on role transition to beginning surgical technologist practitioner. This course combines pharmacology, pathology, anatomy, and physiology, and a step-by-step process of each surgical procedure and correlates theory with clinical practice. **PREREQUISITES:** *A grade of C or better in SG 201 and SG 202, or consent of program coordinator. PRE- or COREQUISITE: SG 102. COREQUISITE: SG 212. Four hours lecture, four hours laboratory each week.*

*6 semester hours*

### SG 212 Clinical Practicum II (T only)

This course emphasizes a common systematic approach to all surgeries and introduces the surgical technologist's role on specialty teams, as second circulator and second assistant. **PREREQUISITES:** *A grade of C or better in SG 201 and SG 202, or consent of program coordinator. COREQUISITE: SG 211. Three hundred thirty-six (336) hours of clinical practice.*

*3 semester hours*



**SG 220 Surgical Technology Review**  
(T only)

On-campus review designed to facilitate the graduate's entry into the career area of surgical technology. Based on material from the core curriculum for surgical technology, the course's topics include resume writing, construction of a portfolio, job interviewing, national certification examination preparation and strategies, and comprehensive review of content specification of the certifying exam. **PREREQUISITE:** Graduate of accredited surgical technology program or consent of program coordinator. Two hours each week. 2 semester hours

**SL—American Sign Language (ASL)****SL 100 ASL I (HUMD[M]) (R only)**

A survey of conversational ASL handshapes and basic grammatical structures. Basic cultural information that influences forms and communication in ASL will be presented and studied. *Assessment levels:* EN 101/101A, RD 120. Three hours each week. 3 semester hours

**SL 105 Visual Gestural Communication**  
(R only)

An introduction to the comprehension and expression of visual-gestural aspects of communication in relation to ASL. This course includes instruction in forms and hand shapes involved in mime and gesticulation. Emphasis is placed on activities that create visual, motor, and cognitive readiness for signed languages. Instructional activities will foster the development of visual, spatial, and motor language memory. Recommended to be taken with SL 106. *Assessment levels:* EN 101/101A, RD 120. In-class is supplemented by one hour each week in the language learning laboratory. Three hours each week. 3 semester hours

**SL 106 Fingerspelling and Number Use in ASL (R only)**

A foundation for comprehension, expression, and understanding of ASL handshapes as they are used in fingerspelling and numbers. The course includes an introduction to historical and physiological aspects of fingerspelling and number use in ASL. The course focuses on development skills for receptive and expressive spelling and reading of fingerspelling words and numbers, on proper biomechanical functions, on recognizing hand movements. Recommended to be taken concurrently with SL 105. *Assessment levels:* EN 101/101A, RD 120. In-class is supplemented by one hour each week in the language learning laboratory. Three hours each week. 3 semester hours

**SL 110 ASL II (HUMD[M]) (R only)**

Broadens the use of conversational ASL handshapes and basic grammatical structures. Co-selection of features and mutual monitoring possibilities for topics will be examined to formulate ASL conversational context for occupation, activities, location, and stages of life. **PREREQUISITE:** A grade of C or better in SL 100 or equivalent, or consent of department. Three hours each week. 3 semester hours

**SL 121 Introduction to the Deaf Community and Culture**  
(BSSD[M]) (R only)

Provides a broad introduction to concepts related to the Deaf, Deaf culture, and the languages of people within Deaf communities in particular and Deaf society in general. The course examines current issues and languages in the Deaf community, including technology and diversity. *Assessment levels:* EN 101/101A, RD 120. 3 semester hours

**SL 200 ASL III (R only)**

Development of advanced receptive and expressive skills in ASL, including politeness principles in ASL: fluency, tact, generosity, modesty, and solidarity. This course includes intensive work on conversational maxims in ASL: quantity, quality, relation, manner, and appropriateness. **PREREQUISITE:** A grade of C or better in SL 110 or equivalent, or consent of department. **COREQUISITE:** SL 205. Three hours each week. 3 semester hours

**SL 202 Structural ASL IV (R only)**

The examination of the different aspects of ASL morphology and syntax, including cultural influences from the Deaf community. This course explores language in use, which deals with variation and historical change, language taboos, discourse, and language contact that signers use in their language. PRE- or COREQUISITE: *A grade of C or better in SL 201 or equivalent, or consent of department. Three hours each week. 3 semester hours*

**SL 205 Structural ASL I (R only)**

A consideration of the phonological, morphological, semantic, and pragmatic components of ASL. This course provides a foundation for the comprehension, expression, and understanding of ASL classifiers and their linguistic symbols and signing space for the ASL native. Topics include an examination of the grounded mental spaces utilized in narrative, constructed dialogue, constructed activity, and the non-manual signals used in narrative form. PREREQUISITES: *A grade of C or better in SL 105, SL 106, and SL 110; or consent of department. COREQUISITE: SL 200 or consent of department. Three hours each week. 3 semester hours*

**SL 206 Structural ASL II (R only)**

A further consideration of the phonological, morphological, semantic, syntactic, and pragmatic components of ASL. This course includes a consideration of the sociolinguistic principles in American Sign Language and the cultural practices from which they derive, specifically focusing on language taboos, discourse, and linguistic variation. Recommended to be taken concurrently with SL 210. PREREQUISITE: *A grade of C or better in SL 205 or consent of department. Three hours each week. 3 semester hours*

**SL 207 ASL Translation and Interpretation (R only)**

Builds an integrated model of ASL translation and interpretation and includes skill development in the area of line-by-line translation, textual glossing, the interpretation of narratives, consecutive and simultaneous interpretation, semantic and syntactic circumlocution, and general interpretation. The course includes a consideration of ethics and issues in the practice of translation and interpretation. PREREQUISITES: *A grade of C or better in SL 200 and SL 205, or consent of department. Three hours each week. 3 semester hours*

**SL 210 ASL IV (R only)**

Cultivating the communicative approach by learning ASL functions in interactive contexts. Methods of confirming and correcting information, asking for clarification, agreeing, declining or hedging and appropriate ways of getting and directing attention in various situations will be examined to frame effective communication in ASL. Recommended to be taken concurrently with SL 206. PREREQUISITE: *A grade of C or better in SL 200 or equivalent, or consent of department. Three hours each week. 3 semester hours*

**SL 222 Deaf History and Culture (R only)**

Provides students the opportunity to immerse themselves in Deaf culture, history, and language. This course will present an in-depth consideration of Deaf history and the social, cultural, political, educational, and social aspects of the community as a cohesive American co-culture. Students will examine the norms and values of Deaf culture, as well as the linguistic, educational, social, and professional influences in Deaf culture and history. Recommended to be taken concurrently with SL 210. PREREQUISITES: *SL 121 and SL 200, or consent of department. Three hours each week. 3 semester hours*

**SL 226 Semantics/Communications in ASL I (R only)**

Examines the interpretation between non-manual facial expressions in ASL sentences and signs. Particular attention will be devoted to the study of (1) the relations of facial expressions to the signs, (2) the relations of facial expressions to users, and (3) the relations of non-manual expressions to the conditions. The primary focus will be on the ability of the student to communicate in size and space parameters, using sarcasm, exclamation, insults, and other emotive functions. The role of these functions in communicating the beliefs, knowledge, and interpretations of the participants will be considered. This is accomplished to preserve the semantics and style in communicative mode. PRE- or COREQUISITE: *A grade of C or better in SL 200 or equivalent, or consent of department. In-class is supplemented by one hour each week in the language learning laboratory. Three hours each week. 3 semester hours*

**SL 269 Independent Study in ASL**

This course invites advanced students to pursue a further in-depth independent study of a specialized aspect of ASL, to explore specific grammatical and cultural aspects of ASL, to consider the historical and practical implications of these aspects, or to explore their own specialization within the curriculum more closely. **PREREQUISITES:** *SL 207 or concurrent enrollment in SL 201 and a score of 2.5 or better in the ASL Proficiency Interview, or consent of department. Minimum of 30 hours per semester hour.*

*1–4 semester hours*

**SL 285 Practicum in ASL**

This course invites students to explore some specific practical applications of ASL, to consider the implications of these applications, and to examine their own assumptions of these ASL aspects more closely. The studies in this independent course will help students who want to make the most of their skills, using ASL in practical situations (interpreting, peer tutoring, helping other students, or working in Deaf environment). **PRE- or COREQUISITES:** *SL 269 and an earned score of 3.0 or better in the ASL Proficiency Interview, or consent of department. Fifteen hours of work each week to earn three semester hours; 20 hours of work each week to earn four semester hours.*

*3–4 semester hours*

**SN—Spanish****SN 098B Spanish Phrases for Criminal Justice Personnel (G only)**

Applied Spanish phrases. Specialized Spanish vocabulary relating to various programs at Montgomery College. Presentation of a limited range of vocabulary and phrases, along with survival techniques on how to elicit understandable responses despite limited knowledge. Rudimentary introduction to the writing and pronunciation of Spanish. Some prior contact with the language will make learning easier, but is not required. Students interested in achieving fluency should take SN 101 and SN 102 at some point. *One hour each week. 1 semester hour*

**SN 099 Functional Spoken Spanish**

A beginning course in functional Spanish for travelers, students, and professionals, focusing on pronunciation, comprehension, and sentence patterns. This course provides a basis for learning and using Spanish and emphasizes listening and speaking skills with more limited consideration of reading and writing skills. Essential aspects of Hispanic cultures are introduced as part of the course. Course topics may vary. This course does not fulfill language or General Education requirements. No previous study of Spanish is required. May be repeated for credit. *Three hours each week. 3 semester hours*

**SN 101 Elementary Spanish I (HUMD[M])**

A beginning language course focusing on the study of Spanish language and culture. Students begin to develop the ability to communicate in Spanish through the consideration of cultural themes, language functions, and authentic situations as they acquire the structures and lexicon to work with written language, conversation, and composition. No prior knowledge of Spanish is required. *In-class work is supplemented by 20 hours in the language learning laboratory. Three hours each week. 3 semester hours*

**SN 102 Elementary Spanish II (HUMD[M])**

A continuation of SN 101. Students continue their study of written language, conversation, and composition as they consider cultural themes, language functions, and authentic situations. **PREREQUISITE:** *SN 101 or consent of department. In-class work is supplemented by 20 hours in the language learning laboratory. Three hours each week. 3 semester hours*

**SN 103 Intensive Elementary Spanish**  
(HUMD[M])

An intensive language course comparable to SN 101 and SN 102 designed for students who have previously studied Spanish but do not place at the level of SN 102 or SN 201. The class is communicatively based, focusing on the further development of reading, writing, speaking, and listening skills through the consideration of cultural themes, language functions, and authentic situations. Students should expect the language of the classroom to be Spanish. As part of the curriculum, students explore the many cultures that make up the Spanish-speaking world and present a cultural project. **PREREQUISITE:** *Appropriate placement on the Spanish placement test, a minimum of two years of high school Spanish or equivalent, or consent of department. First day in-class placement assessments will be made. In-class work is supplemented by 20 hours in the language learning laboratory. Students who have successfully completed SN 102 are not eligible to take SN 103 for credit. Not open to native speakers of Spanish. Four hours each week.* 4 semester hours

**SN 201 Intermediate Spanish I**  
(HUMD[M])

Focuses on the study of Spanish language and culture at the intermediate level. Students further their ability to communicate in Spanish through an advanced consideration of cultural themes and a thorough review of Spanish grammar to support increased focus on reading and composition. **PREREQUISITE:** *SN 102 or consent of department. In-class work is supplemented by 10 hours in the language learning laboratory. Three hours each week.* 3 semester hours

**SN 202 Intermediate Spanish II**  
(HUMD[M])

A continuation of SN 201. Students further their ability to communicate in Spanish through an advanced consideration of cultural themes and a review of Spanish grammar to support an increased focus on reading and composition. **PREREQUISITE:** *SN 201 or consent of department. In-class work is supplemented by 10 hours in the language learning laboratory. Three hours each week.* 3 semester hours

**SN 215 Advanced Spanish Conversation and Composition** (HUMD[M])

Emphasis on fluency in speaking and writing Spanish. Readings in texts and assigned outside sources serve as basis for classroom discussion in Spanish as well as for advanced composition. Includes readings in Spanish and/or Latin-American literature. **PREREQUISITE:** *SN 202 or four years of high school Spanish or equivalent. Three hours each week.* 3 semester hours

**SN 216 Advanced Readings in Spanish Literature** (HUMD[M])

Special emphasis on constructive criticism as well as analysis of outstanding Spanish authors. Oral and written reports from library research. **PREREQUISITE:** *SN 202 or equivalent, or consent of department. Three hours each week.* 3 semester hours

**SO—Sociology****SO 101 Introduction to Sociology**  
(BSSD[M])

An exploration of fundamental sociological concepts, methods, and theories used to interpret the patterns of human society. Emphasis is placed on the connection between theory and practice in examining social interaction, cultural diversity, social structure, and global issues. *Assessment levels: EN 101/101A, RD 120. Three hours each week.* 3 semester hours

**SO 104 Families in Crisis**

The consideration of family interaction patterns, institutional structures, and global forces as stressors relating to families experiencing crisis. Social and cultural variables that impact families, as well as contextual and diverse aspects of crisis events and outcomes, will be examined. **PREREQUISITE:** *SO 101 or consent of department. Three hours each week.* 3 semester hours

**SO 105 Social Problems and Issues**  
(BSSD[M])

An analysis of social problems such as social inequality, urbanization, crime, demographic change, terrorism and environmental issues. Sociological theory and research are used to examine the impact of globalization, culture, institutions, ideology, social policy, and social movements on various societal issues. *Assessment levels: EN 101/101A, RD 120. Three hours each week.* 3 semester hours

**SO 107 Criminology**

An exploration of the fundamental concepts, methods, and theories used in the scientific study of the nature, patterns, extent, cause, and control of crime and criminal behavior nationally and internationally. Emphasis is on the integrative relationship between theory, research, and social policy. PREREQUISITE: *SO 101 or consent of department.* *Three hours each week.* 3 semester hours

**SO 108 Sociology of Gender (BSSD[M])**

Examines the social production and reproduction of gender relations in social institutions such as family, education, law, work, and media using comparisons with other cultures. The intersectionality of gender, race, social class, and global inequality will be critically analyzed. Assessment levels: *EN 101/101A, RD 120.* *Three hours each week.* 3 semester hours

**SO 201 Introduction to Community****Fieldwork (R only)**

Practical application of the understanding, theories, and methodology of the social sciences through the encouragement of student involvement and participation in community service agencies. An interdisciplinary approach aimed at coordinating social science knowledge with fieldwork experience. PREREQUISITES: *SO 101 or SS 101 and second-year standing.* *One hour lecture, minimum of four hours weekly fieldwork participation and periodic conferences.* 3 semester hours

**SO 204 Sociology of the Family (BSSD[M])**

Examines patterns and trends in family structures and family dynamics. Partner selection, marital/partner roles, family interaction and parenting patterns will be identified. Social and cultural variables that diversify families, as well as societal and global forces which impact families, will be analyzed. PREREQUISITE: *AN 101, SO 101 or consent of department.* *Three hours each week.* 3 semester hours

**SO 206 Sociology of Personality**

A social psychological study of the development of human nature and personality, mind, and self as products of social interaction. The role of language as fundamental in the symbolic process is stressed as this relates to personality development and behavior motivation. PREREQUISITE: *PY 102, SO 101, or consent of department.* *Three hours each week.* 3 semester hours

**SO 208 Race and Ethnic Relations (BSSD[M])**

An analysis patterns of intergroup relations in contemporary society. Theories and concepts of racial/ethnic hierarchies, the intersection of race/ethnicity with class and gender, and the place of race/ethnicity in the global systems of stratification are critically considered. PREREQUISITE: *AN 101, SO 101 or consent of department.* *Three hours each week.* 3 semester hours

**SO 210 Sociology of Age and Aging (BSSD[M])**

An introduction of aging studies focused on social aspects. Demographic, social, and economic changes with the aging population will be examined using comparisons with different societies. Theories of aging and their applications are introduced. Relevant social policies on aging will be critically evaluated. *Assessment levels: EN 101/101A, RD 120.* *Three hours each week.* 3 semester hours

**SO 212 The Sociology of Sport (BSSD[M]) (R only)**

The application of basic sociological concepts, theories, and research to the analysis of contemporary sport. Emphasis will be placed on how sport influences and is influenced by social groups, culture, institutions, social inequalities, and global expansion. PREREQUISITE: *SO 101 or consent of department.* *Three hours each week.* 3 semester hours

**SO 213 Sociology of Religion**

This course provides an exposition of the basic beliefs, practices, and structures that characterize religious movements; examines the sociological functions that religion promotes; utilizes relevant sociological concepts, including charisma, conversion, stratification, race, sex, millenarianism, marketing, symbolism, civil religion, religion and science, sects, cults, and religion as a force for change. PREREQUISITE: *SO 101 or consent of instructor.* *Three hours each week.* 3 semester hours

**SO 240 Globalization Issues (BSSD[M])**

An exploration of social forces contributing to global inequalities and the dynamics of global patterns (immigration, refugees, displaced persons, social conflict, health/environmental issues, and social movements). Students examine consequences of global forces and their effects on institutions and individuals. PREREQUISITE: *AN 101 or SO 101 or consent of department.* *Three hours lecture/discussion each week.* 3 semester hours

## SP—Speech

*SP 102 and SP 109 are part of the American English Language Program. See page 61 for an overview of this program.*

### SP 102 American English Pronunciation, Speaking, and Listening Skills

An introductory course designed to enhance the speaking and listening skills of non-native English speakers. Emphasis is on pronunciation, stress, rhythm, and intonation patterns of American English. Oral communication, listening comprehension, and vocabulary development are stressed. Students build their skills through instruction and intensive practice. Placement by testing required by the College for non-native speakers of English. *Assessment levels: EL 101, RD 101. For computation of tuition this course is equivalent to five semester hours. Five hours lecture and practice each week. Additional laboratory required. 3 semester hours* **THREE CREDITS. NOT APPLICABLE TO A DEGREE OR CERTIFICATE. MAY NOT BE USED TO SATISFY DEGREE REQUIREMENTS.**

### SP 108 Introduction to Human Communication (SPCF)

A survey course that covers communication theory and develops communication skills for personal and professional relationships in interpersonal, group, and public settings. Course content includes practice in the application of the principles of listening, verbal and nonverbal communication, group dynamics, and public speaking. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### SP 109 Voice and Diction CE-T

The skills of voice and diction studied through an analysis of the individual's voice quality, articulation, pronunciation, and enunciation. Drills and exercises stressed. *Assessment level: RD 099/103. Three hours lecture, two hours laboratory each week. 3 semester hours*

### SP 111 Public Speaking (R only)

Practice of major types of public speaking, including speeches to inform, persuade, and demonstrate; and speeches for special occasions. *Assessment levels: EN 101/ 101A, RD 120. Three hours each week. 3 semester hours*

### SP 112 Business and Professional Speech Communication (SPCF)

A study of communication theory as applied to business and organizational environments. Emphasis on development of effective communication skills for professional situations including team building, interviewing, public speaking, and accommodating diverse perspectives. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### SP 204 Interpersonal Communication (R only)

Designed to increase understanding of personal communication behaviors, establish potential for improved communication capabilities, develop an effective sense of self in human encounters, and strengthen personal identity and social involvement through personal communication. **PREREQUISITE: SP 108 or consent of department.** *Three hours each week. 3 semester hours*

### SP 205 Small Group Communication

An introduction to the principles and stages of small group communication, including problem solving, decision making, leadership, norms, member roles, and conflict resolution. Students will work extensively in groups to test theories, practice skills, and gain competency. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### SP 250 Introduction to Communication Inquiry and Theory

An introduction to the field of communication. Definitions, models, and contexts of communication are examined. Students are introduced to the research process in the field of communication and learn how the process relates to the development of communication theory. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

## TH—Theatre

### TH 108 Introduction to the Theatre (ARTD)

This is an entry-level course which offers a broad overview of the theatre arts for the theatre major or nonmajor. The work of the various artists who create the theatre arts will be investigated and analyzed along with the analysis of script structure and form through historical and modern perspectives. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### TH 109 Fundamentals of Acting (ARTD) (R and T only)

An introduction to basic acting skills, including exercises in speech, movement, and imagination. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

### TH 112 Intermediate Acting (R and T only)

Practice in textual analysis, scene study, and the process of developing characterization for performance in the theatre. *PREREQUISITE: TH 109 or consent of department. Three hours each week. 3 semester hours*

### TH 114 Stagecraft I (R only)

The principles and practice of drama production, with emphasis on planning, constructing, and shifting scenery, and on the management of backstage operations. Additional laboratory hours and actual work on College productions. *Assessment levels: EN 101/101A, MA 091, RD 120. Three hours lecture, two hours laboratory each week. 3 semester hours*

### TH 116 Stage Lighting for the Performing Arts (R only)

An exploration of the theory of and theatrical practice in the use of basic elements of electricity, lighting equipment and design in the production of theatre, television, and dance. Students will be involved in the exploration of the theory and practice of basic fundamentals of lighting techniques, electricity, equipment and standards, and the use of light in the production of theatre, dance, and television. Students will be required to work additional hours on lighting for productions. *Assessment levels: EN 101/101A, MA 091, RD 120. Three hours each week. 3 semester hours*

### TH 117 Fundamentals of Play Directing (R only)

An introduction to the basic techniques, principles, and disciplines of directing for the theatre. The director's role, composition, script analysis, movement and rhythm, production preparation and procedures will be covered. At the conclusion of the course, the student will prepare a one-half hour production for performance. Additional time outside of class for rehearsals will be required. *PREREQUISITE: TH 108 or consent of department. Three hours each week. 3 semester hours*

### TH 118 Costuming Crafts for the Performing Arts (R only)

An introduction to sewing techniques, patterning, fabrics, and costume shop equipment, with a survey of costume crafts and shop organization. Students will participate in costuming for productions. *Assessment levels: EN 101/101A, MA 091, RD 120. Three hours each week. 3 semester hours*

### TH 119 Theatrical Makeup Techniques (R only)

A study of theories and techniques of theatrical makeup. This course is designed to familiarize students with the materials and their application, with each student experiencing the techniques involved in corrective, character, and special effects makeup. *Assessment levels: EN 101/101A, RD 120. Two hours lecture/demonstration, two hours laboratory each week. 3 semester hours*

### TH 120 Performance Production (R and T only)

Practical experience in the production aspects of the performing arts. Students are assigned tasks in the areas of acting, dancing, choreography, costuming, lighting, scene construction and painting, and house and stage management for College productions. Acting and/or dancing in a production is by audition only. *Assessment levels: EN 101/101A, RD 120. Students will spend a minimum of 70 hours per semester in production and 30 hours per semester in a laboratory, in addition to a one-hour lecture each week. The course may be repeated for a total of three credits.*

*1 semester hour*

**TH 121 Movement for the Performer**  
(R only)

The introduction of self-use techniques as applied to the development of a theatrical character. These techniques include discussion and application of relaxation, Alexander, LeCoq, and Laban theory. Improvisation technique is also explored and practiced. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**TH 208 Drafting/Painting for the Performing Arts** (R only)

Study of the graphic processes utilized by the scene designer in transferring concepts and ideas to the stage. The students develop basic skills in theatrical drafting and scene painting techniques through their work on assigned projects. **PREREQUISITE:** TH 114 or consent of department. *Three hours lecture, two hours practical laboratory each week. 3 semester hours*

**TH 225 Acting for Film and Television**  
(T only)

An approach to the art and craft of performance before a camera in both the motion picture and television studio. The student begins work with narrative film and TV materials that require artistic and technical involvement peculiar to film and electronic entertainment media. A small film fee may be required. *Assessment levels: EN 101/101A, RD 120. Two hours lecture, two hours laboratory each week. 3 semester hours*

**TH 295 Theatre Internship** (R and T only)  
Students work for College credit in a theatre or other professional performing arts organization or venue. Students may propose an internship for one of the limited number available in theatre each year. Typically, the internships are awarded during the last year of study at Montgomery College. **PREREQUISITES:** Open to theatre majors who have completed 24 theatre-related credits. A 3.2 GPA and consent of departmental theatre internship coordinator and the Arts Institute internship coordinator are required. *Fifteen hours each week per semester. 3 semester hours*

**TR—Television/Radio****TR 101 Digital Video Editing** (R only)

An introduction to the procedures and equipment used to manipulate video and audio using professional nonlinear editing software. Hands-on projects allow students to edit still and animated images, sounds, and video to create audiovisual presentations of the type and design suitable for educational, commercial, and corporate use. *Assessment levels: EN 101/101A, RD 120. Two hours lecture, four hours laboratory each week. 4 semester hours*

**TR 104 Media Appreciation** (ARTD)  
(R only)

A survey course to introduce and discuss various audiovisual communication forms and review examples of media presentations from television, radio, motion pictures, and photography. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**TR 129 Introduction to Broadcasting**  
(R only) CE

The organization, scope, development, and practices of American broadcasting. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 semester hours*

**TR 130 Television Production** (R only)

Introduction to television production facilities and techniques. Principles of picture composition, camera movement, lighting, and audio and control room operation are demonstrated and experienced in actual studio productions. The student will participate in laboratory exercises and be able to demonstrate proficiency in these exercises. The student will produce programs using available studio resources and under the direction of specific formats. *Assessment levels: EN 101/101A, RD 120. Two hours lecture, four hours laboratory each week. 4 semester hours*

**TR 131 Audio Production Techniques**  
(R only)

Basic theory, equipment, and procedures used in audio production for radio, television, and film sound recording. Hands-on projects allow students to learn the operation and application of digital and analog audio equipment and editing software common to all fields of communication. *Assessment levels: EN 101/101A, RD 120. Three hours lecture, three hours laboratory each week. 4 semester hours*



**TR 139 Writing for Television and Radio**  
(R only)

Study of the methods and styles of production writing. Application will be made in the preparation of various broadcast and nonbroadcast scripts. PREREQUISITES: *A grade of C or better in EN 101 or EN 101A and typing speed of 25 wpm. Three hours each week.* 3 semester hours

**TR 215 Computers in Radio** (R only)

Study of computer applications used in radio production, programming, sales, news, and management. Applications include digital audio workstations, multitrack, live assist studio scripting, program and commercial logging, sales and rating, newsroom and music rotation systems. Basic and intermediate-level training is provided in each application leading to operational proficiencies. PREREQUISITE: *A grade of C or better in TR 131 or consent of instructor. Three hours each week.* 3 semester hours

**TR 233 Radio Production** (R only)

Study in the techniques of production of radio programs, radio program logs, special types of radio productions, and advanced techniques of control room operations. The student will be required to demonstrate competencies through a series of laboratory exercises and will be required to produce radio programs of specific design. PREREQUISITES: *A grade of C or better in TR 129 and TR 131. Three hours lecture, three hours laboratory each week.* 4 semester hours

**TR 237 Broadcast Journalism** (R only)

Introduction to writing news and current events material for television and radio broadcasting. Practical application in producing a weekly news program. PREREQUISITES: *A grade of C or better in TR 129, TR 130 or TR 131, and TR 139. Five hours each week.* 3 semester hours

**TR 238 Television Directing** (R only)

Emphasis on planning, rehearsing, and directing the television production. The objective is to accumulate direction principles and production techniques as applied to educational, entertainment, and news programming. PREREQUISITE: *A grade of C or better in TR 240. Six hours each week.* 3 semester hours

**TR 240 Advanced Television Production**  
(R only)

Continued development of pre- and studio production skills, procedures, and techniques through practical applications of various television programming formats. The student, participating in various production activities, will demonstrate the ability to function effectively as a television producer and as a production crew member in an intense professional setting. PREREQUISITES: *A grade of C or better in TR 101, TR 130, and TR 131. Two hours lecture, four hours laboratory each week.* 4 semester hours

**TR 249 Broadcast Management and Engineering** (R only)

The combined study of television and radio broadcast management in the areas of station structure, personnel, promotion, sales, legal requirements, audiences, fiscal structures, and broadcast engineering in the areas of electronic fundamentals for radio and television and personnel functions and responsibilities. PREREQUISITES: *A grade of C or better in TR 129 and in TR 130 or TR 131. Three hours each week.* 3 semester hours

**TR 255 Advanced Broadcast Journalism**  
(R only)

Intensive application in the writing and editing of an actual news program. Students will operate on a realistic deadline to gather, write, and deliver news for the local campus news program "MC Update." PREREQUISITES: *A grade of C or better in TR 233 or TR 240 and in TR 237. Three hours lecture, four hours laboratory each week.* 3 semester hours

**TR 256 Radio Station Operation** (R only)

Advanced radio students participate in daily operation of a simulated campus-wide radio station. Students will function in the areas of production, engineering, performance, and management. PREREQUISITE: *A grade of C or better in TR 233. One hour lecture, five hours laboratory each week.* 3 semester hours

**TR 258 Electronic Field Production**  
(R only)

The theory and practice of single video camera planning, production and post-production techniques. Edited final productions include stand-alone videos as well as videos that can be integrated into animations and other visual presentations that are recorded to videotape or digital video devices, or streamed on the Internet. Hands-on projects allow students to create videos of the type and design suitable for educational, commercial, and corporate use. **PREREQUISITES:** *A grade of C or better in TR 101 and TR 130. Two hours lecture, three hours laboratory each week. 3 semester hours*

**TR 275 Television/Radio Internship**  
(R only)

Students work for college credit in the professional setting of a broadcast station or industrial facility. Internships are offered in the areas of television, radio, or audiovisual services. A variety of programs are available in engineering, news, programming, sales, and management. **PREREQUISITES:** *Television, radio, or audiovisual majors with advanced standing and consent of internship coordinator. One hour seminar and a minimum of 20 hours supervised training each week. 4 semester hours*

**TR 280 Special Communications and Broadcasting Technology Assignments** (R only)

Offered on an individual basis to communication and broadcasting technology majors with advanced standing. Students may extend their studies or specialization within the curriculum. **PREREQUISITE:** *Consent of curriculum coordinator and department chairperson. Hours to be assigned by the chairperson. Minimum of 30 hours work per semester hour credit. 1–4 semester hours*

**TR 295 Advanced Digital Media Production** (R only)

A course involving the creation of an original digital multimedia presentation in the form of a menu-driven DVD. This process includes selection of a client, needs assessment, objectives statement, budget estimates, timelines, scheduling, working with the client, planning and shooting original video footage and/or rendering an original animation, creating appropriate audio tracks for that original video and/or animation, editing and compositing still and moving visual images with each other and with appropriate audio tracks, and evaluating the effectiveness of the final product. **PREREQUISITES:** *A grade of C or better in TR 101, TR 131, and either CG 210 or TR 258, or consent of department. Two hours lecture, four hours laboratory each week. 4 semester hours*

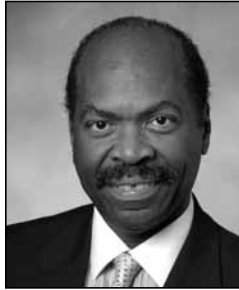
**WS—Women’s Studies****WS 101 Introduction to Women’s Studies**  
(HUMD[M])

Interdisciplinary approach to the field of women’s studies. Examines the status, roles, contributions, personal and public experiences of women in society, using sources from literature, psychology, history, sociology, biology, political science, philosophy, anthropology, and the arts. **PRE- or COREQUISITE:** *EN 101 or consent of women’s studies program coordinator. 3 semester hours*

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 Associate Dean, Health Sciences/  
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## Collegewide Administrators

*Date after name indicates year of initial full-time employment at Montgomery College.*

BRIAN K. BAKER, Ed.D. (2000)  
*Special Assistant to the President*  
 B.S., University of Maryland University College;  
 M.A., Jones International University;  
 Ed.D., Morgan State University  
 DAVID J. CAPP, M.S. (2000)  
*Associate Vice President for College Facilities*  
 B.S., U.S. Military Academy West Point;  
 M.S., George Mason University

- KATHLEEN CAREY-FLETCHER, Ed.D. (1989)  
*Director of Auxiliary Services*  
B.S., Manchester College;  
M.Ed., University of Maryland;  
Ed.D., Morgan State University
- ROBERT F. CEPHAS, M.G.A. (1978)  
*Interim Chief of Staff*  
B.S. Howard University;  
M.G.A., University of Maryland
- JANET CUBAR, B.A. (1978)  
*Deputy Chief Facilities Officer*  
B.A., Cleveland State University
- DONNA L. DIMON, B.S. (1992)  
*Chief Budget and Management Studies Officer*  
B.S., University of Maryland
- VICTORIA A. DUGGAN, M.S. (1999)  
*Deputy Chief Information Officer*  
B.S., University of Maryland;  
M.S., University of Maryland University College
- BRETT D. EATON, M.P.A. (2008)  
*Director of Communications*  
B.A., Clemson University;  
M.P.A., American University
- TERRENCE M. EVELYN, M.S.C. (2009)  
*Campus Director of Facilities,*  
*Takoma Park/Silver Spring*  
B.S.C., University of Exeter;  
M.S.C., Queen's University
- ROSE GARVIN AQUILINO, M.A. (2007)  
*Director of Corporate and Foundation Relations*  
B.A., University of Rochester;  
M.A., New York University
- RUTH F. GILL, M.S. (2000)  
*Director of IT Applications*  
B.S., University of Maryland;  
M.S., University of Maryland University College
- MELISSA F. GREGORY, M.A. (1997)  
*College Director of Student Financial Aid*  
A.A., Montgomery College;  
B.A., M.A., George Washington University
- MOLLY D. HAYWARD-KOERT, B.S. (2007)  
*Director of Investments and Treasury Management*  
B.S., University of Maryland University College
- SHERMAN HELBERG, M.S. (1978)  
*Director of Admissions and Enrollment Management*  
B.A., University of Maryland;  
M.S., LaSalle University
- ROCHELLE I. HOPKINS, M.S. (2007)  
*Acting Director of Admissions and Enrollment Management*  
B.S., Delaware State University;  
M.S., Wilmington College
- CYNTHIA E. JOHNSTON, B.Arch. (2006)  
*Director of Project Management*  
B.Arch., Carnegie Mellon University
- VIVIAN M. LAWYER, J.D. (1975)  
*Chief Human Resources Officer*  
B.S., M.Ed., Bowling Green State University;  
J.D., Catholic University
- L. RICHARD LEURIG, B.A. (1993)  
*Director Emeritus of Future Technology and Innovation Initiatives*  
B.A., University of New Mexico
- ELANA F. LIPPA, M.A. (2008)  
*Director of Planned Giving*  
B.A., Virginia Commonwealth University;  
M.A., American University
- ROBERT C. LYNCH, Ph.D. (2000)  
*Director of Institutional Research and Analysis*  
B.S., Miami University;  
M.A., University of Maryland;  
M.B.A., Loyola College in Maryland;  
Ph.D., University of Maryland
- SUSAN COTTLE MADDEN, B.A. (2004)  
*Chief Government Relations Officer*  
B.A., University of Massachusetts
- PAULA D. MATUSKEY, M.A. (1967)  
*Interim Senior Vice President for Academic and Student Services*  
A.A., Montgomery College;  
B.S., M.A., University of Maryland;  
Graduate Certificate, St. Mary's Seminary and University
- MAURICE McCAMBLEY, M.S., M.B.A. (2007)  
*Campus Director of Facilities, Germantown*  
B.S., M.S., Queens University Belfast (United Kingdom);  
M.B.A., University of Ulster (United Kingdom)
- JOHN B. McLEAN, M.U.R.P. (1979)  
*Director of Planning and Design*  
B.A., College of Wooster;  
M.U.R.P., George Washington University
- SARAH A. MILLER, J.D. (2009)  
*Director of Employee Engagement*  
B.S., Cornell University;  
J.D., University of Connecticut School of Law
- MARSHALL MOORE, M.B.A. (1996)  
*Senior Vice President for Administrative and Fiscal Services*  
B.S., Tennessee State University;  
M.B.A., Atlanta University
- CHRISTOPHER T. MOY, M.S. (2009)  
*Director of ADA Compliance*  
B.S., M.S., Boston University
-

- NANCY J. NUELLE, M.S. (1989)  
*Director of Business Development and Grants*  
B.A., University of Michigan;  
M.S., University of Illinois
- KRISTIN T. O'KEEFE, M.P.M. (1999)  
*Special Assistant for Strategic Communications and Intergovernmental Relations*  
B.A., Wake Forest University;  
M.P.M., University of Maryland
- DERECK L. PAUL, B.S. (2006)  
*Director of Network and IT Client Services*  
B.S., Baruch College, City University of New York
- DONNA M. PINA, M.B.A. (2002)  
*Director of College Foundation*  
B.A., University of Rochester;  
M.B.A., Colgate Darden Graduate School of Business Administration
- HERCULES PINKNEY, Ed.D. (1996)  
*Interim President*  
B.S., Claflin College;  
M.S., South Carolina State University;  
Ed.D., Virginia Polytechnic Institute
- ROBERT M. PRESTON, M.B.A., M.S. (2009)  
*Director of Financial Reporting and Operations*  
B.S., Mount St. Mary's University;  
M.B.A., M.S., University of Maryland University College
- MICHAEL L. RUSSELL, Ed.D. (2010)  
B.A., Old Dominion University;  
M.P.A., Virginia Commonwealth University;  
Ed.D., The George Washington University
- ELENA SAENZ, M.S. (1991)  
*Director of Academic Initiatives*  
B.A., Frostburg State University;  
M.S., University of Maryland University College
- DONNA L. SCHENA, M.Ed. (1978)  
*Director of IT Policy, Planning, and Cybersecurity*  
A.A., Montgomery College;  
B.S., M.Ed., George Mason University
- MICHELLE T. SCOTT, Ed.D. (1997)  
*Director of Board Relations/Chief Diversity Officer*  
A.A., Prince George's Community College;  
B.S., University of Maryland;  
B.A., Marshall University;  
M.L.S., Antioch Law School;  
M.A., University of Phoenix  
Ed.D., Morgan State University
- DAVID M. SEARS, M.B.A. (2005)  
*Vice President of Advancement*  
B.S., Georgetown University;  
M.B.A., Mount St. Mary's University
- THOMAS E. SHEERAN, M.P.A. (2008)  
*Chief Business Officer*  
B.A., M.P.A., University of Tennessee
- CLARICE A. SOMERSALL, Ed.D. (1989)  
*Interim Vice President for Academic Initiatives and Partnerships*  
B.A., Hartwick College;  
M.Ed., State University of New York  
Ed.D., Morgan State University
- CLYDE H. SORRELL, J.D. (2000)  
*General Counsel*  
B.S., Virginia Polytechnic Institute;  
J.D., University of Virginia Law School
- JAMES E. TARVER, M.S. (2001)  
*Campus Director of Facilities, Rockville*  
B.S., Prairie View A&M University;  
M.S., Naval Postgraduate School
- JUDITH M. TAYLOR, M.Ed. (1984)  
*Associate Director of Student Financial Aid*  
B.A., North Carolina Central University;  
M.Ed., Howard University
- LYNDA S. VON BARGEN, M.B.A. (1987)  
*Deputy Chief Human Resources Officer*  
B.S., Pennsylvania State University;  
M.B.A., Hood College
- KRISTA LEITCH WALKER, M.S. (2001)  
*Director of Professional Development*  
B.S., University of Maryland University College;  
M.S., Gallaudet University
- KATHLEEN A. WESSMAN, M.A., C.P.A. (1983)  
*Interim Vice President for Planning and Institutional Effectiveness*  
B.S., Clarion State College;  
M.A., Georgia State University;  
M.A., Ohio University
- JANET E. WORMACK, Ed.D. (1999)  
*Director of Procurement*  
B.S., Arizona State University;  
M.A., Bowie State University;  
Ed.D., Morgan State University

## Workforce Development & Continuing Education Administrators

- STEVEN R. GREENFIELD, B.A. (2005)  
*Instructional Dean, Business, Information Technology, and Safety*  
B.A., District of Columbia Teacher's College
- DONNA A. KINERNEY, Ph.D., (2004)  
*Instructional Dean, Adult ESOL and Literacy Programs*  
B.A., University of Maryland;  
MA., Ph.D., University of Maryland, Baltimore County

**Workforce Development & Continuing Education Administrators** *(continued)*

GEORGE M. PAYNE, M.Ed., M.B.A. (1984)  
*Vice President for Workforce Development & Continuing Education*

B.S., M.Ed., University of Maryland;  
M.B.A., Frostburg State University

DOROTHY J. UMANS, M.S., M.B.A. (2000)  
*Interim Instructional Dean, Community Education and Extended Learning Services*

B.A., State University College of New York at Fredonia;

Ed.S., M.S., State University of New York at Albany;

M.B.A., Pace University

BRENDA C. WILLIAMS, Ed.D. (1999)  
*Director of Employment Services*

B.S., New York University;

M.A., Ed.D., George Washington University

**College Librarians**

BRENDA S. BRAHAM, M.L.S. (1989)  
*Digital Initiatives Librarian, Rockville*

B.A., M.L.S., San Jose State University

NANCY E. CANADA, M.L.S. (2006)  
*Librarian, Takoma Park/Silver Spring*

B.A., University of Hartford;

M.L.S., University of Maryland

RICHELLE CHARLES, M.L.I.S. (2007)  
*Librarian, Takoma Park/Silver Spring*

B.F.A., Ohio University;

M.L.I.S., University of Pittsburgh

LISA CLARKE, M.L.S. (2008)

*Librarian, Rockville*

B.A., M.L.S., University of Maryland

DIANE COCKRELL, M.L.S. (2001)

*Head Librarian, Germantown*

B.S., Shippensburg University;

M.L.S., University of Alabama

KATE COOPER, M.A., M.L.I.S. (2003)

*Librarian, Takoma Park/Silver Spring*

B.A., M.A., Temple University;

M.L.I.S., University of Pittsburgh

SARAH FISHER, M.L.S. (1982)

*Head Librarian, Takoma Park/Silver Spring*

B.A., Ursinus College;

M.L.S., University of Maryland

JENNY HATLEBERG, M.L.S. (2007)

*Librarian, Takoma Park/Silver Spring*

B.A., Grove City College;

M.L.S., University of Maryland

RANDY HERTZLER, M.A., M.L.S. (2009)

*Librarian, Rockville*

B.A., Goshen College;

M.A., M.L.S., University of Washington

DELRIITA HORNBUCKLE, (M.S.L.I.S.) (2009)

*Head Librarian, Rockville*

B.A., Texas A&M University;

M.S.L.I.S., Pratt Institute

SHELLY JABLONSKI, M.L.S. (2000)

*Librarian, Rockville*

B.A., Pennsylvania State University;

M.L.S., Shippensburg University

METTA LASH, M.L.S. (1999)

*Librarian, Germantown*

B.A., M.L.S., University of Maryland

BEVERLY LEHRER, M.S., M.L.S. (2005)

*Librarian, Takoma Park/Silver Spring*

M.S., American University;

M.L.S., University of Maryland

PATRICIA MEHOK, M.L.S. (1971)

*Director, Libraries*

B.A., M.L.S., University of Maryland

MARK N. MILLER, M.L.S., J.D. (2001)

*Librarian, Takoma Park/Silver Spring*

B.A., Oberlin College;

M.L.S., University of Maryland;

J.D., Cleveland-Marshall College of Law

VANI K. MURTHY, M.L.S. (1998)

*Library Technical Services Manager*

B.S., Osmania University (India);

B.A., M.L.S., University of Maryland

NANCY M. NYLAND, M.M., M.L.S. (1999)

*Librarian, Germantown*

B.M., Oberlin Conservatory;

M.M., Peabody Conservatory;

M.L.S., University of Maryland

NIYATI P. PANDYA, M.A., M.S. (2009)

*Librarian, Rockville*

B.A., M.A., M.S., University of Boroda (India);

M.S., University of Maryland

CHRISTINE K. TRACEY, M.S. (2009)

*Librarian, Rockville*

B.A., Villanova University;

M.S., Drexel University

ABI SOGUNRO, M.S.L.S. (1991)

*Librarian, Rockville*

B.A., University of Ife (Nigeria);

M.S.L.S., Atlanta University

KATHLEEN SWANSON, M.L.S. (2000)

*Librarian, Takoma Park/Silver Spring*

B.A., American University;

M.L.S., Catholic University



ELIZABETH G. THOMS, M.L.S. (1994)  
*Librarian, Rockville*  
 B.S., Bucknell University;  
 M.L.S., University of Maryland

## Germantown Campus

### *Campus Administrators*

WAYNE C. BARBOUR, M.Ed. (2000)  
*Associate Dean of Student Development*  
 B.A., Virginia Union University;  
 M.Ed., George Washington University

TONY D. HAWKINS, Ph.D. (2004)  
*Instructional Dean, Humanities, Social Sciences,  
 and Education*  
 B.S., Towson State University;  
 M.A., University of Georgia;  
 C.A.S., Harvard Graduate School of Education;  
 Ph.D., New York University

MARGARET W. LATIMER, M.S. (1999)  
*Interim Associate Dean for Instructional Programs*  
 B.S., University of Massachusetts;  
 M.S., Carnegie Mellon University

KATHERINE J. MICHAELIAN, M.Ed. (1989)  
*Instructional Dean, Business, Science,  
 Mathematics, and Technology; College Dean  
 for Information Technology*  
 B.S., Frostburg State College;  
 M.Ed., University of Maryland

MICHAEL A. MILLS, Ed.D. (2009)  
*Director of Distance Education*  
 B.S., University of Maryland;  
 M.Ed., Ed.D., University of Delaware

SANJAY K. RAI, Ph.D. (2004)  
*Interim Vice President and Provost*  
 B.S., M.S., University of Allahabad (India);  
 M.S., Dalhousie University;  
 Ph.D., University of Arkansas

KAREN A. ROSEBERRY, Ed.D. (1999)  
*College Dean of Student Development*  
 A.A., Long Beach City College;  
 B.S., State University of New York, New Paltz;  
 M.Ed., Wayne State University;  
 M.B.A., Long Island University;  
 Ed.D., Nova Southeastern University

THOMAS J. TUCKER (2008)  
*Special Assistant to the Vice President and Provost*

### *Full-Time Faculty*

AZADEH AALAI, Ph.D. (2009)  
*Assistant Professor, Psychology*  
 B.S., George Washington University;  
 M.A., Columbia University;  
 Ph.D., Loyola University

KAY E. AHMAD, Ph.D. (2009)  
*Associate Professor, Reading, Speech, World  
 Languages, American English Language Program*  
 B.A., M.A., American University;  
 Ph.D., Morgan State University

CAROL A. ALLEN, Ph.D. (1989)  
*Professor, Biology*  
 B.S., Mundelein College;  
 Ph.D., University of Wisconsin

MUNTHER F. ALRABAN, Ph.D. (1998)  
*Professor, Computer Science and Mathematics*  
 B.S., Baghdad University (Iraq);  
 M.S., Ph.D., George Washington University

SHARON A. ANTHONY, M.A. (2000)  
*Associate Professor, English*  
 A.A., Catonsville Community College;  
 B.A., M.A., University of Maryland

ABDULAI BARRIE, M.D. (2005)  
*Professor, Biology*  
 B.S., University of Sierra Leone;  
 M.S., Texas Southern University;  
 M.D., St. George's University

ANGELA BEEMER, M.A. (2002)  
*Professor, Counseling and Advising*  
 B.A., Vermont College;  
 M.A., Trinity College

MARGARET A. BIRNEY, Ph.D. (2006)  
*Associate Professor, Biology*  
 B.A., Amherst College;  
 Ph.D., St. Louis University

SUSAN BONTEMS, M.S. (2003)  
*Associate Professor, Chemistry*  
 B.A., Bryn Mawr College;  
 M.S., Arizona State University

KURT J. BORKMAN, Ph.D. (1990)  
*Professor, History and Political Science*  
 A.A., Montgomery College;  
 B.A., George Washington University;  
 M.A., Ph.D., University of Michigan

DAVID CARTER, M.F.A. (2001)  
*Associate Professor and Co-chairperson, Art,  
 Computer Graphics, Music, and Theatre*  
 B.G.A., James Madison University;  
 M.F.A., American University

CHIYUN-KWAI CHIANG, Ph.D. (2001)  
*Professor, Information Technology Institute*  
 B.A., Tamkang University (Taiwan);  
 M.S., Ph.D., Old Dominion University

GARY COLEY, M.S. (1989)  
*Professor, Speech*  
 B.A., Iona College;  
 M.S., State University College at Brockport

**Germantown Full-Time Faculty** (*continued*)

- JOHN COLITON, D.C.D. (1998)  
*Professor, Computer Science*  
B.A., Rollins College;  
M.B.A., M.A., D.C.D., University of Baltimore
- JOHN J. CURLING Jr., M.Ed. (1978)  
*Professor and Chairperson, Health and Physical Education*  
A.B.T., High Point College;  
M.Ed., American University
- BRYANT K. DAVIS, M.A. (1992)  
*Professor, Technical Writing*  
B.A., M.A., North Carolina State University
- CHRISTINA MARIE DEVLIN, Ph.D. (2005)  
*Assistant Professor, English*  
B.A., Swarthmore College;  
M.A., Ph.D., University of Chicago
- DENISE T. DEWHURST, Ph.D. (1992)  
*Professor, Psychology; Chairperson, Psychology, Economics, Philosophy, Anthropology, Education, and Women's Studies*  
B.A., Newton College of the Sacred Heart;  
M.A., Ph.D., Boston College
- JENNIFER JONES DOBBINS, Ed.D. (1996)  
*Professor, Counseling and Advising*  
B.S., Howard University;  
M.S., Drexel University;  
Ed.D., Morgan State University
- STEPHEN P. DUBIK, M.S. (1988)  
*Professor, Landscape Technology*  
B.S., M.S., University of Maryland
- MARIE E. FINN, Ph.D. (2008)  
*Professor, Early Childhood Education*  
B.S., University of Maryland;  
M.S., Gallaudet University;  
Ph.D., University of Maryland
- SONJA L. FISHER, M.Ed. (2008)  
*Assistant Professor, Education*  
B.S., M.Ed., University of Virginia
- J. DAVID FOX, M.B.A. (1981)  
*Professor, Philosophy*  
A.A., Frederick Community College;  
B.S., M.B.A., Mount Saint Mary's College
- JANIS L. GALLAGHER, M.S. (2007)  
*Associate Professor, Biology*  
B.S., M.S., University of Kentucky
- ADA GARCIA-CASELLAS, M.Ed. (2006)  
*Professor, Counseling and Advising*  
B.S., City College of New York;  
M.Ed., Columbia University Teachers College
- ZENOBIA GARRISON, M.A. (2000)  
*Professor, Counseling and Advising*  
B.A., James Madison University;  
M.A., New York University
- STEPHEN R. GLADSON, M.F.A. (2008)  
*Associate Professor, English*  
B.A., Dickinson College;  
M.F.A., Columbia University
- TYRA GOODGAIN, M.S. (2005)  
*Professor, Counseling and Advising*  
B.A., Oswego State University;  
M.S., Buffalo State College
- JAMES G. GRAY Jr., M.A. (1986)  
*Professor, Speech*  
B.A., University of Richmond;  
M.A., American University
- ARTHUR C. GRINATH III, Ph.D. (2007)  
*Associate Professor, Economics*  
B.S., Randolph-Macon College;  
Ph.D., University of Maryland
- SATISH K. GUPTA, Ph.D. (1993)  
*Professor, Biology*  
B.S., Panjab University (India);  
M.S., Kurukshetra University, (India);  
Ph.D., University of Calcutta (India)
- DAVID A. HALL, Ph.D. (1999)  
*Professor, Information Technology Institute*  
B.A., Guilford College;  
M.A., University of Hawaii;  
Ph.D., University of California
- JOHN HAMMAN, M.A. (2006)  
*Associate Professor, Mathematics*  
B.A., M.A., University of Northern Iowa
- JOHN L. HARE, Ph.D. (1987)  
*Professor, English*  
B.A., George Mason University;  
M.A., College of William and Mary;  
Ph.D., University of Maryland
- JENNIFER P. HAYDEL, M.A. (2008)  
*Assistant Professor, Political Science*  
B.A., Knox College;  
M.A., University of Minnesota
- DEBORAH HIGBIE-HOLMES, M.Ed. (2003)  
*Assistant Professor, Student Development; Director, Student Life*  
B.A., Western Maryland College (McDaniel College);  
M.Ed., Loyola College in Maryland
- AUDREY T. HILL, M.Ed. (2003)  
*Professor, Counseling and Advising*  
B.S., Morgan State College;  
M.Ed., George Washington University

- TAMI ISAACS, Ph.D. (2005)  
*Professor, Chemistry*  
B.S., Rensselaer Polytechnic Institute;  
Ph.D., Johns Hopkins University
- COLLINS R. JONES, Ph.D. (1997)  
*Professor, Biotechnology*  
B.S., Albright College;  
M.Sc., Ph.D., University of Maryland
- LORI KELMAN, Ph.D. (2001)  
*Professor, Biotechnology;*  
*Chairperson, Natural Sciences*  
A.B., Mount Holyoke College;  
M.S., St. John's University;  
M.B.A., Iona College;  
Ph.D., Cornell University
- BRIAN KOTZ, M.Ed. (2006)  
*Assistant Professor, Mathematics*  
A.B., Harvard University;  
M.Ed., Rutgers, The State University  
of New Jersey
- JON F. KREISSIG, M.A. (1970)  
*Professor, Health and Physical Education*  
B.S., M.A., University of Maryland
- JILL M. KRONSTADT, M.A. (2007)  
*Assistant Professor, English*  
B.A. Cornell University;  
M.A. University of Washington
- NANCY B. KROPETZ, M.Ed. (1980)  
*Professor, Health and Physical Education;*  
*Business Administration*  
B.S., Madison College;  
M.Ed., James Madison University
- MIN NAMGOONG KU, M.A. (2006)  
*Instructor, Mathematics*  
B.A., M.A., University of California, Los Angeles
- CHARLES C. KUNG, Ph.D. (1987)  
*Professor, Engineering*  
B.S.M.E., Tamkang University (Taiwan);  
M.S., Georgia Institute of Technology;  
Ph.D., Ohio State University
- LUCY ELLEN LAUFE, Ph.D. (1993)  
*Professor, Anthropology; Director, Collegewide Honors  
Program*  
B.A., Grinnell College;  
M.A., Northwestern University;  
Ph.D., University of Pittsburgh
- MARTIN LEVY, M.A., J.D. (2001)  
*Associate Professor and Chairperson, Computer  
Applications, Computer Science, and Networking and  
Wireless Technologies*  
B.A., M.A., State University of California at  
Sacramento;  
J.D., University of Maryland
- KRISTINE P. LUI, Ph.D. (2008)  
*Assistant Professor, Physics*  
B.S., University of Guelph;  
Ph.D., University of Alberta
- BRUCE MADARIAGA, M.S., M.P.A. (2001)  
*Professor, Economics*  
A.S., Delaware County Community College;  
B.S., University of Delaware;  
M.S., University of Maryland;  
M.P.A., Harvard University
- SCOT M. MAGNOTTA, Ph.D. (2006)  
*Associate Professor, Biology*  
B.S., Southern Connecticut State University;  
Ph.D., University of Connecticut
- MELISSA McCENEY, Ph.D. (2005)  
*Assistant Professor, Psychology*  
B.A., University of Central Oklahoma;  
M.A., Ph.D., Uniformed Services of  
the Health Sciences
- DIANE K. McDANIEL, Ph.D. (2006)  
*Assistant Professor, Geology and Physical Sciences*  
B.S., University of Texas at San Antonio;  
M.S., Ph.D., State University of New York  
at Stony Brook
- JACQUELINE B. MIDDLETON, M.S. (1989)  
*Professor and Chairperson, Accounting, Business  
Administration, Paralegal Studies, and Management*  
B.S., Towson State University;  
M.S., Golden Gate University
- SHAHRZAD (SHERRY) MIRBOD, Ph.D.,  
C.P.A. (2004)  
*Professor, Accounting*  
B.S., University of Tehran (India);  
M.A., Jackson State University;  
Ph.D., Nova Southeastern University
- JOY MORGAN-THOMPSON, M.Ed. (1991)  
*Associate Professor, Counseling and Advising*  
B.A., M.Ed., Howard University
- KATIE C. MOUNT, M.Ed. (2008)  
*Assistant Professor, Counseling and Advising*  
B.A., Elon University;  
M.Ed., University of Maryland
- JOAN M. NAAKE, M.A. (1992)  
*Professor, English and Technical Writing; Director,  
Renaissance Scholars Program*  
B.A., Emmanuel College;  
M.A., Boston College
- CARLA I. NARANJO, M.S. (2007)  
*Assistant Professor, Spanish*  
B.A., College of Notre Dame of Maryland;  
M.S., Georgetown University

**Germantown Full-Time Faculty** (*continued*)

- DONALD E. NEWLIN, Ph.D. (1995)  
*Professor, Chemistry*  
B.A., Shippensburg State College;  
Ph.D., West Virginia University
- L. MILLER NEWMAN, Ed.D. (1993)  
*Director, Center for Teaching and Learning*  
B.S., District of Columbia Teachers College;  
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Ed.D., Morgan State University
- STEPHEN NEWMANN, M.A. (2001)  
*Professor, English*  
A.A., Montgomery Junior College;  
B.A., M.A., Western State College of Colorado
- BENEDICT NGALA, Ph.D. (2005)  
*Assistant Professor, Sociology*  
B.A., Urbanian University;  
M.A., Ph.D., Howard University
- MARIANNE NOYD, M.L.S. (1989)  
*Professor, AELP and Computer Applications*  
B.A., M.L.S., State University of New York
- TAMMY STUART PEERY, M.A. (1994)  
*Assistant Professor and Chairperson, English*  
B.A., Pennsylvania State University;  
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- RICHARD M. PIRES, Ph.D. (2006)  
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- JENNIFER STOVALL POLM, M.S. (2007)  
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- CHESTER E. PRYOR, M.A. (1992)  
*Professor, English*  
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*Professor, Accounting*  
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- MARY E. ROBINSON, M.S. (2007)  
*Assistant Professor, Reading*  
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- TAMESHA ROBINSON, M.Ed. (2008)  
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- KELLY B. RUDIN, M.A. (2007)  
*Assistant Professor, History*  
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Advanced Professional Certificate/Maryland  
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- JACK SALLIE, Ed.D. (2003)  
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## Rockville Campus

### *Campus Administrators*

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*Instructional Dean of Business, Information Sciences,  
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MICHAEL C. BERMAN, M.A. (1999)  
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ROBERT K. BRENNEMAN, Ph.D. (2005)  
*Acting Instructional Dean, Science, Engineering, and  
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HELEN C. BREWER, M.A. (2003)  
*Interim Associate Dean of Student Development*  
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B.S., Oklahoma State University;  
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B.A., University of Maryland;  
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DEBRA ANDERSON, R.B.A. (1997)  
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*Professor, Business and Economics*  
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*Professor, Music*  
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 B.A., College of Wooster;  
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- JOSE RAUL BASULTO, M.A. (2003)  
*Associate Professor, Reading, English Language,  
 World Languages, and Philosophy*  
 B.A., Catholic University;  
 M.A., George Mason University
- ALEXANDER BATHULA, M.S. (1983)  
*Professor, Mathematics*  
 B.A., M.A., Osmania University (India);  
 M.S., Emporia State University
- ZACHARY BENAVIDEZ, M.A. (2006)  
*Assistant Professor, English*  
 B.A., Arizona State University;  
 M.A., Johns Hopkins University
- ERIC BENJAMIN, Ph.D. (1998)  
*Professor, Psychology*  
 B.A., Ph.D., University of Texas
- NAWAL BENMOUNA, Ph.D. (2006)  
*Associate Professor, Physics/Physical Science*  
 B.S., M.S., Ph.D., American University
- ANNE E. BENOLKEN, M.F.A. (2000)  
*Associate Professor, Communication Arts Technologies*  
 B.A., University of Chicago;  
 M.F.A., Maryland Institute College of Art
- ELIZABETH M. BENTON, M.A. (2007)  
*Assistant Professor, English*  
 B.A., Baylor University;  
 M.A., Columbia University Teachers College
- FRITZI R. BODENHEIMER, M.A. (2000)  
*Associate Professor, Speech, Dance, and Theatre*  
 B.S., Boston University;  
 M.A., University of North Carolina at Greensboro
- ZINEDDINE BOUDHRAA, Ph.D. (1998)  
*Professor, Mathematics; Coordinator, Math/  
 Science Center*  
 B.S., Riyadh University (Saudi Arabia);  
 M.A., University of Maryland;  
 Ph.D., Kent State University
- JUSTIN M. BOYER, M.M. (2007)  
*Assistant Professor, Music*  
 B.M., M.M., Peabody Conservatory of Music
- ANDREA M. BROWN, Ph.D. (2007)  
*Assistant Professor, Psychology*  
 B.S., Otterbein College;  
 M.Ed., Ph.D., Arizona State University
- INGRID BROWN-SCOTT, M.S. (1998)  
*Associate Professor, Mathematics*  
 B.A., Hampton University;  
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- MARIA R. BRUNETT, Ph.D. (1994)  
*Professor, Mathematics*  
 B.S., Fairmont State College;  
 M.S., West Virginia University;  
 Ph.D., American University
- HENRY N. CABALLERO, M.S. (2003)  
*Associate Professor, Reading, English Language,  
 World Languages, and Philosophy*  
 B.A., M.S., Texas A&M University
- SARAH C. CAMPBELL, M.A. (2008)  
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 B.A., M.A., University of Virginia
- MICHAEL G. CANTWELL, M.F.A. (1988)  
*Professor, Communication Arts Technologies*  
 B.F.A., University of Notre Dame;  
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- FRANCESCA C. CARETTO, M.S. (2004)  
*Assistant Professor, Counseling and Advising*  
 B.A., Barnard College;  
 M.S., Johns Hopkins University
- JOANNE CARL, B.A. (2002)  
*Associate Professor, Communication Arts Technologies*  
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- GENEVIEVE CARMINATI, M.A. (1999)  
*Professor, English; Coordinator, Women's Studies  
 Program*  
 B.A., Vermont College of Norwich University;  
 M.A., West Chester University of Pennsylvania
- JOHN CARR, M.F.A. (1998)  
*Professor, Art*  
 B.F.A., Shepherd College;  
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- MICHAEL P. CARRETTA (2008)  
*Assistant Professor, Automotive Technology*
- CAROLYN D. CASTRO, Ph.D. (2008)  
*Associate Professor, English as a Second Language*  
 B.A., University of the Philippines;  
 M.A., National University of Singapore;  
 Ph.D., Georgetown University
- NADER H. CHAABAN, Ph.D. (1995)  
*Professor, Speech, Dance, and Theatre*  
 B.S., M.A., George Mason University;  
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- BARBARA CHASE, M.A. (2005)  
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 Languages, and Philosophy*  
 B.A., Syracuse University;  
 M.A., George Washington University
- MICHAEL B. CHASE, Ph.D. (2007)  
*Associate Professor, Biology*  
 B.S., Citadel Military College;  
 M.S., University of Connecticut;  
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*Professor, English*  
B.F.A., Virginia Commonwealth University;  
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- OKKYUNG CHO, Ph.D. (2009)  
*Associate Professor, Mathematics*  
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- ROBERT F. CIAPETTA, M.A. (1969)  
*Professor, Reading, English Language, World  
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- WILLIAM W. COE, M.E. (2007)  
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B.S., College of William and Mary;  
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- CHRISTOPHER S. COLLINS, M.A. (2004)  
*Associate Professor, Reading, English Language,  
World Languages, and Philosophy*  
B.A., Salisbury State University;  
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- LAWRENCE C. COLLINS II, M.A. (1993)  
*Associate Professor, English*  
B.A., M.A., Clemson University
- VALERIE V. COLLINS, M.S. (2000)  
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B.A., College of Teresa;  
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- SUSAN H. COOPERMAN, M.Ed. (1983)  
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- LEWIS (MARK) CORFMAN, M.B.A. (2009)  
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- JARRELL B. CROWDER, D.M.A. (1999)  
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- SALVATORE DIMARIA, M.A. (2000)  
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- PAUL DUTY, Ph.D. (2005)  
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- MICHAEL ECKERT, Ph.D. (1989)  
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- KAMALA EDWARDS, Ph.D. (1989)  
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- MAUREEN EDWARDS, Ph.D. (1995)  
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RAYMOND GONZALES, M.A. (2000)

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*Professor, Music*

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- CHRISTINE H. HARRISON, M.S. (2006)  
*Associate Professor, Physical Education/Health*  
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- JOAN HAWKINS, M.Ed. (1986)  
*Professor, Counseling and Advising*  
B.A., M.Ed., University of Maryland
- WENDY HE, Ph.D. (2005)  
*Associate Professor, Mechanical Engineering*  
B.S., National University of Defense  
Technology (China);  
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- R. SCOTT HENGEN, M.F.A. (2001)  
*Associate Professor, Speech, Dance, and Theatre*  
B.S., B.A., Pennsylvania State University;  
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Physical Education*  
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M.Ed., Temple University;  
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- MURCHISON HENRY, Ph.D. (1989)  
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- KRISTIN A. HENSLEY, Ph.D. (2008)  
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- GLENDA Y. HERNANDEZ, Ph.D. (2004)  
*Assistant Professor, Education*  
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B.S., M.Ed., Ph.D., University of Maryland
- SONIA P. HERNANDEZ, M.S. (2008)  
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B.A., University of North Florida;  
M.S., Nova Southeastern University
- JORGE HERNANDEZ-FUJIGAKI, Ph.D. (2000)  
*Professor, History*  
B.A., National Autonomous University of Mexico;  
M.A., Ph.D., University of Chicago
- ARAM HESSAMI, Ph.D. (2004)  
*Associate Professor, Political Science*  
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B.A., M.A., Ph.D., George Washington University
- ALAN S. HEYN, Ph.D. (1975)  
*Professor, Chemistry*  
B.S., University of Illinois;  
M.S., Pennsylvania State University;  
Ph.D., University of Maryland
- KEVIN A. HLUCH, M.F.A. (1982)  
*Professor, Art*  
B.S., M.F.A., Kent State University
- JEANNIE HO, Ed.D. (2000)  
*Professor, Education*  
B.A., Shengyang University (China);  
M.A., Liaoning University (China);  
Ed.D., Illinois State University
- BARBARA G. HOBERMAN, Ph.D. (1993)  
*Professor and Chairperson, Biology*  
B.A., Temple University;  
Ph.D., Jefferson Medical College of Thomas  
Jefferson University
- SUSAN T. HOFFMAN, M.A. (1972)  
*Professor and Chairperson, Speech, Dance, and  
Theatre*  
B.A., M.A., University of Maryland
- RONALD W. HOLBROOK, B.F.A. (2007)  
*Professor, Interior Design*  
B.F.A., Ringling School of Art
- CONNIE K. HOLY, M.Ed. (2006)  
*Associate Professor, Reading, English Language,  
World Languages, and Philosophy*  
B.A., Trinity University;  
M.Ed., University of Texas, Austin
- CHIENANN ALEX HOU, Ph.D. (2002)  
*Professor, Physics, Engineering, and Geoscience*  
B.S., National Tsing Hua University (Taiwan);  
M.S., Ph.D., Ohio State University
- JOANNA M. HOWARD, M.A. (2000)  
*Professor, English*  
B.A., University of Maryland;  
M.A., Georgetown University
- FREDERICK HOWELL, M.A. (1986)  
*Professor, Gudelsky Institute for Technical Education;  
Program Director, Computer Publishing and Printing  
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B.S., University of the District of Columbia;  
M.A., George Washington University
- ELIZABETH HUERGO, Ph.D. (2001)  
*Professor, English*  
B.A., Stetson University;  
M.A., Ph.D., Brown University
- WILLIAM J. HUMPHREY, B.S. (2004)  
*Associate Professor, Computer Publishing and  
Printing Management*  
B.S., Excelsior College
- TERI C. HURST, M.Ed. (2001)  
*Associate Professor, Reading*  
B.S., Pennsylvania State University;  
M.Ed., University of Dayton

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- JILL IREY, M.Ed. (1988)  
*Professor, Applied Technologies*  
B.F.A., East Carolina University;  
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- CHARLOTTE Q. JACOBSEN, M.A. (1980)  
*Professor, Business and Economics*  
B.S., Florida State University;  
M.A., Temple University
- KENNETH N. JASSIE, Ph.D. (1999)  
*Associate Professor, Art*  
B.A., Oberlin College;  
M.A., Ph.D., University of Wisconsin
- PATRICIA JOHANNSEN, M.F.A. (2003)  
*Professor, Communication Arts Technologies*  
B.A., Hope College;  
M.F.A., Marywood University
- TENDAI L. JOHNSON, M.F.A. (2006)  
*Associate Professor, Art*  
B.F.A., M.F.A., Lamar Dodd School of Art,  
University of Georgia
- WILLIAM H. JOHNSTONE, M.B.A., C.P.A. (1974)  
*Professor and Chairperson, Business and Economics*  
A.A., Montgomery College;  
B.S., M.B.A., University of Maryland
- BRIAN V. JONES, M.S. (2000)  
*Professor, Communication Arts Technologies*  
B.A., Howard University;  
M.S., Illinois Institute of Technology
- AVIS T. JONES-PETLANE, Ph.D. (1992)  
*Professor, Reading, English Language, World Languages, and Philosophy*  
B.A., University of Maryland;  
M.S., University of the District of Columbia;  
Ph.D., Georgetown University
- JANET E. JOY, M.S., M.Ed. (1998)  
*Professor, Computer Science*  
B.A., Inter-American University;  
M.S., Brooklyn College;  
M.Ed. (TESOL), Shenandoah University
- IDA M. JUSTH, M.A.T. (1985)  
*Professor, Computer Science*  
B.S., Greenville College;  
M.A.T., Brown University
- SIRISHA L. KALA, M.S. (2008)  
*Assistant Professor, Mathematics*  
B.S., Jawaharlal Nehru Technological  
University (India);  
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- FARAJOLLAH (FRED) KATIRAIE, M.A. (2003)  
*Associate Professor, Mathematics*  
A.A., Montgomery College;  
B.S., University of Maryland;  
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- MUHAMMAD H. KEHNEMOUYI, Ph.D. (1983)  
*Professor and Chairperson, Physics, Engineering, and Geoscience*  
B.S., Tehran Polytechnic Institute (India);  
M.S., Ph.D., George Washington University
- SUMITA KIM, M.A., M.F.A. (2000)  
*Associate Professor and Chairperson, Art*  
B.A., Sogang University (South Korea);  
M.A., American University;  
M.F.A., University of Maryland
- RAYMOND KIMBALL, J.D. (2001)  
*Associate Professor, Information Technology Institute*  
B.A., Williams College;  
J.D., George Washington University  
School of Law
- KAREN KING, M.Ed. (2005)  
*Associate Professor, Counseling and Advising*  
B.A., M.Ed., Howard University
- SUSAN KING, M.Ed. (1990)  
*Professor and Chairperson, Mathematics*  
B.A., Case Western Reserve University;  
M.Ed., University of Maryland
- TIMOTHY E. KIRKNER, M.S. (1993)  
*Professor, Counseling and Advising*  
B.A., M.S., Western Maryland College
- CHRISTOPHER KOCH, M.A. (2005)  
*Associate Professor, Visual Communications Technology*  
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- SONDRA E. KOMAROW, M.S. (1992)  
*Professor, Reading, English Language, World Languages, and Philosophy*  
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- MARK E. KOVACH, B.S. (1987)  
*Professor, Gudelsky Institute for Technical Education*  
B.S., Ferris State College
- DAVID C. KRUEGER, M.F.A. (2001)  
*Associate Professor, Art*  
B.F.A., University of North Dakota;  
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- PAULINE LASTER, M.S. (2005)  
*Assistant Professor, Reading, English Language, World Languages, and Philosophy*  
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*Professor, Business and Economics*  
 B.S., University of Maryland;  
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- SHAWN R. LESTER, M.S. (2000)  
*Professor, Biology*  
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- JULIE LEVINSON, M.A. (2005)  
*Associate Professor, Counseling and Advising*  
 B.A., Cornell University;  
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- TULIN LEVITAS, M.A. (2003)  
*Professor, Reading, English Language, World Languages, and Philosophy*  
 B.A., Wheaton College;  
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 M.A., University of Maryland
- EUGENE LI, Ph.D. (2004)  
*Professor, Physics*  
 B.S., Delaware State University;  
 M.S., University of Illinois;  
 M.S., Virginia Polytechnic Institute and State University;  
 Ph.D., North Carolina State University
- STEVEN A. LIETZ, Ed.D. (1996)  
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 B.S., Towson State University;  
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- MELISSA B. LIZMI, M.A. (2000)  
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 B.A., West Virginia University;  
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- DAVID G. LOTT, M.A. (1992)  
*Professor, English*  
 B.A., Williams College;  
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- PAUL A. LUX, Ph.D. (1992)  
*Professor, Reading, English Language, World Languages, and Philosophy*  
 B.A., University of Rochester;  
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- ELLEN C. FELDMAN MAINEN, M.Ed. (1992)  
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- CAROL L. MALMI, Ph.D. (2004)  
*Professor, English*  
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- GREGORY F. MALVEAUX, M.A. (2000)  
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 B.A., Rutgers University;  
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- JEFFREY W. MANGELS, D.M.A. (2004)  
*Associate Professor, Music*  
 B.A., Virginia Polytechnic Institute and State University;  
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 M.A., University of Wisconsin
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*Professor, Art*  
 B.F.A., M.F.A., Academy of Fine Arts and Design (Slovakia);
- KATHLEEN H. McCROHAN, M.F.A. (1990)  
*Associate Professor, Art*  
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*Professor, Mathematics*

A.B., University of Michigan;

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CLIFTON A. McKNIGHT, M.Ed. (1992)

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- PERCY NORTH, Ph.D. (1989)  
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- JAMES T. O'BRIEN, Ph.D. (1972)  
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- CHRISTIANA M. OKECHUKWU, Ph.D. (1992)  
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B.A., M.A., University of Nigeria;  
M.Ed., University of Exeter, College of St. Mark and St. John (England);  
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- KOMELIA H. OKIM, M.F.A. (1973)  
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B.A., M.F.A., Indiana University
- WILLIAM A. OLEXIK, M.S. (1972)  
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- ELLEN OLMSTEAD, M.A., M.Ed. (2006)  
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M.A., University of Massachusetts;  
M.Ed., Columbia University
- MARY OWENS, Ph.D. (1986)  
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B.A., M.A., Kent State University;  
M.S., Ph.D., Georgetown University
- DONALD PALMER, Ph.D. (1971)  
*Professor, Psychology*  
B.A., Brooklyn College;  
M.A., Ph.D., State University of New York at Buffalo
- MARIO PARCAN, M.Arch., M.S. (1990)  
*Professor and Chairperson, Applied Technologies*  
M.Arch., Catholic University of Chile;  
M.S.E., Catholic University
- PAUL H. PARENT, M.Ed. (1995)  
*Professor, Reading, English Language, World Languages, and Philosophy*  
B.A., University of Maryland;  
M.Ed., Bowie State University;  
Advanced Professional Certificate/Maryland State Department of Education
- ELIZABETH R. PAVLOVSKY, M.A. (1972)  
*Professor, English*  
A.A., Montgomery College;  
B.A., University of Maryland;  
M.A., University of North Carolina
- BETTY H. PAYNE, Ph.D. (1987)  
*Professor, Reading, English Language, World Languages, and Philosophy*  
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M.A., Hood College;  
Ph.D., American University
- MARCUS PEANORT, M.Ed. (2005)  
*Associate Professor, Counseling and Advising*  
B.S., Old Dominion University;  
M.Ed., University of Maryland
- JUDITH A. PEARCE, Ph.D. (1992)  
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B.A., University of South Carolina;  
M.A., Arizona State University;  
Ph.D., University of Virginia
- RICHARD PENN, M.S. (1995)  
*Professor, Mathematics*  
B.S., University of Maryland;  
M.S., University of Michigan
- KAREN PENN DE MARTINEZ, M.Ed. (2000)  
*Associate Professor, Computer Applications*  
B.A., University of California, Santa Cruz;  
M.Ed., University of Virginia
- STEPHANIE PEPIN, M.A. (2001)  
*Associate Professor, Mathematics*  
B.S., Minot State University;  
M.A., Texas Technical University
- SHARON G. PETRILLO, M.Ed. (2004)  
*Associate Professor, Counseling and Advising*  
B.A., M.Ed., Temple University
- CYNTHIA L. PFANSTIEHL, M.A. (2008)  
*Assistant Professor, Anthropology*  
B.A., Butler University;  
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- JOHN PHILLIPS, M.A. (1998)  
*Professor, Gudelsky Institute for Technical Education; Program Director, Building and Construction Technology*  
B.A., Northeastern Illinois University;  
M.A., Loyola University;  
M.A., University of Maryland
- ROSE W. PISKAPAS, M.A. (1999)  
*Associate Professor, Speech, Dance, and Theatre*  
B.A., M.A., University of Maryland

**Rockville Full-Time Faculty** (*continued*)

- TANYA L. PITZER, M.S. (1995)  
*Professor, Reading, English Language, World Languages, and Philosophy*  
B.S., Northwest Missouri State University;  
M.S., Drake University
- DEBRA A. POESE, M.A. (1985)  
*Professor, Education; Director, School of Education*  
B.S./B.S.Ed., Northeast Missouri State University;  
M.A., University of Maryland
- OREST S. POLISZCZUK, M.A. (1969)  
*Professor, Art*  
B.A., M.A., University of Maryland
- REBECCA M. PORTIS, M.A. (2007)  
*Assistant Professor, English*  
B.A., Dillard University;  
M.A., Xavier University
- KATHLEEN A. RESTORFF, M.S. (1977)  
*Professor, Physics, Engineering, and Geoscience*  
B.A., Central Connecticut State College;  
M.S., University of Maryland
- ELIZABETH RIDINGS, M.A. (2005)  
*Assistant Professor, Health Enhancement/Exercise Science/Physical Education*  
B.S., James Madison University;  
M.A., University of Connecticut
- JOHN M. RIEDL, Ph.D. (2006)  
*Associate Professor, History/Political Science*  
B.A., M.A., Ph.D., University of Virginia
- EDWARD S. RIGGS, M.S. (1979)  
*Professor and Chairperson, Communication Arts Technologies*  
A.A., Montgomery College;  
B.S., University of Maryland;  
M.S., Hood College
- MERCIA O. RINDLER, M.A. (2007)  
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B.A., Tel Aviv University (Israel);  
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- JOYCE RISEBERG, M.A. (1973)  
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B.A., Vassar College;  
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- ROSE SACHS, M.S.W. (1995)  
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*and Interaction Technologies*  
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- MARGO WOODWARD-BARNETT, M.S.W. (1992)  
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*Workforce Development & Continuing Education*  
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- GAIL D. WRIGHT, M.A. (1999)  
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- LAN XIANG, Ph.D. (2003)  
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- ANDY S. YAO, Ph.D. (1992)  
*Professor, Computer Science*  
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AMY A. GUMAER, D.A. (2005)  
*Acting Instructional Dean, Arts, Humanities, and Social Sciences*  
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BARBARA L. NUBILE, M.S.N. (2006)  
*Associate Dean, Health Sciences; Director of Nursing*  
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*Dean of Student Development*  
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 B.A., William Penn College;  
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- ELISA FERNANDEZ, M.S.N. (2005)  
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B.A., Kansas State University;  
M.A., Oklahoma State University;  
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*Professor, Art*  
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- ANDREW N. HERST, M.S. (2008)  
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*Associate Professor, Mathematics*  
B.A., Hollins University;  
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- CHARLES HOLLAND, J.D. (1988)  
*Professor and Co-chairperson, Business, Management, and Information Sciences*  
B.A., J.D., Howard University

- FRANCINE M. JAMIN, Ph.D. (1985)  
*Professor, English; Director, Paul Peck Institute for American Culture and Civic Engagement*  
 B.A., University of Pennsylvania;  
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- GEETHA AMBOOR JAYARAM, M.S.N. (2009)  
*Associate Professor, Nursing*  
 B.S.N., M.S.N., Omayal Achi College of Nursing (India)
- DAVID JEAN-JULIEN, M.A. (2003)  
*Assistant Professor, Counseling and Advising*  
 B.S., Columbia Union College;  
 M.A., Trinity International University
- WINDY JEFFERSON-JACKSON, M.A. (1995)  
*Professor, Reading*  
 B.S., Adelphi University;  
 M.A., Teachers College, Columbia University;  
 Graduate Certificate, University of Maryland, Baltimore County
- GAIL W. JENKINS, M.A. (1990)  
*Professor, Biology*  
 A.A., American River College;  
 B.S., University of California;  
 M.A., California State University
- JOYCE JEWELL, M.F.A. (1972)  
*Professor, Art*  
 A.A., Montgomery College;  
 B.A., American University;  
 M.F.A., George Washington University
- KEVIN F. JOHNSON, M.S. (2007)  
*Assistant Professor, Mathematics*  
 B.S., University of Maryland;  
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- SHELLEY A. JONES, M.A. (2006)  
*Associate Professor, Spanish*  
 B.A., McDaniel College;  
 M.A., University of Maryland
- JOSEPH KABRIEL, M.A. (2003)  
*Associate Professor, Art*  
 B.A., M.A., Catholic University
- MUSWAMBA KADIMA-NZUJI, Ph.D. (2000)  
*Professor, Biology*  
 B.A., University of Zaire in Kisangani;  
 M.S., Ph.D., University of Vermont
- LINDA KAVALEC, M.S.N. (2006)  
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 B.S.N., Medical College of Ohio;  
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*Associate Professor, Mathematics*  
 B.S., M.S., Pennsylvania State University
- MORGAN C. KEE, B.S. (2008)  
*Assistant Professor, Paramedic*  
 B.S., Villanova University
- ELIZABETH KIFONIDIS, M.S.N. (1999)  
*Professor, Nursing*  
 B.S.N., M.S.N., George Mason University
- MARGARET R. KIRKLAND, M.A. (2004)  
*Professor, American English Language Program*  
 B.A., Mary Baldwin College;  
 M.A., Georgetown University
- RITA S. KRANIDIS, Ph.D. (2000)  
*Professor, English*  
 B.A., Mount Holyoke College;  
 M.A., Long Island University;  
 Ph.D., State University of New York at Stony Brook
- J. MICHAEL LÉGER, Ph.D. (2006)  
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 B.A., University of Michigan—Dearborn;  
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*Professor, Spanish*  
 B.A., M.A., Pontificia Universidad Católica del Perú
- CYRUS MACFOY, Ph.D. (2005)  
*Professor, Biology*  
 B.S., Royal Holloway College, University of London (England);  
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- SHARON D. MANDEL, M.S. (1991)  
*Professor, English*  
 B.A., Oregon State University;  
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- JANET H. MANSIR, M.S.N. (2006)  
*Professor, Nursing*  
 A.N.D., Lasell College;  
 B.S.N., Pennsylvania State University;  
 M.S.N., Texas Women's University
- ELLEN W. MANSUETO, M.A. (1982)  
*Professor and Co-chairperson, Visual Arts and Graphic Design*  
 B.A., M.A., Catholic University

**Takoma Park/Silver Spring Full-Time Faculty** *(continued)*

- CHARLES MARCANTONIO, Ph.D. (1972)  
*Professor and Co-chairperson, Social Sciences*  
B.B.A., City College of New York;  
Ph.D., State University of New York at Buffalo
- JAY MARCIANO, Ph.D. (1998)  
*Professor, Counseling and Advising*  
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M.Ed., American University;  
Ph.D., Syracuse University
- KAREN BENN MARSHALL, Ed.D. (2001)  
*Professor, Biology*  
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M.S., Alabama A&M University;  
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- TONYA MASON, Ph.D. (2001)  
*Associate Professor, Counseling and Advising*  
B.A., Lafayette College;  
M.A., Ph.D., University of Maryland
- DIANNA K. MATTHEWS, M.S.N. (2004)  
*Professor and Chairperson, Nursing*  
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- ELLEN S. McMURDIE, M.S. (1995)  
*Professor, Reading*  
B.A., University of Maryland;  
M.S., Johns Hopkins University
- LAURALYN McWILLIAMS, M.A. (2007)  
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*Professor and Coordinator, Health Information Technology Program*  
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- ANDREA L. MILO, M.A. (2006)  
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B.S., James Madison University;  
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- GIRIJADEVI MOHANKUMAR, M.S.N. (2007)  
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B.S., Mercy College;  
M.S.N., Dr.M.G.R. Medical University (India)
- LINDA MONA, Ph.D. (2000)  
*Professor and Co-chairperson, Physical Sciences*  
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- MAX S. NAM, Ph.D. (2003)  
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- IJEOMA OTIGBUO, Ph.D. (1999)  
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M.A., Northeastern University;  
M.A., Simmons College
- TRACEY D. SMITH-BRYANT, Ph.D. (2001)  
*Professor, Psychology*  
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Ph.D., Howard University
- MELISSA A. SPRAGUE, M.S.N. (2006)  
*Associate Professor, Nursing*  
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M.S.N., Towson University

**Takoma Park/Silver Spring Full-Time Faculty** *(continued)*

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*Professor, Art*  
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- ANDREA STERN, J.D. (2006)  
*Professor, Nursing*  
B.S.N., University of Virginia;  
M.S.N., University of Connecticut;  
J.D., Michigan State University
- SYLVIA R. STEVENS, M.S.N. (2006)  
*Professor, Nursing*  
B.S.N., Michigan State University;  
M.S.N., University of Maryland
- RAM SUBEDI, M.S. (2003)  
*Assistant Professor, Mathematics*  
B.A., Middleburg College;  
M.S., Ball State University
- KAREN J. SULLIVAN, M.S. (2007)  
*Associate Professor, Nursing*  
A.S., Montgomery College;  
B.S., University of Maryland;  
M.S., Catholic University
- SHARON L. TABB, M.S. (1990)  
*Professor, Nursing*  
B.S., University of the District of Columbia;  
M.S., Wright State University
- DEBORAH TAYLOR, M.A. (2003)  
*Associate Professor, English*  
B.A., Bates College;  
M.A., University of Maryland
- SOLOMON TEKLAI, M.S. (2008)  
*Associate Professor, Chemistry*  
B.S., City College of New York;  
M.S., University of Maryland
- SHARON TEUBEN-ROWE, M.Ed. (1999)  
*Associate Professor, Reading*  
B.A., University of California;  
M.Ed., East Stroudsburg University
- AMIT TREHAN, Ph.D. (2005)  
*Assistant Professor, Mathematics*  
B.S., M.S., Indian Institute of Technology;  
Ph.D., University of Maryland
- AMANDA TRUETT, Ph.D. (2001)  
*Professor, Biology*  
B.S., North Carolina State University at Raleigh;  
M.S., Campbell University;  
Ph.D., University of Maryland
- LaVERNE TUCKSON, M.Ed. (1995)  
*Professor, Physical Therapist Assistant Program*  
B.S., Howard University;  
M.Ed., University of Maryland Eastern Shore
- BETH D. VAN METER, M.S.N. (2004)  
*Professor, Nursing*  
B.S.N., Columbia Union College;  
M.S.N., College Misericordia
- MEGAN L. VAN WAGONER, M.F.A. (2008)  
*Assistant Professor, Art*  
B.F.A., Cleveland Institute of Art;  
M.F.A., Maryland Institute College of Art
- RICHARD T. VOSELLER, M.F.A. (2008)  
*Assistant Professor, Art*  
B.F.A., Maryland Institute College of Art;  
M.F.A., San Francisco Art Institute
- GREGORY R. WAHL, Ph.D. (2007)  
*Associate Professor, English*  
B.A., M.A., University of Northern Iowa;  
Ph.D., University of Maryland
- BARBARA ELLEN WALKER, M.S.N. (2002)  
*Professor, Nursing*  
B.S.N., University of Maryland at Baltimore;  
M.S.N., Catholic University of America
- VAN WALL, M.A. (2003)  
*Professor, English*  
B.A., M.A., University of Richmond
- JAMES F. WALTERS, M.A. (1972)  
*Professor, Student Development; Director, Student Life Office*  
B.A., George Washington University;  
M.A., Catholic University
- WENDY L. WELLS, M.S. (2007)  
*Assistant Professor, Nursing*  
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- PATRICE WHITING, M.S.N. (2000)  
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- CATHERINE WILSON, Ph.D. (1997)  
*Professor, Counseling and Advising*  
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M.A., Gallaudet University;  
Ph.D., George Mason University
- CAROLE L. WOLIN, Ph.D. (2000)  
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 University;

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 M.A., Ed.D., George Washington University

QINGMIN ZHOU, Ph.D. (1993)  
*Professor, Computer Science, English*  
 B.A., Fujian Normal University (China);  
 M.A., University of Leeds (England);  
 Ph.D., George Washington University

## Part-Time Faculty

*Approximately, 1,000 part-time faculty teach in the day,  
 evening, distance, and weekend credit programs at all  
 Montgomery College campuses annually.*

## Clinical Facilities and Clinical Associate Faculty

*Clinical facilities are institutions, agencies, or  
 clinics to which students in various health sciences  
 curricula are assigned for clinical experience. Clinical  
 associate faculty are those part-time instructors who  
 are furnished by and teach courses at various clinical  
 facilities contractually associated with an allied health  
 curriculum offered by Montgomery College.*

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 THEMISTOCLES G. APOSPOROS, M.A. (1987–98)  
 ROBERT L. APPEL Jr., Ed.D. (1976–90)  
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 LELAND M. BIGGS, M.B.A. (1963–85)  
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 JANE O. BLOCHER, M.A. (1970–2007)  
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 O. ROBERT BROWN Jr., Ph.D. (1972–2008)  
 WILLIAM J. BROWN, Ed.D. (1968–94)  
 RAYMOND W. BUCK Jr., Ph.D. (1968–84)  
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 WARREN BUITENDORP, M.A. (1967–98)

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- JOSEPH R. BUNCE Jr., M.S. (1986–2003)  
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ANGELO J. DIFONZO, M.E. (1969–97)  
RUTH B. DINBERGS, Ph.D. (1965–96)  
PEGGY A. DIXON, Ph.D. (1962–89)  
ROBERT J. DOMPKA, Ph.D. (1974–94)  
HELEN W. DORASAVAGE, B.S. (1959–82)  
WILBUR N. DOTTER, M.S.T. (1969–93)  
MARTHA M. DOWNS, M.A. (1981–2001)  
DONALD DROWN, M.A. (1961–93)  
ANTHONY S. D'SOUZA, Ph.D. (1991–2009)  
ANNIE M. DUNN, Ph.D. (1989–2000)  
VERGIL H. DYKSTRA, Ph.D. (1978–89)  
TERRY L. DYROFF, M.S. (1993–2007)  
DAVID W. EDGERLEY, M.B.A. (1995–2007)  
MARJORIE B. EDWARDS, M.A. (1966–2002)  
EVELYN A. ELDER, M.A. (1968–96)  
DUANE C. ELLISON, Ph.D., J.D. (1966–2007)  
CARL C. EMERICK Jr., M.S. (1978–89)  
BARBARA V. ENAGONIO, Ph.D. (1975–89)  
JOHN R. ENSMINGER Jr., M.M. (1974–2004)  
RICHARD P. FAHEY, Ph.D. (1968–93)  
SO-FEI W. FANG, Ph.D. (1989–2006)  
EMERY FAST, M.A. (1947–72)  
VICTOR FIELDS, Ph.D. (1972–83)  
MICHAEL FISCHETTI, Ph.D. (1968–2000)  
MARIAN B. FLINCHUM, M.S.L.S. (1966–86)  
ELEANOR A. FLOTTMAN, M.M., A.A.G.O. (1967–94)  
TONI B. FORCINO, M.A. (1987–2005)  
GAIL FORMAN, Ph.D. (1971–2007)  
CHARLES E. FORSYTHE, M.F.A. (1971–93)  
W. RAYMOND FOX, M.A. (1962–90)  
WILLIAM LLOYD FOX, Ph.D. (1947–76)  
ROBERT B. FRIEDERS, Ph.D. (1966–85)  
HELMUTH O. FROESCHLE, M.S. (1969–79)  
ARLEN L. FULWILER, M.A. (1966–2007)  
SUZANN FURNEY, M.A. (1975–99)  
MARION GAFFEY, M.S. (1967–93)  
TIBOR GAJARY, S.J.D. (1974–93)  
MARY F. GALLAGHER, Ph.D. (1973–2008)  
WILLIAM A. GARDINER Jr., Ph.D. (1981–2004)  
DAVID R. GARDNER, D.P.A. (1965–93)  
WILLIAM L. GARDNER Jr., M.A. (1970–91)  
ESTELLE K. GEARON, Ph.D. (1974–2000)  
SUSAN K. GELL, Ph.D. (1979–98)  
ROBERT C. GILDART, B.S. (1967–76)  
MARY ELLEN GILLETTE, M.A. (1965–81)  
EDWARD LEE GLOVER, Ph.D. (1969–98)  
MYRNA GOLDENBERG, Ph.D. (1971–2003)  
SYLVIA GOODSTEIN, M.L.S. (1968–84)  
DIANE D. GRAY, A.M. (1964–92)  
MARIAN L. GREEN, M.A. (1980–97)  
GORDON GREGG, M.S. (1971–2004)  
MARTHA G. GRIMES, M.A. (1969–86)  
RUTH GRUENBERG, M.A. (1970–90)  
THOMAS M. HAISLIP, Ph.D. (1967–88)  
R. JUSTUS HANKS, Ph.D. (1959–80)  
JACK L. HARMON, M.A. (1969–95)  
ANTOINETTE P. HASTINGS, Ph.D. (1979–94)  
ARTHUR B. HAYES III, M.A. (1968–90)  
LESTER HELLER, M.A. (1962–77)  
BENJAMIN L. HENRY, M.A. (1962–2009)  
JACK W. HENRY Jr., M.A. (1957–83)  
NANCY B. HIGGINS, Ed. D. (1982–2009)  
SADIE G. HIGGINS, M.A. (1946–64)  
WILBUR HILDEBRAND, D.Ed. (1971–2007)  
ALARA L. HILDENBRAND, M.A. (1980–96)  
PAULA HOFFMAN, M.A. (1974–91)  
JUDITH C. HOGAN, M.S.N. (1983–2000)
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- GORDON M. HOGG Jr., M.A. (1966–85)  
 HAROLD A. HULTMAN, M.S., M.B.A. (1988–2008)  
 EVELYN M. HURLBURT, Ph.D. (1956–77)  
 WILLIAM J. HUSSONG, N.E. (1968–79)  
 JOHN W. JARBOE, M.A. (1972–2004)  
 JOHN A. JAVENS, M.A. (1970–99)  
 ALLEN H. JONES, M.A. (1947–73)  
 HELMER G. JUNGHANS, M.S. (1971–97)  
 EUGENE S. KATZIN, M.S.M.E. (1985–2006)  
 ROBERT J. KAUPPI, Ph.D. (1968–2005)  
 ROBERT G. KELLER Jr., B.A., C.F.P. (1968–96)  
 BERNADETTE T. KELLEY, M.A. (1967–92)  
 GEORGE H. KELSO, A.S.B.A. (1984–2007)  
 WILTON L. KENNEDY, M.C.S. (1979–91)  
 THOMAS E. KENNEY, Ph.D. (1971–99)  
 BARBARA D. KERNE, M.A. (1972–98)  
 CHRISTINE S. KERR, Ph.D. (1972–97)  
 SHARON KETTERING, Ph.D. (1970–96)  
 KURT R. KEYDEL Jr., Ph.D. (1978–2002)  
 DAVID B. KIEFFER, M.S. (1972–2006)  
 ROBERT B. KING, M.S. (1968–81)  
 JEAN G. KIRKLIN, M.S. (2000–06)  
 CARLA R. KLEVAN, M.A.T. (1989–2005)  
 RICHARD J. KLIMEK, Ed.D. (1962–2001)  
 ERVIN O. KLINKON, M.M. (1964–96)  
 JUDITH F. KNEEN, A.M. (1968–96)  
 RUTH M. KNIEP, Ph.D. (1958–86)  
 ESTHER KOTCHEK, M.A. (1967–93)  
 ALFRED C. KOUNESKI, M.S. (1970–2001)  
 MALCOLM L. KOVACS, Ph.D. (1970–2003)  
 ERIC N. LABOUVIE, Ph.D. (1946–73)  
 FRANK J. LaSETA, M.A. (1973–2000)  
 ROBERT T. LAYCOCK, M.B.A., C.P.A. (1967–2006)  
 BERNARD A. LEBEAU, M.A. (1966–91)  
 A. SCOTT LEIPER, Ph.D. (1993–2008)  
 NICHOLAS LETSOU, M.A. (1967–86)  
 MARY E. LEWIS, M.A. (1978–2002)  
 SUZANNE S. LIGGETT, M.A. (1970–2000)  
 HOLGER LINDSJO, Ph.D. (1964–76)  
 KUANG C. LIU, Ph.D. (1989–2001)  
 THOMAS M. LOGAN Jr., M.S. (1974–2004)  
 BURLIAN H. LOWREY, M.A. (1956–86)  
 LILLIAN O. LUKACZER, M.P.A. (1969–80)  
 NOREEN A. LYNE, Ph.D. (1981–2001)  
 JANET F. MADDOX, M.F.A. (1971–95)  
 JOHN E. MALACHI, M.A. (1986–2006)  
 PHILIP E. MANCHA, Ph.D. (1971–96)  
 BETH KLINE SCHNEIDERMAN MANN, Ph.D. (1988–2004)  
 JOSEPH R. MANNO, Ph.D. (1982–2003)  
 GWENDOLYN R. MAPLES, Ph.D. (1969–99)  
 MARTHA F. MARSHALL, M.Ed., R.D., L.N./D (1972–94)  
 RONALD J. MARSHALL, M.A. (1987–2001)  
 PHILIP B. MARTIN, B.F.A. (1972–2003)  
 CARROLL L. MATTHEWS, M.E.A. (1967–2003)  
 VIRGINIA L. MAYES, M.A. (1992–2005)  
 RUTH M. McCLELLAND, M.Ed. (1972–92)  
 PAUL D. McDERMOTT, M.A. (1970–99)  
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 VINCENT L. McMANAMAN, Ph.D. (1986–2006)  
 RUTH MEIXNER, M.A. (1970–96)  
 MICHAEL MENAKER, M.S. (1969–96)  
 ROBERT W. MENEFFEE, Ph.D. (1971–91)  
 HAROLD M. MESSER Jr., M.A. (1969–81)  
 DONALD MILLER, M.A. (1966–96)  
 LAVERNE W. MILLER, Ph.D. (1961–97)  
 MARGARET R. MILLER, Ph.D. (1982–2001)  
 RICHARD H. MILLER, Ed.D. (1967–86)  
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 JAMES R. MOCK, Ph.D. (1963–73)  
 CONSTANCE L. MOERMAN, M.A. (1967–96)  
 DONALD A. MONTANO, M.F.A. (1992–99)  
 M. GLORIA MONTEIRO, M.A. (1963–86)  
 GAIL D. MONTGOMERY, Ph.D. (1992–2009)  
 KAYRAN C. MOORE, M.S. (1986–2007)  
 MARILYN M. MOORS, M.A. (1970–91)  
 RICHARD MOWER, M.A. (1967–96)  
 JOAN MULLAN, M.A. (1970–93)  
 GERALD F. MULLER, D.M.A. (1965–96)  
 BETTY B. MYERS, M.S. (1967–86)  
 HELEN B. MYERS, M.L.S. (1969–89)  
 JOHANNA Y. MYERS, M.A. (1968–2000)  
 ZANE E. NAIBERT, Ph.D. (1967–93)  
 P. C. NAIR, Ph.D. (1980–2008)  
 ANDREW G. NELSON, M.B.A. (1982–2008)  
 LIONEL W. NELSON, M.A. (1955–72)  
 DOUGLAS A. NEMIER, M.Ed. (1966–89)  
 ROWLAND I. C. NEW, M.Ed. (1967–2005)  
 JOHN D. NODINE, Ph.D. (1968–91)  
 PATRICIA K. NORMILE, M.A. (1982–96)  
 CHARLENE R. NUNLEY, Ph.D. (1979–2007)  
 INGRAM W. OGDEN, D.D.S. (1970–81)  
 D. FRANKLIN OSBORNE, M.S. (1964–93)  
 ANTHONY OSRETKAR, Ph.D. (1971–96)  
 JANICE M. PAGE, Ph.D. (1970–1985)  
 ROBERT E. PARILLA, Ph.D. (1979–99)  
 WILLIAM S. PATTERSON, M.Ed. (1968–2006)  
 PAUL L. PECK, Ph.D. (1970–2001)  
 JAMES M. PEET, M.A. (1970–86)  
 FRANCES O. PELTON, M.S. (1969–85)  
 FRANKLIN JAMES PETERSON, Ph.D. (1970–99)  
 HAZEL G. PFLUEGER, Ph.D. (1969–95)  
 FRED H. PHAGAN, M.A. (1964–99)  
 JO ANN PINA, Ph.D. (1983–99)  
 VIRGINIA G. PINNEY, M.A. (1950–82)  
 MONTY B. PITNER, M.S. (1965–94)  
 GARY E. PITTENGER, Ph.D. (1971–2001)  
 HAROLD J. PLASTAS, Ph.D. (1968–2000)  
 LINDA A. PLASTAS, Ph.D. (1973–2003)  
 CLARENCE A. PORTER, Ph.D. (1985–2004)  
 FRANCES POWELL, Ph.D. (1992–2007)  
 JUDITH A. PRASK, Ph.D. (1993–2007)

- THOMAS S. PRICE, M.A. (1970–2006)  
 WOODS PRICE, M.A. (1975–97)  
 POLLY-ANN PROETT, Ed.D. (1968–89)  
 WILLIAM T. RAMSAY, M.A. (1961–83)  
 W. THOMAS RENWICK, B.A. (1969–89)  
 JOSEPH A. RICE Jr., Ed.D. (1966–81)  
 PATRICIA J. RICKS, M.M. (1971–95)  
 SANDRA RIDGELY, M.Ed. (1992–2003)  
 LOIS D. ROBERTSON, M.A. (1980–2004)  
 ROSE MARIE ROGERS, Ph.D. (1976–83)  
 SALLY ROGERS, Ph.D. (1973–2005)  
 THOMAS ROSE, Ph.D. (1971–2003)  
 LEONARD L. ROSENBAUM, Ph.D. (1967–2007)  
 JOAN E. ROSENSTEIN, M.F.A. (1967–97)  
 JAMES T.W. ROSS, M.S. (1958–80)  
 PATRICIA H. RUBENSTEIN, M.A. (1968–89)  
 JOHN F. RYS, Ph.D. (1966–95)  
 WILFRED SAINT Jr., Ph.D. (1971–2002)  
 IRENE R. SALAZAR, B.A. (1986–2007)  
 EPHRAIM G. SALINS, M.S. (1963–85)  
 RENEE S. SANDERS-EDWARDS, M.S. (1992–2005)  
 JUDITH A. SAWYER, M.A. (1985–2000)  
 MARILYN S. SCHEINER, B.B.A., C.P.A. (1976–2002)  
 DIANNE GANZ P. SCHEPER, Ph.D. (1971–2002)  
 IRVIN H. SCHICK, M.S.E.E. (1950–78)  
 GAIL SCHMITT, M.S. (1992–2008)  
 SANDRA Q. SCHULER. M.S.N., R.N. (1983–2008)  
 MATTHIAS T. SCHULTE, M.A. (1981–2004)  
 HENRY F. SCHULZ, M.S. (1963–92)  
 MARGOT K. SCHUMM, M.S. (1967–93)  
 JEFFREY SCHWARTZ, MB.A., C.P.A. (1973–2005)  
 CATHERINE F. SCOTT, M.Ed. (1960–86)  
 EDGEL E. SERENO, Ph.D. (1983–99)  
 MARY KAY SHARTLE-GALOTTO, Ph.D. (1979–2009)  
 KEITH D. SHEARER, M.Ed. (1966–93)  
 RICHARD L. SHELLY, M.Ed. (1968–2007)  
 ARLENE K. SHERBURNE, M.Ed. (1979–2007)  
 RUTH SHERROD, M.L.S. (1970–86)  
 RUTH M. SHIGLEY, B.S. (1971–2003)  
 MARGARET H. SICKELS, Ph.D. (1962–86)  
 MARGARET L. SILSBY, Ph.D. (1969–92)  
 CHARLOTTE SIMON, Ph.D. (1969–2000)  
 PEGGY MUNOZ SIMONDS, Ph.D. (1966–88)  
 DANIEL J. SIMONS, Ph.D. (1969–2000)  
 ZDANNA K. SKALSKY, M.A. (1969–2009)  
 MARILYNN P. SMITH, M.A. (1969–95)  
 SARA W. SMITH, M.A. (1986–2002)  
 RUTH J. SMOCK, M.A. (1956–77)  
 ROGER W. SPEIDEL, M.A. (1967–87)  
 NATHANIEL F. STARR, M.A. (1972–2009)  
 HELEN A. STATTS, M.S. (1966–81)  
 BARBARA C. ST. JOHN, M.S.A., C.P.A. (1983–2003)  
 RALPH ST. JOHN, Ph.D. (1985–2001)  
 BARBARA R. STOUT, M.A. (1971–2001)  
 WILLIAM C. STRASSER, Ph.D. (1966–86)  
 BENJAMIN STRONG, Ed.D. (1970–83)  
 ANTHONY H. STUPI, M.B.A., C.P.A. (1983–2006)  
 MARILYN A. STUTTS, M.S. (1982–96)  
 JOHN SURUDA, M.A. (1978–2004)  
 GILBERT L. SWARD, Ph.D. (1972–2001)  
 JACK F. SWEARMAN, M.A. (1962–92)  
 WILLIAM M. SWYTER, M.A.T. (1958–83)  
 HELEN L. TALBOT, M.S. (1966–92)  
 SUSAN F. THORNTON, Ph. D. (1979–2007)  
 M. TRAVIS TODD, M.A. (1972–2007)  
 WILLIAM C. TOMLINSON, M.Ed. (1967–83)  
 CONSTANCE S. TONAT, M.A. (1962–86)  
 FRANK L. TOOMEY, M.S. (1966–86)  
 NEDENIA J. TUCKER, M.Ed. (1985–2005)  
 FRANK J. TUSA, Ph.D. (1972–2005)  
 RICHARD L. ULRICH, M.A. (1977–99)  
 CECIL L. VAN ALLEN, M.Arch. (1971–98)  
 PAUL VAN DER SLICE, M.A. (1969–2005)  
 WAYNE J. VAN DER WEELE, Ph.D. (1969–86)  
 JANE TERZICK VARNER, Ed.D. (1969–2000)  
 OTTILIE VIGNERAS, A.M. (1966–77)  
 CORINNE H. VINCELETTE, M.A. (1967–94)  
 JONN D. VOSS, M.F.A. (1966–2004)  
 RUTH ANNE VOTH, Ph.D. (1962–79)  
 BRUCE LEE WAGNER, M.Ed. (1965–2000)  
 WILLIAM H. WALCOTT, M.A. (1971–2006)  
 R. THOMAS WALKER, Ph.D. (1972–2000)  
 BRUCE E. WARREN, M.F.A. (1976–2000)  
 ROBERT A. WATSON III, A.B. (1972–95)  
 JOHN MARVIN WATTS, M.A. (1971–2004)  
 TODD E. WAYMON, M.A. (1981–2003)  
 MICHAEL H. WEICHBROD, M.A. (1971–2006)  
 KENNETH S. WEINER, Ph.D. (1971–2008)  
 JOHN F. WELD, M.A. (1966–2003)  
 FLORENCE H. WELLING, M.Ed. (1963–82)  
 RICHARD H. WERDER, Ed.D. (1972–96)  
 JOHN H. WERNER, Ed.D. (1971–2000)  
 CHARLES M. WHEELER (1983–2003)  
 JOSEPH W. WHITE, M.B.A. (1990–2000)  
 HOWARD WICKERT, M.A. (1968–80)  
 RICHARD D. WIDMAN, M.S. (1967–86)  
 NANCY WIENER, Ed.D. (1981–2000)  
 ROBERT W. WILEY, Ed.D. (1963–2001)  
 AUDRYLEE M. WILLIAMS, M.Ed. (1977–93)  
 JAMES F. WILLIAMS, M.A. (1971–2002)  
 ERNEST E. WOLFFLE Jr., D.M.E. (1967–93)  
 HAROLD S. WOOD (1950–68)  
 THELMA P. WORTMAN, M.S. (1971–83)  
 HELEN YOUTH, M.Ed. (1976–2005)  
 MARJORIE H. ZELIFF, M.Ed. (1976–98)  
 XUE Z. ZHANG, M.S. (1990–2006)  
 LILLIAN C. ZUGBY, M.S.L.S. (1960–83)
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# APPENDICES

## APPENDIX A

### Determination of Residence for Tuition Purposes

*Note:* The information in this appendix was current at the time the catalog was prepared, but the student should visit the Policies and Procedures Web page ([www.montgomerycollege.edu/verified/pnp/45003](http://www.montgomerycollege.edu/verified/pnp/45003)) for additional information and for changes that may have been made since then.

To qualify, for tuition purposes, as a resident of Montgomery County or the state of Maryland, legal domicile must have been maintained for a period not less than three months prior to the first regularly scheduled class for the semester. Furthermore, the student must possess the legal capacity under state and federal law to establish Maryland domicile. In establishing the domicile of a person enrolling in a credit course at Montgomery College, the following procedures shall prevail:

- Domicile shall be considered as a person's permanent place of abode, where physical presence and possessions are maintained and where he or she intends to remain indefinitely. The domicile of a person who received more than one-half of his or her financial support from others in the most recently completed year is the domicile of the person contributing the greatest proportion of support, without regard to whether the parties are related by blood or marriage.
- At the time of admission to or initial enrollment in any credit course at Montgomery College, each student shall sign a statement affirming domicile and the factual basis for the claim of domicile.
- At the time of each subsequent enrollment, each student shall indicate whether his or her domicile is the same as or different from that affirmed for the last semester in attendance. If facts indicate the domicile has changed, the student shall complete a new statement.
- In determining the adequacy of the factual basis for domicile provided by the student, the College will consider any of the following factors and request evidence for substantiation:

- ownership or rental of local living quarters
- 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 piggyback income taxes on all taxable income earned, including all taxable income earned outside the state
- registration to vote in the state and county
- 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

A domicile in Montgomery County or the state of Maryland is lost when a new domicile is established for a period of three months at a location outside the county or state.

In addition to the general requirements, the following provisions apply to the specific categories of students indicated:

- Military personnel and their dependents who were domiciliaries of Maryland at the time of entrance into the armed forces and who are stationed outside the state may retain Maryland domicile as long as they do not establish domicile elsewhere.
- Military personnel and their dependents who are on active duty for a period of more than 30 days and whose domicile or permanent duty station is in the State may retain Maryland domicile as long as they are continuously enrolled.
- An individual's immigration status shall not preclude award of Maryland residency under this policy if the individual has the legal capacity to establish domicile in Maryland.
- A student enrolled in a program designated as statewide or regional by the state Board for Community Colleges may be

considered a resident for tuition purposes if domiciled in the approved region for the program.

- A student from outside the state who enrolls as part of a reciprocity agreement negotiated between Maryland and another state may be considered a resident for tuition purposes.
- Students who move to Maryland as an employee (civilian personnel or defense contractor) or a family member of an employee as a result of the Base Realignment and Closure (BRAC) may be eligible to receive a waiver of out-of-state or out-of-county fee.

Students may request a change in residency classification or appeal current classification within a reasonable time of a decision by Montgomery College. Appeals for changes of residency classification must be accompanied by evidence justifying such changes and must be processed prior to the end of the third week of classes or its equivalent in a winter or summer session (20%). Any changes processed after the deadline will be effective the following semester. Appeals shall be submitted in writing to the college director of admissions and enrollment management.

## APPENDIX B

### Payment Procedures

One-party checks, bank money orders, bank treasurer/cashier checks, credit cards, and cash are accepted in payment of tuition and fees. All personal checks and money orders must be made payable to Montgomery College and should be in the exact amount of tuition and fees. Two-party credit union or bank treasurer/cashier checks payable to the student and Montgomery College also are accepted in payment of tuition and fees.

However, two-party personal and business checks and payroll checks are not accepted in payment of student tuition and fees.

In those cases where a bank treasurer/cashier check or bank money order exceeds the total amount of tuition and fees, the campus cashier may authorize up to \$15 in change if change is available and if the student provides identification. If the change exceeds \$15, the entire amount of the check will be posted to the student's account and an appropriate refund issued through regular College refund procedures.

College checks issued to students for financial aid awards are accepted in payment of tuition and fees. Change from such checks is normally available within the time lines established each semester for an appropriate refund issued through regular College refund procedures.

In the event that an invalid check charge has been posted to and remains on the student's account, all future payments of tuition and fees must be made by cash, bank money order, bank treasurer's check, or bank certified check. Financial aid awards also are acceptable in payment of student tuition and/or fees regardless of the student's invalid check status. This restriction may be removed if a letter is received from the bank on which the invalid check was drawn indicating that an error on the part of the bank caused the invalid check.

Please refer to the schedule of classes for current information on tuition and fee installment plan options.

## APPENDIX C

### Refund Procedures

#### A. General

1. Students wishing to withdraw officially from a course or courses should consult with the Office of Admissions and Records on their campus to ensure that required procedures are followed.
2. Students who receive financial aid must inform the Student Financial Aid Office if their withdrawal or change of schedule changes the number of credit hours in which they are enrolled. If they have paid their tuition using financial aid funds, they normally will receive no refund since the amount of the refund will be returned to the appropriate financial aid account.
3. The effective date for the calculation of a refund will be the date that the student successfully drops the class via the Web or the date that notification is received in the respective campus Office of Admissions and Records. Except in cases where courses are administratively cancelled, no refund will be made unless the student officially withdraws by the posted deadline.



## B. Administrative Cancellation

1. When a course is administratively cancelled by the College, students who do not replace the cancelled courses are eligible for a refund of 100 percent of the total tuition and fees that they have paid for the course.
2. Students enrolled in courses that are cancelled by the College are not required to withdraw officially from the courses, as they are required to do in the case of student-initiated withdrawals, either voluntary or involuntary. Appropriate adjustments, including refunds, will be made to their accounts.

## C. Involuntary Withdrawal

1. A refund resulting from an involuntary withdrawal will, in most circumstances, be prorated based on the total number of scheduled class meetings and the total number of expired class meetings. The refund is based on tuition only and will not include fees. All fees must be paid prior to receiving a tuition refund. However, in the case of military personnel who are called to active duty or are being transferred because of related troop movement, a 100 percent refund of tuition and fees for the semester within which the effective date of withdrawal falls will be provided upon presentation of appropriate documentation. Please contact the Office of Admissions and Records for more information.

To be eligible for a refund under the conditions listed below, the student must submit to the campus Office of Admissions and Records the required notification of withdrawal form and the appropriate substantiating data to support such a withdrawal.

2. A withdrawal is considered involuntary if it results from one of the following:
  - a. Entering involuntarily on active duty into the armed services—The request for withdrawal must be substantiated with copies of military orders signed by the individual's commanding officer or another appropriate official to show proof of date of entry.
  - b. Illness of the student or in the immediate family of the student (immediate family includes a child, parent, spouse, or other regular member of the individual's household)—A

physician's certification must be provided stating that the student's or family member's illness requires the student's withdrawal.

- c. Death of the student or in the immediate family of the student (as defined in item 2b above)—Appropriate substantiation must accompany the request for withdrawal.
- d. Involuntary transfer/change in work hours by the student's employer which precludes continued attendance (military branches of service are considered employers under this section)—The request for withdrawal must be substantiated by appropriate documentation.

## D. Voluntary Withdrawal

Voluntary withdrawal is one that results from causes other than those defined above as involuntary. Applicable tuition is refundable only after the student has paid all fees. The College must meet its responsibilities and commitments for faculty, staff, equipment, and supplies based on original registration data. However, the Board of Trustees recognizes that there may be occasions when students have made commitments by registering but, for some personal reason, must of their own volition withdraw during the semester.

Students who officially withdraw by the published deadline date of a course (or courses) are eligible to receive a refund of 100 percent of tuition and fees for the course(s) from which they are withdrawing. The deadline for eligibility for a refund is shown for each course section on the student schedule/invoice.

Students who withdraw from a course (or courses) after the published deadline date of the course(s) are not eligible to receive a refund for that course or courses.

## E. Appeals of Refund Decisions

Appeals for exception to the established refund policy, as detailed above, may be made to the chief business officer by completing a refund appeal form. This form is available in the Office of Admissions and Records located on each campus. **Note: Appeals will not be considered if entered more than 45 days after the close of the semester for which the student is claiming a refund. Campus academic appeals committees hear appeals on academic matters and have no authority to authorize refunds.**

## APPENDIX D

### Maryland Higher Education Commission Student Transfer Policies

#### .01 Scope and Applicability

This chapter applies only to public institutions of higher education.

#### .02 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 Sciences degree.
- (3) "Arts" means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice. Courses in this area may include fine arts, performing and studio arts, appreciation of the arts, and history of the arts.
- (4) "A.S. degree" means the Associate of Sciences degree.
- (5) "Biological and physical sciences" means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.
- (6) "English composition courses" means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.
- (7) "General education" means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.
- (8) "General education program" means a program that is designed to:
  - (a) Introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;
  - (b) Encourage the pursuit of life-long learning; and
  - (c) Foster the development of educated members of the community and the world.
- (9) "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include the language, history, literature, and philosophy of Western and other cultures.
- (10) "Mathematics" means courses that provide students with numerical, analytical, statistical, and problem-solving skills.
- (11) "Native student" means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.
- (12) "Parallel program" means the program of study or courses at one institution of higher education 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.
- (13) "Receiving institution" means the institution of higher education at which a transfer student currently desires to enroll.
- (14) "Recommended transfer program" means a planned program of courses, both general education and courses in the major, taken at a community college, which is applicable to a baccalaureate program at a receiving institution, and ordinarily the first two years of the baccalaureate degree.
- (15) "Sending institution" means the institution of higher education of most recent previous enrollment by a

transfer student at which transferable academic credit was earned.

- (16) “Social and behavioral sciences” means courses that examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. The courses include, but are not limited to, subjects which focus on:
- (a) History and cultural diversity;
  - (b) Concepts of groups, work, and political systems;
  - (c) Applications of qualitative and quantitative data to social issues; and
  - (d) Interdependence of individuals, society, and the physical environment.
- (17) “Transfer student” means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution which is applicable for credit at the institution the student is entering.

### ***.03 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. 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 §A(1) of this regulation shall carry at least 3 semester hours.
- C. General education programs of public institutions shall require at least:
- (1) One course in each of two disciplines in arts and humanities;
  - (2) One course in each of two disciplines in social and behavioral sciences;
  - (3) Two science courses, at least one of which shall be a laboratory course;
  - (4) One course in mathematics at or above the level of college algebra; and
  - (5) One course in English composition.
- D. Interdisciplinary and Emerging Issues.
- (1) In addition to the five required areas in §A of this regulation, a public institution may include up to 8 semester hours in a sixth category that addresses emerging issues that institutions have identified as essential to a full program of general education for their students. These courses may:
    - (a) Be integrated into other general education courses or 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 §A(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. degree. The A.A.S. degree shall include at least one 3-semester-hour course from each of the five areas listed in §A(1) of this regulation.

- F. A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.
  - G. A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.
  - H. Composition and literature courses may be placed in the arts and humanities area if literature is included as part of the content of the course.
  - I. Public institutions may not include physical education skills courses as part of the general education requirements.
  - J. General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.
  - K. Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting general education requirements.
  - L. Public institutions may incorporate knowledge and skills involving the use of quantitative data, effective writing, information retrieval, and information literacy when possible in the general education program.
  - M. Notwithstanding §A(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.
- C. Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.
  - D. The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation .03 of this chapter at a public institution for any general education courses successfully completed at the sending institution.
  - E. Except as provided in Regulation .03M of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10–16 additional semester hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 semester hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.
  - F. A sending institution shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.
  - G. 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

#### ***.04 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.

- (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 chapter; and
- (2) Responsible for meeting all requirements of the academic program of the receiving institution.

**.05 Transfer of Nongeneral Education Program Credit**

A. Transfer to Another Public Institution.

- (1) Credit earned at any public institution in the state is transferable to any other public institution if the:
  - (a) Credit is from a college or university parallel course or program;
  - (b) Grades in the block of courses transferred average 2.0 or higher; and
  - (c) Acceptance of the credit is consistent with the policies of the receiving institution governing native students following the same program.
- (2) If a native student's "D" grade in a specific course is acceptable in a program, then a "D" earned by a transfer student in the same course at a sending institution is also acceptable in the program. Conversely, if a native student is required to earn a grade of "C" or better in a required course, the transfer student shall also be required to earn a grade of "C" or better to meet the same requirement.

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

- (1) one half the baccalaureate degree program requirement, but may not be more than 70 semester hours; and
- (2) The first 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 is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the State minimum requirements.
- (2) Transfer of credit from the following areas shall be consistent with CO-MAR 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 procedures when a transferring student successfully completes a course at the lower-division level that the receiving institution offers at the upper-division level. The validated credits earned for the course shall

be substituted for the upper-division course.

D. Program Articulation.

- (1) Recommended transfer programs shall be developed through consultation between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan their programs. These programs constitute freshman/sophomore level course work to be taken at the community college in fulfillment of the receiving institution's lower division course work requirement.
- (2) Recommended transfer programs in effect at the time that this regulation takes effect, which conform to this chapter, may be retained.

**.06 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.

**.07 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- 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.

### **.08 Transfer Mediation Committee**

- A. There is a Transfer Mediation Committee, appointed by the Secretary, which is representative of the public four year colleges and universities and the community colleges.
- B. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the Committee shall consult with faculty on curricular issues.
- C. The findings of the Transfer Mediation Committee are considered binding on both parties.

### **.09 Appeal Process**

- A. Notice of Denial of Transfer Credit by a Receiving Institution.
  - (1) Except as provided in §A(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 §B of this regulation.

- B. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may initiate an appeal by contacting the receiving institution's transfer coordinator or other responsible official of the receiving institution within 20 working days of receiving notice of the denial of credit.

#### **C. Response by Receiving Institution.**

- (1) A receiving institution shall:
  - (a) Establish expeditious and simplified procedures governing the appeal of a denial of transfer of credit; and
  - (b) Respond to a student's appeal within 10 working days.
- (2) An institution may either grant or deny an appeal. The institution's reasons for denying the appeal shall be consistent with this chapter and conveyed to the student in written form.
- (3) Unless a student appeals to the sending institution, the written decision in §C(2) of this regulation constitutes the receiving institution's final decision and is not subject to appeal.

#### **D. Appeal to Sending Institution.**

- (1) If a student has been denied transfer credit after an appeal to the receiving institution, the student may request 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.
- (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.

### **.10 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.





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