

MONTGOMERY COLLEGE CATALOG

Volume 59 • 2009–2010



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/verified/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 Official Policies and Documents page shall control.

A MESSAGE FROM THE PRESIDENT



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. You have joined a proud tradition. 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 helping you learn.

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

During your time at Montgomery College, I encourage you to take time to participate in student life activities and community service opportunities and to take advantage of the College's art shows, concerts, theatrical productions, and lectures throughout the year.

Thank you for choosing Montgomery College. Best wishes for success during this 2009-10 academic year.

Sincerely,

Brian K. Johnson, Ed.D.
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.

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

Germantown Campus
Montgomery College
20200 Observation Drive
Germantown, MD 20876
240-567-7700
Security: 240-567-7777
TTY: 301-540-2133*

Rockville Campus
Montgomery College
51 Mannakee Street
Rockville, MD 20850
240-567-5000
TTY: 301-294-9672*
Security: 240-567-5111
TTY: 240-567-5648*

Takoma Park/Silver Spring
Campus (TP/SS)
Montgomery College
7600 Takoma Avenue
Takoma Park, MD 20912
240-567-1300
TTY: 301-587-7207*
Security: 240-567-1600
TTY: 301-587-7203*

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
Director of Equity and
Diversity
240-567-5276

Financial Aid and
On-Campus Student
Employment
Office of Student Financial
Aid
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
Veterans Affairs Office
240-567-5033

Workforce Development &
Continuing Education
Montgomery College
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.

CONTENTS

Catalog at a Glance

Admissions and Registration.....	32–35	Financial Aid	40–46
Assessment Testing	34, 48	Grades	58
Calendar	10–11	Graduation	59
Closure, Delayed Opening, Emergency... ..	16	Safety and Security	52–53
Course Descriptions	252–381	Tuition and Fees	36–38
Curricula	73–251	Transfer	48, 55, 75, 421–427
Directions/Maps	18–25	Workforce Development & Continuing Education	26–30
Disability Support Services	50–51		

Directory	6	Assessment Testing (Appropriate Course Placement)	34
College Calendar	10	Advanced Standing Credit	35
About Montgomery College	13	Financial Information	36
College Philosophy	14	Tuition and Fees	36
College Program Commitments	14	Financial Responsibility	38
Degrees, Certificates, and Letters of Recognition	14	Payment of Tuition and Fees	38
Academic Recognition and Memberships	14	Textbooks and Supplies	39
Alumni	15	Financial Aid	40
College Policies	16	Definition of Financial Need	40
College Schedule	16	Eligible Programs	40
Germantown Campus	17	Financial Aid Procedures	40
Rockville Campus	20	Grants and Scholarships	41
Takoma Park/ Silver Spring Campus	23	Loans	43
Workforce Development & Continuing Education	26	Student Employment	44
Online Learning Courses	26	District of Columbia Student Financial Assistance Programs	45
Who Is a WD&CE Student?	26	Maryland Part-Time Student Grant Program	46
Special Programs	27	Services for Students	47
Extended Learning Services	29	Academic Support	47
Workforce Access Programs	30	Adult Learners	47
How to Enroll	30	Assessment	48
Tuition and Fees	30	Athletics	48
Distance Learning	31	Bookstores	48
Admissions and Registration	32	Career/Transfer Centers	48
Admissions Policy	32	Child Care: Early Learning Centers	49
Criteria for Admission to Montgomery College Credit Programs	32	Counseling and Advising	49
Admissions Procedures for Credit Programs	33	Disability Support Services	50
Admissions/Registration Procedures for WD&CE Courses	34	First Year Experience	51
		Food Services	51
		Housing	51
		International and Multicultural Students	51
		Libraries	51
		Motor Vehicle Registration	52
		Safety and Security	52
		Student Employment Services	53
		Student Life	53

Support Centers	54	Accounting	95
Television	54	American Sign Language	96
Transfer	55	Applied Geography	98
Transportation	55	Architectural/Construction Technology.....	101
TRIO Programs	55	Art.....	105
Veterans Benefits.....	56	Automotive Technology.....	116
Academic Regulations and Standards	57	Biotechnology	119
Definition of Full-Time Student	57	Building Trades Technology	121
Course Structure	57	Business.....	128
Class Attendance.....	57	Communication & Broadcasting Technology	129
Grading System	58	Computer Applications	136
Academic Standing	58	Computer Gaming and Simulation	139
Student Cumulation Records	59	Computer Publishing & Printing Management.....	141
Graduation	59	Computer Science and Technologies.....	144
Special Programs	60	Criminal Justice	147
Arts Institute	60	Diagnostic Medical Sonography.....	148
Center for Community Leadership Development and Public Policy	61	Education.....	151
College Access Program.....	61	Engineering Science	161
Cooperative Education & Internship Program.....	61	Ethnic Social Studies.....	172
Developmental Courses.....	61	Fire Science and Emergency Services Management	173
English as a Second Language (American English Language Program).....	62	General Studies	178
Gudelsky Institute for Technical Education	62	Graphic Design	179
Health Sciences Institute	62	Health Enhancement/Exercise Sci/ Phys Ed.....	183
Honors Programs	63	Health Information Management	192
Information Technology Institute	65	Hospitality Management.....	195
International Education Program	65	Information Systems Security.....	200
MC/MCPS/USG Partnerships	66	Interior Design	202
Paul Peck Humanities Institute.....	69	Landscape Technology	207
Paul Peck Institute for American Culture and Civic Engagement.....	70	Liberal Arts and Sciences.....	210
Phi Theta Kappa National Honor Society ...	70	Management	212
School of Art + Design at Montgomery College.....	71	Mental Health Associate	214
Women's Studies.....	71	Music	215
Curricula	73	Network and Wireless Technologies	218
Degrees, Certificates, and Letters of Recognition	73	Nursing.....	222
Campus Curricula Offerings.....	74	Paralegal Studies.....	224
Choosing a Curriculum	74	Photography	226
Transfer to a Four-Year Institution	75	Physical Therapist Assistant	230
Technical and Semiprofessional Training.....	75	Polysomnography	232
The General Education Program	76	Radiologic (X-Ray) Technology.....	233
Components of the General Education Program.....	77	Science	235
Distribution Courses (General Education).....	78	Surgical Technology	240
Curricula Summary by Program Area	81	Technical Writing	242
Alphabetical List of Curricula	87	Theatre.....	243
Statewide Programs	93	Transfer Studies	246
Health Manpower Shortage Programs.....	93	Web Careers	247

Course Descriptions	252
Assessment Levels	252
Course Designators	253
AB — Arabic	255
AC — Accounting	255
AN — Anthropology	256
AR — Art	257
AS — Astronomy	262
AT — Automotive Technology	262
BA — Business Administration	264
BI — Biological Sciences	264
BT — Biotechnology	267
BU — Building Trades Technology	268
CA — Computer Applications	270
CE — Cooperative Education	273
CG — Computer Graphics	273
CH — Chemistry	274
CJ — Criminal Justice	275
CN — Chinese	277
CS — Computer Science and Technologies	277
CT — Architectural and Construction Technology	280
DN — Dance	283
DS — Student Development	286
EC — Economics	287
ED — Education	287
EE — Electrical Engineering	290
EL — American English Language Program (American English for Academic Purposes)	291
EN — English	292
ES — Engineering Science	297
FL — Film	297
FM — Food and Beverage Management	298
FR — French	299
FS — Fire Science	300
GD — Graphic Design	302
GE — Applied Geography	304
GL — Geology	306
GR — German	307
HE — Health	307
HI — Health Information Management	310
HM — Hotel/Motel Management	312
HP — Honors Program	314
HS — History	316
ID — Interior Design	321
IS — Interdisciplinary Studies	325
IT — Italian	325
JN — Japanese	325
KR — Korean	325
LA — Paralegal Studies (Legal Assistant)	326
LG — Linguistics	327
LN — Landscape Technology	327
LR — Library	330
LT — Latin	330
MA — Mathematics	330
ME — Meteorology	333
MG — Management	334
MH — Mental Health	335
MS — Diagnostic Medical Sonography	336
MU — Music	339
NU — Nursing	343
NW — Network and Wireless Technologies	345
PC — Physical Science	350
PE — Physical Education	350
PG — Photography	355
PH — Physics	357
PL — Philosophy	358
PO — Polysomnography	359
PR — Printing Technology	360
PS — Political Science	362
PT — Physical Therapist Assistant	363
PY — Psychology	365
RD — Reading	366
RT — Radiologic (X-Ray) Technology	368
RU — Russian	370
SA — Study Abroad	371
SG — Surgical Technology	371
SL — American Sign Language (ASL)	372
SN — Spanish	374
SO — Sociology	375
SP — Speech	377
TH — Theatre	378
TR — Television/Radio	379
WS — Women's Studies	381
Board of Trustees	382
Administrative Officers and Faculty	383
Appendices	418
A — Determination of Residence for Tuition Purposes	418
B — Payment Procedures	419
C — Refund Procedures	419
D — Maryland Higher Education Commission Student Transfer Policies	421
Index	428

COLLEGE CALENDAR

Academic Year 2009-10

*Please visit www.montgomerycollege.edu/dates
for detailed semester calendars.*

Summer Sessions 2009

Monday, May 25	Memorial Day; College closed
Tuesday, May 26	Official beginning of summer sessions Summer session I classes begin
Monday, June 15	Midsummer session classes begin
Friday, July 3	Independence Day observed; College closed
Monday, July 6	Summer session II classes begin
Friday, August 21	Official end of summer sessions

Fall Semester 2009

Monday, August 24	Official beginning of academic year Faculty return for professional days
Monday, August 31	Fall semester classes begin
Monday, September 7	Labor Day; College closed
Saturday–Sunday, September 12–13	Weekend classes begin
Wednesday, November 25	No classes; non-instructional duty day
Thursday–Sunday, November 26–29	Thanksgiving holiday; College closed
Monday–Sunday, December 14–20	Final week of classes—exams
Thursday–Friday, December 24–January 1	Winter holiday; College closed
Friday, January 1	Official end of fall semester

COLLEGE CALENDAR

Academic Year 2009-10

*Please visit www.montgomerycollege.edu/dates
for detailed semester calendars.*

Winter Session 2010

Tuesday, January 5	Winter session classes begin
Monday, January 18	Martin Luther King Jr. Day; College closed
Thursday, January 21	Winter session classes end

Spring Semester 2010

Monday, January 4	Official beginning of spring 2010 semester
Thursday, January 14	Faculty return for professional days
Monday, January 18	Martin Luther King Jr. Day; College closed
Monday, January 25	Spring semester classes begin
Monday–Sunday, March 15–21	Spring recess for faculty and students
Friday, March 19	Spring break; College closed
Monday–Sunday, May 10–16	Final week of classes—exams
Monday–Friday, May 17–21	Non-instructional duty days Commencement
Friday, May 21	Official end of spring semester/academic year

Summer Sessions 2010

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

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, 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

Montgomery 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 various professional and semiprofessional 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

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

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 who are interested in advancing the growth and development of their alma mater. 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 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. Finally, students who were active in the Montgomery College Student Ambassadors are eligible for a transfer scholarship to continue their studies at a four-year school.

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.

College Policies

All official College policies and procedures are posted on our Web site at 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.

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 through the following means:

- The College Web site: www.montgomerycollege.edu. A message will be placed on the front page.
- The College's main 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 fee to receive

text messages. For more information on Montgomery College ALERT, visit 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.

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, which applies to all students at the College, can be viewed on the Web at www.montgomerycollege.edu/verified/pnp/42001.doc.

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.doc.

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. HERCULES PINKNEY, 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 6,000 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 Learning and the Center for Teaching and Learning, in 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 Center, a Math and Accounting Learning Center, a videoconferencing 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 Foreign Language Lab, the library, MC Books & More (the bookstore), the cafeteria, the Child Care Center (licensed to enroll up to 18 children; it is available for student, faculty, and staff use, and for community use as space is available), and faculty offices. The library houses a variety of resources that support the curricula and programs of the College, including books, periodicals, videotapes, CDs, and access to the Internet and other electronic and physical resources. An assistive technologies area supports the research of special needs populations. More information and tutorials are available at the library Web site, *www.montgomerycollege.edu/library*.

The Office Annex (OA) contains College 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 Safety and Security Office (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; TTY 301-540-2133.

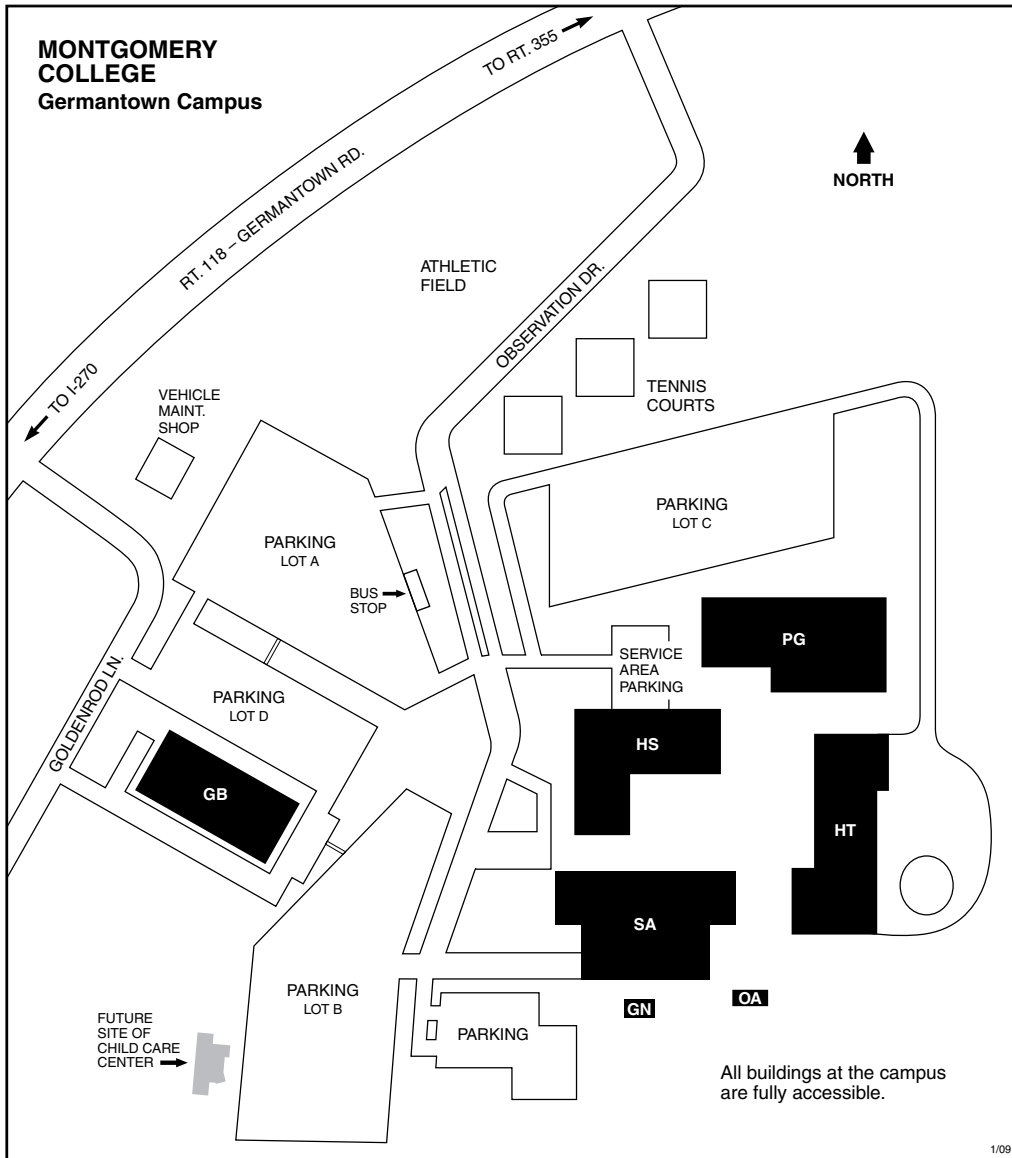
**Germantown Campus
2020 Observation Drive
Germantown, MD 20876**

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.

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
TTY 301-540-2133
www.montgomerycollege.edu

**Germantown Campus
Legend of Buildings**

(as of January 2009)

- GB Goldenrod Building
- GN Greenhouse
- HS Humanities and Social Sciences Building

- HT High Technology and Science Center
- OA Office Annex
- PG Physical Education Complex
- 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 15,000 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. It is available for student, faculty, and staff use and for community use as space is available.

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 Safety and Security Office 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 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, 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 Gordon and Marilyn Macklin Tower (MT) contains the library, the Math/Science Learning Center, the Computer Writing and Language Laboratory, faculty offices, ITV and Media Production Services, and the College Archives. The library houses a variety of resources that support the curricula and programs of the College, including books, periodicals, videotapes, CDs, and access to the Internet and other electronic and physical resources. An assistive technologies area supports the research of special needs populations. More information and tutorials are available at the library Web site, *www.montgomerycollege.edu/library*.

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, 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 Students Coordinators, Student Financial Aid, Cashier, and Veterans Affairs.

The Technical Center (TC) contains facilities for career-oriented programs, including applied geography, architectural technology, construction management, interior design, graphic arts, computer-aided design and graphics, photography, and television. It also contains classrooms 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/rvhome
or call 240-567-5000; TTY 301-294-9672**

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

Directions to the Rockville Campus

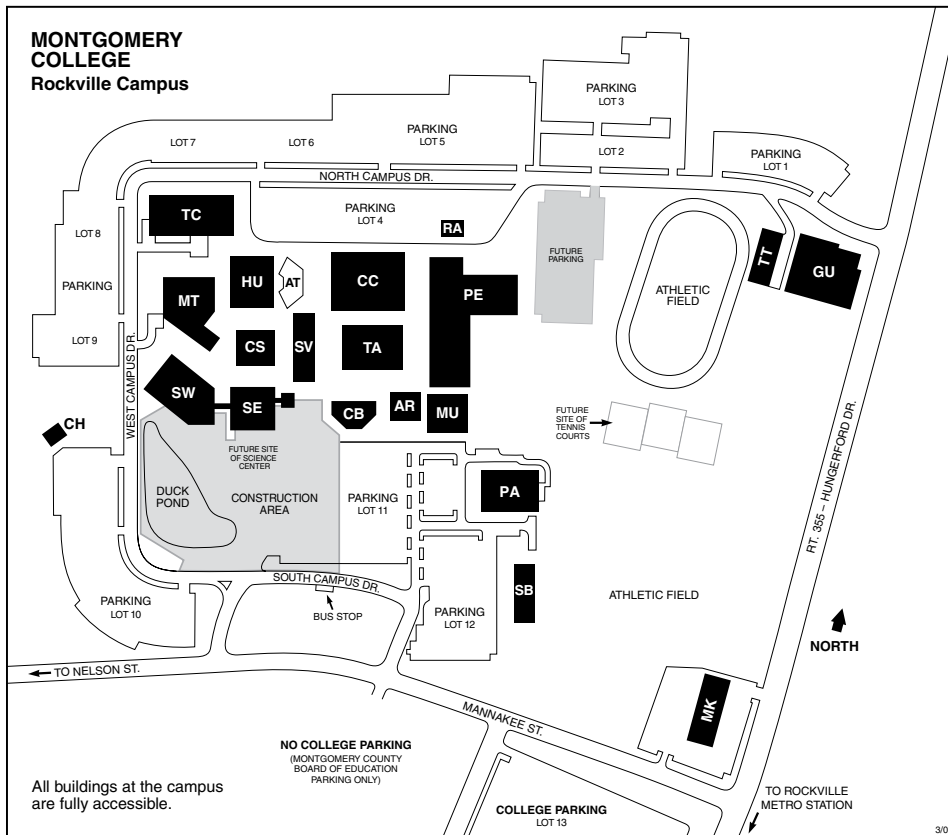
By Car: From the north: Take I-270 South to Exit 6 (Route 28), W. Montgomery Ave./Rockville. Then take Exit 6A (Route 28) East. Turn left at first traffic light onto Nelson Street. Go to first traffic light at Mannakee Street; turn left. The campus is 1-1/2 blocks on the left.

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.

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 Metrorail. Visit 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

Rockville Campus Legend of Buildings (as of March 2009)

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

TAKOMA PARK/SILVER SPRING CAMPUS

MESSAGE FROM DR. BRAD 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 6,000 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 is scheduled to open in September. This state-of-the-art facility contains a 500-seat auditorium/theater, a 125-seat thrust stage theater, several classrooms, a film editing studio, an art gallery, and a dance studio. The 350-space West Campus Parking Garage will also be completed this fall. The renovated Commons Building on the east campus is expected to open in January 2010 and will include nine new high-tech classrooms, a social science computer lab, and the Bliss Conference Center and Lecture 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 learning. 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 Child Care Center (DC) is licensed to enroll up to 26 children. It is available for student, faculty, and staff use and for community use as space is available.

The Commons (CM) will include a social sciences computer lab, a lecture hall, classrooms, conference rooms, and offices. It is scheduled to open in January 2010.

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

The East Campus 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 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.

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

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) will house two theaters, a dance studio, a film editing studio, classrooms, and offices. It is scheduled to open in fall 2009.

The Resource Center (RC) houses the library, classrooms, faculty offices, the Social Sciences Computer Center, and the Writing and Reading Center. The library houses a variety of resources that support the curricula and programs of the College, including books, periodicals, videotapes, CDs, and access to the Internet and other electronic and physical resources. An assistive technologies area supports the research of special needs populations. More information and tutorials are available at the library Web site, *www.montgomerycollege.edu/library*.

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 Charlene R. Nunley Student Services Center (ST) houses the Office of Admissions and Records, the International Students 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.

**For more information,
visit the campus Web site at
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***

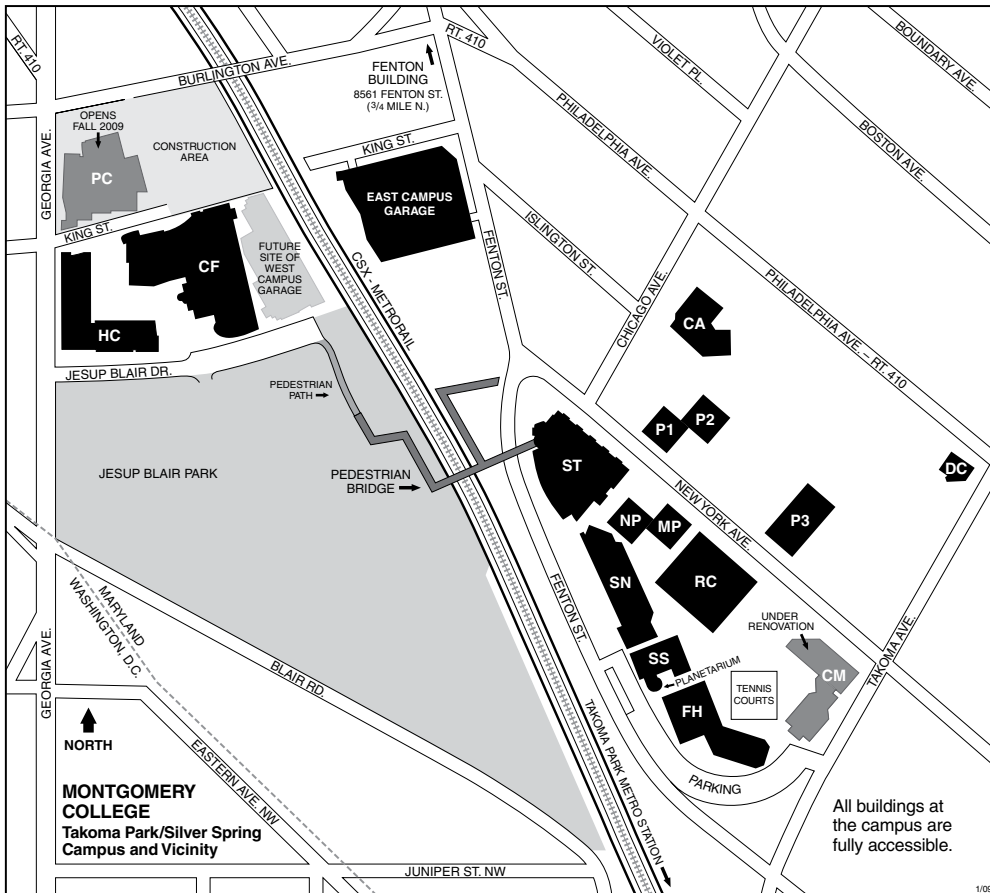
By Car: Take I-495 to Exit 31B, Georgia Avenue South (Route 97). Continue south on Georgia Avenue past the Colesville Road (Route 29) intersection. Following the signs for Montgomery College, turn left on Sligo Avenue. Follow Sligo Avenue to Fenton Street; turn right. Continue (southbound) on Fenton Street through the traffic light at Philadelphia Avenue (Route 410). The campus parking garage is just ahead on your right, and the campus itself begins one block farther at New York Avenue and Fenton Street.

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* 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

Takoma Park/Silver Spring Campus Legend of Buildings

(as of January 2009)

CA	Communications Arts Center	P1	Pavilion One
CF	The Morris and Gwendolyn Cafritz Foundation Arts Center	P2	Pavilion Two
CM	The Commons ¹	P3	Pavilion Three
DC	Child Care Center	PC	Performing Arts Center ²
FH	Falcon Hall (Physical Education)	RC	Resource Center
HC	Health Sciences Center (Workforce Development & Continuing Education)	SN	Science North Building
MP	Mathematics Pavilion	SS	Science South Building (Planetarium)
NP	North Pavilion	ST	Charlene R. Nunley Student Services Center (Security Office and Admissions Office)

¹ Closed for renovation

² Opens fall 2009

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 on Fenton Street 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.

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.

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. The Program also offers a series of vocational ESOL courses 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.

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.

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.

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.

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.

Foreign Languages

WD&CE offers affordable, dynamic non-credit 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.

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/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 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.

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.

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 or visit the Web site at 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/professional_license.html and 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.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.

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/enrichment/allages.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.

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.

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 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.

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.

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, or visit the Web site at 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 for tuition and fees.

DISTANCE LEARNING



The 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, take quizzes and exams, and turn in assignments. 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, pre-determined classroom attendance in addition to the majority of the course 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/.

Online courses require the same pre-requisites, admissions, and registration procedures as do on-campus courses. A student’s transcript will look the same whether a course is taken online or on campus. Students can expect that the online format of the course will have the same learning objectives as if it were taught in a traditional format. Online courses are not easier than the same course taught on campus. To find out if online learning is the right fit, a student may take the READI assessment found on the Distance Learning Web site. Just select the link that asks, “Are You READI?” The online orientation, also available from the Distance Learning Web site, will allow students to explore the College’s current course management system and learn more about what it takes to become a successful online student. Please call the Office of Distance Learning 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 sopho-

more 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 home schooled 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 non-refundable 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 Admission and Records for additional enrollment procedures. See 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/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 any of the Offices of Admissions and Records; 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 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 Learning 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.

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, 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 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.pdf.

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 covers 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 covers 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 \$4,731 (2008–09 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 (SEOG) based on availability of funds. Preference is given to Pell-eligible students who have exceptional financial need. Students apply for the Federal SEOG by completing the FAFSA. Students must reapply every year.

Federal Academic Competitiveness Grant

Students who graduated from a rigorous high school program since 2005 may qualify for this grant. Students must complete the FAFSA, be Pell-eligible, be U.S. citizens, and attend college full time. Other eligibility criteria may apply. See a campus financial aid office for additional information.

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. The 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 home schooled 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.

Loans

Federal Parent Loans for Undergraduate Students

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 attending the College per student. The loan has a fixed interest rate. Repayments will begin within 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.

Federal Subsidized Stafford Loan/Federal Unsubsidized Stafford Loan

The Federal Subsidized Stafford Loan Program, part of the Federal Family Education Loan Programs, is the largest of the federal educational loan programs. The loans are made by a variety of banks, commercial lending institutions, credit unions, and savings and loan associations. 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 Federal Unsubsidized Stafford 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 Federal Subsidized Stafford 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 the lender for the loan processing and loan insurance. 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.

Federal Subsidized Stafford Loan and Federal Unsubsidized Stafford 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 lender and the borrower.

The Federal Unsubsidized Stafford 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 Federal Unsubsidized Stafford 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 page 56

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). 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.

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 6–11 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 provides a variety of different resources for its ever-growing adult student population. OPTIONS is a new collegewide initiative that links students with the people and offices that provide services and programs for adult students. The programs cater to all adult students—individuals entering Montgomery College who have never attended college and adult students now returning to college. OPTIONS provides a support system designed to help adults navigate the

college experience and thereby help them achieve their goals—whether these involve career planning, education, or retraining; taking courses for personal interest or for transfer to a four-year college or university; or earning a college degree.

Adult students interested in enrolling at the College may visit www.montgomerycollege.edu/admissions/adult_info.htm, call 240-567-6950, or send e-mail to options@montgomerycollege.edu, in order to be directed to the person or office best able to answer their specific questions.

Each of the College's three campuses provides 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 as well as tutoring centers. Adult-focused workshops are also available to help students as they proceed through the College.

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

- *Rockville Campus*: The Adult Re-Entry Program, 240-567-4243.
- *Germantown Campus*: The G.O.A.L. Program (Germantown Options for Adult Learners), 240-567-6976, or check the Web site at www.montgomerycollege.edu/Departments/goal.
- *Takoma Park/Silver Spring Campus*: The Dean of Student Development, 240-567-1469.

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 learning 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.

Takoma Park teams—the Falcons—include a number of intramural teams. Germantown teams—the Gryphons—include varsity 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 can be specially ordered. Other merchandise, such as Apple products, software, art materials, school supplies, medical and laboratory supplies, and calculators, is available. Textbook "buyback" takes place at the end of each semester and on a daily basis 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.

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 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 Center, first floor in Counseling and Advising area of ST

Child Care: Early Learning Centers

Convenient, affordable, high-quality child care and early childhood education programming is 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 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. For more information visit the Child Care Services Web page at 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 select the courses needed to complete their academic programs. 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.

Counseling services are available in the day and evening at all campuses and on some designated Saturdays at all three campuses. Walk-in assistance is available year-round, and students may make appointments with counselors for specific concerns such as transfer planning, career development, academic planning, and personal concerns. Counselors are faculty and teach courses that ease the transition to college and provide tools for developing academic and life skills. Counselors also present academic support programs and offer career, transfer, and other academic information workshops throughout the year.

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.

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 and advisers also provide information and referrals to additional campus and community resources.

The College also offers specialized advising and support services to working adults who wish to take credit or noncredit courses.

Students are encouraged to seek 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, 175 Sciences and Applied Studies Building; Rockville, 215 Counseling and Advising Building; Takoma Park/Silver Spring, 122 Student Services Building) 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/studeo/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

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. TTYs are available on each campus for use by students who are deaf or hard of hearing. 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, 240-567-7770/7734 (V/TTY)

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

Takoma Park/Silver Spring: 1st floor 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.

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), 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. For MC Munchies locations, visit www.montgomerycollege.edu/departments/auxiliaryservices/mcmunchies. For vending machine locations, visit 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 library. Students registered for the current semester may also use the library's electronic resources, including online books, journals, and electronic course reserves from outside the library, via the Internet. Audio-visual materials can also be viewed in the library and are available to faculty for classroom instruction. All of these materials can be accessed through the library's home page: 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) 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 Archives

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.

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 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. The *Montgomery College Motor Vehicle Regulations* are available online at www.montgomerycollege.edu/verified.

Safety and Security

A safe and secure environment that will support and enhance the educational programs and services of the College should be provided at all times. 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.pdf.

The Safety and Security Office 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. Report all emergencies to the Office of Safety and Security. In case of a life-threatening emergency, 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 Security Office. Calls made on the emergency phones are recorded.

Security Office Locations

Germantown Campus: 287 SA, 240-567-7777 (recorded line)/TTY 301-540-2133

Rockville: 101 CB, 240-567-5111 (recorded line)/TTY 240-567-5648

Takoma Park/Silver Spring: 117 ST, 240-567-1600 (recorded line)/TTY 301-587-7203

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 or visit the Web site: 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.

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; Rockville, www.montgomerycollege.edu/departments/stdactro; Takoma Park/Silver Spring, 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*, 189 SA
- *Library Reference Desk*, 212D HS
- *Math/Accounting Learning Center*, 229 HT
- *Science Learning Center*, 202 SA
- *Technology Lab*, 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), 116 CB
- *ESL Tutoring*, 20 MT
- *Foreign Language Lab*, 20 MT
- *General Purpose Computer Labs*, 312, 314 HU; 21A, 25/26 CS
- *Library*, 107 MT

- *Math/Science Center*, 02 MT
- *Project Success Tutoring*, 215 CC
- *Student Outreach Services*, 008 SB
- *Student Support Services (TRIO)*, 006 SB
- *Writing and Reading Center*, 002 HU
- *Writing and Reading Center Computer Lab*, 20 MT

Takoma Park/Silver Spring Campus

- *Career Center*, 122 ST
- *Disability Support Center* (by referral from a DSS counselor only), 230 ST
- *Learning Skills Support Services*, 241 HC
- *Library*, RC 215
- *Math/Science Learning Center*, 101 SN
- *Math Tutoring Center*, 240 MP
- *Medical Learning Center*, 221 HC
- *Social Sciences Computer Center*, 205 RC
- *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.

Transfer

Montgomery College students transfer each year to four-year colleges and universities across the country and around the world. 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.

The College has also negotiated articulation agreements with four-year institutions. These agreements match coursework between schools and are designed to help students make a smooth transition when transferring for the completion of a bachelor's degree. For more information, visit the Web site: www.montgomerycollege.edu/departments/studev/articulations.htm.

Representatives from transfer colleges and universities visit the College each semester to meet with students and provide information about academic programs and transfer opportunities. For more information, contact the Counseling and Advising Center or Career/Transfer Center on each campus, and see the College's transfer Web site at www.montgomerycollege.edu/transfer.

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 Schedules page of the Montgomery County "Ride On and Transit Services" Web site. The general County Web site can be found at www.montgomerycountymd.gov. For details on how to obtain a valid MC student ID, visit 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 postsecondary 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 in room 135 of the Health Sciences Center 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.

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 or visit our Web site at www.montgomerycollege.edu/Departments/ssserv for more information.

Veterans Benefits

The Veterans Affairs Office (VAO) was established at the College to assist all students applying for Department of Veterans Affairs (DVA) educational benefits. The office coordinates the processing of all DVA applications and forms and provides counseling and information services for veterans and eligible dependents. To contact the office, call 240-567-5033 or e-mail va@montgomerycollege.edu.

Students eligible to receive benefits must inform the VAO each semester after completion of their registration in order for the VAO to submit their enrollment certification to the DVA. Students receiving benefits must contact the office regarding any changes in enrollment.

A complete step-by-step procedure to obtain VA benefits can be found on the College Web site www.montgomerycollege.edu/admissions/veb. Other information about VA benefits is available at the DVA Web site www.gibill.va.gov. The DVA telephone number is 1-888-442-4551.

ACADEMIC REGULATIONS AND STANDARDS



The 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/verified/pnplappendixi.doc.

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 Standards and Regulations section of the College's Policies and Procedures on the Web at www.montgomerycollege.edu/verified/pnp/appendixi.doc.

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.doc.

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/pnp/appendixi.doc).

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/verified/pnp/appendixi.doc.

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 provides the leadership and administration that 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 with the National Gallery of Art 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, e-mail artsinstitute@montgomerycollege.edu.

Center for Community Leadership Development and Public Policy

The Center for Community Leadership Development and Public Policy at Montgomery College was founded in 2000 to enable the College to expand and enhance its community outreach mission. The Center initiates, integrates, enhances, and strengthens community leadership development and public policy engagement from local to global issues among students, faculty, staff, and members of the community at large. The center consists of the Robert E. Parilla Community Leadership Development Program, the Public Issues Forums, and the Public Policy Institute. The Public Policy Institute trains citizens from across all sectors of the community to moderate National Issues Forums and other civic conversations using the deliberative dialogue process.

The College convenes discussions on issues relevant to our communities, using the rich and diverse academic and cultural resources available in the national capital region to inform the deliberative process. For more information about the center, please visit the Web site: www.montgomerycollege.edu/departments/cclcpp.

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.

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.

Developmental Courses

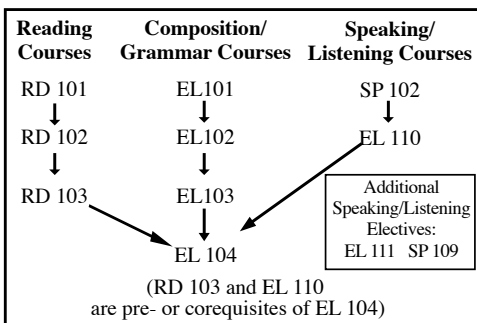
Developmental courses are offered for students who need to strengthen their academic foundations in English, reading, and mathematics in order to be successful in college-level courses. Students may be required to enroll in a number of credit and noncredit developmental courses, depending on their records,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

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.

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. Students must maintain a minimum 3.2 grade point average to degree completion or transfer points to remain in the program and to receive the Honors Program designation on their transcripts.

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.

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 and through the Admissions and Records Office and the honors coordinators at each campus. For more information, contact Dr. Lucy Laufe, collegewide and Germantown honors coordinator, at lucy.laufe@montgomerycollege.edu, Professor Richard Penn, Rockville honors coordinator, at richard.penn@montgomerycollege.edu, or Dr. Carole Wolin, Takoma Park/Silver Spring coordinator, at 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 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 23. 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, or visit the Web site at 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. In certain circumstances, consideration is given to students for whom traditional indicators of academic success are not always valid.

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) or visit the Web site: 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) or Dr. Carole Wolin at the Takoma Park/Silver Spring Campus (carole.wolin@montgomerycollege.edu) or visit the Web site at www.montgomerycollege.edu/departments/renscholars.

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-mailed edmund.palaszynski@montgomerycollege.edu, or visit the Web site at www.montgomerycollege.edu/wdce/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 or contact Professor Greg Malveaux, coordinator, Study Abroad (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.

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.

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.

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:

MCPS Program	MC Program
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	Computer Publishing and Printing Management
Project Lead the Way	Engineering Science
Restaurant/Food and Beverage Management	Hospitality Management

Prince George's County Public School students enrolled in Tech Prep Automotive Technology, Building Trades, and Printing Management programs and Washington County Public Schools students enrolled in the Tech Prep Building Trades program receive credits on the same basis as MCPS CTE students. For more information, please visit our Web site: 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; 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,
- 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) 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,

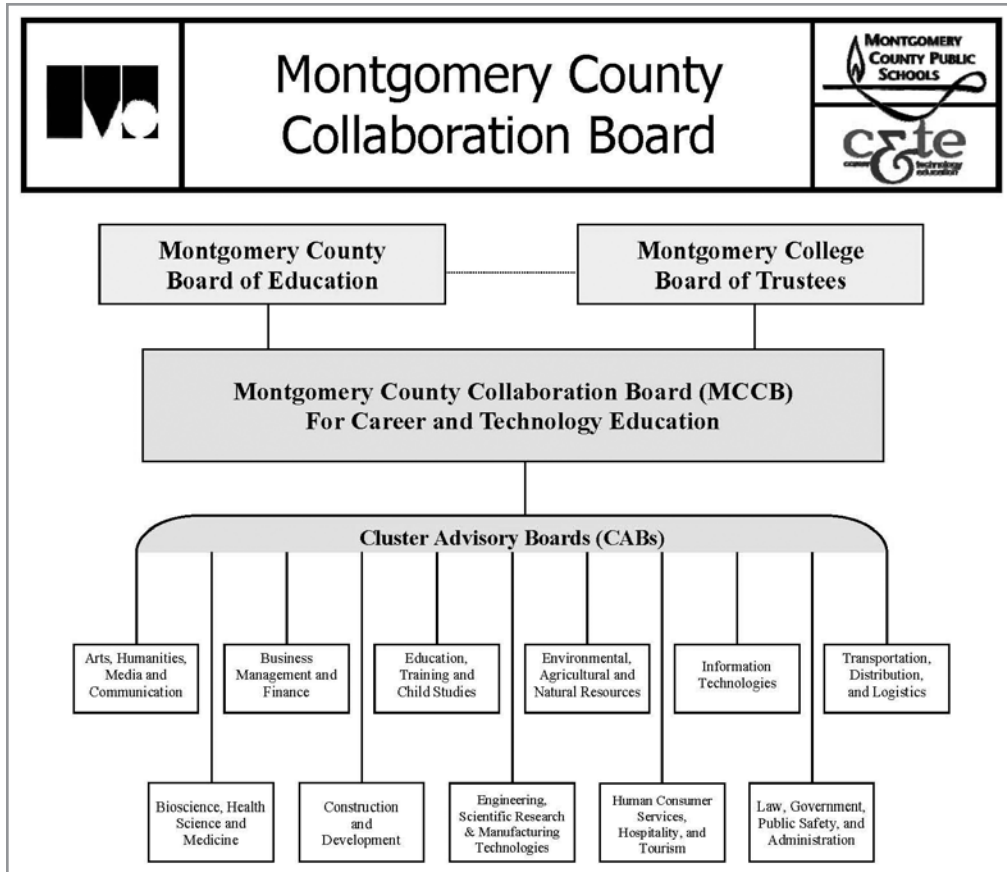
management, pharmacy, public administration, publications design, social work, software engineering, and technology management.

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 or 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 regular voting members shall consist of a MCCB president, 11 Career Cluster Advisory Board presidents, and one student representative from each institution. 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, or contact 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 \$1,000 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, or contact Professor Julia Wakeman-Linn at 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, according to the wishes of Mr. Peck, the founder.

The institute sponsors community dialogue 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. 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), or visit the Web site: www.montgomerycollege.edu/departments/americanculture.

Phi Theta Kappa National Honor Society

Phi Theta Kappa is the national 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) at the Germantown Campus, Sue Adler (sue.adler@montgomerycollege.edu) or Brian Baick (brian.baick@montgomerycollege.edu) at the Rockville Campus, and James Walters (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 offers students an art school experience. 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 with major concentrations in either studio art or graphic design. This degree is designed as the first half of a four-year bachelor of fine arts degree. Two-thirds of the required coursework is in studio areas and one-third is in General Education courses. Students who attend the SA+D program are planning to transfer to a four-year art college and enter into a visual arts career upon completion of their bachelor's degree.

Prospective students must submit an 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. The studio-intensive curriculum combined with a comprehensive program of co-curricular activities continues the artist's community environment that has been a tradition in Silver Spring for 50 years. For more information, e-mail david.epstein@montgomerycollege.edu or visit the Web site: www.montgomerycollege.edu/schoolofartanddesign.

Continuing Education Program

The SA+D Continuing Education program provides quality noncredit courses in art education for children, youth, and adults in studio art, photography, and graphic design for print and Web. The program provides opportunities for lifelong learning, personal enrichment, and professional skill development. 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.

Summer Art Program for Children and Teens

The Summer Art Program is a fine arts and visual communications educational program offering classes in drawing, painting, crafts, clay, digital arts, and photography. It is designed to meet the needs and interests of youths ages 6–15 who are creative, enjoy working with others, and are eager to learn about art.

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, 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 178 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 four programs: arts and sciences, business, 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 associate'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.

Transfer to a Four-Year Institution

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. Departure from the required pattern of lower-division courses required by the transfer institution may interfere with admission and normal progress toward a bachelor's degree. 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.

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 Career/Transfer Centers on all three campuses. Students should also consult the appropriate catalogs or bulletins, attend Transfer Information Days held during the fall and spring semesters on each campus, and meet with an adviser at the transfer institution. Information is also available on the Web:

- The Montgomery College transfer Web site (www.montgomerycollege.edu/transfer) includes information to help students 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 and Semiprofessional Training

Students who have specific technical or semiprofessional 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

General Education requirements are a part of all degree programs. These required courses provide students with a common, well-grounded educational experience to support and complement the courses in their major. In addition to specific course content, these courses assist students in the development of critical literacy, respect for others, creative expression, effective written and oral communication, and respect for the intellectual community tempered with skepticism about unchallenged "truths."

The General Education program at the College conforms with the MHEC Academic Regulations on General Education and Transfer. *These statewide regulations guarantee that students completing Montgomery College's General Education program will receive credit for lower level general education courses at any public institution in the state* (see Appendix D for MHEC regulations). The components of the General Education program are presented in the table on page "Components of the General Education Program" on page 77.

Foundation Courses

Foundation courses provide students with the skills necessary to succeed in college-level courses and in life. They are courses that all degree-seeking and/or transfer students must complete successfully before moving into the workplace or to a transfer institution. These foundation courses, in English composition, health, mathematics, and speech, are common to all degree categories. All Montgomery College students must pass EN 102 or 109 or show equivalent skill levels. EN 101 or 101A is a prerequisite for EN 102 or 109. Students may satisfy part or all of this requirement through Advanced Placement, SAT, or placement testing. Students seeking clarification of EN requirements should contact the English departments.

Distribution Courses

As part of the General Education program, students are required to take distribution courses in the following areas: arts, behavioral and social sciences, humanities, natural sciences with lab, and natural sciences without lab. The specific distribution requirements outlined in each curriculum can be fulfilled by the courses listed on pages 78–80. Courses marked with an asterisk on those pages also fulfill the General Education multicultural requirement. Requirements at transfer institutions vary, so students should consult with an adviser for assistance with course selection and academic planning.

Components of the General Education Program

Component	Number of Credits Required				
	A.A.	A.A.S.	A.A.T.	A.F.A.	A.S.
Foundation					
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
Distribution					
Arts	3	0	3	3	3
Either Arts or Humanities	3	3	3	3	0
Behavioral and Social Sciences	6††	3	6	3	6††
Humanities	3	0	3	3	3
Natural Sciences	7‡‡	4‡‡	7‡‡	3	8
Total credits	32-34	20-22	32-34	21	30-32

Note: In all A.A. and A.S. curricula, students are required to select at least one course that is designated as a multicultural course on the distribution list.

- * If a curriculum does not require a specific course, students may take either EN 102 or EN 109 to fulfill the English foundation requirement.
- † If a curriculum does not require a specific health (HE) course, students may take any HE course (1 to 3 credits) to fulfill the health foundation requirement. Note that HE 204 is a multicultural course.
- ‡ If a curriculum does not require a specific mathematics (MA) course, students may take any MA course numbered 110 or higher to fulfill the mathematics foundation requirement.
- ** If a curriculum does not require a specific speech course, students may take SP 108 or SP 112 to fulfill the speech foundation requirement.
- †† The two three-credit-hour behavioral and social sciences courses must be from different disciplines (i.e., PY and SO, or CJ and AN).
- ‡‡ At least one lab science course must be taken to fulfill the natural sciences requirement.

**Courses marked with an asterisk fulfill the General Education multicultural requirement.*

Distribution Courses

Arts Distribution (ARTD)

AR	101	Introduction to Drawing
AR	103	Two-Dimensional Design
AR	104	Three-Dimensional Design
AR	105	Color Theory and Application
* AR	107	Art History I
* AR	108	Art History II
AR	115	Figure Drawing I
AR	121	Ceramics I
AR	122	Ceramics II
AR	123	Crafts
AR	124	Enameling I
AR	125	Enameling II
* AR	127	Art Appreciation (Art in Culture)
* AR	130	Survey of Asian Art
AR	203	Photographic Expression I
AR	204	Photographic Expression II
* AR	208	Survey of African Art
AR	209	History of Architecture I
AR	210	History of Architecture II
* AR	213	World Woodcut and Relief Traditions
AR	219	American Art
AR	227	Weaving and Textiles
AR	229	Jewelry and Metalsmithing
AR	235	The History of Italian Renaissance Art
CG	120	Computer Graphics: Art and Illustration I
DN	100	Introduction to Dance
DN	102	Ballet II
DN	104	Modern Dance II
EN	218	Introduction to Creative Writing of Fiction
EN	223	Introduction to Creative Writing of Poetry
FL	110	Introduction 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	128	Introduction to Music Technology
* MU	131	The African Musical Experience
* MU	133	History of Jazz
* MU	136	American Popular Music
MU	139	Introduction to Music Theory

PG	150	Photography I
TH	108	Introduction to the Theatre
TH	109	Fundamentals of Acting
TR	104	Media Appreciation

Behavioral and Social Sciences Distribution (BSSD)

For all A.A. and A.S. curricula, the two required behavioral and social sciences courses must be from different disciplines.

* AN	101	Introduction to Social and Cultural Anthropology
* AN	206	World Ethnology
* CJ	110	Administration of Justice
EC	105	Basic Economics
EC	201	Principles of Economics I
EC	202	Principles of Economics II
GE	101	Introduction to Geography
GE	102	Cultural Geography
GE	103	Economic Geography
GE	104	Physical Geography
* GE	110	Global Geography
GE	201	Political Geography
HP	257	Mathematics and Western Culture
HP	262	Current Issues in Experimental Psychology
PS	101	American Government
PS	102	State and Local Government
PS	105	Introduction to Political Science
* PS	121	Political Ideologies
* PS	201	Comparative Politics and 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
PY	203	Human Growth and Development during the Life Span
PY	204	Introduction to the Psychology of Personality
PY	206	Psychology of Human Sexuality
* PY	207	Psychology of Women
PY	211	Social Psychology
PY	215	Child Psychology
PY	216	Adolescent Psychology
PY	221	Introduction to Abnormal Psychology

**Courses marked with an asterisk fulfill the General Education multicultural requirement.*

* SO 101	Introduction to Sociology	* FR 102	Elementary French II
SO 104	Families in Crisis	* FR 201	Intermediate French I
SO 105	Social Problems and Issues	* FR 202	Intermediate French II
* SO 108	Women and Men in American Society	* FR 207	Readings in French Literature
* SO 204	Marriage and the Family	* FR 208	Readings in French Literature
SO 206	Sociology of Personality	* GR 101	Elementary German I
* SO 208	Race and Ethnic Relations	* GR 102	Elementary German II
* SO 210	Aging in America	* GR 201	Intermediate German I
SO 212	Sport in American Society	* GR 202	Intermediate German II
		HP 259	Modern Western Intellectual Tradition
		HP 264	Graeco-Roman Culture
		* HS 110	Women in the Western World
		* HS 112	Women in World History
		* HS 113	Alternative Lifestyles: 19th Century American Utopias
		* HS 114	The World in the 20th Century
		* HS 116	World History: A Comparative Survey from the Ancient World to A.D. 1500
		* HS 117	World History: A Comparative Survey from A.D. 1500 to the Present
		* HS 118	History of Sport in America
		HS 120	Technology and Culture in the Western World
		* HS 129	The History of African Americans to 1865
		* HS 130	The History of African Americans Since 1865
		* HS 137	History of Asian Americans
		* HS 138	History of Latinos in the United States
		HS 151	History of Europe from the Fall of Rome to the 17th Century
		HS 161	History of Europe from the 17th Century to the Present
		* HS 186	History of the Ancient World
		HS 201	History of the United States, A Survey Course: From Colonial Times to 1865
		HS 202	History of the United States, A Survey Course: from 1865 to the Present
		* HS 203	Latin American History
		* HS 207	East Asian Civilization
		* HS 208	Modern Asia
		HS 225	The History of England from 55 B.C. to 1688
		HS 226	The History of England from 1688 to the Present

**Courses marked with an asterisk fulfill the General Education multicultural requirement.*

- * HS 229 African History to 1800
 * HS 230 African History from 1800
 * IT 101 Elementary Italian I
 * IT 102 Elementary Italian II
 * KR 101 Elementary Korean I
 * KR 102 Elementary Korean II
 * LG 200 Introduction to Linguistics
 * LT 101 Elementary Latin I
 * LT 102 Elementary Latin II
 PL 180 Morality and Contemporary Law
 PL 190 Elementary Logic and Semantics
 PL 201 Introduction to Philosophy
 PL 202 Introduction to the Study of Ethics
 * PL 203 Introduction to the Study of Religion
 PL 205 Philosophy in Literature
 * RU 101 Elementary Russian I
 * RU 102 Elementary Russian II
 * RU 201 Intermediate Russian I
 * RU 202 Intermediate Russian II
 * SL 100 Conversational ASL I
 * SL 101 Structural ASL I
 * SN 101 Elementary Spanish I
 * SN 102 Elementary Spanish II
 * SN 103 Intensive Elementary Spanish
 * SN 201 Intermediate Spanish I
 * SN 202 Intermediate Spanish II
 * SN 215 Advanced Spanish Conversation and Composition
 * SN 216 Advanced Readings in Spanish Literature
 * WS 101 Introduction to Women's Studies

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

For all A.A. and A.S. curricula, at least one lab science must be taken to fulfill the natural sciences distribution requirement.

- AS 101 Introductory Astronomy
 AS 102 Introduction to Modern Astronomy
 BI 101 General Biology
 BI 105B Environmental Biology Laboratory (must be taken with BI 105A for NSLD credit)
 BI 107 Principles of Biology I
 BI 108 Principles of Biology II
 BI 204 Human Anatomy and Physiology I
 BI 205 Human Anatomy and Physiology II
 BI 207 Ecology
 BI 208 Field Ecology (Note: This is a three-credit course.)
 CH 101 Principles of Chemistry I
 CH 102 Principles of Chemistry II
 CH 103 Chemistry for the Health Sciences
 CH 109B Chemistry and Society Laboratory (must be taken with CH 109A for NSLD credit)
 CH 120 Essentials of Organic and Biochemistry
 GL 101 Physical Geology
 GL 102 Historical Geology
 ME 101 Meteorology: An Introduction to Weather
 PC 101 Physical Science I
 PC 102 Physical Science II
 PH 110 Sound and Light in the Arts
 PH 203 General Physics I (non-engineering)
 PH 204 General Physics II (non-engineering)
 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 Introduction to Physical Anthropology 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
 BI 206 Introduction to the Biology of Human Reproduction
 CH 109A Chemistry and Society
 ES 100 Introduction to Engineering Design
 FM 103 Introduction 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 multicultural requirement.***

Curricula Summary by Program Area

Title	A.A.	A.A.S.	A.A.T.	A.F.A.	A.S.	C	L	Page
Accounting		301				167		95, 96
American Sign Language		351				220		96, 97
Applied Geography								
Applied Geography		344						98
Cartography and Geographic Information Systems						184		99
Geographic Education						183		100
Architectural and Construction Technology								101
Architectural Technology		302						101
CAD for the Building Professional						203		102
Management of Construction		303				142		103, 104
Arts and Sciences—see also Science								
<i>Art</i>								
Art	003							105
Art Education	060							106
Art History	059							107
Graphic Design				902A*				109
Specialized Art						211 [†]		113
Studio Art	062			900A* 910*		212		110, 111, 112
<i>Health Enhancement, Exercise Science, & Physical Education</i>								
Aging Studies	600A							186
Exercise Science/ Health Fitness Leadership	157							183
Health Education	186							188
Personal Training						191		190
Physical Education Teacher Preparation/Coaching	159							191
<i>Interior Design</i>	102							202
Advanced Interior Design						224		205
Design Industry Partnership						225		206
Interior Design — Preprofessional	102	306 [‡]						202, 203
Introductory Interior Design						226		205

* 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
<i>Liberal Arts and Sciences</i>								
Arts	045							210
International Studies	152							211
Music	054					204		215, 217
<i>Theatre</i>								
Dance	128							243
Theatre Performance	011							244
Theatre Technical	014							245
Automotive Technology								
Automotive Electrical Systems Specialist						162		117
Automotive Technology		307						116
Engine Performance Specialist						160A		117
Powertrain Specialist						161A		118
Undercar Specialist						163A		118
Biotechnology		334				219		119, 120
Building Trades Technology		308 [†]						121
Carpentry						179A	810A	123
Electrical Wiring						245	807A	124
HVAC						244	808A	125, 126
Residential Remodeling and Repair						236A	818	126, 127
Business								
Businesses	006							128
International Business	149							129
Communication Arts Technologies								129
<i>Communication and Broadcasting</i>								
Broadcast Journalism						207		130
Digital Multimedia Production						214		131
Radio		309						132
Radio Production						208		133
Television		310						134
Television Production						209		135

* School of Art + Design program

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‡ 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
<i>Graphic Design</i>		304A						179
Computer Graphics: Art and Animation						175		180
Graphic Design with Digital Tools						239		181
Illustration		305						182
<i>Photography</i>								
Electronic Photography						193		227
Photographic Techniques						194		228
Photography		342						226
Photography Master						196		228
Portrait, Fashion, and Photojournalism						172		229
Computer Applications								
Computer Applications		311						136
Database Systems						238		137
Information Technology						213		138
Computer Gaming and Simulation— see also Web Careers	606 [†]							139
Computer Publishing and Printing Management								
Computer Publishing and Printing Management		343						141
Electronic Imaging Prepress						197		142
Printing Technology						176		143
Computer Science and Technologies								144
Computer Programming						108		146
Computer Science	107							144
Information Systems	109							145
Criminal Justice		314						147
Education								151
Early Childhood Education Technology		315						151
Early Childhood Education						177		152
Teacher Education Transfer Program (Early Childhood Education)			604					153

* School of Art + Design program

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‡ 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
Teacher Education Transfer Program (Elementary)			601					155
Teacher Education Transfer Program (Secondary) in Mathematics			605					157
Teacher Education Transfer Program (Secondary) in Physics			603					159
Teacher Education Transfer Program (Secondary) in Spanish			602					160
Engineering Science								151
Aerospace Engineering					408			161
Bioengineering					411A			162
Chemical Engineering					406			163
Civil Engineering					407			164
Computer Engineering					409			165
Electrical Engineering					402			166
Fire Protection Engineering					403			167
General Engineering					410			171
Materials Science and Engineering					413			168
Mechanical Engineering					404			169
Nuclear Engineering					405			170
Ethnic Social Studies						241	816	172, 172
Fire and Emergency Services Management		346A				240		173, 177
Fire and Arson Investigation						180		175
General Studies	129							178
Geography—see Applied Geography								
Graphic Design—see Arts and Sciences and Communication Arts Technologies								
Health Sciences								
Diagnostic Medical Sonography*	‡					151*		148, 150
Health Information Management	‡							192
Medical Coder/Abstractor/Biller						218		194
Mental Health Associate*	‡							214

* 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
Nursing*	‡							222
Physical Therapist Assistant*	‡							230
Polysomnography Technology						243		232
Radiologic (X-Ray) Technology*	‡							233
Surgical Technology*	‡					228		240, 242
Hospitality Management								
Food and Beverage Management						055	814	196, 197
Hospitality Management		347 [†]						195
Hospitality Supervision and Leadership						233	813	198, 198
Meeting, Conference, and Event Planning						237	815	199, 200
Information Systems Security		356				242		200, 201
Interior Design— <i>see Arts and Sciences</i>								
Landscape Technology		328				140		207, 209
Management								
Management						145		212
Supervisory Management							805	213
Music— <i>see Arts and Sciences</i>								215
Network and Wireless Technologies								
A+ Microcomputer Certification Qualification							817	222
Microcomputer Technician Certificate						210		219
Network and Wireless Technologies		354 [†]						218
Network Engineer						215 [†]		220
Wireless Technology						227		221
Nursing— <i>see Health Sciences</i>								222
Paralegal Studies								
Paralegal Studies		341				156		224, 225
Legal Analysis							804	225
Photography— <i>see Communication Arts Technologies</i>								
Pre-Dentistry — <i>see Science</i>								
Pre-Medical Technology — <i>see Science</i>								

* 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
Pre-Medicine — <i>see</i> Science								
Pre-Optometry — <i>see</i> Science								
Pre-Pharmacy — <i>see</i> Science								
Printing Management — <i>see</i> Computer Publishing and Printing Management								141
Radio — <i>see</i> Communication Arts Technologies								132
Science — <i>see also</i> Arts and Sciences								235
Chemistry and Biochemistry					412D			235
Environmental Science and Policy					412E			236
Life Science					412A			238
Mathematics					412B			239
Physics					412C			240
Technical Writing						143		242
Television — <i>see</i> Communication Arts Technologies								
Theatre — <i>see</i> Arts and Sciences								
Transfer Studies						234		246
Web Careers								
Internet Games and Simulation						232		249
Web Careers		353 [†]						247
Web Design						229A		249
Web Development						231A		250
Web Programming						230		251

* 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	222
<i>Accounting</i>	A.A.S., C		95
Accounting	A.A.S.	301	95
Accounting	C	167	96
Advanced Interior Design	C	224	205
Aerospace Engineering	A.S.	408	161
Aging Studies	A.A.	600A	186
<i>American Sign Language</i>	A.A.S., C		96
American Sign Language	A.A.S.	351	96
American Sign Language	C	220	97
<i>Applied Geography</i>	A.A.S., C (2)		98
Applied Geography	A.A.S.	344	98
<i>Architectural / Construction Technology</i>	A.A.S. (2), C (2)		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	210
Automotive Electrical Systems Specialist	C	162	117
<i>Automotive Technology</i>	A.A.S. (1), C (4)		116
Automotive Technology	A.A.S.	307	116
Bioengineering	A.S.	411A	162
<i>Biotechnology</i>	A.A.S., C		119
Biotechnology	A.A.S.	334	119
Biotechnology	C	219	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)		128
Business	A.A.	006	128
CAD for the Building Professional	C	203	102
Carpentry	C, L	179A, 810A	123
Cartography and Geographic Information Systems	C	184	99

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
Chemical Engineering	A.S.	406	163
Chemistry and Biochemistry	A.S.	412D	235
Civil Engineering	A.S.	407	164
<i>Communication and Broadcasting Technology</i>	A.A.S (2), C (4)		129
<i>Computer Applications</i>	A.A.S, C (2)		136
Computer Applications	A.A.S.		136
<i>Computer Gaming and Simulation</i>	A.A.	606*	139
Computer Engineering	A.S.	409	165
Computer Graphics: Art and Animation	C	175	180
Computer Programming	C	108	146
<i>Computer Publishing and Printing Management</i>	A.A.S., C (2)		141
Computer Publishing and Printing Management	A.A.S.	343	141
Computer Science	A.A.	107	144
<i>Computer Science and Technologies</i>	A.A. (2), C		144
Criminal Justice	A.A.S.	314	147
Dance	A.A.	128	243
Database Systems	C	238	137
Design Industry Partnership	C	225	206
<i>Diagnostic Medical Sonography</i>	A.A.S., C		148
Diagnostic Medical Sonography [†]	A.A.S.		148
Diagnostic Medical Sonography	C		150
Digital Multimedia Production	C	214	131
Early Childhood Education	C	177	152
Early Childhood Education Technology	A.A.S.	315	151
<i>Education</i>	A.A.S. (1), A.A.T. (5), C		151
Electrical Engineering	A.S.	402	166
Electrical Wiring	C, L	245, 807A	124
Electronic Imaging Prepress	C	197	142
Electronic Photography	C	193	227
Engine Performance Specialist	C	160A	117
Engineering, Aerospace	A.S.	408	161
Engineering, Bioengineering	A.S.	411	162
Engineering, Chemical	A.S.	406	163
Engineering, Civil	A.S.	407	164
Engineering, Computer	A.S.	409	165

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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Alphabetical List of Curricula

Title	Type(s) of Program	POS Code	Page
Engineering, Electrical	A.S.	402	166
Engineering, Fire Protection	A.S.	403	167
Engineering, General	A.S.	410	171
Engineering, Materials Science and	A.S.	413	168
Engineering, Mechanical	A.S.	404	169
Engineering, Nuclear	A.S.	405	170
<i>Engineering Science</i>	A.S. (11)		161
Environmental Science and Policy	A.S.	412E	236
<i>Ethnic Social Studies</i>	C, L		172
Ethnic Social Studies Certificate	C	241	172
Ethnic Social Studies Letter of Recognition	L	816	172
Exercise Science/Health Fitness Leadership	A.A.	157	183
Fire and Arson Investigation	C	180	175
Fire Protection Engineering	A.S.	403	167
<i>Fire Science and Emergency Services Management</i>	A.A.S., C (2)		173
Fire Science and Emergency Services Management	A.A.S.	346A	173
Fire and Emergency Services Management	C	240	177
Food and Beverage Management	C, L	055, 814	196, 197
General Engineering	A.S.	410	171
General Studies	A.A.	129	178
Geographic Education	C	183	100
<i>Graphic Design</i>	A.F.A., A.A.S. (2), C (2)		109, 179
Graphic Design	A.A.S.	304A	179
Graphic Design, School of Art + Design	A.F.A.	902A	109
Graphic Design with Digital Tools	C	239	181
Health Education	A.A.	186	188
<i>Health Enhancement, Exercise Science, and Physical Education</i>	A.A. (4), C		183
<i>Health Information Management</i>	A.A.S., C		192
Health Information Management [†]	A.A.S.		192
<i>Hospitality Management</i>	A.A.S., C (3), L (3)		195
Hospitality Management	A.A.S.	347*	195
Hospitality Supervision and Leadership	C, L	233, 813	198, 198
HVAC	C, L	244, 808	125, 126
Illustration	A.A.S.	305	182

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
Information Systems	A.A.	109	145
<i>Information Systems Security</i>	A.A.S., C		200
Information Systems Security	A.A.S.	356	200
Information Systems Security	C	242	201
Information Technology	C	213	138
<i>Interior Design</i>	A.A., A.A.S, C (3)		202
Interior Design, Advanced	C	224	205
Interior Design, Introductory	C	226	205
Interior Design, Partnership	C	225	206
Interior Design—Preprofessional	A.A.	102	202
Interior Design—Preprofessional	A.A.S.	306*	203
International Business	A.A.	149	129
International Studies	A.A.	152	211
Internet Games and Simulation	C	232	249
Introductory Interior Design	C	226	205
<i>Landscape Technology</i>	A.A.S., C		207
Landscape Technology	A.A.S.	328	207
Landscape Technology	C	140	209
Legal Analysis	L	804	225
<i>Liberal Arts and Sciences</i>	A.A. (2)		210
Life Science	A.S.	412A	238
<i>Management</i>	C, L		212
Management	C	145	212
Management of Construction	A.A.S.	303	103
Management of Construction	C	142	104
Materials Science and Engineering	A.S.	413	168
Mathematics	A.S.	412B	239
Mechanical Engineering	A.S.	404	169
Medical Coder/ Abstractor/ Biller	C	218	194
Meeting, Conference and Event Planning	C, L	237, 815	199, 200
Mental Health Associate [†]	A.A.S.		214
Microcomputer Technician	C	210	219
<i>Music</i>	A.A., C		215
Music	A.A.	054	215
Music	C	204	217

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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Alphabetical List of Curricula

Title	Type(s) of Program	POS Code	Page
Network Engineer	C	215*	220
<i>Network and Wireless Technologies</i>	A.A.S., C(3), L		218
Network and Wireless Technologies	A.A.S.	354*	218
Nuclear Engineering	A.S.	405	170
Nursing [†]	A.S.		222
<i>Paralegal Studies (see also Legal Analysis)</i>	A.A.S., C, L		224
Paralegal Studies	A.A.S.	341	224
Paralegal Studies	C	156	225
Personal Training	C	191	190
Photographic Techniques	C	194	228
<i>Photography</i>	A.A.S., C (4)		226
Photography	A.A.S.	342	226
Photography Master	C	196	228
Physical Education Teacher Preparation/Coaching	A.A.	159	191
Physical Therapist Assistant [†]	A.A.S.		230
Physics	A.S.	412C	240
Polysomnography Technology	C	243	232
Portrait, Fashion, and Photojournalism	C	172	229
Powertrain Specialist	C	161A	118
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	143
<i>Radio</i>	A.A.S.	309	132
Radio Production	C	208	133
Radiologic (X-Ray) Technology [†]	A.A.S.		233
Residential Remodeling and Repair	C, L	236A, 818	126
School of Art + Design	A.F.A. (2)		109, 111
<i>Science</i>	A.S. (5)		235
Specialized Art	C	211*	113
Studio Art	A.A.	062	110
Studio Art	A.F.A.	910	112

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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Alphabetical List of Curricula

Title	Type(s) of Program	POS Code	Page
Studio Art	C	212	115
Studio Art, School of Art + Design	A.F.A.	900A	111
Supervisory Management	L	805	213
<i>Surgical Technology</i>	A.A.S., C		240
Surgical Technology*	A.A.S.		240
Surgical Technology	C	228	242
Teacher Education Transfer Program (Early Childhood Education)	A.A.T.	604	153
Teacher Education Transfer Program (Elementary)	A.A.T.	601	155
Teacher Education Transfer Program (Secondary) Mathematics	A.A.T.	605	157
Teacher Education Transfer Program (Secondary) Physics	A.A.T.	603	159
Teacher Education Transfer Program (Secondary) Spanish	A.A.T.	602	160
Technical Writing	C	143	242
Television	A.A.S.	310	134
Television Production	C	209	135
<i>Theatre</i>	A.A. (3)		244
Theatre Performance	A.A.	011	244
Theatre Technical	A.A.	014	245
Transfer Studies	C	234	246
Undercar Specialist	C	163A	118
<i>Web Careers</i>	A.A.S., C (4)		247
Web Careers	A.A.S.	353*	247
Web Design	C	229A	249
Web Development	C	231A	250
Web Programming	C	230	251
Wireless Technologies	C	227	221

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

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

Allegany College of Maryland

Automotive Technology
Culinary Arts
Directed Technology (Travel/Tourism)
Forest Technician
Home Health Aide
Hotel and Restaurant Management
Medical Assistant
Nursing Assistant/Geriatric Aide
Phlebotomy/EKG Technician
Therapeutic Massage
Tree Care Technology

Anne Arundel Community College

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

Cecil Community College

Transportation and Logistics
Visual Communications

College of Southern Maryland

Commercial Vehicle Operator
Manufacturing Technology
Massage Therapy
Medical Laboratory Technician
Security Management

Community College of Baltimore County

Air Traffic Control
Automotive
Aviation
Chemical Dependency Counseling
Computer Graphic and Visual Communication

E-Business
Environmental Science and Technology
Health & Fitness
Interpreter Preparation
Labor Studies
Mortuary Science
Nursery & Greenhouse
Personal Trainer
Print Management Technology
Occupational Safety and Health Technician
Radiation Therapy
Recreation, Parks and Tourism
Tourism and Travel
Veterinary Technician

Frederick Community College

Emergency Management
Nuclear Medicine Technology

Garrett College

Adventure Sports Management
Juvenile Justice
Natural Resources and Wildlife Technology

Harford Community College

Electroneurodiagnostic Technology
High Performance Manufacturing
Science Lab Technology
Technical Professional Studies

Howard Community College

Advanced Cardiovascular Imaging and Intervention
Biomedical Engineering
Cardiovascular Technician
Photonics Technology

Prince George's Community College

Forensic Transfer Studies
Investigative Forensics
Nuclear Medicine Technology
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:

- 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.)
- Radiologic (X-Ray) Technology (A.A.S.)

For more information, please contact the Takoma Park/Silver Spring Admissions and Records Office (240-567-1501).

Allegany College of Maryland

- Basic Medical Transcription
- Dental Hygiene
- Human Services
- Medical Assistant
- Medical Coding
- Medical Laboratory Technology
- Nursing
- Pharmacy
- Physical Therapy Assistant
- Radiologic Technology
- Respiratory Therapist

Anne Arundel Community College

- EMT Paramedic
- EMT Intermediate
- Human Services
- LPN
- 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 Community College

- Emergency Medical Technician
- Nursing

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
- Physical Therapy Assistant

Community College of Baltimore County

- Emergency Medical Technician
- Health Informatics and Information Technology
- Medical Office Assistant
- Mental Health
- Nursing
- Physician Assistant
- Radiation Therapy
- Radiography
- Respiratory Care Therapy

Frederick Community College

- Emergency Medical Technician
- 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

- EMT/Paramedic
- Nursing

Prince George's Community College

- EMT-Paramedic
- Health Information 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 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
	<i>Health foundation.</i>	1-3
MG 201	Business Law	3
	Electives†	6

FOURTH SEMESTER

AC 208	Intermediate Accounting II	4
AC 219	Business Finance	3
	Elective†	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.S.: 351

The American Sign Language (ASL) curriculum is designed to facilitate students in acquiring the language and culture of the Deaf in North America. This program encompasses much more than just recognizing signs with the eyes. It means acquiring the concepts presented through ASL and ASL interpreting to preserve the style and semantics of these concepts. Students will be taught to think critically about ASL, not merely to repeat someone else's signs. They will develop translating and interpreting skills to become literate and effective users of ASL. As students work through the curriculum, they will be ready to do a variety of ASL teaching or interpreting that ranges from defining how a sign can be created to knowing how to express those signs coherently.

Upon completion of the curriculum, graduates will receive the A.A.S. and will be eligible to take the Registry of Interpreters for the Deaf (RID) examination for interpreting licensure or to be evaluated for the American Sign Language Teachers Association (ASLTA) Certificate.

(Continued)

AMERICAN SIGN LANGUAGE

American Sign Language A.A.S.: 351 (continued)

FIRST SEMESTER

	<i>English foundation</i>	3
SL 100	Conversational ASL I	4
SL 101	Structural ASL I	3
SL 105	Visual Gestural Communication Foundations I	2
SL 106	Fingerspelling and Number Use in ASL I	1
	<i>Speech foundation</i>	3

SECOND SEMESTER

	<i>Health foundation</i>	1
	<i>Mathematics foundation</i>	3
SL 102	Structural ASL II	3
SL 110	Conversational ASL II	3
SL 115	Visual Gestural Communication Foundations II	2
SL 116	Fingerspelling and Number Use in ASL II	1

THIRD SEMESTER

SL 200	Conversational ASL III	3
SL 201	Structural ASL III	3
SL 226	Semantics and Communication in ASL I	1
SL 269	Independent Study in ASL	1–4
	<i>Behavioral and social sciences distribution</i>	3
	<i>Natural sciences distribution with lab</i>	4

FOURTH SEMESTER

SL 202	Structural ASL IV	3
SL 207	ASL Translation and Interpretation for Literature	3
SL 210	Conversational ASL IV	3
SL 236	Semantics and Communication in ASL II	1
SL 285	Practicum in ASL	3–4
	<i>Arts or humanities distribution</i>	3

TOTAL CREDIT HOURS 60–64

PROGRAM OUTCOMES

Upon completion of this program a student will be able to:

- Be able to describe the structures of ASL, including phonology, morphology syntax, and semantics at a level 4 proficiency.
- Be able to integrate and recognize ASL registers.
- Demonstrate competency in ASL expressive and receptive skills at a level 4 proficiency.
- Demonstrate competency in visual gestural communication and fingerspelling.
- Reach competency of 2.5 or better in ASL assessment instruments.
- Demonstrate support and respect for ASL as the visual language of the Deaf community.
- Demonstrate, appropriately, the ability to interpret skills learned in the classroom into general situations in and out of the Deaf community and in service fields.

American Sign Language Certificate: 220

The American Sign Language (ASL) certificate curriculum is designed for students with a variety of goals:

- students preparing to enter an interpreter training program;
- current interpreters needing to improve ASL skills, or maintain Interpreter Certification, through the Registry of Interpreters for the Deaf (RID) Certification Maintenance Program;
- students preparing to teach ASL or to enter the field of Deaf education or Deaf-related research and discipline;
- students whose first language is ASL who desire to learn the structure and syntax of their own language in order to develop a knowledge base to teach ASL, as well as to learn other languages;

(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)*

- students preparing for, or currently working in, careers requiring communication with Deaf consumers, business associates, colleagues, employees, supervisors, and students; and
- students desiring to improve their understanding of Deaf culture to better communicate with Deaf family, friends, neighbors, and community.

Students who wish to pursue careers as interpreters for the Deaf are strongly encouraged to complete associate's degree to acquire the depth and breadth of knowledge in ASL required to serve a diverse population in many settings.

SL 100 Conversational ASL I 4	SL 202 Structural ASL IV 3
SL 101 Structural ASL I 3	SL 210 Conversational ASL IV 3
SL 102 Structural ASL II 3	SL electives 6
SL 110 Conversational ASL II 3	<u>TOTAL CREDIT HOURS 31</u>
SL 200 Conversational ASL III 3	
SL 201 Structural ASL III 3	

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 3–4</i>	
	<i>Natural sciences distribution with lab 4</i>	

SECOND SEMESTER

	<i>English foundation 3</i>	
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 1</i>	

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

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

	CS or MA elective 3–4
GE 203	Geographic Education
	<i>or</i>
GE 210	Preserving Our Natural Heritage 3
	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 power points 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	
<u>TOTAL CREDIT HOURS 22</u>	

* 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.
-

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

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	History of Architecture I	
<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	History of Architecture II	
<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 224 Computer Drafting: Advanced
CT 181 Architectural Drafting Techniques 3	Architectural Applications 4
CT 183 Computer Drafting: Architectural	<i>English foundation</i> 3
Applications 4	<i>Mathematics foundation</i> 3
CT 223 Computer Drafting: Architectural	
3D Presentation 4	<u>TOTAL CREDIT HOURS 24</u>

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</i>	<i>3</i>

SECOND SEMESTER

CT 190	Computer Applications in Construction	3
CT 212	Construction Management	3
	<i>English foundation</i>	<i>3</i>
	<i>Speech foundation</i>	<i>3</i>
	<i>Arts or humanities distribution</i>	<i>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</i>	<i>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</i>	<i>1-3</i>
	<i>Natural sciences distribution with lab</i>	<i>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 Materials3	CT 284 Construction Estimating3
CT 131 Construction Plan Reading3	CT 286 Construction Planning and Scheduling . . .3
CT 135 Construction Field Operations3	CT 288 Practical Construction Law3
CT 190 Computer Applications in Construction3	EN 101 Techniques of Reading and Writing I3
CT 212 Construction Management3	Professional electives*6–8
<u>TOTAL CREDIT HOURS 33–35</u>	

* 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 I	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 II	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)†	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)†	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 History (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 I.....</i>	3
EN 101	Techniques of Reading and Writing I...3	
	<i>Health foundation.....</i>	1
	<i>Mathematics foundation.....</i>	3

SECOND SEMESTER

GD 124	Fundamentals of Graphic Design II.....	3
AR 104	Three-Dimensional Design.....	3
AR 105	Color Theory and Application.....	3
AR 108	Art History II.....	3
AR 115	Figure Drawing I.....	3
EN 102	<i>Techniques of Reading and Writing II.....</i>	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
	<i>Speech foundation</i>	3
	<i>Natural sciences distribution without lab</i>	3-4
	Printmaking elective*	3

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 I</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 II.....	3
AR 115	Figure Drawing I.....	3
EN 102	<i>Techniques of Reading and Writing II</i>	3
	<i>Health foundation</i>	1
PE 101–199	Physical education elective.....	1
	World language elective*.....	3

THIRD SEMESTER

<i>Mathematics foundation</i>	3
<i>Behavioral and social sciences distribution</i> †.....	3
<i>Natural sciences distribution without lab</i>	3–4
Art history elective.....	3
World language elective*.....	3

FOURTH SEMESTER

<i>Behavioral and social sciences distribution</i> †.....	3
<i>Natural sciences distribution with lab</i>	4
Art history elective.....	3
World language elective*.....	3
<i>Literature elective</i> ‡.....	3

TOTAL CREDIT HOURS 66–67

* French or German is recommended.

† Must be taken from different disciplines. One multicultural course is required from art, humanities, or behavioral and social sciences distribution.

‡ 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

Graphic Design: 902A

A.F.A. Statewide Program

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.

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 I	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 II	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.

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 I.....</i>	3
EN 101	Techniques of Reading and Writing I.....	1
	<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 II.....	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†.....	3
Crafts elective‡.....	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*

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.

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 I.....	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 II.....	3
AR 115	Figure Drawing I.....	3
	Art elective †.....	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 †.....	6-7
	<i>Humanities distribution</i>	3
	<i>Natural sciences distribution</i>	3-4

TOTAL CREDIT HOURS 60-64

* 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.

** These are additional courses recommended for students enrolled in the School of Art + Design.

(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

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 I.....</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 II.....	3
AR 115	Figure Drawing I.....	3
	Art Elective†.....	3
EN 102	<i>Techniques of Reading and Writing II.....</i>	<i>3</i>

THIRD SEMESTER

AR 201	Painting I.....	3
	Drawing elective‡.....	3
	Printmaking elective**.....	3
	<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†.....	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 I, AR 108 Art History II, 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 Traditionst

AR 214 Printmaking: Lithography†

AR 223 Lithography and Relief Printmaking†

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 I3

AR 122 Ceramics II3

AR 280D Studio Practicum3

AR 281D Studio Practicum3

AR 285D Individualized Art Workshop3

SCULPTURE: 211E (SELECT 12 CREDIT HOURS)

AR 221 Sculpture I*3

AR 222 Sculpture II3

AR 280E Studio Practicum3

AR 281E Studio Practicum3

AR 285E Individualized Art Workshop3

JEWELRY AND METALSMITHING: 211F

(SELECT 12 CREDIT HOURS)

Select two courses from the following

(6 credit hours):

AR 123 Crafts3

AR 124 Enameling I3

AR 125 Enameling II3

AR 229 Jewelry and Metalsmithing3

Select two courses from the following

(6 credit hours):

AR 280G Studio Practicum3

AR 281G Studio Practicum3

AR 285G Individualized Art Workshop3

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.

† 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 115	Figure Drawing I.....	3
AR 103	Two-Dimensional Design.....	3
AR 104	Three-Dimensional Design.....	3
AR 105	Color Theory and Application.....	3
Select one course from the following (3 credit hours):		
AR 107	Art History I.....	3
AR 108	Art History II.....	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 (Automobile 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 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 (Automobile 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 Trans/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 Transmissions and Transaxles), 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 a certificate to meet students' differing needs.

Biotechnology A.A.S. (G): 334 *Statewide Program*

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.

GENERAL EDUCATION AND OTHER REQUIREMENTS (23 CREDIT HOURS)

BI 107	<i>Principles of Biology I</i>	4
EN 101	Techniques of Reading and Writing I	3
	<i>English foundation</i>	3
	<i>Health foundation</i>	1
	<i>Mathematics foundation</i>	3
	<i>Speech foundation</i>	3
	<i>Arts or humanities distribution</i>	3
	<i>Behavioral and social sciences distribution</i>	3

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
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 (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				
							<u>TOTAL CREDIT HOURS 20</u>

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.
-

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 prepares 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 prepares 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>Health foundation</i> 1
	<i>Mathematics foundation</i> 3
	<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)

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) *(continued)*

HVAC TRACK: 308C (38 CREDIT HOURS)

BU 130	Introduction to the Building Trades	3	BU 274	Mechanical and Fuel Gas Codes	3
BU 131	Building Trades Blueprint Reading	3	BU 275	HVAC System Design	4
BU 132	Construction Safety	2	BU 277	Industry Competencies: Residential Gas and Oil Heating	1
BU 170	Fundamentals of Refrigeration	4	BU 278	Industry Competencies: Air Conditioning and Heating Pumps	1
BU 172	HVAC Electricity	4		Professional Electives*	3
BU 174	HVAC Technician Development	2		Industry Competency Exam	
BU 271	Heating Systems	4		E.P.A. 608 Certification Exam	
BU 273	Air Conditioning and Heat Pump Systems	4			

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	
<u>TOTAL CREDIT HOURS 12</u>	

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
<u>TOTAL CREDIT HOURS 8</u>	

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		
			<u>TOTAL CREDIT HOURS 21</u>

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
			<u>TOTAL CREDIT HOURS 8</u>

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 271	Heating Systems.	4
BU 131	Building Trades Blueprint Reading.	3	BU 273	Air Conditioning and	
BU 170	Fundamentals of Refrigeration	4		Heat Pump Systems	4
BU 172	HVAC Electricity	4			
					TOTAL CREDIT HOURS 22

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	<u>TOTAL CREDIT HOURS 10</u>

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	
BU 144 Fundamentals of Electrical Wiring 4	<u>TOTAL CREDIT HOURS 22</u>

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

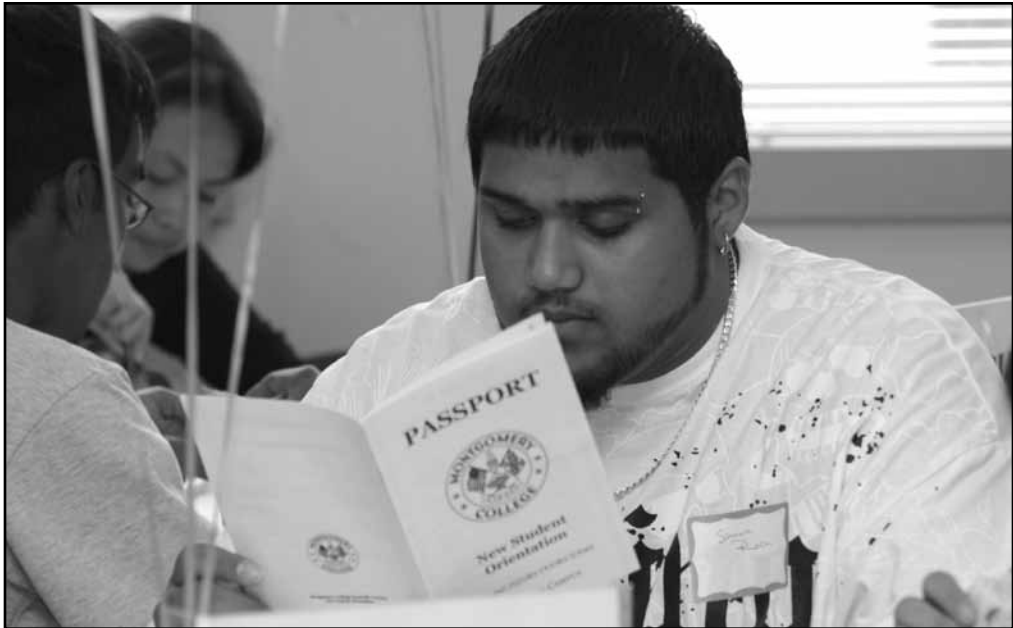
TOTAL CREDIT HOURS 8

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.



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*, or contact a College counselor.

FIRST SEMESTER

BA 101	Introduction to Business	3
CA 120	Introduction to Computer Applications	3
	<i>Mathematics foundation*</i>	3–4
	<i>Behavioral and social sciences distribution†</i>	3
	Elective‡	3

SECOND SEMESTER

	<i>Humanities distribution*</i>	3
	<i>English foundation*</i>	3
	<i>Speech foundation</i>	3
	<i>Arts distribution*</i>	3
	<i>Natural sciences distribution with lab</i>	4

THIRD SEMESTER

AC 201	Accounting I	4
EC 201	<i>Principles of Economics I</i>	3
	<i>Health foundation</i>	1–3
BA 210	Statistics for Business and Economics	
	or	
MA 116	Elements of Statistics*	3
	<i>Natural sciences distribution without lab</i>	3

FOURTH SEMESTER

AC 202	Accounting II	4
	<i>Arts or humanities distribution</i>	3
EC 202	Principles of Economics II	3
MG 201	Business Law or elective**	3
	Elective [‡]	0–2

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.

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

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.

(Continued)

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				
						TOTAL CREDIT HOURS	34

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		<i>or</i>
TR 131	Audio Production Techniques.....4	CG 210	Computer Graphics: Introduction to Animation..... 3-4
		TR 295	Advanced Digital Media Production . . . 4
<u>TOTAL CREDIT HOURS 19-20</u>			

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 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</i>	3
	<i>Speech foundation</i>	3
TR 129	Introduction to Broadcasting	3
TR 131	Audio Production Techniques	4

SECOND SEMESTER

	<i>English foundation</i>	3
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

THIRD SEMESTER

TR 104	Media Appreciation	3
TR 237	Broadcast Journalism	3
TR 256	Radio Station Operation	3
	<i>Behavioral and social sciences distribution</i>	3
	<i>Natural sciences distribution with lab</i>	4

FOURTH SEMESTER

	<i>Health foundation</i>	1–3
	<i>Mathematics foundation</i>	3
MU 133	History of Jazz	3
TR 249	Broadcast Management and Engineering	3
TR 255	Advanced Broadcast Journalism	3

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		
			<u>TOTAL CREDIT HOURS 23</u>

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

	<i>English foundation</i> 3
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

THIRD SEMESTER

	<i>Health foundation</i> 1–3
	<i>Mathematics foundation</i> 3
	<i>Speech foundation</i> 3
TR 104	<i>Media Appreciation</i> 3
TR 237	Broadcast Journalism 3
TR 238	Television Directing 3

FOURTH SEMESTER

TR 249	Broadcast Management and Engineering . . 3
TR 255	Advanced Broadcast Journalism 3
	<i>Behavioral and social sciences distribution</i> . . . 3
	<i>Natural sciences distribution with lab</i> 4

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			
				TOTAL CREDIT HOURS	28

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.

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 247–251 for more information.

In addition, an A.A. in computer gaming and simulation is offered with three specialized tracks; see pages 139–141 for more information.

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>Health foundation 1</i>
	<i>Mathematics foundation 3</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
CS 140	Introduction to Programming 3
CA 141	Introduction to Database Applications . . . 3
CA 240	Advanced Database Applications 3
CS 215	Visual Basic Programming 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.

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

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

COMPUTER APPLICATIONS

Computer Applications A.A.S. (continued)

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.

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 CS 140 Introduction to Programming 3 CA 141 Introduction to Database Applications . . . 3 CA 240 Advanced Database Applications 3 CS 215 Visual Basic Programming 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 or CA 288 Advanced Web Application Development Using ColdFusion 3 <u>TOTAL CREDIT HOURS 26</u>
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(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

CURRICULA

COMPUTER APPLICATIONS

Database Systems Certificate: 238 *(continued)*

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.
-

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		
			TOTAL CREDIT HOURS 19

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.
-

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. 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>Health foundation</i>	1
	<i>Mathematics foundation</i>	3
	<i>Speech foundation</i>	3
CG 120	<i>Computer Graphics: Arts and Illustration I</i>	4
	<i>Arts or humanities distribution†</i>	3
	<i>Behavioral and social sciences distribution</i>	6
	<i>Humanities distribution‡</i>	3
	<i>Natural sciences distribution with lab</i>	4
	<i>Natural sciences distribution without lab</i>	3
	TOTAL 33	

GAME ART AND ANIMATION TRACK: 606D (27-28 CREDIT HOURS)

CA 190	Introduction to Game and Simulation Development	4
CA 125	Introduction to Flash	4
CA 272	Professional Web Site Development**	4
CA 195	Building Gaming Worlds: Level Design, Mods and Quality Assurance	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 225,
CA 273, CA 274, CA 276, CA 277, CA 141, CA 278,
CA 288, CA 299, NW 220, CS 103, CS 140, CS 200,
CS 204, CS 213, CS 214, CS 220, CS 224, CS 226,
CS 249, CS 270

Other electives: **TR 101, BA 101, EN 101**

TOTAL CREDIT HOURS FOR GAME ART AND ANIMATION TRACK 60-61

GAME PROGRAMMING TRACK: 606A (28-31 CREDIT HOURS)

CA 190	Introduction to Game and Simulation Development	4
CA 125	Introduction to Flash	4
CA 225	Flash Action Script for Web Publishing and Gaming	4
CA 195	Building Gaming Worlds: Level Design, Mods and Quality Assurance	4
	Choose one of the following specializations:	
	<i>ColdFusion: CA 272+ and CA 278 and CA 288</i>	11
	<i>Java: CS 140 and CS 213 and CS 214 or CS 140 and CS 103 and CS 204</i>	9
	<i>C++: CS 140 and CS 226 and CS 249</i>	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+,
CG 222+, CG 226

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

COMPUTER GAMING AND SIMULATION

Computer Gaming and Simulation *(continued)*

Programming and Database electives: **CA 272[†]**, CA 273, CA 274, CA 276, CA 277, CA 141, CA 278, CA 288, CA 299, NW 220, CS 103, CS 140, CS 200, CS 204, CS 213, CS 214, CS 220, CS 224, **CS 226**, **CS 249**, CS 270

Other electives: TR 101, BA 101 , EN 101 3-4

TOTAL CREDIT HOURS FOR GAME PROGRAMMING TRACK 61–64

GAME PRODUCTION AND DESIGN TRACK: 606E (27–28 CREDIT HOURS)

CA 190	Introduction to Game and Simulation Development	4
CA 125	Introduction to Flash	4
CA 272	Professional Web Site Development** . . .	4
CA 225	Flash ActionScript for Web Publishing and Gaming	4
CA 195	Building Gaming Worlds: Level Design, Mods and Quality Assurance . . .	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 273, CA 274, CA 276, CA 277, CA 141, CA 278, CA 288, **CA 299**, NW 220, CS 103, CS 140, CS 200, CS 204, CS 213, CS 214, CS 220, CS 224, CS 226, CS 249, CS 270

Other electives: TR 101, **BA 101**, EN 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: 606 (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

PR 171	Introduction to Desktop Publishing	4
EN 101	Techniques of Reading and Writing I	3
	<i>Mathematics foundation</i>	3
PR 131	Photoshop Digital Production for Printing and Publishing I	4
	<i>Health foundation</i>	1

SECOND SEMESTER

PR 130	Introduction to QuarkXPress	4
	<i>English foundation</i>	3
MG 101	Principles of Management	3
PR 116	Principles of Offset Presses I	3
	<i>Arts or humanities distribution</i>	3

THIRD SEMESTER

MG 102	Principles of Supervision	3
PR 212	Planning and Estimating	3
PR 232	Photoshop Digital Production for Printing and Publishing II	4

PR 115	Introduction to Bindery and Finishing	3
	Elective*	3

FOURTH SEMESTER

PR 281	Printing Internship	
	<i>or</i>	
PR 216	Principles of Offset Presses II	
	<i>or</i>	
	PR elective	3
	<i>Natural sciences distribution with lab</i>	4
PR 221	Production Management	3
	<i>Speech foundation</i>	3
	<i>Behavioral and social sciences distribution</i>	3

TOTAL CREDIT HOURS 60

* Select from AR 103, AR 104, CA 272, CG 120, GD 110, GD 121, GD 124, or GD 127.

(Continued)

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 171 Introduction to Desktop Publishing 4	PR 232 Photoshop Digital Production for
PR 130 Introduction to QuarkXPress 4	Printing and Publishing II 4
PR 131 Photoshop Digital Production for	Professional electives* 3–4
Printing and Publishing I 4	
	TOTAL CREDIT HOURS 19–20

* 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

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 171	Introduction to Desktop Publishing	4	PR 212	Planning and Estimating	3
PR 115	Introduction to Bindery and Finishing.	3	PR 216	Principles of Offset Presses II.	3
PR 116	Principles of Offset Presses I	3		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
	<i>Health foundation</i>	1
MA 181	<i>Calculus I</i>	4
	<i>Speech foundation</i>	3
	<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)

AC 201	Accounting I	4
AC 202	Accounting II	4
EC 201	<i>Principles of Economics I</i>	3
EC 202	Principles of Economics II*	3
EN 101	Techniques of Reading and Writing I	3
	<i>English foundation</i>	3
	<i>Health foundation</i>	1–3
	<i>Mathematics foundation</i>	3–4
	<i>Speech foundation</i>	3
	<i>Arts distribution</i>	3
	<i>Arts or humanities distribution†</i>	3
	<i>Behavioral and social sciences distribution</i>	3
	<i>Humanities distribution†</i>	3
	<i>Natural sciences distribution</i>	7

SPECIALIZED REQUIREMENTS (15–17 CREDIT HOURS)

CS 110	Computer Concepts	
	<i>or</i>	
	CS elective	3–4
CS 136	Systems Analysis and Design	3
CS 140	Introduction to Programming	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
BA 210	Statistics for Business and Economics*	
	<i>or</i>	
MA 116	Elements of Statistics**	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†.	6–7	
	Advanced language‡.	3–4	
			<u>TOTAL CREDIT HOURS 18–20</u>

* May be replaced by another CS course with department consent.

† Select two courses from CS 103, CS 213, CS 215, CS 226, or other department-approved language.

‡ 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
	<i>Health foundation</i>	1–3
	<i>Mathematics foundation</i>	3
SO 101	Introduction to Sociology	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
	<i>English foundation</i>	3
PS 101	American Government	3
PY 102	General Psychology	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

	CA or CS elective	3
CJ 242	Theory and Practice	3
CJ 244	Contemporary Issues	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)

BI	204	<i>Human Anatomy and Physiology I*</i>	4
BI	205	<i>Human Anatomy and Physiology II</i>	4
EN	101	Techniques of Reading and Writing I	3
		<i>English foundation</i>	3
HI	125	Medical Terminology I	2
HI	126	Medical Terminology II	2
HI	135	Concepts of Disease	3
		<i>Mathematics foundation</i>	3
PY	102	<i>General Psychology</i>	3
SP	108	<i>Introduction to Human Communication</i>	3
		<i>Arts or humanities distribution</i>	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	225	Sonography Practicum IV	1
MS	226	Sonography Practicum V	1
MS	224	Seminar—Diagnostic Medical Sonography	1

(Continued)

DIAGNOSTIC MEDICAL SONOGRAPHY

Diagnostic Medical Sonography A.A.S. (T) *(continued)*

GENERAL SONOGRAPHY TRACK (13 CREDIT HOURS)

MS 113	Obstetrics/Gynecology Sonography I . . .	3
MS 213	Obstetrics/Gynecology Sonography II . . .	3
MS 112	Abdominal Sonography I	3
MS 212	Abdominal Sonography II	3
MS 210	Breast Sonography	1

**TOTAL CREDIT HOURS FOR GENERAL
SONOGRAPHY TRACK 70**

ECHOCARDIOGRAPHY TRACK (9 CREDIT HOURS)

MS 215	Adult Echocardiography I	3
MS 218	Adult Echocardiography II	3
MS 211	Pediatric Echocardiography	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 225	Sonography Practicum IV	1
MS 226	Sonography Practicum V	1
MS 224	Seminar—Diagnostic Medical Sonography	1

GENERAL SONOGRAPHY TRACK: 151A (13 CREDIT HOURS)

MS 113	Obstetrics/Gynecology Sonography I	3
MS 213	Obstetrics/Gynecology Sonography II	3
MS 112	Abdominal Sonography I	3
MS 212	Abdominal Sonography II	3
MS 210	Breast Sonography	1

TOTAL CREDIT HOURS FOR GENERAL SONOGRAPHY TRACK 37

ECHOCARDIOGRAPHY TRACK: 151B (9 CREDIT HOURS)

MS 215	Adult Echocardiography I	3
MS 218	Adult Echocardiography II	3
MS 211	Pediatric Echocardiography	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: two early childhood education curricula (A.A.S. and certificate) 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 125	Child Health, Safety, and Nutrition	3
ED 123	Infant and Toddler Development and Curriculum Planning	
<i>or</i>		
ED 124	School-Age Child Care	3
	<i>English foundation</i>	3
ED 126	Observation and Assessment of Young Children	3

THIRD SEMESTER

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
ED 130	First Start: Care of Infants and Toddlers with Disabilities	3
	<i>Mathematics foundation</i>	3
	<i>Humanities distribution</i>	3

FOURTH SEMESTER

ED 213	Social-Emotional Development in Young Children	3
ED 215	Planning and Administering Child Care Programs	3
ED 122	Practicum in Early Childhood Education <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.

FIRST SEMESTER

EN 101	Techniques of Reading and Writing	3
ED 120	Child Growth and Development	3
PY 102	General Psychology	3
ED 125	Child Health, Safety, and Nutrition	3
SP 108	Introduction to Human Communication	3

ED 126	Observation and Assessment of Young Children	3
ED 123	Infant and Toddler Development and Curriculum Planning	
<i>Or</i>		
ED 124	School-Age Child Care	3
ED 200	Children's Literature	3
ED 122	Practicum in Early Childhood Education	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.

Teacher Education Transfer Program A.A.T. (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
MA 131	Elements of Mathematics II: Geometry and Algebra	4
PC 101	<i>Physical Science I</i>	4
HS 201	<i>History of the United States: from Colonial Time to 1865</i>	4
or		
HS 202	<i>History of the United States: from 1865 to the Present</i>	3

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 110	<i>Global Geography</i>	3
or		
GE 102	<i>Cultural Geography</i>	3
	<i>Behavioral and social sciences distribution*</i>	3
	<i>Humanities distribution†</i>	3
	<i>Health foundation</i>	1
IS 273	<i>Integrated Arts</i>	3

TOTAL CREDIT HOURS 64

* Select sociology, anthropology, or political science.

† Select EN literature course.

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

EDUCATION

Teacher Education Transfer Program A.A.T. (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 of 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

Teacher Education Transfer Program A.A.T. (Elementary Education/Generic Special Education Pre-K–12): 601

This curriculum is designed to provide the first two years of a four-year bachelor's degree and teacher certification. The curriculum prepares students to transfer to a teacher education program at a four-year college or university in the state of Maryland.

The A.A.T. has been fully articulated with baccalaureate degree programs in teacher education in the state of Maryland. This 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.

The A.A.T. is offered with a concentration in elementary education that transfers to elementary education teacher preparation programs at four-year institutions of higher education.

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
HS	201	<i>History of the United States</i>	3
MA	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
EN	102	<i>Techniques of Reading and Writing II</i>	3
HS	202	<i>History of the United States, a Survey Course: 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	216	Processes and Acquisition of Reading	3
IS	273	<i>Integrated Arts</i>	3
MA	132	Elements of Mathematics III: Probability, Statistics, and Problem Solving	4
PC	102	<i>Physical Science II</i>	4
PY	102	<i>General Psychology</i>	3
PRAXIS I EXAM			

FOURTH SEMESTER

AN	101	<i>Introduction to Social and Cultural Anthropology</i>	3
GE	110	Global Geography	3
HE	201	<i>Health and Fitness for Teachers</i>	3
PY	227	Educational Psychology	3
SP	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)

EDUCATION

Teacher Education Transfer Program A.A.T. (Elementary Education/Generic Special Education Pre-K–12): 601 *(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.
-

Teacher Education Transfer Program A.A.T. (Secondary)

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.

The A.A.T. is offered with concentrations in the mathematics, physics, and Spanish secondary content areas with another, chemistry, pending approval.

Please note: ED 140 Introduction to Special Education is a requirement of Montgomery College's secondary A.A.T. 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.

PROGRAM OUTCOMES

Upon completion of this program a student will be able to:

- Enter a four-year college or university with junior standing in one of the core content major areas of chemistry, physics, mathematics, or Spanish.
 - Enter a four-year college or university with junior standing in the content area of education.
-

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

EDUCATION

Teacher Education Transfer Program A.A.T. (Secondary) *(continued)*

PROGRAM OUTCOMES *continued*

- 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.

Teacher Education Transfer Program A.A.T. in Mathematics (Secondary A.A.T.): 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

CS 140	Introduction to Programming	3
ED 101	Foundations of Education	3
ED 102	Field Experience in Education	1
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 282	Differential Equations	
	<i>or</i>	
MA 116	Elements of Statistics	3
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

Teacher Education Transfer Program A.A.T. in Mathematics (Secondary A.A.T.): 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

Teacher Education Transfer Program A.A.T. in Physics (Secondary A.A.T.): 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

CH 101	<i>Principles of Chemistry I</i> or	
BI 107	<i>Principles of Biology</i>	4
ED 101	Foundations of Education	3
ED 102	Field Experience in Education	1
MA 181	Calculus I	4
PY 102	General Psychology	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>Health foundation</i>	3 1

THIRD SEMESTER

HS 201	<i>History of the United States</i>	3
IS 273	<i>Integrated Arts</i>	3
MA 280	Multivariable Calculus	4
PH 262	Physics Electricity and Magnetism	4
PY 216	Adolescent Psychology	3
	PRAXIS I EXAM	

FOURTH SEMESTER

PH 263	Wave, Optics and Modern Physics	4
PY 227	Educational Psychology	3
SP 108	<i>Introduction to Human Communication</i> <i>Behavioral and social sciences distribution</i> <i>Humanities distribution</i>	3 3 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.

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

EDUCATION

Teacher Education Transfer Program A.A.T in Spanish (Secondary A.A.T): 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	Elementary Spanish II	3

THIRD SEMESTER

SN 201	Intermediate Spanish I	3
PY 216	Adolescent Psychology	3
IS 273	<i>Integrated Arts</i>	3
SN 215	Advanced Spanish Conversation and Comprehension	3
	<i>Natural sciences distribution with lab</i>	4
	PRAXIS I EXAM	

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†	4
EN 102	<i>Techniques of Reading and Writing II</i>	3
ES 100	Introduction to Engineering Design	3
	<i>Health foundation</i>	1
MA 181	<i>Calculus I</i>	4

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

MA 284	Linear Algebra	4
ES 232	Thermodynamics	3
MA 282	Differential Equations	3
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.

† 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.

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

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 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
	<i>Health foundation</i>	1
MA 182	Calculus II	4
PH 161	General Physics I	3

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 [†]	3
MA 282	Differential Equations	3
ES 232	Thermodynamics	4
	<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
	<i>Health foundation</i>	1
MA 181	Calculus I	4

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†	4
EN 102	<i>Techniques of Reading and Writing II</i>	3
ES 100	Introduction to Engineering Design	3
	<i>Health foundation</i>	1
MA 181	<i>Calculus I</i>	4

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.

† 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	<i>Techniques of Reading and Writing II</i>	3
ES 100	<i>Introduction to Engineering Design</i>	3
MA 181	<i>Calculus I</i>	4

SECOND SEMESTER

CS 103	Computer Science I	4
	<i>Health foundation</i>	1
MA 182	Calculus II	4
PH 161	General Physics I	3
	<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 pspice.

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
EN 102	<i>Techniques of Reading and Writing II</i>	3
ES 100	Introduction to Engineering Design	3
	<i>Health foundation</i>	1
MA 181	<i>Calculus I</i>	4

SECOND SEMESTER

EE 114	Programming Concepts for Engineering	4
EE 244	Digital Logic Design	3
MA 182	Calculus II	4
PH 161	General Physics I	3
	<i>Behavioral and social sciences distribution</i>	3

THIRD SEMESTER

ES 240	Scientific and Engineering Computation	3
MA 280	Multivariable Calculus	4
PH 262	<i>General Physics II</i>	4
	<i>Arts distribution</i>	3
	<i>Humanities distribution</i>	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>	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 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
	<i>Health foundation</i>	1
MA 181	<i>Calculus I</i>	4

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	<i>General Physics II</i>	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	<i>General Physics III</i>	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
	<i>Health foundation</i>	1
MA 181	Calculus I	4

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
	<i>Health foundation</i>	1
MA 181	<i>Calculus I</i>	4

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	<i>General Physics II</i>	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	<i>General Physics III</i>	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
	<i>Health foundation</i>	1
MA 181	<i>Calculus I</i>	4

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	<i>General Physics II</i>	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	<i>General Physics III</i>	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

	EE or ES electives	3
	<i>Health foundation</i>	1
MA 280	Multivariable Calculus	4
PH 262	General Physics II	4
	<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 Anthropology3 HS 136 Civil Rights in America3 SO 208 Race and Ethnic Relations3 Electives: Select three from the following seven courses from two separate disciplines: HS 129 The History of African Americans to 18653	HS 130 The History of African Americans Since 18653 HS 137 History of Asian Americans3 HS 138 History of Latinos in the United States ...3 PS 210 Race and Ethnicity in U.S. Politics3 PS 250 Introduction to International Conflict Resolution3 SO 240 Globalization Issues3 <b style="text-align: right;"><u>TOTAL CREDIT HOURS 18</u>
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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 Anthropology3 HS 136 Civil Rights in America3	SO 208 Race and Ethnic Relations3 <b style="text-align: right;"><u>TOTAL CREDIT HOURS 9</u>
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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 social 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</i>	3
		<i>Health foundation</i>	3
		<i>Mathematics foundation</i>	3
		<i>Speech foundation</i>	3
		<i>Arts or humanities distribution</i> <i>(two different disciplines)</i>	6
		<i>Behavioral and social sciences distribution</i> <i>(other than PY)</i>	3
		<i>Natural sciences distribution with lab</i>	4
		CA Elective	3
PY	102	General Psychology	3
		<i>Natural sciences distribution</i> <i>without lab</i>	3

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

FIRE SCIENCE ELECTIVES (SELECT 2 COURSES, 6 CREDIT HOURS)

FS	106	Occupational Safety and Health for Emergency	
FS	108	Legal Aspects of Fire and Emergency Services	
FS	205	Chemistry of Hazardous Materials	
FS	214	Fire Tactics and Strategy	
FS	216	Fire Protection Systems	
FS	221	Fire Codes and Standards	
FS	225	Fire Investigation I	
FS	226	Fire Investigation II	
FS	250	Fire Protection Internship	

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.

(Continued)

FIRE SCIENCE AND EMERGENCY SERVICES MANAGEMENT

Fire and Emergency Services Management A.A.S. (R): 346A *(continued)*

PROGRAM OUTCOMES *continued*

-
- 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.
 - 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>		
<i>or</i>			PY 221	Introduction to Abnormal Psychology	3
EN 109	Writing for Technology and Business	3			
FS 101	Principles of Emergency Services	3			
				TOTAL CREDIT HOURS	36

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.

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.



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 212	Fire Protection Hydraulics and Water Supply	3
EN 102	Techniques of Reading and Writing II or		<u>FIRE SCIENCE ELECTIVE (SELECT 1 COURSE, 3 CREDITS)</u>		
EN 109	Writing for Technology and Business	3	FS 106	Occupational Safety for Emergency Services	3
	Speech foundation	3	FS 108	Legal Aspects of Fire and Emergency Services	3
PY 102	General Psychology	3	FS 205	Chemistry of Hazardous Materials	3
	CA Elective	3	FS 214	Fire Tactics and Strategy	3
FS 101	Principles of Emergency Services	3	FS 216	Fire Protection Systems	3
FS 104	Fire and Emergency Services Administration	3	FS 221	Fire Codes and Standards	3
FS 105	Fire Behavior and Combustion	3	FS 225	Fire Investigation I	3
FS 107	Community Fire Prevention and Safety Education	3	FS 226	Fire Investigation II	3
FS 112	Building Construction for Fire Protection	3	FS 250	Fire Protection Internship	3
				<u>TOTAL CREDIT HOURS 36</u>	



Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

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, 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)

EN 101	Techniques of Reading and Writing I	3
	<i>English foundation</i>	3
	<i>Health foundation*</i>	1
	<i>Mathematics foundation</i>	3
PE 101-199	Physical education elective*	1
	<i>Speech foundation</i>	3
	<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 with lab</i>	4
<i>Natural sciences distribution without lab</i>	3-4

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.

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet 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 II	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

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	CG 210 Computer Graphics: Introduction to Animation.....4
AR 103 Two-Dimensional Design.....3	CG 222 Computer Graphics: 3-D Modeling.....4
CG 120 Computer Graphics: Art and Illustration I.....4	TR 101 Digital Video Editing.....4
CG 121 Computer Graphics: Art and Illustration II.....4	Electives*.....3–4
CA 125 Introduction to Flash.....4	<u>TOTAL CREDIT HOURS 33–34</u>

* 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.
- Demonstrate the ability to recognize and use various input and output devices as they are applied to digital still images and animations.
- Demonstrate basic knowledge of various hardware platforms as they apply to the creation of digital still images and animations.
- Demonstrate the knowledge of and the ability to employ creatively the elements and principles of design within a fine art composition.
- Demonstrate the knowledge of and the ability to use basic color theory in the creation of a digital still image and animation.
- Demonstrate the ability to write a script and prepare a storyboard for two- and three-dimensional animations with audio.
- Demonstrate the ability to analyze and critique contemporary and historical fine art compositions, graphic images, and animations both verbally and in writing.
- Demonstrate a basic understanding of art history as it applies to still and moving images.
- Develop organized work habits.
- 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.

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

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 I	3
AR 201	Painting I	3
GD 136	Digital Illustration	3
GD 214	Photoshop for Graphics and Photography	

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 II	3
CA 125	Introduction to Flash	4
SP 108	<i>Introduction to Human Communication</i>	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: exercise science/health fitness leadership, aging studies, 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 Leadership (R): 157 *Arts and Sciences A.A.*

This A.A. track is designed for the student whose objective, after completion of a baccalaureate degree, is to pursue a career in adult fitness, sports conditioning, or health promotion. Professional preparation in exercise science and health fitness offers employment opportunities as personal trainers, fitness and health promotion directors for employee worksite and hospital-based fitness/wellness programs, exercise specialists for cardiac rehabilitation programs, exercise physiologists with sports medicine centers, strength and conditioning specialists for college and professional athletic teams, and fitness and wellness coordinators with health clubs, YMCAs, resorts, hotels, and government and recreation agencies. 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 degree in sports management, kinesiology, sport studies, athletic training, sport physical therapy, physical therapy, and therapeutic recreation.

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 wellness topics. Students will learn to conduct fitness assessments, and they will acquire skills in the design, implementation, and supervision of individualized exercise and lifestyle change prescriptions.

(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 Leadership (R): 157 (continued)

Exercise leadership development will focus on the acquisition of medically and biomechanically safe techniques in strength training, flexibility training, and cardiovascular conditioning.

Completion of the A.A. requirements in exercise science/health fitness leadership will prepare students for fitness certifications through nationally recognized professional organizations such as the American College of Sports Medicine (ACSM) and the American Council on Exercise. Successful completion of specialized courses such as PE 240 Instructional Exercise Techniques for Older Adults allows students to be eligible to take specialized certifications in addition to the fitness certifications.

Upon completion of this degree, student will be eligible to take the ACSM Health Fitness Instructor Certification examination on campus for a reduced rate.

It is strongly recommended that students consult an adviser in the Health Enhancement, Exercise Science, and Physical Education Department before registering.

FIRST SEMESTER

BI 107	<i>Principles of Biology I</i>	4
EN 101	Techniques of Reading and Writing I*	3
HE 101–202	Health elective	
	<i>or</i>	
PE 213–238	Physical education major skills and theory	
	<i>or</i>	
	Selected 100-level PE courses†	1–3
HS 118	<i>History of Sport in America</i>	3
PE 202	Principles and Practices of Fitness and Wellness	2
PE 203	Overview of Physical Education	3

SECOND SEMESTER

EN 102	<i>Techniques of Reading and Writing II</i>	3
HE 205	<i>First Responder</i>	3
HE 108	Nutrition for Fitness and Wellness	3
	<i>Mathematics foundation</i>	3
PE 230	Advanced Weight Training: Theory and Application	2
	<i>Speech foundation</i>	3

THIRD SEMESTER

BI 204	<i>Human Anatomy and Physiology I</i>	4
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PE 213–238	Physical education major skills and theory	
	<i>or</i>	
PE 231	Topical Investigations—Practical Applications in Health Fitness Technology I	
	<i>or</i>	
	Selected 100-level PE courses†	1
PE 235	Fundamentals of Athletic Training	3
	<i>Arts distribution</i>	3
	<i>Behavioral and social sciences distribution</i> ‡	3

FOURTH SEMESTER

BI 205	<i>Human Anatomy and Physiology II</i>	4
PE 213–238	Physical education major skills and theory	
	<i>or</i>	
	Selected 100-level PE courses†	1
PE 237	Fitness Assessment and Exercise Program Designs	3
SO 212	<i>Sport in American Society</i>	3
	<i>Arts or humanities distribution</i>	3

TOTAL CREDIT HOURS 61–63

* Students who qualify for a waiver of EN 101 may select 3 credits of electives with approval of the department.

† Students must consult with departmental adviser before selecting electives from HE, PE, or other categories. Selected 100-level PE courses include PE 129–138 aquatics elective, PE 174, or other 100-level PE courses with permission of the department.

‡ Select from any behavioral and social sciences distribution area except SO.

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.

(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 Leadership (R): 157 *(continued)*

PROGRAM OUTCOMES *continued*

- 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 of and the ability to use the basic principles of exercise science in practical applications.
- Demonstrate knowledge of the physiological changes that occur throughout the life span.
- 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/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 of and the ability to provide the initial management and first aid techniques associated with open wounds, musculoskeletal injuries, cardiovascular/pulmonary complications, and metabolic disorders.
- Demonstrate knowledge of the components of an equipment maintenance/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/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/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.

(Continued)

HEALTH ENHANCEMENT/EXERCISE SCI/PHYS ED

Exercise Science/Health Fitness Leadership (R): 157 (continued)

PROGRAM OUTCOMES *continued*

- 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.
- 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 of 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
	<i>Mathematics foundation</i>	3
SO 210	<i>Aging in America</i>	3

(Continued)

HEALTH ENHANCEMENT/EXERCISE SCI/PHYS ED

Aging Studies (R): 600A *(continued)*

THIRD SEMESTER

BI 204	<i>Human Anatomy and Physiology I</i>	4
HE 205	First Responder	3
HE 230	Health in the Later Years	3
	<i>Arts distribution</i>	3
	<i>Humanities distribution</i>	3

FOURTH SEMESTER

BI 205	Human Anatomy and Physiology II.	4
HE 109	Personalized Health Fitness.	3
	<i>Speech foundation</i>	3
	<i>Arts or humanities distribution</i>	3

TOTAL CREDIT HOURS 61

* Students should check prerequisite for EN 102.

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 101	<i>General Biology</i>	
	<i>or</i>	
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>	
	<i>or</i>	
CH 109A/B	<i>Chemistry and Society/Chemistry and Society Laboratory†</i>	4
EN 102	Techniques of Reading and Writing II	3

HE 200	Introduction to Health Behaviors	3
	<i>Mathematics foundation</i>	3
SO 101	<i>Introduction to Sociology</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 Training Certificate (R): 191

The personal training certificate curriculum has been designed to develop innovative fitness specialists who are knowledgeable and skilled in one-to-one fitness and wellness instruction. The curriculum blends science and theory with practical application and hands-on apprenticeship experiences.

Students will acquire an academic foundation in the fundamental principles of exercise and nutrition, and a basic understanding of human anatomy and physiology. Practical skill training will focus on the development of expertise in fitness assessment, creative health and fitness programming, biomechanically sound exercise technique, training methodology, injury prevention and care, lifestyle change prescription, personalized exercise leadership, and personal training business practice. Specialized courses will prepare trainers to meet clients in the home or at the fitness center to guide them through programs tailored to meet an array of health enhancement and performance-related goals.

The certificate curriculum offers the educational framework and basic competencies for entry-level career opportunities for full- or part-time employment. Completion of the certificate requirements will prepare students for many of the nationally recognized personal training certification examinations. Students must meet CPR requirements to participate in apprenticeship experiences.

It is strongly recommended that students consult an adviser in the Health Enhancement, Exercise Science, and Physical Education Department before registering.

HE 205	First Responder	3	PE 230	Advanced Weight Training: Theory and Application	3
HE 108	Nutrition for Fitness and Wellness	3	PE 237	Fitness Assessment and Exercise Program Designs	3
	Health or physical education elective(s)*	3	PE 238	Personal Training Techniques	3
PE 202	Principles and Practices of Fitness and Wellness	2			
TOTAL CREDIT HOURS 20					

* Select from PE 135, PE 174, PE 183, PE 186, PE 187, PE 188, PE 231, and/or HE 101–204.



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

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 202	Principles and Practices of Fitness and Wellness	2
PE 203	Overview of Physical Education	3
PE 213–238	Physical education major skills and theory	2

SECOND SEMESTER

EN 102	<i>Techniques of Reading and Writing II</i>	3
HE 101	Personal and Community Health	3
	<i>Mathematics foundation</i>	3
PE 213–238	Physical education major skills and theory†	2
	<i>Speech foundation</i>	3

THIRD SEMESTER

BI 204	<i>Human Anatomy and Physiology I</i>	4
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HE 108–202	Health electives†	
	<i>or</i>	
PE 200	Foundations of Elementary School Physical Education	
	<i>or</i>	
PE 213–238	Physical education major skills and theory†	5–6
HS 118	<i>History of Sport in America</i>	3
	<i>Behavioral and social sciences distribution‡</i>	3

FOURTH SEMESTER

BI 205	Human Anatomy and Physiology II	4
PE 213–238	Physical education major skills and theory	
	<i>or</i>	
	Selected 100-level PE courses†	2
SO 212	<i>Sport in American Society</i>	3
	<i>Arts distribution</i>	3
	<i>Arts or humanities distribution</i>	3

TOTAL CREDIT HOURS 61–62

* Students who qualify for a waiver of EN 101 may select 3 credits of electives with approval of the departmental adviser.

† Students must consult with departmental adviser before selecting electives from HE, PE, or other categories. With departmental permission, 2 credits of selected 100-level PE courses may be substituted for PE 213–238 major skills courses. Recommended selections include PE 129–138 aquatics elective and PE 174.

‡ Select from any behavioral and social sciences distribution area except SO.

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.

GENERAL EDUCATION AND OTHER REQUIREMENTS (31 CREDIT HOURS)

BI	204	<i>Human Anatomy and Physiology I*</i>	4
BI	205	Human Anatomy and Physiology II.	4
CA	120	Introduction to Computer Applications.	3
EN	101	Techniques of Reading and Writing I.	3
		<i>English foundation</i>	3
HE	107	<i>First Aid and CPR</i>	2
MA	116	<i>Elements of Statistics</i>	
		<i>or</i>	
		<i>Mathematics foundation</i>	3
SP	108	<i>Introduction to Human Communication</i>	
		<i>or</i>	
SP	112	<i>Business and Professional Speech Communication</i>	3
		<i>Arts or humanities distribution</i>	3
		<i>Behavioral and social sciences distribution</i>	3

HEALTH INFORMATION MANAGEMENT REQUIREMENTS (39 CREDIT HOURS)

HI	103	Assembly and Analysis and Alternate Health Care Delivery.	2
HI	104	Introduction to Health Information Management.	1

HI	105	Legal Aspects of Health Information	1
HI	106	Introduction to and Legal Aspects of Health Information Laboratory	1
HI	111	Professional Practice Experience I.	1
HI	113	Management of Health Information.	2
HI	114	Automation of Health Information.	2
HI	125	Medical Terminology I	2
HI	126	Medical Terminology II.	2
HI	135	Concepts of Disease.	3
HI	200	ICD Coding.	4
HI	203	Statistics for Health Information.	2
HI	204	Performance Improvement in Health Information.	2
HI	211	Professional Practice Experience II.	2
HI	212	Professional Practice Experience III	1
HI	213	CPT Coding	2
HI	214	Introduction to Pharmacology.	1
HI	220	Advanced Coding and Reimbursement.	3
HI	221	Ambulatory Coding	2
HI	222	Electronic Patient Billing	2
HI	226	Research in Health Information	1

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:

- 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 life-long learning.

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

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 life-long 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>Health foundation</i> 1-3
	<i>Mathematics foundation</i> 3
	<i>Speech foundation</i> 3
	<i>Arts or humanities distribution</i> * 3
	<i>Natural sciences distribution with lab</i> † 4
	<i>Behavioral and social sciences distribution</i> ‡ 3

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

TOTAL CREDIT HOURS FOR FOOD AND BEVERAGE TRACK 63-66

* A foreign language is recommended.

† CH 109A and B are recommended.

‡ EC 201 is recommended.

** Offered fall only.

Offered spring only.

MANAGEMENT/SUPERVISION TRACK: 347B (21-22 CREDIT HOURS)

FM 107	Food and Beverage Management**	3
	<i>or</i>	
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
<u>TOTAL CREDIT HOURS 24</u>	

(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.
-

CURRICULA

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 Management3	HM 121	Supervision and Leadership in the Hospitality Industry3
FM 208	Food and Beverage Cost Controls.3		
			<u>TOTAL CREDIT HOURS 9</u>

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.
-

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

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
TOTAL CREDIT HOURS					22

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	TOTAL CREDIT HOURS		
					9

(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		
			TOTAL CREDIT HOURS 21

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
HM 240	Lodging and Food Service Sales and Advertising. 3		Operations. 3
			<u>TOTAL CREDIT HOURS 9</u>

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. degree 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)

INFORMATION SYSTEMS SECURITY

Information Systems Security A.A.S.: 356 (continued)

FIRST SEMESTER

CS 110	Computer Concepts.....	3
NW 127	Microcomputer Control Programs.....	3
	<i>English foundation.....</i>	3
NW 151	Introduction to Networking.....	3
NW 252	Cisco Routers and Routing Basics.....	3
	<i>Health foundation.....</i>	1

SECOND SEMESTER

	<i>Mathematics foundation.....</i>	3
NW 253	Cisco Router Configuration and Management II.....	3
NW 254	Cisco Router Configuration and Management III.....	3
NW 173	Network Security.....	4
	Elective from approved list*.....	3

THIRD SEMESTER

NW 245	Hardening the Infrastructure.....	3
	<i>Speech foundation.....</i>	3
NW 203	Microsoft Windows Server.....	3
	<i>Natural sciences distribution with lab.....</i>	4
MG 288	Disaster Recovery and Risk Management.....	3

FOURTH SEMESTER

	<i>Behavioral and social sciences distribution.....</i>	3
NW 261	Managing Network Security I <i>or</i>	
NW 262	Managing Network Security II.....	4
NW 246	Network Defense and Countermeasures.....	3
	<i>Arts or humanities distribution.....</i>	3
NW 270	Information Security Capstone.....	3

TOTAL CREDIT HOURS 64

* Approved electives: NW 140, NW 170, NW 199, NW 275, NW 207, NW 255, NW 261, NW 262, EN 101

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.

FIRST SEMESTER

CS 110	Computer Concepts.....	3
NW 127	Microcomputer Control Programs.....	3
NW 151	Introduction to Networking.....	3
NW 252	Cisco Routers and Routing Basics.....	3

SECOND SEMESTER

NW 253	Cisco Router Configuration and Management II.....	3
NW 254	Cisco Router Configuration and Management III.....	3
NW 173	Network Security.....	4

THIRD SEMESTER

NW 245	Hardening the Infrastructure.....	3
NW 203	Microsoft Windows Server.....	3
MG 288	Disaster Recovery and Risk Management.....	3

FOURTH SEMESTER

NW 261	Managing Network Security I <i>or</i>	
NW 262	Managing Network Security II.....	4
NW 246	Network Defense and Countermeasures.....	3
NW 270	Information Security Capstone.....	3

TOTAL CREDIT HOURS 41

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

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.

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

	<i>English foundation</i>	3
ID 104	Interior Design II *	3
	ID professional electives †	3
	<i>Humanities distribution</i>	3
	<i>Natural sciences distribution with lab ‡</i>	4

THIRD SEMESTER

AR 107	<i>Art History I</i>	
	<i>or</i>	
AR 209	<i>History of Architecture I</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 II	
	<i>or</i>	
AR 210	History of Architecture II	
	<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.

(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)

PROGRAM OUTCOMES (continued)

- 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—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 endorsement 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.

<u>GENERAL EDUCATION AND OTHER REQUIREMENTS NECESSARY FOR ALL THREE TRACKS (53 CREDIT HOURS)</u>		
	<i>Mathematics foundation</i>	3
	<i>English foundation</i>	3
	<i>Natural sciences distribution with lab*</i>	4
	<i>Behavioral and social sciences distribution</i>	3
	<i>Speech foundation</i>	3
	<i>Health foundation</i>	1
ID 101	Interior Design I	3
ID 103	Interiors: Design Principles	3
ID 104	Interior Design II†	3
ID 105	Interiors: Technical Drawing and Drafting	3
ID 106	Interiors: Advanced Presentation Techniques†	3
ID 180	Interiors: Computer Presentation Techniques†	3
ID 211	<i>Historic Interiors I†</i>	3
ID 221	Interior Design: Residential†	3
ID 234	Textiles†	3
ID 212	Historic Interiors II†	3
ID 222	Interior Design: Commercial/ Contract†	3
ID 260	Business Practices and Procedures for Interior Design†	3

* CH 109A and B or PH 110 is recommended.

† 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): 306 (*continued*)

GENERAL TRACK: 306 A PROFESSIONAL ELECTIVES (SELECT 9 CREDIT HOURS)

ID 243	Kitchen Design *†	1	ID 255	Accessible Design*†	1
ID 244	Bath Design *†	1	ID 256	Government Contracts*†	1
ID 245	Kitchen and Bath Appliances and Equipment *†	1	ID 261	Interiors: Professional Practicum/ Internship	1–3
ID 246	Interiors Systems*†	1	ID 262	Interiors: Professional Experience	1–3
ID 247	Codes for Interiors *†	1	ID 263	Projects in Interior Design *†	1
ID 248	Interior Materials and Finishes *†	1	ID 264	Portfolio Review and Preparation*†	1
ID 249	Interiors: Green Design *†	1	ID 281	Interiors: Independent Study/ Research	1–3
ID 250	Lighting *†	1	ID 282	Interiors: Advanced Independent Study/Research	1–3
ID 252	Faux Finishes *†	1			
ID 253	Furniture Design *†	1			
ID 254	Furniture Production*†	1			

**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-ENDORSED TRACK: 306 B (9 CREDIT HOURS)

ID 243	Kitchen Design*	1	ID 248	Interior Materials and Finishes*	1
ID 244	Bath Design*	1	ID 261	Interiors: Professional Practicum/ Internship†	3
ID 245	Kitchen and Bath Appliances and Equipment *	1			
ID 246	Interior Systems*	1			
ID 247	Codes for Interiors*	1			

**TOTAL CREDIT HOURS FOR
NKBA ENDORSED 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-ENDORSED 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† 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† 3
ID 180 Interiors: Computer Presentation Techniques* 3	ID 260 Business Practices and Procedures for Interior Design* 3 ID professional electives† 6
<u>TOTAL CREDIT HOURS 30</u>	

* This ID course may not be offered every semester.

† 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† 9–18
ID 212	Historic Interiors II* 3–6		
<u>TOTAL CREDIT HOURS 30</u>			

* This ID course may not be offered every semester.

† 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)

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† . . . 15
ID 104 Interior Design II* 3	
ID 105 Interiors: Technical Drawing and Drafting* 3	<u>TOTAL CREDIT HOURS 30‡</u>

* This ID course may not be offered every semester.

† 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.

‡ 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)

BI 101	<i>General Biology</i>	4
EN 101	Techniques of Reading and Writing I	3
	<i>English foundation</i>	3
	<i>Health foundation</i>	1-3
	<i>Mathematics foundation</i>	3
	<i>Speech foundation</i>	3
	<i>Arts or humanities distribution</i>	3
	<i>Behavioral and social sciences distribution</i>	3

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 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

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.

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

LANDSCAPE CONTRACTING COURSES

LN 110	Herbaceous Plant Materials	3
LN 115	Water Garden Management	2

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
	<i>Health foundation</i> 1–3
HS 151	<i>History of Europe from the Fall of Rome to the 17th Century</i> 3
PS 101	<i>American Government</i> 3
	<i>Speech foundation</i> 3
	World language 3
	DS elective (optional) (1)

SECOND SEMESTER

EN 102	<i>Techniques of Reading and Writing II</i> 3
HS 161	<i>History of Europe from the 17th Century to the Present</i> 3
	<i>Mathematics foundation</i> 3
PE 101–199	Physical education elective 1
PY 102	<i>General Psychology</i> 3
	World language 3

THIRD SEMESTER

PE 101–199	Physical education elective 1
SO 101	Introduction to Sociology 3
	<i>Arts distribution</i> 3
	<i>Natural sciences distribution with lab</i> 4
	World language 3
	Literature elective* 3

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
	<i>Health foundation</i>	1
PS 101	American Government	3
	<i>World language</i>	3

SECOND SEMESTER

	<i>English foundation</i>	3
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

THIRD SEMESTER

EC 105	Basic Economicst	3
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EN 201	Introduction to World Literature I	
	<i>or</i>	
EN 202	Introduction to World Literature II†	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)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

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)

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	<u>TOTAL CREDIT HOURS 9</u>		

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

	<i>English foundation</i>	3
	<i>Mathematics foundation</i>	3
MH 102	Introduction to Mental Health II	3
MH 213	Group Dynamics II	3
PY 221	Introduction to Abnormal Psychology	3
	Elective	1

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

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)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

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

	<i>Mathematics foundation</i>	3
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>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

	<i>Health foundation</i>	1
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>Humanities distribution</i>	3
	<i>Natural sciences distribution</i>	
	<i>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>Health foundation</i>	1
	<i>Mathematics foundation*</i>	3
	<i>Speech foundation</i>	3
	<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†	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‡	7

TOTAL CREDIT HOURS FOR MICROSOFT TRACK 60

CISCO TRACK: 354C (16 CREDIT HOURS)

NW 252	Cisco Routers and Routing Basics	3
NW 253	Cisco Router Configuration and Management II	3
NW 254	Cisco Router Configuration and Management III	3
	Technical Electives †	7

TOTAL CREDIT HOURS FOR CISCO TRACK 60

* Students should consult with an advisor 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.

† An acceptable elective is any NW course.

‡ Acceptable electives are any combination of 4-credit and 3-credit NW courses or any other combination of NW courses that totals at least seven credits.

(Continued)

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. *(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
			TOTAL CREDIT HOURS 22

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.

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)

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 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.

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 Routers and Routing Basics	3
NW 253	Cisco Router Configuration and Management II	3

NW 254	Cisco Router Configuration and Management III	3
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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 Routers and Routing Basics	3
NW 253	Cisco Router Configuration and Management II	3
NW 254	Cisco Router Configuration and Management III	3
NW 255	Cisco Advanced Routing	6
NW 256	Cisco Remote Access Networks	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 CISCO CERTIFIED NETWORK ASSOCIATE 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	<u>TOTAL CREDIT HOURS 21</u>

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. The required courses are NW 127 Microcomputer Control Programs (3 credit hours) and NW 140 Microcomputer Configuration and Installation (3 credit hours).

Upon successful completion of this course of study and application to the director of admissions and enrollment management, the letter of recognition in A+ microcomputer certification qualification will be issued by the director of admissions and enrollment management.

NW 127	Microcomputer Control Programs	3	NW 140	Microcomputer Configuration and Installation	3
<u>TOTAL CREDIT HOURS</u>					6

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

(Continued)

NURSING

Nursing A.S. (T) *(continued)*

Office by March 1 for fall semester and by July 1 for spring semester. For additional information, contact 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.

FIRST SEMESTER

BI 204	<i>Human Anatomy and Physiology I*</i>	4
NU 105	Nursing Perspectives I	1
NU 110	Foundational Concepts in Nursing*†	8
NU 121	Basic Health Assessment	2
PY 102	<i>General Psychology</i>	3

SECOND SEMESTER

BI 205	<i>Human Anatomy and Physiology II</i>	4
	<i>Mathematics foundation.</i>	3
NU 123	Nursing in Health and Illness I	4
NU 124	Nursing in Mental Health and Illness	4
PY 203	Human Growth and Development during the Life Span	3

THIRD SEMESTER

BI 203	Microbiology*	4
EN 102	<i>Techniques of Reading and Writing II*</i>	3
NU 230	Nursing in Health and Illness II	8
	<i>Arts distribution.</i>	3

FOURTH SEMESTER

NU 205	Nursing Perspectives II	1
NU 233	Nursing Management in Health and Illness	4
NU 234	Nursing in Family, Newborn, and Women’s Health	4
SO 101	<i>Introduction to Sociology</i>	3
	<i>Humanities distribution.</i>	3

TOTAL CREDIT HOURS 69

* Students should check prerequisites for BI 204, BI 203, EN 102, and NU 110.

† Challenge options are available in NU 110. For further information call the Nursing Office or nursing adviser.

PROGRAM OUTCOMES

Upon completion of this program a student will be able to:

- Maintain legal, ethical, and professional standards in nursing practice.
- Use critical thinking skills when implementing the nursing process.
- Demonstrate caring in practice.
- Communicate effectively with individuals, their significant others, and members of the health care team.
- Perform nursing techniques with competence and skill.
- Demonstrate cultural competence.
- Incorporate health teaching in the delivery of care.
- Manage patient care resources effectively.
- Apply principles of pharmacology.
- Apply concepts of nutrition.

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

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 to analyze procedures and processes.

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
	<i>English foundation</i>	<i>3</i>
LA 102	Legal Research	3
	LA elective	3
	<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

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.
-



Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

PARALEGAL STUDIES

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 101	Introduction to the Legal System	3
LA 102	Legal Research	3
LA 103	Legal Writing*	3
LA 104	Interpersonal Communications, Legal Interviewing, and Investigating Techniques	3

LA 110	Maryland Contract Law	3
LA 114	Domestic Relations	3
LA 116	Real Property	3
LA 118	Civil Litigation	3
LA 120	Drafting Wills and Probating Estates in Maryland	3
LA 125	Introduction to Corporate Law and Practice	3
LA 210	Torts	3
LA 212	Immigration Law	3

ELECTIVES (SELECT 3)†

CJ 221	Criminal Law	3
LA 106	Ethics	3

TOTAL CREDIT HOURS 24

* A keyboarding skill of 35 wpm is required before enrolling in this course.
 † 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.

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 102	Legal Research	3

LA 103	Legal Writing	3
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TOTAL CREDIT HOURS 9

PROGRAM OUTCOMES

Upon completion of this program a student will be able to:

- Locate legal legislation.
- Locate legal cases.
- Draft simple legal documents.

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

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
	<i>Health foundation 1</i>
PG 150	<i>Photography I 3</i>
TR 104	Media Appreciation 3
	<i>Natural sciences distribution with lab 4</i>

SECOND SEMESTER

	AR elective 3
	<i>English foundation 3</i>
	<i>Mathematics foundation 3</i>
PG 201	Photography II 4
	PG elective* 3

THIRD SEMESTER

PG 214	Photoshop for Graphics and Photography 4
PG 260	Black-and-White Materials and Processes 3
	PG elective* 3
	<i>Speech foundation 3</i>
	<i>Behavioral and social sciences distribution 3</i>

FOURTH SEMESTER

	AR, GD, or PG elective* 3
PG 265	Color 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.

(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)*

PROGRAM OUTCOMES *(continued)*

- 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, inter-relationships of interdisciplinary applications of education including a project-related appreciation for global culture.

CURRICULA

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.....	3	PG 201	Photography II.....	4
PG 214	Photoshop for Graphics and Photography.....	4	PG 230	Advanced Image Editing and Correction.....	4

TOTAL CREDIT HOURS 15

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.

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

PHOTOGRAPHY

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	3	PG 260	Black-and-White Materials and Processes	3
PG 201	Photography II	4	PG 265	Color Materials and Processes	3

TOTAL CREDIT HOURS 13

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 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	3	PG 275	Business Practices and Portfolio Development	3
PG 214	Photoshop for Graphics and Photography	4		PG electives*	9
PG 201	Photography II	4		Elective selected from art, computer applications, computer graphics, graphic design, physics, printing, or television/ radio disciplines*	3
PG 260	Black-and-White Materials and Processes	3			
PG 265	Color Materials and Processes	3			

TOTAL CREDIT HOURS 32

* Choice of electives must be approved by a photography adviser.

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

PHOTOGRAPHY

Photography Master Certificate (R): 196 *(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 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.....	3	PG 210	Photojournalism.....	3
PG 201	Photography II.....	4	PG 251	Portrait and Fashion Photography.....	3
TOTAL CREDIT HOURS					13

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.

(Continued)

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.

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.

(Continued)

PHYSICAL THERAPIST ASSISTANT

Physical Therapist Assistant A.A.S. (T) *(continued)*

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
	<i>English foundation</i>	3
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

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 life-long 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 *Statewide Program*

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

TOTAL CREDIT HOURS 34

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.

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 (ASRT). 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.

RADIOLOGIC (X-RAY) TECHNOLOGY

Radiologic (X-Ray) Technology A.A.S. (T) *(continued)*

GENERAL EDUCATION AND OTHER REQUIREMENTS (28 CREDIT HOURS)

<i>BI</i>	204	<i>Human Anatomy and Physiology I*</i>	4
BI	205	Human Anatomy and Physiology II	4
CA	120	Introduction to Computer Applications	3
EN	101	Techniques of Reading and Writing I	3
		<i>English foundation</i>	3
HI	125	Medical Terminology I	2
		<i>Mathematic foundation</i>	3
PY	102	General psychology	3
		<i>Speech foundation</i>	3

RADIOLOGIC TECHNOLOGY CREDIT COURSES (42 CREDIT HOURS)

SUMMER

RT	119	Clinical Radiology I†	3
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FIRST SEMESTER

RT	101	Radiologic Technology I	4
RT	111	Radiographic Positioning I	3

RT	120	Clinical Radiology II**	3
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SECOND SEMESTER

RT	102	Radiologic Technology II	4
RT	112	Radiographic Positioning II	2
RT	124	Clinical Radiology III †	3

SUMMER SESSION

RT	125	Clinical Radiology IV†	4
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THIRD SEMESTER

RT	211	Radiographic Positioning III	2
RT	206	Radiologic Technology III†	3
RT	224	Clinical Radiology V†	3

FOURTH SEMESTER

RT	207	Radiologic Technology IV†	3
RT	225	Clinical Radiology VI†	3
RT	240	Radiologic Technology V	2

TOTAL CREDIT HOURS 70

* Students should check the prerequisites for this course.

† New course number and new roman numeral designation.

** 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.

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)

CH 101-102	Principles of Chemistry I and II	8
	<i>English foundation</i>	3
	<i>Health foundation</i>	1
MA 181	Calculus I	4
	<i>Speech foundation</i>	3
	<i>Arts distribution</i>	3
	<i>Behavioral and social sciences distribution</i>	6
	<i>Humanities distribution</i>	3

TRACK 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.

(Continued)

SCIENCE

Chemistry and Biochemistry: 412D *(continued)*

PROGRAM OUTCOMES *continued*

- 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.

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.

(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)***GENERAL EDUCATION AND OTHER REQUIREMENTS**
(34 CREDIT HOURS)

BI 107	<i>Principles of Biology I</i>	
	<i>or</i>	
BI 108	<i>Principles of Biology II</i>	4
CH 101	<i>Principles of Chemistry I</i>	4
	<i>English foundation</i>	3
	<i>Health foundation</i>	1
MA 160	<i>Elementary Applied Calculus I</i>	
	<i>or</i>	
MA 180	<i>Precalculus</i>	
	<i>or</i>	
MA 181	<i>Calculus I</i>	4
	<i>Speech foundation</i>	3
	<i>Arts distribution</i>	3
	<i>Behavioral and social sciences distribution*</i>	6
	<i>Humanities distribution</i>	3
	Literature course with an EN designator†	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	
	<i>or</i>	
MA 181	Calculus I	4
MA 182	Calculus II	4
PH 161	General Physics I	
	<i>or</i>	
PH 203	General Physics I (non-engineering)	3-4
PH 204	General Physics II (non-engineering)	
	<i>or</i>	
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.

† Check with your transfer institution.

PROGRAM OUTCOMES

Upon completion of this program a student will be able to:

- Complete adequate course work 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)

BI 107	<i>Principles of Biology I</i>	4	BI 209	General Genetics	4
CH 101	<i>Principles of Chemistry I</i>	4	CH 102	Principles of Chemistry II	4
	<i>English foundation</i>	3	CH 203	Organic Chemistry I	5
	<i>Health foundation</i>	1	CH 204	Organic Chemistry II	5
MA 180	<i>Precalculus</i>		EN 101	Techniques of Reading and Writing I	3
or			MA 181	Calculus I	4
MA 181	<i>Calculus I</i>	4	MA 182	Calculus II	4
	<i>Speech foundation</i>	3	PH 203	General Physics I (non-engineering)	
	<i>Arts distribution</i>	3	or		
	<i>Behavioral and social sciences distribution</i>	6	PH 161	General Physics I	3–4
	<i>Humanities distribution</i>	3	PH 204	General Physics II (non-engineering)	
			or		
			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
	<i>Health foundation</i>	1
MA 181	Calculus I	4
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
	<i>Speech foundation</i>	3
	<i>Arts distribution</i>	3
	<i>Behavioral and social sciences distribution</i>	6
	<i>Humanities distribution</i>	3

TRACK 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++	
	<i>or</i>	
EE 114	Programming Concepts for Engineering	3–4
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 60–65

* 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
	<i>Health foundation</i>	1
MA 181	Calculus I	4
PH 262-263	General Physics II and III	8
	<i>Speech foundation</i>	3
	<i>Arts distribution</i>	3
	<i>Behavioral and social sciences distribution</i>	6
	<i>Humanities distribution</i>	3

TRACK REQUIREMENTS (26 CREDIT HOURS)

CH 101-102	Principles of Chemistry I and II	8
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	3

TRACK ELECTIVE (SELECT ONE)

CS 226	Introduction to Object-Oriented Programming Using C++	3
EE 114	Programming Concepts for Engineering	4
EN 101	Techniques of Reading and Writing I	3
ES 240	Scientific and Engineering Computation	3

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

Statewide Program **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.

(Continued)

SURGICAL TECHNOLOGY

Surgical Technology A.A.S. (T) *(continued)*

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 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)

BI	203	Microbiology	4
BI	204	<i>Human Anatomy and Physiology I*</i>	4
BI	205	Human Anatomy and Physiology II	4
EN	101	Techniques of Reading and Writing I	3
		<i>English foundation</i>	3
HI	125	Medical Terminology I	2
HI	126	Medical Terminology II	2
PY	102	<i>General Psychology I</i>	3
		<i>Mathematics foundation</i>	3
		<i>Speech foundation</i>	3
		<i>Arts or humanities distribution</i>	3

SURGICAL TECHNOLOGY REQUIREMENTS (36 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
SG	220	Surgical Technology Review	2

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.

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

SURGICAL TECHNOLOGY

Surgical Technology Certificate (T): 228

BI 204 Human Anatomy and Physiology I* 4	SG 202 Clinical Practicum I 3
BI 205 Human Anatomy and Physiology II* 4	SG 211 Surgical Technology IV 6
SG 100 Introduction Surgical Technology 4	SG 212 Clinical Practicum II 3
SG 101 Surgical Technology I 6	SG 220 Surgical Technology Review 2
SG 102 Surgical Technology II 6	
SG 201 Surgical Technology III 6	
	<u>TOTAL CREDIT HOURS 44</u>

* 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
EN 240 Organization and Development of Technical Documents 3	<i>or</i>
	SP 212 Effective Technical Presentations 3
	<u>TOTAL CREDIT HOURS 28</u>

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
	<i>Health foundation</i>	1
	<i>Mathematics foundation</i>	3
PE 101-199	Physical education elective	1
TH 120	Performance Production	1

SECOND SEMESTER

DN 101-207	Dance technique*	3
DN 120	Rhythmic Training for the Dancer	2
	<i>English foundation</i>	3
TH 120	Performance Production	1
TH 121	Movement for the Performer	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†	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†	3
SP 108	Introduction to Human Communication	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.

† Any course in dance, speech, or theatre not already required in the option may be taken to fulfill the dance elective. MÜ 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.

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

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
	<i>Mathematics foundation</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>Behavioral and social sciences distribution</i> 3

SECOND SEMESTER

	<i>English foundation</i> 3
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>Natural sciences distribution with lab</i> 4

THIRD SEMESTER

	<i>Health foundation</i> 1
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>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	History of Theatre I 3
	Technical theatre elective† 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.
-

(Continued)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

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
	<i>Health foundation</i> 1
	<i>Mathematics foundation</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

SECOND SEMESTER

	<i>English foundation</i> 3
PE 101–199	Physical education elective* 1
TH 109	<i>Fundamentals of Acting</i> 3
	Technical major elective† 3
	Technical theatre elective‡ 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</i>
	<i>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	History of Theatre I 3
	Technical major elective(s)‡ 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	<u>TOTAL CREDIT HOURS 30</u>

* 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>Health foundation 1</i>
	<i>Mathematics foundation 3</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>

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)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

WEB CAREERS

Web Careers A.A.S. *(continued)*

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.
-

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.
-

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
TOTAL CREDIT HOURS 35-39	

* 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)

Refer to Course Descriptions section to identify courses with prerequisites. Courses in italics meet General Education requirements.

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 278	Web Application Development Using ColdFusion	4
GD 218	Graphic Design for the Web	2	CA 288	Advanced Web Application Development Using ColdFusion	3
CA 141	Introduction to Database Applications		CA 299	Web Certificate/Degree Portfolio	3
	<i>or</i>		CA 125	Introduction to Flash	4
CS 270	Introduction to SQL Using Oracle	3	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 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 Java Script				
	<i>or</i>				
CA 277	XML and Its Applications	3			

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 <u>TOTAL CREDIT HOURS 38-39</u>
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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 254. 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 learning. 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

AB — Arabic	255	ID — Interior Design	321
AC — Accounting	255	IS — Interdisciplinary Studies	325
AN — Anthropology	256	IT — Italian	325
AR — Art	257	JN — Japanese	325
AS — Astronomy	262	KR — Korean	325
AT — Automotive Technology	262	LA — Paralegal Studies (Legal Assistant)	326
BA — Business Administration	264	LG — Linguistics	327
BI — Biological Sciences	264	LN — Landscape Technology	327
BT — Biotechnology	267	LR — Library	330
BU — Building Trades Technology	268	LT — Latin	330
CA — Computer Applications	270	MA — Mathematics	330
CE — Cooperative Education	273	ME — Meteorology	333
CG — Computer Graphics	273	MG — Management	334
CH — Chemistry	274	MH — Mental Health	335
CJ — Criminal Justice	275	MS — Diagnostic Medical Sonography	336
CN — Chinese	277	MU — Music	339
CS — Computer Science and Technologies	277	NU — Nursing	343
CT — Architectural and Construction Technology	280	NW — Network and Wireless Technologies	345
DN — Dance	283	PC — Physical Science	350
DS — Student Development	286	PE — Physical Education	350
EC — Economics	287	PG — Photography	355
ED — Education	287	PH — Physics	357
EE — Electrical Engineering	290	PL — Philosophy	358
EL — American English Language Program (American English for Academic Purposes)	291	PO — Polysomnography	359
EN — English	292	PR — Printing Technology	360
ES — Engineering Science	297	PS — Political Science	362
FL — Film	297	PT — Physical Therapist Assistant	363
FM — Food and Beverage Management	298	PY — Psychology	365
FR — French	299	RD — Reading	366
FS — Fire Science	300	RT — Radiologic (X-Ray) Technology	368
GD — Graphic Design	302	RU — Russian	370
GE — Applied Geography	304	SA — Study Abroad	371
GL — Geology	306	SG — Surgical Technology	371
GR — German	307	SL — American Sign Language (ASL)	372
HE — Health	307	SN — Spanish	374
HI — Health Information Management	310	SO — Sociology	375
HM — Hotel/Motel Management	312	SP — Speech	377
HP — Honors Program	314	TH — Theatre	378
HS — History	316	TR — Television/Radio	379
		WS — Women’s Studies	381

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 multicultural course. All A.A. and A.S. programs have a requirement that one course within the program must be a multicultural 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.*

4 semester hours

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. PREREQUISITES: *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. Additionally, the role of regulatory organizations and professional standards such as Generally Accepted Auditing Standards and Procedures are discussed. **PRE- or COREQUISITE:** AC 207 or consent of department. *Three hours each week.*

3 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 Social and Cultural Anthropology (BSSD[M])**

A comparative study of primitive, traditional, and modern societies with emphasis on analyzing and understanding the different types of economic, technological, political, family, educational, and religious systems that make up the basic social structure and way of life of such societies. A comparative study and analysis of the identity, values, ideals, beliefs, patterns of behavior, expressive arts, language, and world view of a variety of people. Ethnographic principles and ethnological theories are utilized to interpret cultural expressions, patterns of behavior, and individual perception and personality. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

3 semester hours

AN 105 Introduction to Physical Anthropology and Archaeology (NSND) (G and R only)

An introduction to physical anthropology and archaeology. The theories, fossil evidence, and debates concerning the evolution of homo sapiens. The role of ecological factors, biological and social adaptation, Mendelian genetics, DNA, and population genetics in the evolution of a species. The contemporary theories and empirical evidence in the interpretation of variations in homo sapiens and in human populations. A comparative study of the early prehistoric and ancient civilizations with emphasis on the archaeologists' tools, methods, concerns, and interpretations of early and ancient humans and their cultural development. *Assessment levels: EN 101/101A, MA 100/101/103, 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 Ethnology (BSSD[M])
(G and R only)

A comparative study of the social, political, economic, and religious systems of selected cultures of the world. Emphasis on the anthropological method of analyzing human behavior. **PREREQUISITE:** AN 101. *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 (ARTD)

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 I (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.* 3 semester hours

AR 108 Art History II (ARTD[M])

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.* 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

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 (ARTD)

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 (ARTD)

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 (ARTD) (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 (ARTD) (R only)

A continuation of AR 124 with special attention given to techniques that involve integration of enameling and metalwork. **PREREQUISITE:** AR 124 or consent of department. *Course may be repeated for audit without limit. 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 (ARTD) (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 History of Architecture I (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 History of Architecture II (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. *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 (HUMD)

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 (ARTD) (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

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) (HUMD)

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 the specific fine arts areas:

A—Drawing	F—Weaving
B—Painting	G—Jewelry
C—Printmaking	J—Crafts
D—Ceramics	K—Design
E—Sculpture	L—Art History

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*

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

This course 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. PREREQUISITES: *Four semester hours of biological science with laboratory and CH 100A/B or CH 101 or CH 103. Assessment level: EN 101/101A. 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 (NSND)

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

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 (G only)**

This course is 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. PREREQUISITE: *CH 100A or consent of department. 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*

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 BU140, 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 099 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. *For computation of tuition, this course is equivalent to one semester hour. One hour each week.*

No credit

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 hour

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 106 or consent of department. A keyboarding speed of 30 words per minute is recommended. Assessment levels: EN 101/101A, MA 091, RD 120. 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. 3 semester hours*

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*

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 Chemistry for the Health Sciences (NSLD) (T only)

Introduction to the fundamental concepts associated with organic and biochemistry. Discussions of solutions, acid-base chemistry, and properties of organic compounds provide the basis for introduction to the chemistry of carbohydrates, fats, and proteins. The action of hormones, enzymes, and vitamins is included to provide an understanding of biological systems. PREREQUISITE: *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 203-204 Organic Chemistry I and II

These courses focus on the basic concepts of organic chemistry, with emphasis on classes of organic compounds, reaction mechanisms, synthesis, stereochemistry, and structure determination. Laboratory work includes techniques in the preparation, analysis, and purification of organic compounds. PREREQUISITES: *CH 102 or consent of department for CH 203; CH 203 for CH 204. Three hours lecture, one hour discussion, four hours laboratory each week.* 5-5 semester hours

CJ—Criminal Justice**CJ 110 Administration of Justice**
(BSSD[M]) (R only)

An in-depth analysis of the total system for the administration of criminal justice. Traces the functions of the police and other law enforcement agencies, prosecutor, courts, correctional processes and institutions, probation and parole, and other officials and agencies. *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 103 Principles of Historic Preservation (R only)

Introduces historic preservation, emphasizing practices and issues in Montgomery County, Maryland, and the United States. The course examines legislation, policies, methodologies of historic preservation, and its development. *Assessment levels: EN 002, RD 120. One hour each week.*

1 semester hour

CT 104 Historic Preservation Technology (R only)

Introduces the materials and methodology of construction and repair of historic structures ranging from paint finishes to foundation underpinning. *Assessment levels: EN 002, RD 120. One hour each week.*

1 semester hour

CT 105 Documentation of Historic Buildings (R only)

An in-depth investigation and preparation of a record set of documents of a local historic structure. The course covers surveying, measuring, drawing, and collecting data. *Assessment levels: EN 002, RD 120. One hour each week.*

1 semester hour

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 102; 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 (ARTD) (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 (ARTD) (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

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

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

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

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 (HUMD[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 215 Planning and Administering Child Care Programs

Designed to prepare the student with the basic skills and techniques necessary to operate a child care center. Topics covered include facility operation and management; the development of relationships necessary to deal with child care staff, regulation agencies, children, and parents; and the planning of an overall program. PREREQUISITE: ED 121. *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 literacy skills: 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. PREREQUISITES: EN 101/ 101A and a grade of C or better in ED 101, ED 102, ED 140 and ED 141, or consent of department. *Three hours each week.*

3 semester hours

EE—Electrical Engineering**EE 114 Programming Concepts for Engineering**

Principles of software development, high-level languages, compiling and linking, pseudo-code, input/output, data types and variables, operators and expressions, conditionals and loops, functions, arrays, pointers, structure data types, memory allocation, introduction to algorithms, software projects, debugging, documentation. Programs will use the C or C++ language. PREREQUISITES: ES 100 and MA 180. *Assessment levels: EL 104, RD 103. Three hours lecture, two hours discussion/laboratory each week.*

4 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 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

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

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)

A systematic study of short fiction, poetry, and drama to enable the student to comprehend the various devices that make literature enjoyable and to apply analytical techniques that make literature an integral part of intellectual development. *Assessment level: 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

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

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*

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 205 Chemistry of Hazardous Materials

Provides basic fire chemistry relating to the categories of hazardous materials including problems of recognition, reactivity, and health encountered by firefighters. *Assessment levels: EN 101/101A, RD 120. Three hours each week. 3 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 (BSSD)
(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 (BSSD) 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**
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

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

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

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

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

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

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 (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 (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

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 (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

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*

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 [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*

3 semester hours

HE 205 First Responder

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 (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*

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

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*

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*

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*

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 (BSSD)

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*

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 (HUMD)

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

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 (HUMD) (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[M]) (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[M])

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

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[M])

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

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

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

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 premodern 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*

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 freehand 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)

This course provides certification education for the National Kitchen and Bath Association (NKBA) Certified Kitchen Designer (CKD) examination. Intended for industry professionals, interior designers, contractors, architects, representatives, and builders. Students must demonstrate competency in basic comprehension of drafting skills and knowledge of space planning and design, through portfolio review and resume or previous education. Students use the "Kitchen Industry Technical Manuals." **PREREQUISITE:** *Consent of interior design adviser or department.* *Assessment level: EN 101/101A. One hour lecture/demonstration, one hour laboratory each week.* 1 semester hour

ID 244 Bath Design (R only)

This course provides certification education for the National Kitchen and Bath Association (NKBA) Certified Bath Designer (CBD) examination. Intended for industry professionals, interior designers, contractors, architects, representatives, and builders. Students must demonstrate competency in basic comprehension of drafting skills and knowledge of space planning and design, through portfolio review and resume or previous education. Students use the "Bath Industry Technical Manuals." **PREREQUISITE:** *Consent of interior design adviser or department.* *Assessment level: EN 101/ 101A. One hour lecture/demonstration, 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, craftsperson, 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 wpm. *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

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 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

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. *PRE- or COREQUISITE: MA 100 or MA 103, appropriate score on mathematics assessment test, or consent of department. Assessment level: RD 120. Fifteen hours each semester. 1 semester hour*

MA 110 Survey of College Mathematics

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

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

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

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

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

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 100 or 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

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

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

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 100 or 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

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. Programming will be introduced and used to solve problems. 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

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 100 or 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

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

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; and 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 105 Principles of Selling

The role of selling in the American economy. Primary focus is on the sales model that includes prospecting, approaching, presenting, persuading, closing, and retaining the customer. Selling supervision and its effectiveness are featured. *PREREQUISITE: MG 103 or consent of department. 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. COREQUISITE: MS 226 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. COREQUISITE: MS 224 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 119 Music Fundamentals for
Classroom Teachers CE-T**

The fundamentals of music theory and practice related to the needs of the classroom teacher. Reading music; singing; conducting; playing of piano, recorder, autoharp, and other classroom instruments. Required of elementary education majors but open to all students. *Three hours each week. Attendance at four assigned concerts required.*

3 semester hours

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** (ARTD)

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
(ARTD[M]) (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
(ARTD) (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 Sight-singing 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 Sight-singing 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, mathematics foundation, and NU 121, 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 the 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 physiological processes that affect basic human needs. Related nursing care, developmental and pharmacological principles, and advanced psychomotor skills are taught. **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 and NU 210.* 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 and mathematics foundation.* **PRE- or COREQUISITES:** *BI 205 and NU 210.* Four hours lecture/discussion, 12 hours laboratory each week for seven weeks. 4 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 physiological processes are studied as they relate to multiply body systems. The related nursing care, developmental, and pharmacological principles are integrated throughout the course. **PREREQUISITES:** *A grade of C or better in BI 205, NU 123, NU 124, and NU 210 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)

Introduces management and leadership concepts applicable to a variety of health care settings. Alterations in health that impact communities, families, and groups are studied. Emphasis is placed on application of these concepts in groups and in community health and pediatric settings. **PREREQUISITES:** *A grade of C or better in BI 203 and NU 230 or consent of program coordinator.* **PRE- or COREQUISITES:** *NU 205 and behavioral/social science distribution.* Four hours lecture/discussion, 12 hours laboratory each week for seven weeks. 4 semester hours

NU 234 Nursing in Family, Newborn, and Women's Health (T only)

Provides the graduating nurse opportunities to implement care in acute and community settings and to refine skills with patients throughout the prenatal, intrapartal, and postpartum periods of development. The focus of care is on the family during the childbearing cycle, newborns, 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:** *NU 205 and behavioral/social science distribution. 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

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*

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 207 Designing Security for a
Microsoft Windows Network
(G only)**

Provides students with the concepts and skills necessary for designing a security framework for small, medium, and enterprise networks using the current Microsoft Windows technologies. Four units describe security in specific areas of the network: (1) providing secure access to local network users, (2) providing secure access to remote users and remote offices, (3) providing secure access between private and public networks, and (4) providing secure access to partners. This course is designed for those on the Microsoft Certified Systems Administrator (MCSA) Track. PREREQUISITE: NW 203 or appropriate networking experience with 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 Routers and Routing Basics
(G only)**

An examination of initial router configuration, Cisco IOS Software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Students configure routers, manage Cisco IOS Software, configure routing protocols, and create access lists controlling access to the router. In addition, this course is the second in a series of four designed to help prepare students to take the CCNA certification exam. PREREQUISITE: NW 151 or completion of Cisco Academy Semester 1 (CCNA 1), or consent of department. Three hours each week. 3 semester hours

**NW 253 Cisco Router Configuration and
Management II (G only) (Cisco
Networking Academy—
Semester 3) CE**

This course is the third in a series of courses designed to prepare students for the Cisco Certified Network Associate (CCNA) exam and Network+ exam. It covers router user interfaces and modes, configuration, addressing, routing protocols, and network management. PREREQUISITE: NW 252 or equivalent knowledge and consent of department. 3 semester hours

NW 254 Cisco Router Configuration and Management III (G only) (Cisco Networking Academy—Semester 4) CE

This course is the fourth in a series of courses designed to prepare students for the Cisco Certified Network Associate (CCNA) exam and the Network+ exam. It covers router user interfaces and modes, configuration, addressing, routing protocols, and network management. PREREQUISITE: NW 253 or equivalent knowledge and consent of department. 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 Cisco Remote Access Networks (Cisco Networking Academy—Semester 6)

This course furthers student preparation for Cisco Certified Network Professional (CCNP) certification. Focused on constructing Cisco remote access networks and the Cisco Remote Access 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 selecting, assembling, and cabling WAN components; configuring asynchronous connections with modems; configuring PPP and controlling network access; accessing the central site with Windows, using ISDN and DDR technologies; optimizing the use of DDR interface-dialer profiles; using X.25 for remote access; frame relay connection and traffic flow control; enabling backup to a permanent connection; managing network performance; scaling IP address with NAT; using AAA to scale access control; emerging remote-access technologies; and configuring the Cisco 700 series router. PREREQUISITE: NW 254, CCNA certification, or equivalent knowledge and consent of department. Three hours lecture, two hours laboratory each week. 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*

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*

4 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*

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, broad-band, 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 Fitness and Wellness (R only)

Covers fundamental principles of fitness and wellness. Students will 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. *PRE or COREQUISITE: PE 183. Assessment levels: EN 101/101A, MA 091, RD 120. One hour lecture, two hours laboratory each week.*

2 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 230 Advanced Weight Training: Theory and Application (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 Topical Investigations—Practical Applications in Health Fitness Technology I/P.E. Majors (R only)

The student serves as an instructional assistant in fitness activity courses with the College-based Employees Wellness Program. Course objectives are individualized to the student with emphasis on increasing hands-on experience and knowledge in the field of fitness and wellness. **PREREQUISITES:** *Second-year standing in curriculum and consent of department. Assessment level: EN 101/101A. Combines 75 hours of on-site experience with eight one-hour seminars. 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 Fitness Assessment and Exercise Program Designs (R only)

An examination of the field and laboratory techniques used to evaluate cardio-respiratory endurance and body composition. Principles of exercise and program design are applied to develop safe, individualized exercise programs for apparently healthy individuals, and special populations. Safety considerations, identification of risk factors and contradictions are emphasized. **PREREQUISITES:** *PE 202, 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. **PREREQUISITE:** *PE 230 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 (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 (R only)

A transition course between basic photography and advanced project courses. Students will learn control techniques resulting in high-quality negatives and prints. Lighting techniques are considered in detail with an introduction to studio electronic flash lighting. The uses of medium-format cameras and color materials are covered. The working methods of the professional photographer are explored, and the bulk of the course is dedicated to the production of a portfolio of both black-and-white and color photographs in professional style. *PREREQUISITE: PG 150 or consent of department. Two hours lecture, four hours laboratory each week.* 4 semester hours

PG 210 Photojournalism (R only)

Photojournalism projects in newspaper and magazine photography, photo essays, and editorial and advertising layouts. Emphasis on visual communication with photographs. *PREREQUISITE: PG 150 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 (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. Projects are performed, leading to the production of a professional-style 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 010 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*

* This sequence is planned as a unified course of study with continuity of presentation across the semester boundaries. It is strongly recommended that students plan to complete the sequence in consecutive semesters.

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 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. 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 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 (BSSD)

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 (BSSD)

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 (BSSD)

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 (BSSD[M])

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 (BSSD)

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 (BSSD)

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 (BSSD)

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

PY 221 Introduction to Abnormal Psychology (BSSD)

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 62 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 collegewide 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 a 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 sixty (360) 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 Conversational ASL I**
(HUMD[M]) (R only)

A survey of conversational ASL handshapes and basic grammatical structures. Basic cultural information that influences forms of communication in ASL will be presented and studied. Recommended to be taken concurrently with SL 101, SL 105, and SL 106. *Assessment levels:* EN 101/101A, RD 120. Four hours each week, eight hours laboratory each semester. 4 semester hours

SL 101 Structural ASL I (HUMD[M])
(R only)

A foundation for comprehension, expression, and understanding of ASL classifiers as the markings of the smallest meaningful linguistic units that modify given signs. This course includes in-depth study of a variety of classifiers such as descriptive, locative, semantic, body, body part, instrument, and element. In addition, an introductory discussion of linguistic symbols for ASL classifiers is taught in this class. Recommended to be taken concurrently with SL 100, SL 105, and SL 106. *Assessment levels:* EN 101/101A, RD 120. Three hours each week. 3 semester hours

SL 102 Structural ASL II (R only)

Course will examine the construction of the grounded mental places created in the ASL narrative and the way they are used for purposes of deixis (the term borrowed from the Greek for pointing or indicating), discourse comprehension, comparative points, and involvement strategies. The course will include the use of classifiers, constructed dialogue, constructed activity, and non-manual signals present in narrative form when viewed in relation to the grounded mental spaces utilized. **PRE- or COREQUISITE:** A grade of C or better in SL 101 or equivalent, or consent of department. Three hours each week. 3 semester hours

SL 105 Visual Gestural Communication Foundations I (R only)

A foundation for comprehension and expression of visual-gestural aspects of communication in relation to ASL. This course includes instruction in forms such as mime and gesticulation. Emphasis will be on activities that create visual, motor, and cognitive "readiness" for signed languages. Instructional activities will lead to development of visual, spatial, and motor language memory. Recommended as a prerequisite to or corequisite for all other sign language courses. *Assessment levels:* EN 101/101A, RD 120. One and one-half hours lecture, one hour laboratory each week. 2 semester hours

SL 106 Fingerspelling and Number Use in ASL I (R only)

A foundation for comprehension, expression, and understanding of ASL handshapes as they are used in fingerspelling and numbers. Course includes an introduction to historical and physiological aspects of fingerspelling and number use in ASL. Focus will be on developmental skills prerequisite to receptive and expressive spelling and reading of fingerspelled words and numbers. *Assessment levels:* EN 101/101A, RD 120. One-half hour lecture, one hour laboratory each week. 1 semester hour

SL 110 Conversational ASL II (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. **PREREQUISITES:** Score of 1.0 or better on ASL Proficiency Interview and a grade of C or better in SL 100 or equivalent, or consent of department. Recommended to be taken concurrently with SL 102, SL 115, and SL 116. Three hours each week. 3 semester hours

SL 115 Visual Gestural Communication Foundations II (R only)

Increases in comprehension and expression of visual-gestural aspects of communication in relation to ASL. This course includes instruction using basic ASL handshapes in mime and gesticulation. Emphasis will be on activities that create visual, motor, and cognitive “readiness” for signed languages. Instructional activities will lead to development of visual, spatial, and motor language memory. **PREREQUISITE:** *A grade C or better in SL 105 or equivalent, or consent of department. One and one-half hours lecture, one hour laboratory each week.*

2 semester hours

SL 116 Fingerspelling and Number Use in ASL II (R only)

Increases in comprehension and expression of ASL handshapes as they are used in fingerspelling and numbers. The primary focus will be on the ability to communicate in fingerspelling and number use which depend on proper biomechanical functions, on recognizing appropriate hand articulations, and on interpreting hand movements. **PREREQUISITE:** *A grade of C or better in SL 106 or equivalent, or consent of department. One-half hour lecture, one hour laboratory each week.*

1 semester hour

SL 200 Conversational ASL III (R only)

Development of advanced receptive and expressive skills in ASL, including politeness principles in ASL: fluency, tact, generosity, modesty, and solidarity. 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. Three hours each week.*

3 semester hours

SL 201 Structural ASL III (R only)

Intermediate instruction in comprehension, expression, and understanding of structural aspects of ASL, especially phonological procedures in the language. This course includes the structure, grammar, syntax, and vocabulary of ASL. Students will comprehend and translate signed “texts.” **PREREQUISITE:** *A grade of C or better in SL 102 or equivalent, or consent of department. 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 207 ASL Translation and Interpretation for Literature (R only)

The focus of this course is on building an integrated model of ASL translation and interpretation of literary repertoire. This translating and interpreting model replaces the source language text of literature with the target language text of ASL. This is accomplished through a literal line-by-line translation, with suggestions given for the ASL interpretation of each topic or focus to preserve the semantics and style of the original text. **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 210 Conversational ASL IV (R only)

Cultivating the communicative approach by learning ASL functions in interactive contexts. 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. **PREREQUISITE:** *A grade of C or better in SL 200 or equivalent, or consent of department. Three hours each week.*

3 semester hours

SL 226 Semantics and Communication in ASL I (R only)

This course examines the interpretation between nonmanual facial expressions in ASL and signs. Particular attention will be devoted to the study of (1) the relations of facial expressions to the signs, and (2) the relations of facial expressions to users. The size and space parameters between the participants will be examined to imply the beliefs, knowledge, and interpretations in the communicating event. **PRE- or COREQUISITE:** *A grade of C or better in SL 116 or equivalent, or consent of department. One hour each week.*

1 semester hour

SL 236 Semantics and Communication in ASL II (R only)

This course examines the interpretation between grammatical nonmanual expressions and ASL sentences. Particular attention will be devoted to the study of the relations of nonmanual expressions to the conditions. Sarcasm, exclamation, insults, and other emotive functions, as well as straightforward inferential and hypothetical functions, will be examined to formulate the conditional features in ASL. PRE- or COREQUISITE: *A grade of C or better in SL 200 or equivalent, or consent of department. One hour each week. 1 semester hour*

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])

Analysis of society and basic social processes in the context of life situations familiar to the student. Practical problems that illustrate the principles under study are used to help the student perceive the relation of social forces to the development of his/her own personality. *Assessment levels: EN 101/101A, RD 120. Three hours each week.* 3 semester hours

SO 104 Families in Crisis (BSSD)

An exploration of the dynamics of different types of potential family crises such as aging, death, physical and mental disabilities, parent-child conflicts, substance abuse, sex role expectations, divorce, and financial difficulties. Identification of possible resources within the family and the community that may provide support and help in resolving conflicts. Development of skills to use family advocacy effectively. Emphasis will be placed on the interaction among individuals, families, and the community. PREREQUISITE: *SO 101 or consent of department. Three hours each week.* 3 semester hours

SO 105 Social Problems and Issues
(BSSD)

A theoretical framework within which an analysis of social problems and issues can be made. Analysis in depth, as conflicts in social values, of such problems as poverty, urban sprawl, mental health, old age, crime, overpopulation, and such issues as separation of church and state and pressure groups. The various approaches to and treatments of these problems by our society are discussed and weighed. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

3 semester hours

SO 107 Criminology

The scientific study of delinquent and criminal behavior. Analysis of the causal factors involved in criminality and classifications of crime and criminals. A survey of some deviant behavior patterns and problems closely related to criminal activity. Various types of treatment of crime and their effectiveness with special emphasis on programs and experiments to prevent delinquency and crime. *PREREQUISITE: SO 101 or consent of department. Three hours each week.*

3 semester hours

SO 108 Women and Men in American Society (BSSD[M])

Focuses upon the female and male experience in contemporary American society. Topics include effects of family, schooling, religion, law, and the workplace upon gender behavior. Female-male interaction, alternative lifestyles, and future scenarios will also be considered. Lectures, discussions, films, and guest speakers. *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 Marriage and the Family
(BSSD[M])

Courtship and marriage with emphasis on factors that affect mate selection, marital and family adjustment, and stability. *PREREQUISITE: AN 101, SO 101, or SS 101. Three hours each week.*

3 semester hours

SO 206 Sociology of Personality (BSSD)

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 process relates to personality development and behavior motivation. For second-semester or second-year students. *PREREQUISITE: PY 102, SO 101, SS 101, or consent of department. Three hours each week.*

3 semester hours

SO 208 Race and Ethnic Relations
(BSSD[M])

An analysis of the research and theories on contemporary intergroup relations in American society. An in-depth examination of such concepts as racism, sexism, ethnicity, pluralism, prejudice/bigotry, discrimination, stereotyping, prejudiced ideologies, socioeconomic stratification, and political power as they affect family patterns, self concepts, and group interactions in our society. Discussion of how our present knowledge of intergroup conflicts may be brought to bear on social policy issues in the United States. *PREREQUISITE: AN 101, SO 101, SS 101, or consent of department. Three hours each week.*

3 semester hours

SO 210 Aging in America (BSSD[M])

Development of an understanding of aging in the United States. Analyzes social changes and their influences upon the aging process. Studies influence of the following issues upon how people age in America: changes in family structure, mandatory retirement, age segregation, and affluence/leisure time. Critical analysis of present policies and strategies for dealing with aging persons, present and projected areas of social change, and an understanding of the role of personal preparation for aging in the United States. *Assessment levels: EN 101/101A, RD 120. Three hours each week.*

3 semester hours

**SO 212 Sport in American Society (BSSD)
(R only)**

The application of basic sociological concepts to the analysis of contemporary sport in American society; the relationship of sport to culture, the individual, and human social organization. **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

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:** *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 62 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**

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**

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*

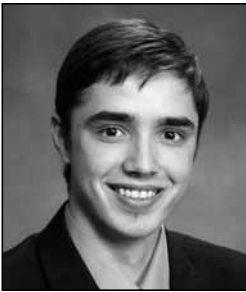
TR 295 Advanced Digital Media Production (R only)

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*

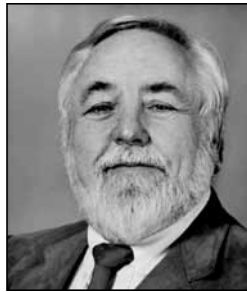
WS —Women's Studies**WS 101 Introduction to Women's Studies**
(HUMD[M])

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*

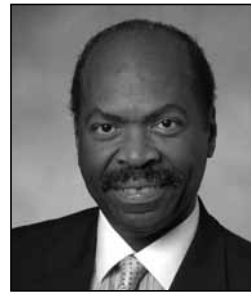
BOARD OF TRUSTEES



Gabriel Spiro
Student
Montgomery College
June 30, 2009



Gene W. Counihan
*Retired Maryland Government
Relations Officer*
Washington Metropolitan
Area Transit Authority
June 30, 2009



Reginald M. Felton
Director of Federal Relations
National School Boards
Association
June 30, 2013



Georgette W. Godwin
President and CEO
Montgomery County
Chamber of Commerce
June 30, 2012



Stephen Z. Kaufman
Attorney
Linowes and Blocher
June 30, 2013



Michael C. Lin
Retired Executive Director
Organization of Chinese
Americans
June 30, 2012



Owen D. Nichols
*Retired University
Vice President*
June 30, 2011



Roberta F. Shulman
Consultant
June 30, 2011



Brian K. Johnson
President
Montgomery College

Dates indicate expiration of term.

There are two vacant trustee positions that will be filled during the 2009–10 academic year.

ADMINISTRATIVE OFFICERS AND FACULTY

Collegewide Administrators

President Brian K. Johnson
 Chief of Staff Sonya E. Chiles
 Director of Equity and
 Diversity Michelle T. Scott
 General Counsel Clyde H. Sorrell
 Senior Aide to the President and Director
 of Government Relations Thomas Tucker
 Special Assistant to
 the President Brian K. Baker
**Executive Vice President for Academic and
 Student Services** Mary Kay Shartle-Galotto
 Director of Business Development
 and Grants Nancy J. Nuell
**Vice President for Academic Initiatives and
 Partnerships** Clarice A. Somersall
 (Interim)
 Director of Academic
 Initiatives Elena Saenz
**Vice President for Planning and Institutional
 Effectiveness** Kathleen A. Wessman
 (Interim)
 Director of Institutional Research and
 Analysis Robert C. Lynch
Vice President for Student Services (vacant)
 Director of Admissions and Enrollment
 Management Sherman Helberg
 College Director of Student
 Financial Aid Melissa F. Gregory
 Associate Director of Student
 Financial Aid Judith M. Taylor
**Senior Vice President for Administrative
 and Fiscal Services** Marshall Moore
**Associate Vice President for
 College Facilities** David J. Capp
 Deputy Chief Facilities
 Officer Janet Cubar
 Director of Planning and
 Design John B. McLean
 Director of Project
 Management Cynthia E. Johnston
 Campus Director of Facilities
 (Germantown) Maurice McCambley
 Campus Director of Facilities
 (Rockville) James E. Tarver
 Campus Director of Facilities
 (Takoma Park/
 Silver Spring) Terrence M. Evelyn

Chief Budget and Management
 Studies Officer Donna L. Dimon
 Chief Business Officer Thomas E. Sheeran
 Director of Financial
 Operations J. Kenneth Mullinix
 Director of
 Procurement Janet E. Wormack
 Director of Investments and Treasury
 Management Molly D. Hayward-Koert
 Chief Human Resources
 Officer Vivian M. Lawyer
 Deputy Chief Human
 Resources Officer Lynda S. von Barga
 Director of Professional
 Development Krista Leitch Walker
 Director of Employee
 Engagement (vacant)
 Chief Information Officer L. Richard Leurig
 Deputy Chief Information
 Officer Victoria A. Duggan
 Director of IT
 Applications Ruth F. Gill
 Director of IT Learning
 Centers and
 Technologies Timothy R. Murphy
 Director of Network
 and IT Client
 Services Dereck L. Paul
 Director of IT Policy, Planning, and
 Cybersecurity Donna L. Schena
 Director of IT Resource
 Management Regina Manduley
 (Interim)
 Director of Auxiliary
 Services Kathleen Carey-Fletcher
**Vice President of Institutional
 Advancement** Bruce G. Berman
 Director of
 Communications Brett D. Eaton
 Director of Foundation
 Finance Donna M. Pina
 Director of Development Valessia Samaras
 Director of Planned Giving Elana F. Lippa
 Director of Corporate and Foundation
 Relations Rose Garvin Aquilino

Workforce Development & Continuing Education Administrators

Vice President for Workforce Development & Continuing EducationGeorge M. Payne
 Instructional Dean, Business,
 Information Technology, and
 Safety..... Steven R. Greenfield (Acting)
 Instructional Dean, Community Education
 and Extended Learning
 Services.....Dorothy J. Umans (Acting)
 Instructional Dean, Adult ESOL and
 Literacy Programs Donna A. Kinerney
 Director of Employment
 Services Brenda C. Williams

Germantown Campus Administrators

Vice President and Provost.....Hercules Pinkney
 College Dean of Student
 Development..... Karen A. Roseberry
 Associate Dean of Student
 Development.....Wayne C. Barbour
 Instructional Dean, Business, Science,
 Mathematics, and Technology/
 College Dean for Information
 TechnologyKatherine J. Michaelian
 Associate Dean for Instructional
 Programs Barbara B. Kaplan
 Director of Distance
 Learning.....Michael A. Mills
 Instructional Dean, Humanities, Social
 Sciences, and Education..... Tony D. Hawkins

Rockville Campus Administrators

Vice President and Provost.....Judy E. Ackerman
 Dean of Student
 Development..... Monica R. Brown
 Associate Dean of Student
 Development.....Helen C. Brewer
 (Interim)
 Instructional and College Dean for the
 Arts.....Deborah E. Preston
 Director of the Arts Institute/
 Associate Dean..... David E. Phillips
 Instructional Dean, Applied Technologies
 and Gudelsky Institute for Technical
 Education Edward J. Roberts

Instructional Dean, Business,
 Information Sciences, and Hospitality
 Management Patricia M. Bartlett (Acting)
 Instructional Dean,
 Humanities Carolyn S. Terry
 Associate Dean,
 Humanities Rodney W. Redmond
 Instructional Dean, Science, Engineering,
 and MathematicsSanjay K. Rai
 Instructional Dean, Social Sciences,
 Education, History, Health, and Physical
 Education..... Gail D. Montgomery
 Director of Evening/Weekend
 Office..... Donald J. Smith

Takoma Park/Silver Spring Campus Administrators

Vice President and Provost.....Brad J. Stewart
 Dean of Student
 Development..... Jennie Wells (Interim)
 Instructional Dean, Arts, Humanities, and
 Social Sciences Paula D. Matuskey
 Associate Dean, Arts, Humanities, and
 Social SciencesAmy A. Gumaer
 Instructional Dean, Health
 Sciences..... Angela Pickwick
 Associate Dean, Health Sciences/
 Director of Nursing Barbara L. Nubile
 Instructional Dean, Natural and Applied
 Sciences, Business, Management, and
 Information Sciences..... Stephen D. Cain
 (Interim)

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
 BRUCE G. BERMAN, M.S. (2008)
Vice President of Institutional Advancement
 B.S., M.S., University of Manitoba
 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
- SONYA E. CHILES, J.D. (1992)
*Chief of Staff; Professor, Sociology, Anthropology,
and Criminal Justice*
B.S., University of Maryland;
J.D., Georgetown University
- 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. (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
- BRIAN K. JOHNSON, Ed.D. (2007)
President
B.A., Ottawa University;
M.A., Ed.D., Northern Arizona University
- 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)
Chief Information Officer
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
- REGINA MANDULEY, B.S. (2001)
Interim Director of IT Resource Management
B.S., Seton Hall University
- MAURICE McCAMBLEY, M.S., M.B.A. (2007)
Campus Director of Facilities, Germantown
B.S., M.S., Queens University, Belfast, Northern
Ireland;
M.B.A., University of Ulster, Northern Ireland
- 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
- MARSHALL MOORE, M.B.A. (1996)
*Senior Vice President for Administrative
and Fiscal Services*
B.S., Tennessee State University;
M.B.A., Atlanta University
- J. KENNETH MULLINIX, A.A. (1965)
Director of Financial Operations
A.A., Montgomery College
- TIMOTHY R. MURPHY, Ed.D. (2007)
Director of IT Learning Centers and Technologies
B.A., University of New Haven;
M.Ed., Ed.D., University of Houston
- NANCY J. NUELLE, M.S. (1989)
Director of Business Development and Grants
B.A., University of Michigan;
M.S., University of Illinois
- DERECK L. PAUL, B.S. (2006)
Director of Network and IT Client Services
B.S., Baruch College, City University of New York

Collegewide Administrators (*continued*)

DONNA M. PINA, M.B.A. (2002)
Director of Foundation Finance
 B.A., University of Rochester;
 M.B.A., Colgate Darden Graduate School of
 Business Administration

ELENA SAENZ, M.S. (2001)
Director of Academic Initiatives
 B.A., Frostburg State University;
 M.S., University of Maryland University College

VALESSIA SAMARAS, B.S. (2007)
Director of Development
 B.S., Wheelock 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 Equity and Diversity
 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

MARY KAY SHARTLE-GALOTTO, Ph.D. (1979)
*Executive Vice President for Academic and
 Student Services*
 A.B., College of Notre Dame;
 M.L.A., Johns Hopkins University;
 M.Ed., George Washington University;
 Ph.D., American 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

THOMAS TUCKER (2008)
*Senior Aide to the President and Director of
 Government Relations*

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. (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. (2006)
*Interim 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

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)
*Acting 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
- ROBERT BRYCE, M.L.S. (1981)
Head Librarian, Germantown
B.S., M.L.S., University of Maryland
- 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.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)
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
- SHELLY JABLONSKI, M.L.S. (2000)
Librarian, Rockville
B.A., Pennsylvania State University;
M.L.S., Shippensburg University
- CHRISTINE M. KING, M.S. (2009)
Librarian, Rockville
B.A., Villanova University;
M.S., Drexel 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
- PAT SEMPLE, M.L.S. (2002)
Librarian, Rockville
B.A., Barnard College;
M.L.S., University of Maryland
- 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
- SARAH A. WIGGINS, M.L.S. (2007)
Head Librarian, Rockville
B.A., Christopher Newport College;
M.L.S., University of Pittsburgh

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

BARBARA B. KAPLAN, Ph.D. (2007)

Associate Dean for Instructional Programs

B.A., M.A., University of Chicago;

Ph.D., University of Maryland

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 Learning

B.S., University of Maryland;

M.Ed., Ed.D., University of Delaware

HERCULES PINKNEY, Ed.D. (1996)

Vice President and Provost

B.S., Claflin College;

M.S., South Carolina State University;

Ed.D., Virginia Polytechnic Institute

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

Full-Time Faculty

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;

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

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

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

Germantown Full-Time Faculty (*continued*)

- 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, M.S. (1996)
Professor, Counseling
B.S., Howard University;
M.S., Drexel University
- STEPHEN P. DUBIK, M.S. (1988)
Professor, Landscape Technology
B.S., M.S., University of Maryland
- ZEKI FINDIKOGLU, M.F.A. (1990)
Professor, Art, Digital Photography and Computer Graphics
A.B., M.F.A., Fine Arts Academy, Istanbul;
M.F.A., George Washington University
- 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
B.S., City College of New York;
M.Ed., Columbia University Teachers College
- ZENOBIA GARRISON, M.A. (2000)
Associate Professor, Counseling
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)
Associate Professor, Counseling
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
- DAVID A. HALL, Ph.D. (1999)
Professor, Information Technology Institute
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 M.A., Ph.D., University of Florida
- KAMALA EDWARDS, Ph.D. (1989)
Professor, English
 B.A., M.A., University of Jabalpur, India;
 Ph.D., University of South Florida
- MAUREEN EDWARDS, Ph.D. (1995)
Professor, Health Enhancement, Exercise Science, and Physical Education
 B.A., Holy Family College;
 M.A., Beaver College;
 Ph.D., University of Maryland
- ROSELI EJZENBERG, Ph.D. (1992)
Professor, Reading, English Language, World Languages, and Philosophy
 B.A., Catholic University of São Paulo, Brazil;
 M.S., Ph.D., State University of New York
- ALBERT ENNULAT, B.A. (1994)
Associate Professor, Gudelsky Institute for Technical Education
 A.A., Montgomery College;
 B.A., University of Maryland
- ALYSON ESCOBAR, M.S. (2003)
Professor and Chairperson, Hospitality Management
 B.S., M.S., University of Maryland
- CONSTANCE L. ETZLER, M.S. (1996)
Professor, Reading, English Language, World Languages, and Philosophy
 B.A., M.Ed., Towson State University;
 M.S., Johns Hopkins University
- DAVID K. FALLICK, M.Ed. (2001)
Professor, Reading, English Language, World Languages, and Philosophy
 B.A., University of Delaware;
 M.A., Iowa State University;
 M.Ed., University of Maryland
- ROSSER S. FARLEY III, M.E.S. (1999)
Professor, Reading, English Language, World Languages, and Philosophy
 B.A., University of Maryland;
 M.E.S., Loyola College in Maryland
- MICHAEL J. FARRELL, M.F.A. (2000)
Associate Professor, Art
 B.A., Middlebury College;
 B.F.A., M.F.A., Washington University
- JAMES S. FAY, J.D. (2008)
Assistant Professor, Criminal Justice
 B.S., Marist College;
 M.S., University of Maryland;
 J.D., Thomas M. Cooley Law School
- SHARON AHERN FECHTER, Ph.D. (1999)
Professor, Reading, English Language, World Languages, and Philosophy
 B.A., M.A., Catholic University of America;
 Ph.D., New York University
- DENISE J. FOLWELL, M.F.A. (2002)
Associate Professor, English
 B.A., M.F.A., University of Virginia
-

Rockville Full-Time Faculty (*continued*)

- LINDA Y. FONTAINE, M.S. (2000)
Associate Professor, Computer Applications
B.A., University of the District of Columbia;
Certificate in Information Resource Management;
M.S., University of Maryland University College
- JOHN G. FOSTER JR., M.A. (1971)
Professor, Business Administration and Economics
B.S., Towson State College;
M.A., University of Maryland
- JOANNE FRAZIER, M.B.A. (2008)
Associate Professor, Business Administration
B.A., Glassboro State College;
M.B.A., Wright State University
- LEROY FROOM, M.A. (1984)
Professor, Communication Arts Technologies
B.S., Columbia Union College;
M.A., University of Maryland
- MARY T. FURGOL, Ph.D. (1992)
*Professor, History and Political Science; Director,
Montgomery Scholars Program*
M.A., Ph.D., University of Edinburgh
- JUDITH W. GAINES, M.Ed. (1991)
*Professor, Reading, English Language, World
Languages, and Philosophy*
B.A., Western State College;
M.Ed., National College of Education and
University of Maryland
- RENEE GALBAVY, Ph.D. (2006)
Assistant Professor, Psychology
B.A., California State University, Northridge;
M.S., Ph.D., University of Hawaii
- CRAIG T. GARRISON-MOGREN, M.S. (1987)
Professor, Physics, Engineering, and Geoscience
B.S., Clarkson University;
M.S., Syracuse University
- FRANKLIN H. GAVILANEZ, Ph.D. (2007)
Associate Professor, Mathematics
B.S., Ecuador School of Mathematics;
M.S., Ph.D., University of Maryland
- THOMAS GLEIM, M.S. (2006)
Associate Professor, Mathematics
B.S., New Mexico Institute of Mining and
Technology;
M.S., Northern Arizona University
- JONATHAN J. GOELL, B.F.A. (2000)
Professor, Communication Arts Technologies
Certificate of Completion, Painting, International
School of Art Liberal Arts Diploma, American
University of Paris;
B.F.A., School of Fine Arts, Boston
- RAYMOND GONZALES, M.A. (2000)
*Associate Professor, Reading, English Language,
World Languages, and Philosophy*
B.A., Rutgers University;
M.A., American University
- JOAN GOUGH, M.Ed. (1990)
*Professor, Student Development; Disability Support
Services*
B.S., Towson State College;
M.Ed., University of Maryland
- PAMELA E. GRAGG, M.F.A. (2003)
*Associate Professor and Coordinator, Interior Design
Program*
B.F.A., University of the Americas, Mexico;
B.F.A., M.F.A., University of Houston
- WARREN GRANT, Ph.D. (1990)
Professor, Chemistry
A.B., Talladega College;
M.S., Ph.D., Howard University
- DENISE SIMMONS GRAVES, M.Ed., M.S. (1990)
Professor, Counseling
B.A., University of Louisville;
M.Ed., Towson State College;
M.S., Indiana University
- EVER R.C. GRIER, M.Ed. (1992)
Professor, Counseling
B.S., M.Ed., Tuskegee University
- GUSTAVUS D. GRIFFIN, M.Ed. (2006)
Assistant Professor, Counseling
B.A., M.Ed., Howard University
- GRIGORIY A. GRINBERG, Ph.D. (2001)
Professor, Computer Science
B.S., M.S., Ph.D., St. Petersburg State Technical
University, Russia
- MICHAEL J. GUREVITZ, J.D. (2007)
Associate Professor, Accounting
B.A., Ohio State University;
M.A., J.D., George Washington University
- GARLAND S. GUYTON Jr., M.A. (1967)
Professor, Mathematics
B.S., Juniata College;
M.A., West Virginia University
- SUE S. HADDAD, M.A. (2001)
*Associate Professor, Student Development; Disability
Support Services*
B.A., M.A., University of Maryland
- JANET E. HAMER, M.F.A., M.Ed. (1967)
*Professor, Reading, Reading, English Language, World
Languages, and Philosophy*
B.A., M.F.A., University of North Carolina at
Greensboro;
M.Ed., University of Maryland

- MARY A. HARRELL, M.A. (1992)
Professor, Counseling
A.A., Montgomery College;
B.S., University of Maryland;
M.A., Hood College
- C. WARD HARRIS, M.M. (2000)
Professor, Music
B.G.S., University of Maryland;
M.M., George Washington University
- CHRISTINE H. HARRISON, M.S. (2006)
Associate Professor, Physical Education/Health
B.S., East Stroudsburg State College;
M.S., University of Arizona
- JOAN HAWKINS, M.Ed. (1986)
Professor, Counseling
B.A., M.Ed., University of Maryland
- WENDY HE, Ph.D. (2005)
Associate Professor, Mechanical Engineering
B.S., National University of Defense
Technology (China);
M.S., Ph.D., University of Maryland,
Baltimore County
- R. SCOTT HENGEN, M.F.A. (2001)
Associate Professor, Speech, Dance, and Theatre
B.S., B.A., Pennsylvania State University;
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- MALVERY P. HENRY, Ph.D. (1982)
*Professor, Health Enhancement, Exercise Science, and
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B.S., Howard University;
M.Ed., Temple University;
Ph.D., University of Maryland
- MURCHISON HENRY, Ph.D. (1989)
Professor, Business and Economics
B.A., M.A., Ph.D., Howard University
- KRISTIN A. HENSLEY, Ph.D. (2008)
Assistant Professor, Biology
B.A., University of Delaware;
Ph.D., University of Pennsylvania
- GLENDA Y. HERNANDEZ, Ph.D. (2004)
Assistant Professor, Education
A.A., Montgomery College;
B.S., M.Ed., Ph.D., University of Maryland
- 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
A.A., Montgomery College;
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
- NANCY B. HIGGINS, Ed.D. (1982)
Professor, Business and Economics
B.B.A., M.Ed., Westminster College;
M.A., Pepperdine University;
Ed.D., Vanderbilt University
- 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, Biology
B.A., Temple University;
Ph.D., Jefferson Medical College of Thomas
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- SUSAN T. HOFFMAN, M.A. (1972)
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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, Computer Publishing and Printing
Management*
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
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Rockville Full-Time Faculty (*continued*)

- WILLIAM J. HUMPHREY, B.S. (2004)
Associate Professor, Computer Publishing and Printing Management
B.S., Excelsior College
- TERI C. HURST, M.Ed. (2001)
Assistant Professor, Reading
B.S., Pennsylvania State University;
M.Ed., University of Dayton
- JILL IREY, M.Ed. (1988)
Professor, Applied Technologies
B.F.A., East Carolina University;
M.Ed., University of Maryland
- 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. (1974)
Professor, 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
- FARAJOLLAH (FRED) KATIRAIE, M.A. (2003)
Associate Professor, Mathematics
A.A., Montgomery College;
B.S., University of Maryland;
M.A., American University
- MUHAMMAD H. KEHNEMOUYI, Ph.D. (1983)
Professor and Chairperson, Physics, Engineering, and Geoscience
B.S., Tehran Polytechnic Institute;
M.S., Ph.D., George Washington University
- SUMITA KIM, M.A., M.F.A. (2000)
Assistant 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)
Assistant Professor, Counseling
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
B.A., M.S., Western Maryland College
- CHRISTOPHER KOCH, M.A. (2005)
Associate Professor, Visual Communications Technology
B.A., Reed College;
M.A., Columbia University
- SONDRA E. KOMAROW, M.S. (1992)
Professor, Reading, English Language, World Languages, and Philosophy
B.A., Harpur College;
M.S., Hofstra University
- 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;
M.F.A., University of Maryland
- PAULINE LASTER, M.S. (2005)
Assistant Professor, Reading, English Language, World Languages, and Philosophy
B.S., Gallaudet University;
M.S., McDaniel College

- RICHARD A. LENET, M.B.A. (1980)
Professor, Business and Economics
B.S., University of Maryland;
M.B.A., American University
- SHAWN R. LESTER, M.S. (2000)
Associate Professor, Biology
B.A., University of Maryland, Baltimore County;
M.S., Hood College
- JULIE LEVINSON, M.A. (2005)
Assistant Professor, Counseling
B.A., Cornell University;
M.A., University of San Francisco
- TULIN LEVITAS, M.A. (2003)
Professor, Reading, English Language, World Languages, and Philosophy
B.A., Wheaton College;
M.A., Boston University;
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)
Professor, Counseling
B.S., Towson State University;
M.Ed., Salisbury State University;
Ed.D., Wilmington College
- MELISSA B. LIZMI, M.A. (2000)
Associate Professor, Computer Applications
B.A., West Virginia University;
M.A., San Diego State University
- DAVID G. LOTT, M.A. (1992)
Professor, English
B.A., Williams College;
M.A., University of Maryland
- PAUL A. LUX, Ph.D. (1992)
Professor, Reading, English Language, World Languages, and Philosophy
B.A., University of Rochester;
M.A., Georgetown University;
M.A., University of Pittsburgh;
Ph.D., Arizona State University
- ELLEN C. FELDMAN MAINEN, M.Ed. (1992)
Professor, Reading, English Language, World Languages, and Philosophy
B.A., University of Maryland;
M.Ed., Johns Hopkins University
- MIREILLE MAKAMBIRA, Ph.D. (2008)
Assistant Professor, Economics
B.A., University of Burundi;
M.A., Pierre-Mendes-France University;
Ph.D., University of Minnesota
- CAROL L. MALMI, Ph.D. (2004)
Professor, English
B.A., Dickinson College;
Ph.D., Northwestern University
- GREGORY F. MALVEAUX, M.A. (2000)
Associate Professor, English
B.A., Rutgers University;
M.A., Howard University
- JEFFREY W. MANGELS, D.M.A. (2004)
Associate Professor, Music
B.A., Virginia Polytechnic Institute and State University;
M.M., James Madison University;
D.M.A., University of South Carolina
- MARILYN L. MANN, M.A. (2006)
Associate Professor, English
A.B.J., M.A., University of Georgia
- TERRI A. MARADEI, M.Ed. (1997)
Assistant Professor, Computer Applications
A.A.S., Broome Community College;
B.S., State University of New York;
M.Ed., Bloomsburg University of Pennsylvania
- TUERE A. MARSHALL, Ph.D. (2008)
Assistant Professor, English
B.A., University of District of Columbia;
M.A., University of New Hampshire;
Ph.D., Howard University
- NATALIE MARTINEZ, M.Ed. (2009)
Instructor, Counseling
B.A., Ithaca College;
M.Ed., George Washington University
- AIDA MARTINOVIC-ZIC, M.A. (1999)
Associate Professor, Reading, English Language, World Languages, and Philosophy
B.A., University of Belgrade;
M.A., University of Wisconsin
- ZDENO MAYERCAK, M.F.A. (2004)
Professor, Art
B.F.A., M.F.A., Academy of Fine Arts, Bratislava, Slovakia
- KATHLEEN H. McCROHAN, M.F.A. (1990)
Associate Professor, Art
B.A., College of St. Francis;
M.F.A., American University

Rockville Full-Time Faculty (*continued*)

DEBORAH JEAN McCULLOUGH, M.S. (2003)

Associate Professor, Counseling

B.A., Shepherd College;

M.S., Western Maryland College (McDaniel College)

TERESA S. McCULLOUGH, A.M. (2002)

Professor, Mathematics

A.B., University of Michigan;

B.S., University of Maryland, Baltimore County;

A.M., University of Illinois

RAYMOND McDOWALL, M.S. (2000)

Professor, Computer Science

B.S., USMA West Point;

M.S., University of Illinois

BRUCE W. McGEE, M.B.A., J.D. (1993)

Professor, Business and Economics

B.S., George Washington University;

M.B.A., Carnegie-Mellon University;

J.D., Duquesne University

KEITH L. McKELPHIN, M.Ed. (2008)

Associate Professor, Health and Physical Education

B.S., University of Southern Mississippi;

M.Ed., Delta State University

CLIFTON A. McKNIGHT, M.Ed. (1992)

Professor, Counseling

B.A., Morehouse College;

M.Ed., Coppin State College

PETER McNALLY, B.A. (2006)

Assistant Professor, Building Trades Technology

B.A., Upper Iowa University

SHAH M. MEHRABI, Ed.D. (1992)

Professor and Chairperson, Business and Economics

B.S., California Polytechnic State University;

M.A., Ed.D., University of Cincinnati

JANET S. MERRICK, M.A. (1987)

Professor, Student Development; Disability Support Services

B.A., University of Denver;

M.A., Gallaudet University

VIRGINIA L. MILLER, Ph.D. (2008)

Assistant Professor, Chemistry

B.S., Rider University;

M.A., Ph.D., Princeton University

SUSAN A. MILSTEIN, Ed.D. (2000)

Associate Professor, Health Enhancement, Exercise Science, and Physical Education

B.S., State University of New York, Cortland;

M.A., University of Maryland;

Ed.D., Widener University

GAIL MINOR-SMITH, Ph.D. (1991)

Professor, Speech, Dance, and Theatre; Coordinator, Dance Program

B.S., East Carolina University;

M.A., Catholic University of America;

Ph.D., Texas Woman's University

ABNER J. MINTZ, M.S. (2006)

Assistant Professor, Chemistry

B.S., Pennsylvania State University;

M.S., California Institute of Technology

GERMAN MORA, Ph.D. (2008)

Associate Professor, Geology

B.S., National University of Columbia;

M.S., Ph.D., Indiana University

MICHELLE T. MORAN, Ph.D. (2007)

Associate Professor, History

B.A., Loyola University;

M.A., Ph.D., University of Illinois

TAKIKO MORI-SAUNDERS, Ph.D. (2005)

Assistant Professor, Sociology, Anthropology, and Criminal Justice

B.A., Kobe City University of Foreign Studies, Japan;

M.A., University of Maryland, Baltimore County;

Ph.D., Rutgers, the State University of New Jersey

RACHEL M. NDONYE, Ph.D. (2006)

Assistant Professor, Chemistry

B.A., St. Joseph's University;

B.S., University of Nairobi (Kenya);

Ph.D., University of Connecticut

JAMES L. NELSON, M.B.A., C.P.A. (2006)

Professor, Business and Economics

B.A., St. Joseph's University;

B.S., University of Maryland University College;

M.B.A., George Washington University

STANLEY NIAMATALI, Ph.D. (1996)

Professor, English

B.A., M.A., West Virginia University;

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BENJAMIN P. NICHOLSON, Ph.D. (2001)

Associate Professor, Mathematics

B.S., Rose-Hulman Institute of Technology;

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A. ANN NORRIS, M.A. (1989)

Professor, Communication Arts Technologies

B.A., Memphis State University;

M.A., University of Tennessee

PERCY NORTH, Ph.D. (1989)

Professor, Art

B.A., Radford College;

M.A., Pennsylvania State University;

Ph.D., University of Delaware

- JAMES T. O'BRIEN, Ph.D. (1972)
Professor, Physics, Engineering, and Geoscience
 B.S., Siena College;
 M.S., Ph.D., Catholic University
- CHRISTIANA M. OKECHUKWU, Ph.D. (1992)
Professor, Reading, English Language, World Languages, and Philosophy
 B.A., M.A., University of Nigeria;
 M.Ed., University of Exeter, College of St. Mark and St. John, England;
 Ph.D., Catholic University
- KOMELIA H. OKIM, M.F.A. (1973)
Professor, Art
 B.A., M.F.A., Indiana University
- WILLIAM A. OLEXIK, M.S. (1972)
Professor and Chairperson, Biology
 B.S., M.S., Memphis State University
- ELLEN OLMSTEAD, M.A., M.Ed. (2006)
Professor, English
 B.A., Dartmouth College;
 M.A., University of Massachusetts;
 M.Ed., Columbia University
- MARY OWENS, Ph.D. (1986)
Professor and Chairperson, Reading, English Language, World Languages, and Philosophy
 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. (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
 B.A., American University;
 M.A., Hood College;
 Ph.D., American University
- MARCUS PEANORT, M.Ed. (2005)
Assistant Professor, Counseling
 B.S., Old Dominion University;
 M.Ed., University of Maryland
- JUDITH A. PEARCE, Ph.D. (1992)
Professor, Counseling
 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)
Assistant Professor, Counseling
 B.A., M.Ed., Temple University
- CYNTHIA L. PFANSTIEHL, M.A. (2008)
Assistant Professor, Anthropology
 B.A., Butler University;
 M.A., George Washington University
- JOHN PHILLIPS, M.A. (1998)
Professor, Gudelsky Institute for Technical Education
 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
- 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 and Chairperson, Education; Director, School of Education
 B.S./B.S.Ed., Northeast Missouri State University;
 M.A., University of Maryland
-

Rockville Full-Time Faculty (*continued*)

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)

Assistant Professor, English

B.A., Tel Aviv University,

M.A., American University

JOYCE RISEBERG, M.A. (1973)

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- KEVIN F. JOHNSON, M.S. (2007)
Assistant Professor, Mathematics
B.S., University of Maryland;
M.S., Prairie View A&M University
- SHELLEY A. JONES, M.A. (2006)
Associate Professor, Spanish
B.A., McDaniel College;
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- 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
- SIRISHA L. KALA, M.S. (2008)
Assistant Professor, Mathematics
B.S., Jawaharlal Nehru Technological University (India);
M.S., Mississippi State University
- LINDA KAVALEC, M.S.N., R.N. (2006)
Professor, Nursing
B.S.N., Medical College of Ohio;
M.S.N., University of Akron
- STEPHEN KCENICH, M.S. (2006)
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)
Professor, Counseling/Goal Attainment Program
B.A., University of Michigan—Dearborn;
M.S., University of North Texas;
M.A., Ph.D., University of Notre Dame
- KATHY LEWANDOWSKI, B.S. (1998)
Associate Professor, Health Science, Radiologic Technology; Radiologic Technology Clinical Coordinator
A.A., Montgomery College;
B.S., Columbia Union College
- MARIA-ELVIRA LUNA-ESCUADERO-ALIE, M.A. (2007)
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;
M.S., Ph.D., Imperial College of Science, Technology and Medicine, England
- SHARON D. MANDEL, M.S. (1991)
Professor, English
B.A., Oregon State University;
M.S., State University of New York
- 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

Takoma Park/Silver Spring Full-Time Faculty (*continued*)

- ELLEN W. MANSUETO, M.A. (1982)
Professor, Speech and Theatre and Chairperson, Visual, Performing, and Communication Arts
B.A., M.A., Catholic University
- CHRISTOPHER T. MARANO, A.A. (2006)
Assistant Professor, Surgical Technology; Surgical Technology Program Clinical Coordinator
A.A., Schoolcraft Community College
Certification, First Surgical Assistant, Naval School of Health Sciences
- CHARLES MARCANTONIO, Ph.D. (1972)
Professor, Psychology and Mental Health; 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
B.S., University of Hartford;
M.Ed., American University;
Ph.D., Syracuse University
- KAREN BENN MARSHALL, M.S. (2001)
Professor and Chairperson, Biology
B.A., Oakwood College;
M.S., Alabama A&M University
- TONYA MASON, Ph.D. (2001)
Associate Professor, Counseling
B.A., Lafayette College;
M.A., Ph.D., University of Maryland
- DIANNA K. MATTHEWS, M.S.N. (2004)
Professor and Chairperson, Nursing
B.S.N., American University;
M.S.N., Bowie State University
- ELLEN S. McMURDIE, M.S. (1995)
Professor, Reading
B.A., University of Maryland;
M.S., Johns Hopkins University
- LAURALYN McWILLIAMS, M.A. (2007)
Assistant Professor, Speech
B.A., Goucher College;
M.A., American University
- S. SUZANNE MEISKEY, M.S.A. (1987)
Professor and Coordinator, Health Information Management Program
A.A.S., Northern Virginia Community College;
B.A., Stephens College;
M.S.A., Central Michigan University
- ANDREA L. MILO, M.A. (2006)
Assistant Professor, Counseling
B.S., James Madison University;
M.A., Wake Forest University
- GIRIJADEVI MOHANKUMAR, M.S.N. (2007)
Professor, Nursing
B.S., Mercy College;
M.S.N., Dr.M.G.R. Medical University
- LINDA MONA, Ph.D. (2000)
Professor, Chemistry; Co-chairperson, Physical Sciences
B.A., D'Youville College;
M.S., Ph.D., Catholic University of America
- EDWARD MUCHENE, M.Ed. (2009)
Assistant Professor, Counseling
B.S., Bowie State University;
M.Ed., Coppin State University
- LINCOLN S. MUDD, M.A. (2006)
Assistant Professor, Art
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B.A., M.A., University of Maryland
- MAX S. NAM, Ph.D. (2003)
Assistant Professor, Physics and Co-chairperson, Physical Sciences
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Associate Professor, English as a Second Language/Reading
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- CORY A. NEWMAN, Ph.D. (2008)
Assistant Professor, Chemistry
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- ANGELA K. NISSING, M.A. (2006)
Assistant Professor, American English Language Program
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- MIRNA L. OSTECHEGA, M.A. (2000)
Associate Professor, Nursing
B.A., M.A., University of Maryland, Baltimore County
- IJEOMA OTIGBUO, Ph.D. (1999)
Professor, Biology
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- MARY B. PADGETT, M.S.N. (1993)
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- FRANCES RAPHAEL-HOWELL, Ph.D. (1992)
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- BETSY I. ROBINSON, M.S.N. (2007)
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- TONYA B. SEED, B.S. (2007)
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- DEBORAH M. SEWELL, Ed.D. (2007)
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- CARRIE SHAW, M.A. (2005)
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- SARA L. SHRYOCK, A.A.S. (2007)
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A.A.S., Montgomery College
- VITALY SHVETSOV, M.S. (2005)
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B.A., University of California;
M.S., California State University
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M.A., San Francisco State University
- CORINNE M. SMITH, M.B.A. (2007)
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B.S., M.B.A., Stephens College
- JAMES SMITH, II, Ph.D. (2005)
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Ph.D., Loma Linda University
- KARL T. SMITH, M.A. (2004)
Professor, History and Political Science; Acting Co-chairperson, Social Sciences
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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

Takoma Park/Silver Spring Full-Time Faculty (*continued*)

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- MARY J. STALEY, M.F.A. (1981)
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M.F.A., Antioch University
- ANDREA STERN, J.D. (2006)
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M.S.N., University of Connecticut;
J.D., Michigan State University
- SYLVIA R. STEVENS, M.S.N. (2006)
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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)
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B.S., University of the District of Columbia;
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Associate Professor, English
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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, M.S. (2001)
Professor, Biology
B.S., North Carolina State University at Raleigh;
M.S., Campbell University
- LaVERNE TUCKSON, M.Ed. (1995)
Professor, Physical Therapist Assistant Program
B.S., Howard University;
M.Ed., University of Maryland Eastern Shore
- PATRICE UPSHAW, M.S.N. (2000)
Assistant Professor and Coordinator, Surgical Technology Program
B.S., Columbia Union College;
M.S.N., University of Phoenix
- BETH D. VAN METER, M.S.N. (2004)
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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
A.A., San Diego Mesa College;
B.S., Syracuse University;
M.S., Walden University
- CATHERINE WILSON, Ph.D. (1997)
Professor, Counseling
B.A., Flagler College;
M.A., Gallaudet University;
Ph.D., George Mason University

CAROLE L. WOLIN, Ph.D. (2000)
Professor, Biology; Director, Renaissance Scholars Program
 B.A., Reed College;
 M.A., University of Texas;
 Ph.D., University of California

LINDA M. ZANIN, Ed.D. (1992)
Professor and Coordinator, Diagnostic Medical Sonography Program
 B.S., Virginia Polytechnic Institute and State University;
 B.S., Thomas Jefferson University;
 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 800 part-time faculty teach in the day, evening, distance, and weekend 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 allied health 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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 HELEN ACKERMAN, M.A.Ed. (1965–83)
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 IVES A. BELL, B.A. (1993–2005)
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 THOMAS L. BICHY, M.A. (1968–2005)
 LELAND M. BIGGS, M.B.A. (1963–85)
 PAUL BIRZNEIKS, Ph.D. (1971–2007)
 WYATT H. BISSETT, Ph.D. (1970–2005)
 SAMUEL R. BLATE, M.A. (1967–2004)
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 KAY L. BOSGRAAF, Ph.D. (1989–2007)
 HENRY C. BOYCE, M.A. (1966–91)
 CLARENCE H. BREEDLOVE Jr., M.S. (1965–97)
 BERNARD D. BRIDGERS, M.S. (1960–78)

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 HELEN W. DORASAVAGE, B.S. (1959–82)
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 JACK W. HENRY Jr., M.A. (1957–83)

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 WILBUR HILDEBRAND, D.Ed. (1971–2007)
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 JUDITH C. HOGAN, M.S.N. (1983–2000)
 GORDON M. HOGG Jr., M.A. (1966–85)
 EVELYN M. HURLBURT, Ph.D. (1956–77)
 WILLIAM J. HUSSONG, N.E. (1968–79)
 HAROLD A. HULTMAN, M.S., M.B.A. (1988–2008)
 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)
 BURLING 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)
 ROBERT M. McHENRY, Ph.D. (1966–2003)
 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)
 WILLIAM R. MILLER, M.A. (1967–81)
 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)
 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. (1970–2005)
 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)
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- 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)
 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)
 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)
 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)
 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)

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.doc) 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 stationed in Maryland who were not Maryland domiciliaries at the time of entrance into the armed forces and their dependents may be considered residents for tuition purposes.
- 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 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 picking up such checks at the respective Cashier's Office.

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 Admissions and Records Office 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 Admissions and Records Office. 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. 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.

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 Admissions and Records Office for more information.

To be eligible for a refund under the conditions listed below, the student must submit to the campus Admissions and Records Office 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.

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 Admissions and Records Office 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. shall include at least 20 semester hours from the same course list designated by the sending institution for the A.A. and A.S. The A.A.S. 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.
- .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.
 - 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.

- (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 COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis:
 - (a) Technical courses from career programs;
 - (b) Course credit awarded through articulation agreements with other segments or agencies;
 - (c) Credit awarded for clinical practice or cooperative education experiences; and
 - (d) Credit awarded for life and work experiences.

- (3) The basis for the awarding of the credit shall be indicated on the student's transcript by the receiving institution.
- (4) The receiving institution shall inform a transfer student of the procedures for validation of course work for which there is no clear equivalency. Examples of validation procedures include ACE recommendations, portfolio assessment, credit through challenge, examinations, and satisfactory completion of the next course in sequence in the academic area.
- (5) The receiving baccalaureate degree-granting institution shall use validation 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.

.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.
- (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.

INDEX

A

Academic Recognition and Memberships.... 14–15
 Academic Standards and Regulations..... 57–59
 Academic Standing 58
 Academic Support 47
 Accounting
 Courses 255–256
 Curricula..... 95–96
 Accreditation 15
 Administrative Officers..... 383–386, 388,
 392–393, 407
 Admissions and Registration 32–36
 Advanced Standing Credit 35–36
 Health Sciences Applicants 33
 International Applicants 33
 Personal Interest Applicants 34
 School of Art + Design Applicants..... 33
 Workforce Development &
 Continuing Education..... 34–35
 Adult Education Learners 47–48
 Adult Programs..... 29
 Aerospace Engineering (*see* Engineering Science)
 Aging Studies (*see* Health Enhancement/
 Exercise Science/Phys Ed)
 Alumni 15
 American English Language
 Program 62, 291–292
 American Sign Language
 Courses 372–374
 Curricula..... 96–98
 Anthropology Courses 256–257
 Applied Geography
 Courses 304–306
 Curricula..... 98–100
 Appropriate Course Placement 34–35
 Arabic Courses 255
 Architectural and Construction Technology
 Courses 280–283
 Curricula..... 101–104
 Archives 52
 Art
 Courses 257–261
 Curricula..... 105–115
 Art Education (*see* Art)
 Art History (*see* Art)
 Arts Curriculum (*see* Liberal Arts and Sciences)
 Arts Distribution Courses..... 78
 Arts Institute 60
 Assessment of Prior Learning 30
 Assessment Testing 34–35, 48

Astronomy Courses..... 262
 Athletics 48
 Attendance 57–58
 Automotive Technology
 Courses 262–264
 Curricula..... 116–118

B

Behavioral and Social Sciences Distribution
 Courses 78–79
 Biochemistry (*see* Science Curricula)
 Bioengineering (*see* Engineering Science)
 Biological Sciences Courses 264–267
 Biotechnology..... 27
 Courses 267–268
 Curricula..... 119–120
 Board of Trustees..... 382
 Bookstores..... 48
 Broadcast Journalism
 (*see* Communication and Broadcast Technology)
 Building Trades Technology
 Courses 268–270
 Curricula..... 121–127
 Business
 Courses 264
 Curricula..... 128–129
 Business/Industry Tuition Agreements 36
 Business Training Services 27

C

CAD for the Building Professional
 (*see* Architectural and Construction
 Technology)
 CaféMC..... 51
 Calendar, Academic Year 2009–10 10–11
 Campus Descriptions, Directions,
 and Maps 17–25
 Career and Technology Education 67
 Career/Transfer Centers..... 48–49
 Carpentry (*see* Building Trades Technology)
 Cartography (*see* Applied Geography)
 Center for Community Leadership Development
 and Public Policy 61
 Certificates 14, 74
 Challenge Program 30
 Chemical Engineering (*see* Engineering Science)
 Chemistry
 Courses 274–275
 Curricula (*see* Science Curricula)
 Child Care Courses (*see* Education)

Child Care: Early Learning Centers.....	49
Chinese Courses	277
Civil Engineering (<i>see</i> Engineering Science)	
Closing of College (Weather, Delay, Emergency)	16
Clubs (<i>see</i> Student Life)	
College Access Program	61
College Institute.....	66
College Philosophy.....	14
College Program Commitments	14
Communication & Broadcasting Technology Curricula.....	129–135
Computer Applications Courses	270–273
Curricula.....	136–138
Computer Engineering (<i>see</i> Engineering Science)	
Computer Gaming and Simulation (<i>see also</i> Web Careers for Internet Games and Simulation) Curricula.....	139–141
Computer Graphics Courses	273–274
Curriculum (<i>see</i> Graphic Design)	
Computer Programming (<i>see</i> Computer Science and Technologies)	
Computer Publishing and Printing Management (<i>see also</i> Computer Gaming and Simulation, and Web Careers) Curricula.....	141–143
Computer Science and Technologies Courses	277–279
Curricula.....	144–146
Conduct, Student Code of	16
Construction (<i>see</i> Architectural and Construction Technology, and Building Trades Technology)	
Continuing Education (<i>see</i> Workforce Development and Continuing Education)	
Cooperative Education.....	61
Courses	273
Counseling.....	49–50
Course Descriptions.....	252–381
Course Designators	253
Credit-by-Examination	37
Criminal Justice Courses	275–277
Curricula.....	147
Curricula	73–251

D

Dance Courses	283–286
Curriculum (<i>see</i> Theatre)	
Database Systems (<i>see</i> Computer Applications)	
Dean's List.....	58
Degrees.....	14
Developmental Courses.....	61–62
Diagnostic Medical Sonography Courses	336–339
Curricula.....	148–150
Digital Multimedia Production (<i>see</i> Communication and Broadcasting Technology)	
Directions (to campuses).....	18, 22, 24
Directory	6
Disability Support Services	50–51
Distance Learning	31
Distribution Courses.....	78–80

E

Early Childhood Education (<i>see</i> Education; <i>see also</i> Physical Education)	
Economics Courses.....	287
Education (<i>see also</i> Physical Education) Courses	287–290
Curricula.....	151–160
Educational Opportunity Center.....	55
Electrical Engineering Courses	290–291
Curriculum (<i>see</i> Engineering Science)	
Electrical Wiring (<i>see</i> Building Trades Technology)	
Electricity (<i>see</i> Building Trades Technology)	
Electronic Imaging Prepress (<i>see</i> Computer Publishing and Print Management)	
Emergency Medical Technician (<i>see</i> Fire Science and Emergency Services Management)	
Emeriti	414–417
Employer-Sponsored Programs	30
Employment, Student.....	44–45, 53
Engineering Science Courses	297
Curricula.....	161–171
English as a Second Language	27, 62
English Courses	292–296
Environmental Science and Policy (<i>see</i> Science Curricula)	
ESOL	27
Ethnic Social Studies Curricula	172

Exercise Science/Health Fitness Leadership Curriculum (<i>see</i> Health Enhancement, Exercise Science, and Physical Education Extended Learning Services)	
Extended Learning Services	29–30

F

Faculty	388–414
Fees	36–39
Film Courses	297–298
Financial Aid	40–46
Fine Arts (<i>see</i> Art)	
Fire and Arson Investigation (<i>see</i> Fire Science and Emergency Services Management)	
Fire Protection Engineering (<i>see</i> Engineering Science)	
Fire Science and Emergency Services Management Courses	300–302
Curricula	173–177
First Year Experience	51
Food and Beverage Management Courses	298–299
Curricula (<i>see</i> Hospitality Management)	
Food Services	51
Foreign Languages (WD&CE)	27
Foundation Courses	76
French Courses	299

G

Gateway to College Program	66–67
GED Programs	27
General Education Requirements	77
General Studies Curriculum	178
Geography (<i>see</i> Applied Geography)	
Geology Courses	306–307
German Courses	307
Germantown Campus	17–19
Grading System	58
Graduate Transitions Program	30
Graduation	59
Grants (<i>see</i> Financial Aid)	
Graphic Design (<i>see</i> Art; <i>see also</i> Computer Gaming and Simulation; <i>see also</i> Web Careers) Courses	302–304
Curricula	179–182
Gudelsky Institute for Technical Education	28, 62

H

Health Courses	307–310
Health Education (<i>see</i> Health Enhancement/Exercise Science/Phys Ed)	
Health Enhancement/Exercise Science/Phys Ed Curricula	183–192
Health Information Management Courses	310–312
Curricula	192–194
Health Manpower Shortage Programs	93–94
Health Sciences Institute	28, 62
Hispanic Business & Training Institute	28
History Courses	316–321
Homer S. Gudelsky Institute for Technical Education (<i>see</i> Gudelsky Institute for Technical Education)	
Honor Society, National	70
Honors Program Courses	314–316
Hospitality Management Curricula	195–200
Hotel/Motel Management Courses	312–313
Housing	51
Humanities Distribution Courses	79–80
Humanities Institute (<i>see</i> Paul Peck Humanities Institute)	69–70
HVAC/R (<i>see</i> Building Trades Technology)	

I

Illustration (<i>see</i> Graphic Design)	
Information Systems Curriculum (<i>see</i> Computer Science and Technologies)	
Information Systems Security Curricula	200–201
Information Technology Curriculum (<i>see</i> Computer Applications)	
Information Technology Institute	28, 65
Interdisciplinary Studies Course	325
Interior Design Courses	321–324
Curricula	202–207
International and Multicultural Students	51
International Business Curriculum (<i>see</i> Business)	
International Education Program	65
International Studies Curriculum (<i>see</i> Liberal Arts and Sciences)	
Internet Games and Simulation Curriculum (<i>see</i> Web Careers)	
Internship Programs	61, 69–70
Italian Courses	325

_____ J _____	
Japanese Course	325
_____ K _____	
Kitchen and Bath Design (<i>see</i> Interior Design)	
Korean Courses	325
_____ L _____	
Landscape Technology	
Courses	327–329
Curricula	207–209
Latin Course	330
Legal Assistant (<i>see</i> Paralegal Studies)	
Letters of Recognition	14, 73
Liability Statement	12
Liberal Arts and Sciences Curricula	210–212
Librarians	387–388
Libraries	51–52
Library Course	330
Lifelong Learning Institute	29
Life Science (<i>see</i> Science Curricula)	
Linguistics Course	327
Loans (<i>see</i> Financial Aid)	
_____ M _____	
Macklin Business Institute	63–64
Management	
Courses	334–335
Curricula	212–213
Management of Construction	
(<i>see</i> Architectural and Construction Technology)	
Materials Science and Engineering	
(<i>see</i> Engineering Science)	
Mathematics	
Courses	330–333
Curricula (<i>see</i> Science Curricula)	
MC/MCPS/USG Partnerships	66
Mechanical Engineering (<i>see</i> Engineering Science)	
Medical Coder/Abstractor/Biller Curriculum	
(<i>see</i> Hospitality Management)	
Mental Health Associate	
Courses	335–336
Curricula	214–215
Meteorology Courses	333
Mission Statement	4–5
Montgomery Scholars Program	64
Motor Vehicle Registration	52
Multicultural Requirement	77
Multicultural Students	51

Music	
Courses	339–343
Curricula	215–217
_____ N _____	
Natural Sciences Distribution Courses	80–81
Network and Wireless Technologies	
Courses	345–351
Curricula	218–222
Nuclear Engineering (<i>see</i> Engineering Science)	
Nursing	
Courses	343–345
Curricula	222–223
_____ O _____	
Off-Campus Courses	29–30
Online Learning Courses (WD&CE)	26
Orientation	53–54
_____ P _____	
Paralegal Studies	
Courses	326–327
Curricula	224–225
Paul Peck Humanities Institute	69–70
Paul Peck Institute for American Culture and	
Civic Engagement	70
Payment Procedures	38–39
Personal Training Curriculum (<i>see</i> Health	
Enhancement/Exercise Science/Phys Ed)	
Philosophy Courses	358–359
Photography	
Courses	355–357
Curricula	226–229
Physical Education	
Courses	350–355
Curricula (<i>see</i> Health Enhancement, Exercise	
Science, and Physical Education)	
Physical Science Course	350
Physical Therapist Assistant	
Courses	363–365
Curricula	230–231
Physics	
Courses	357–358
Curricula (<i>see</i> Science Curricula)	240
Plumbing (<i>see</i> Building Trades Technology)	
Policies of the College	16–17
Political Science Courses	362–363
Polysomnography	
Courses	359–360
Curricula	232
Pre-Dentistry (<i>see</i> Science Curricula)	

Pre-Medical Technology (<i>see</i> Science Curricula)	
Pre-Medicine (<i>see</i> Science Curricula)	
Pre-Optometry (<i>see</i> Science Curricula)	
Pre-Pharmacy (<i>see</i> Science Curricula)	
Printing Management (<i>see</i> Computer Publishing and Printing Management)	
Printing Technology	
Courses	360–361
Curriculum	
(<i>see</i> Computer Publishing and Management)	
Professional Licensure and Certification.....	29
Project Management.....	29
Psychology Courses	365–366

R

Radio	
Courses (<i>see</i> Television/Radio Courses)	
Curricula (<i>see</i> Communication and Broadcast Technology)	
Radiologic (X-Ray) Technology	
Courses	368–370
Curricula.....	233–234
Reading Courses.....	366–367
Records, Student.....	59
Refugee Training Program.....	27
Refunds	39, 419–420
Residence Policy for Tuition.....	36, 418–419
Residential Remodeling and Repair	
(<i>see</i> Building Trades Technology)	
Rockville Campus	20–22
Russian Courses.....	370

S

Safety and Security	52–53
SAT Preparation	29
Scholarships (<i>see</i> Financial Aid)	
School of Art + Design.....	71, 109, 111
Science Curricula	235–240
Senior Adult Programs	29
Services for Students	47–56
Sign Language (<i>see</i> American Sign Language)	
Smoking Policy.....	16
Sociology Courses	375–377
Sonography, Diagnostic Medical	
Courses	336–339
Curricula.....	148–150
Spanish Courses.....	374–375
Specialized Art (<i>see</i> Art)	
Special Programs	60–72
Speech Courses	377–378
Sports.....	48
Statewide Programs	93

Student Code of Conduct	16
Student Development Courses.....	286–287
Student Employment.....	44–45, 53–54
Student Life.....	53–54
Student Success Credo.....	3
Student Success Model.....	3
Studio Art (<i>see</i> Art)	
Study Abroad Course.....	371
Support Centers	54–55
Surgical Technology	
Courses	371–372
Curricula.....	240–242

T

Takoma Park/Silver Spring Campus	23–25
Teacher Education (<i>see</i> Education; <i>see also</i> Physical Education)	
Technical Writing Curriculum	242
Tech Prep Program.....	67
Telephone Directory	6
Television Curricula (<i>see</i> Communication and Broadcast Technology)	
Television Programs and Internships	54
Television/Radio Courses.....	379–381
Textbooks and Supplies	39–41
Theatre	
Courses	378–379
Curricula.....	243–245
Transfer.....	48, 55
Transfer Studies Certificate.....	246
Transfer to a Four-Year Institution.....	75
TRIO Programs	55–56
Tuition and Fees.....	36–39

V

Vehicle Registration	52
Veterans Benefits.....	56

W

Web Careers Curricula	247–251
Wireless Technologies	
(<i>see</i> Network and Wireless Technologies)	
Withdrawal from College.....	420
Women's Studies Course	381
Workforce Access Programs	30
Workforce Development & Continuing Education	26–30
Work Study Program	44–45
(<i>see also</i> Cooperative Education)	

Y

Youth Programs	29
----------------------	----
