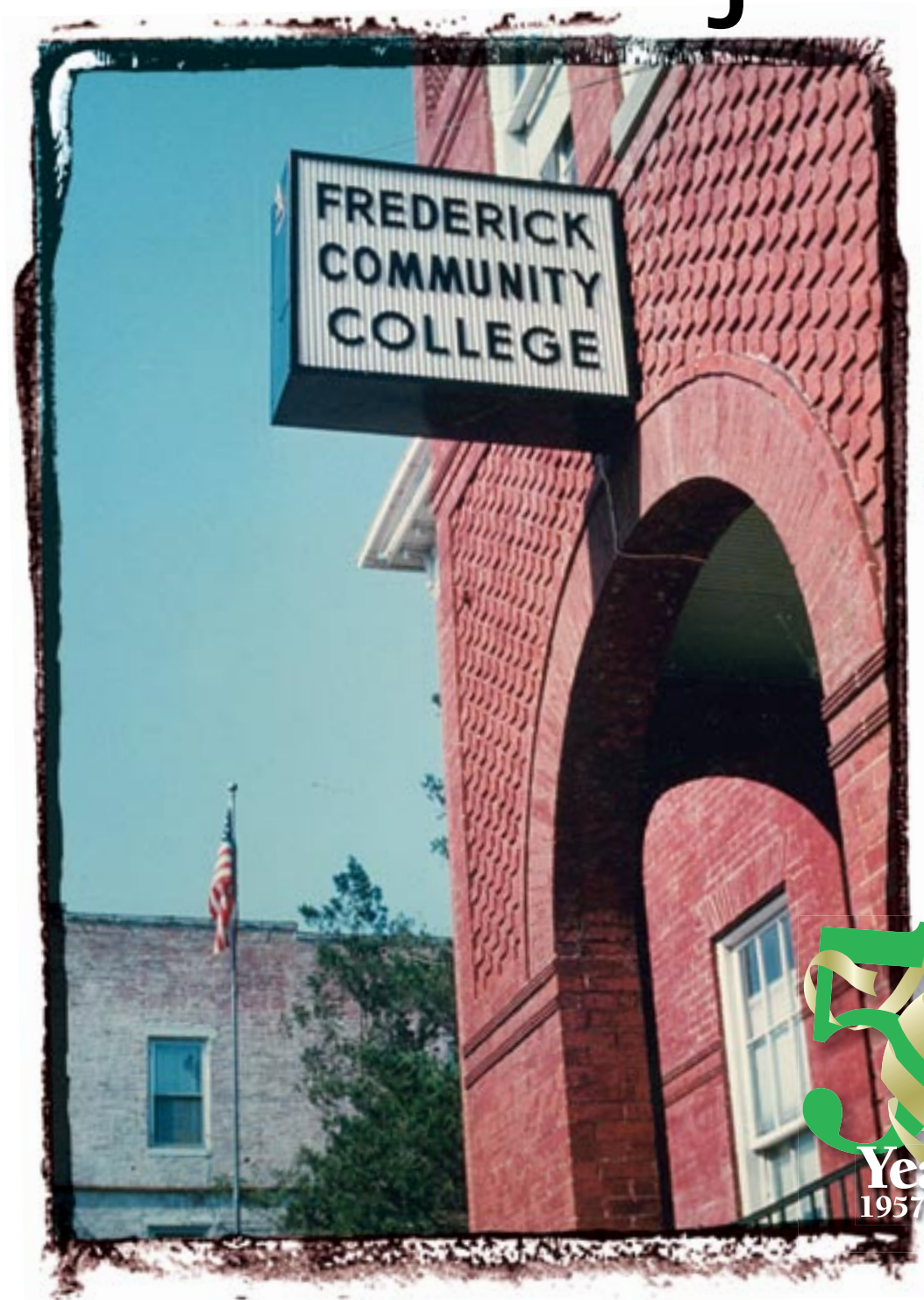
2007–08 Academic Catalog

FCC
Frederick Community College



50 Years
1957-2007

Your first choice for higher education

2007-08 Academic Calendar

Fall Semester:

Aug. 23..... Celebration of Excellence & Fall Convocation - College offices open at 10am

Aug. 25..... First day of fall classes

Aug. 31..... College offices close at 4:30pm. College closes at 11 p.m.

Sept. 1..... No classes - College closed

Sept. 3..... Labor Day - College closed

Nov. 6..... Study Day - No classes

Nov. 21..... No classes - College offices close at 4:30pm. College closes at 11 pm

Nov. 22 - Nov. 25. Thanksgiving break - College closed

Dec. 15 ..... Last day of fall classes

Dec. 17 ..... Fall Make-up day.

Dec. 20 ..... College offices close at 4:30pm. College closes at 11 pm

Dec. 21-Jan. 1 ..... Winter Break - College closed

JanTerm:

Jan. 3..... First day of JanTerm classes

Jan. 16..... Last day of JanTerm

Jan. 17-18..... JanTerm Makeup Days

Jan. 21..... Dr. Martin Luther King Day - College closed

Jan. 24..... Faculty Development/Retreat

Spring Semester:

Jan. 28..... Spring semester classes begin

Mar. 17-18..... Spring Break - No classes - College open

Mar. 19-23..... Spring Break - College closed

May 17..... Last day of spring classes

May 19..... Spring Semester Makeup Day

May 22..... Commencement - Offices close at 4:30pm

Summer Sessions:

May 24-26..... Memorial Day - College closed

June 2..... First 5-week, 3-week and 8-week summer sessions begin Note: Friday and Saturday classes will be held in 3 or 7-week sessions only due to the Independence Day Break

June 21..... Last day of first 3-week classes

July 3..... Last day of first 5-week classes

July 4-5..... Independence Day Break - College closed

July 7..... Second 5-week and July-Term sessions begin

July 24..... Last day of 8-week sessions

July 25..... Last day of July-Term session

Aug. 9..... Last day of second 5-week session

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Academic Calendar ... inside front cover

Frederick Community College 2007-2008 Catalog, produced by the marketing & public relations and scheduling offices, April 2007

The college prohibits discrimination against any person on the basis of race, religion, gender, color, national origin, ancestry, age, sexual orientation, marital status, physical or mental disability of otherwise qualified individuals and any other category protected by federal, State or local law.

Frederick Community College subscribes to full access to all college facilities as outlined in the Americans with Disabilities Act of 1990 and as amended. The designated coordinator for the college's compliance with Section 504 of the Rehabilitation Act of 1973, and for the Americans with Disabilities Act is Kate Kramer-Jefferson, 301.846.2409.

Frederick Community College reserves the right to amend or delete any administrative policies, academic rules or regulations, courses, or programs contained in this catalog without prior notice to persons who might be affected. Information regarding expenses, fees and other charges applies to the current academic year only. This publication is not intended to be a contract, merely a prospectus describing the college.

Frederick Community College is fully accredited by the Middle States Association of Colleges and Secondary Schools. Middle States Accreditation attests that the Commission on Higher Education considers the institution to be offering its students the educational opportunities implied by its objectives. A copy of the college's accreditation documentation is available in the library.

Frederick Community College is also approved by the Maryland State Department of Education. The college is certified for the education and training of veterans enabling them to receive VA benefits while attending classes.

7932 Opossumtown Pike • Frederick, Maryland 21702
301.846.2400 • 301.846.2625 (TDD) • 301.846.2498 Fax
www.frederick.edu

Services Phone List

Information	Location	Phone
Admissions & Academic Policy Appeals	Welcome & Registration Center	301.846.2431
Admissions Information	Welcome & Registration Center	301.846.2431
Adult Services	Administration Hall, A-107	301.846.2483
Advisors	Counseling & Advising Office	301.846.2471
Allied Health Advising	Counseling & Advising Office	301.846.2471
Alumni Association	Development Office	301.846.2438
Anne-Lynn Gross Breast Cancer Resource Center	Adult Services	301.846.2483
Application for Admission	Welcome & Registration Center	301.846.2431
ARTSYS	Career & Transfer Center	301.846.2594
Athletics	Gymnasium	301.846.2500
Books	Bookstore	301.846.2463
Box Office (JBK Theater)	Arts & Student Center	301.846.2514
Bus Schedule (Frederick City)	Reception Desk	301.846.2400
Career Planning Services	Career & Transfer Center	301.846.2594
Catoctin Center for Regional Studies	Library Building	301.846.2703
Center for Teaching & Learning	Library Building	301.846.2521
Change of Address	Welcome & Registration Center	301.846.2431
Change of Curriculum	Welcome & Registration Center	301.846.2431
Change of Schedule	Welcome & Registration Center	301.846.2431
Children's Center	Children's Center	301.846.2612
CLEP Tests	Testing Center	301.846.2522
College Catalogs (Other Colleges)	Career & Transfer Center	301.846.2594
Computer Lab	C-207	301.846.2509
Conference Center	Facilities Office	301.846-2671
Copiers	Library & Bookstore	
Counseling Appointments	Counseling & Advising Office, PFS, Adult Services Offices	301.846.2471
Deferred Tuition Payment Plan	Cashier's Office	301.846.2456
Developmental Education		
English	English Dept.	301.846.2402
Math	Math Dept.	301.846.2638
Science	Science Dept.	301.846.2572
Dining Services	Arts & Student Center	301.846.2466
Distance Learning	Center for Teaching & Learning	301.846.2401
Drop/Add Forms	Welcome & Registration Center	301.846.2431
Emergency (College Closing)	Reception Desk	301.846.2400
ESL Courses	ESL Coordinator	301.846.2558
Evening Services	Associate Dean of Instruction	301.846.2492
Financial Aid Information	Financial Aid Office	301.846.2480
Financial Assistance & Services for Single Parents, Displaced Homemakers & Public Housing Residents	Project Forward Step/Project Alive	301.846.2483
General Information	Reception Desk	301.846.2400
Graduation/Certificate Applications	Welcome & Registration Center	301.846.2431
Grievance	Counseling & Advising Office	301.846.2471
Help Desk	IT Suite, F-104	301.846.0000 ext 3333
Honors College	Honors Coordinator	301.846.2535
Human Resources	Resources	301.846.2622
ID Cards	Welcome & Registration Center	301.846.2431
Internship	Internship Coordinator	301.846.2618

Jack B. Kussmaul Theater	Arts & Student Center	301.846.2513
Job Search Assistance	Career & Transfer Center	301.846.2594
Learning Labs		
Computers	Science & Technology Hall	301.846.2509
Writing Center	Writing Center	301.846.2619
Math Learning Center	Academic Hall	301.846.2541
Library Books	Library	301.846.2444
London Work Study Abroad	Library Building	301.846.2616
Lost and Found	Security Office	301.846.2453
Mary Condon Hodgson Art Gallery	Arts & Student Center	301.846.2513
Math Learning Center	Academic Hall	301.846.2541
Multicultural Student Support Services	Counseling & Advising Office	301.846.2531
myFCC	IT Suite, F-104	301.846.0000 ext 3333
Parking Passes for Students .	Welcome & Registration Center	301.846.2431
Parking/Traffic Information	Security Office	301.846.2453
Phi Theta Kappa	Student Life Office	301.846.2489
Placement Testing	Testing Center	301.846.2522
President of the College	President's Suite	301.846.2442
Project Alive	Adult Services	301.846.2483
Project Forward Step	Adult Services	301.846.2483
Refunds	Cashier	301.846.2456
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Student Employment (on campus)	Financial Aid Office	301.846.2480
Student Government	Activities Suite	301.846.2650
Student Life	Student Life Office	301.846.2488
Student Parking Stickers	Welcome & Registration Center	301.846.2431
Student Publications		
College Newspaper (FCC Commuter)	Newspaper Advisor	301.846.2640
Literary Magazine (Tuscarora Review)	English Department	301.846.2600
Study Skills Workshops	Learning Consultant	301.846.2616
Testing and Assessment	Testing Center	301.846.2522
TDD	Counseling & Advising Office	301.846.2625
Transcript Services	Welcome & Registration Center	301.846.2653
Transfer Advising	Career & Transfer Center	301.846.2594
Transfer Agreements	Career & Transfer Center	301.846.2594
Transfer Evaluations	Welcome & Registration Center	301.846.2654
Tuition Payments	Cashier's Office	301.846.2456
Tuition Refund Committee	Welcome & Registration Center	301.846.2431
Tutoring Services	Library	301.846.2523
Veterans Information	Financial Aid Office	301.846.2474
Vice President for Administration	President's Suite	301.846.2457
Vice President for Learning Support	Learning Support	301.846.2469
Women's Center	Administration Hall, A-107	301.846.2483
Work Study Information	Financial Aid Office	301.846.2480
Writing Center	Library Building	301.846.2619

Please note: some locations may change when the new Administrative Services Building opens.

The College

History

Join us as we celebrate our 50th anniversary of serving thousands of students over the years. Starting this fall, we pause to honor the past and imagine the future with a series of planned events including a grand celebration Sept. 8, 2007, a collection of reminisces and musings from former students and faculty titled Community Voices, and a Campus Community Day on April 26, `08. In addition, other events include a golf tournament, 5K run, and other activity tie-ins to the 50th. In its 50-year history, Frederick Community College has grown from 77 students to more than 17,000 students registered this past year in the academic and continuing education/customized training divisions. Started in 1957 as an evening school, FCC moved from Frederick High School to a facility on North Market Street, and finally, in 1970, to its permanent home on Opossumtown Pike.

The mission of the college is a comprehensive one that meets a diversity of human and community needs, while maintaining high-quality educational programs at affordable costs. FCC awards associate in arts, associate of arts in teaching, associate in applied science and associate in science degrees and certificates of accomplishment in more than 50 fields of study. Many students select transfer programs that allow them to continue on to a four-year college for a baccalaureate degree. The college offers an array of career-oriented programs that prepare students for immediate employment after graduation. The continuing education/customized training division offers noncredit courses in business, computers, real estate, and general interest, as well as contract training for business and industry.

The average age of FCC students is 26; about 64 percent attend part time, and 60 percent plan to transfer to four-year colleges. The college understands the special scheduling and counseling needs of the adult part-time student and offers convenient evening and weekend classes, as well as online courses.

The Campus

The 100-acre campus encompasses an Arts & Student Center that includes a cafeteria, art gallery, bookstore and 400-seat theater; the Library Building; Field House and gymnasium; three classroom buildings with faculty offices, administrative space, science and computer laboratories; lecture hall; Conference Center and Children's Center. The college shares space with the Frederick County Public School System at the Career & Technology Center.

Institutional Identity

A. Character and Purpose

Frederick Community College prepares students to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning. We are a student-centered, community-focused college. FCC offers degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment to enhance the quality of life and economic vitality of our region.

Our core values are:

Learning–Lifelong acquisition of knowledge and skills.
Innovation–Creative thinking and approaches that enhance learning and support continuous improvement.
Diversity–Visible and invisible human differences that affect the success of students, staff, and members of the community.
Excellence–Upholding high academic standards by providing a quality educational environment.
Community–Encouraging the engagement of all internal and external stakeholders through communication and collaboration.
Integrity–Fair and ethical standards in all policies, procedures, and practices.

B. Functional Emphasis

The primary emphasis of FCC is teaching/learning. Student learning outcomes are assessed to measure program and course effectiveness. FCC supports the highest level of student performance through comprehensive student services, creative partnerships, and leading-edge technology. FCC is committed to evaluating and promoting faculty on their success in facilitating learning and on the discipline expertise and scholarship they bring to the learning process. Faculty excellence is maintained through professional development and rigorous evaluation. The faculty evaluation process consists principally of peer review of a teaching portfolio which includes student ratings, peer teaching observations, annual administrative evaluations, and personal reflection of performance.

C. Degree Levels

FCC offers associate in arts, associate of arts in teaching, associate in science and applied science degrees, as well as certificates and letters of recognition in career programs.

D. Current Carnegie Classification

Associate in Arts College

Vision Statement "Student Learning First"

FCC is a premier student-centered learning college where students, faculty, and staff work together for student success.

GOAL 1: Enhance student learning.
Objectives:
1. The college curriculum, programs, and services for students, including emerging student populations, are appropriate and support their individual needs.
2. Efforts to promote academic success, retention, and outcomes assessment are effective and well coordinated.
3. Credit and CE/CT courses and programs have appropriate student learning outcomes, assessment activities, and institutional support for students and employees.

GOAL 2: Foster an inclusive climate that values and promotes diversity.
Objectives:
4. The college demonstrates a culture of inclusion that respects and appreciates the human condition.
5. Maintain institutional vitality in an increasingly diverse society by improving the representation of employees of color in faculty, administrative, and support staff positions.

GOAL 3: Enhance employee work life to promote learning.
Objectives:
6. Employee renewal, retention, and replacement plan meets the projected demand for new employees over the next five to ten years.
7. The Employee Development Program is comprehensive, accessible, and responsive to individual development plans, mandatory training requirements, and short and long term organizational needs.
8. Compensation is appropriate and promotes a climate where employees are rewarded and recognized for their contributions.

GOAL 4: Ensure the college systems and practices support learning.
Objectives:
9. Institutional improvement is facilitated by strategic use of assessment data.
10. Streamlined policies and procedures are disseminated and consistent at college and unit levels.
11. Unit level planning is effective at all levels of the organization and integrated with the Strategic Plan.

GOAL 5: Sustain and improve the college's enrollment, facilities, linkages with the community, technology, and financial viability.
Objectives:
12. Credit and CE/CT enrollment reflect growth that ensures quality and serves the community.
13. High quality facilities and innovative technologies are evident across the entire campus and in all areas.
14. Public and private funding are effectively balanced to strengthen and maintain a quality learning environment.

Community Outreach

The FCC Foundation, Inc.

The FCC Foundation, Inc. is a 501 C.3 not-for-profit foundation which exists to promote, augment, and further the educational purposes and programs of Frederick Community College and to provide scholarship aid for eligible students. The Foundation manages more than $5,500,000 and maintains an endowment base that exceeds $4,000,000, managed by an independent 20-member Foundation board. This group of college ambassadors remains committed to continuing in the tradition of providing outstanding private support for priority needs of the college. Contributions to the Foundation are tax deductible as charitable donations subject to IRS regulations.

The Foundation welcomes many types of cash gifts and bequests including planned giving arrangements, employer matched giving programs; individual and corporate challenge matched funding programs, and gifts of stock and bonds. Current financial statements will be provided upon request. For more information, please contact the Foundation Office at 301.846.2438 or foundation@frederick.edu.

- Marilyn Young, executive director
  301.846.2438 or myoung@frederick.edu
- Verna Bernoi, senior accountant/CPA
  301.624.2818 or vbernoi@frederick.edu

Alumni Association

Membership in the FCC alumni association offers graduates an opportunity to have a positive effect on the community, honor distinguished and outstanding alumni, and help the college provide scholarship support through various fundraising activities. The association sponsors cultural and sporting events, bus trips and other activities that are open to students and members of the community. These activities raise funds for scholarships and give the association an opportunity to represent FCC in the community. All alumni are welcome. Contact the development office at 301.846.2438 or alumni@frederick.edu.

Catoctin Center for Regional Studies

Created in 1998 by Frederick Community College and the National Park Service, the mission of the Catoctin Center for Regional Studies is to research and study the history and culture of central Maryland and the border areas of neighboring states. This region, in the midst of the Catoctin Mountain range, encompasses an area rich in history and cultural heritage, and one that has long been a crossroads of people and ideas. As more people enter this region, with consequent pressures to alter the existing landscape, both natural and built, there is a greater need to recover, analyze, and interpret the historical forces that shaped the region, and to assist the public in a continuing discussion about what is important to value and preserve.

The Catoctin Center publishes "Catoctin History," a biannual magazine that explores the history and culture of the region. It is available by subscription ($15 per year).

Research projects and internships provide students with opportunities to apply classroom concepts to real world situations; develop skills in data collection, preservation, and analysis; and discover something about themselves by studying the past. For more on the center and current projects, see the Web page http://catoctincenter.frederick.edu or contact Dr. Michael Powell, FCC coordinator, at 301.846.2571.

Jack B. Kussmaul Theater

The Jack B. Kussmaul Theater, located in the Arts & Student Center, offers quality musical and theatrical performances, lectures, and educational programs for the college and community. The 409-seat theater features a three-section mezzanine and orchestra seating. Support areas for the 1,800 square foot stage include a box office, and green room with male and female dressing areas. The Jack B. Kussmaul Theater is available for rental. For additional information, call 301.846.2513.

The Mary Condon Hodgson Art Gallery

The Mary Condon Hodgson Art Gallery, located in the lobby of the theater, exhibits a variety of works monthly from national and regional artists, FCC students and faculty. For additional information, call 301.846.2513.

Conference Center

The 14,000-square-foot Conference Center provides meeting space for workshops or training sessions for area businesses and organizations. It includes high-end computer classrooms, integrated projection systems, satellite capabilities for teleconferencing, networked classrooms, large meeting and breakout rooms, and catering with formal sit-down or buffet service. For more information, call 301.846.2671.

The Children's Center

The Carl and Norma Miller Children's Center provides year-round full- and part-time care to children of FCC students, staff and faculty, as well as the community. The center is committed to a developmentally appropriate program for children ages two months and older. Staffed by professional early childhood educators, the center serves as a model child care center and provides student teaching experience for FCC students in early childhood education and related fields. A full-day kindergarten program, certified by the Maryland State Department of Education, is offered September through May. Summer camp offers fun and excitement throughout the summer months for elementary-aged children. For more information about the center, call 301.846.2612.

Student parents whose children have been accepted at the FCC Children's Center may apply for Children's Center grants to cover the cost of child care. Grant applications are available at the FCC Children's Center, the Office of Adult Services and the Financial Aid office. Deadlines for submitting applications are July 15 for the fall semester, December 1 for spring semester and April 30 for the summer semester. Applications are also available online at the FCC Web site, www.frederick.edu.

Use of Facilities by Outside Groups

College facilities may be rented by the community for civic, educational, cultural and community recreational purposes consistent with policies and procedures established by the college. Campus facilities may be used by non-college groups when not being used by the college or for college-sponsored activities.

Application for the use of campus facilities must be in writing on a form provided by the college and signed by a responsible agent of the requesting organization or group. Applications should be submitted to the director of risk management/public services. Although availability of space may be confirmed verbally, authorization for use requires written approval. Application forms must be received by the college at least two weeks prior to the date of intended use. Included with the application must be a certificate of liability insurance form in the amount of one million dollars. The college may deny any application filed less than two weeks prior to the scheduled use.

The college reserves the right to revoke an applicant's approval to use its facilities if the college determines that any information contained in the application is false or misleading. For further information on use of facilities, call 301.846.2671.

Admission to the College

Philosophy

Frederick Community College subscribes to an open door admissions policy, which means that students 16 years of age or older may be admitted to the college. All who may benefit from the learning experience at FCC are welcome to apply to the college according to the various procedures outlined elsewhere in this catalog.

Admissions Policy

Age, sex, race, color, religious belief, national origin, sexual orientation, handicap or covered veterans' status shall not be used as a basis for denying any student the right to enroll in the college.

The College administration reserves the right to define the status of each student at the college.

A student whose native language is not English may be required to take a test in English proficiency. Based on the results of this test, the college administration shall decide whether the student is to be admitted.

Application Procedures

Complete and submit an application for admission and submit proof of residency if required.

Submit copy of high school and/or college transcript(s).

Complete the Federal Application for Student Aid (FAFSA) if applying for financial aid.

All new incoming students are required to take assessment tests for reading, writing, and mathematics. Tests are administered in the testing center on campus. Be sure to take a photo ID with you.

If a recent high school graduate has taken the Scholastic Aptitude Test (SATs) and scored 550 or above in the verbal and quantitative areas, the student is exempt from that portion of the FCC assessment test. American College Test (ACT) scores of 21 or higher also satisfy this requirement. Students should send a copy of their ACT/SAT scores to the Welcome & Registration Center (WRC) or bring a copy when they test at the Testing Center. FCPS students who have completed Algebra II or higher and earned a grade of "A" or "B" in their senior year are exempt from taking the math assessment for one year afer graduation.

Once placement tests have been completed or SAT/ACT scores have been submitted, the student should contact the FCC Counseling & Advising Office to arrange an appointment with an advisor. The advisor will discuss scores, talk about academic goals and assist the student in developing an academic plan and schedule.

New student advising sessions are offered to assist students in becoming familiar with academic requirements, college procedures related to course registration, and academic support services available to the student.

Students should bring completed registration forms to the WRC or may register online to complete the registration process.

Students may pay their bill at the Cashiers Office or pay online within the established timeframe. Students receiving financial aid will have their aid credited to their account, although they will be responsible for paying any remaining charges.

Recent high school graduates who plan to attend FCC in the fall semester are required to attend the freshman registration and orientation programs. FCC's registration sessions are held throughout the spring and summer. Students meet individually with a counselor or faculty advisor to plan their fall schedule and preregister for chosen classes. Additional information about orientation may be obtained from the Counseling & Advising Office, 301.846.2741.

Students should purchase their books at the FCC Bookstore or may purchase them online.

Admissions Classification

Full-time students are those who enroll in course work of twelve (12) credit hours or more, or six (6) credit hours during the summer session.

Part-time students are those who enroll in course work of less than twelve (12) credit hours.

Freshman students are those who have completed 27 or fewer credit hours.

Sophomore students are those who have complete 28 or more credit hours.

Transfer students are those students who have attended another institution of higher learning prior to their enrollment at Frederick Community College.

Re-admit students are those who attended FCC previously but not during the previous four semesters.

Special Admissions

English as a Second Language (ESL) Students

New Students:

Apply to the college in the Welcome & Registration Center in A-building.

Take the ESL placement test in the Testing Center in L-building (room L-104). Be sure to take a photo ID with you. Allow three hours for the exam.

Meet with the ESL program manager in L-building (room L-221). Be sure to take a copy of your ESL exam results with you.

Take your completed schedule to the Welcome & Registration Center in A-building to register for classes.

Pay for your classes at the Cashier's office in A-building.

Current Students:

Meet with the ESL program manager in L-building (room L-221) to complete your schedule. Be sure to take your "registration permit" with you. Your instructor will give you the registration permit when you have completed the course. Students must meet with the ESL program manager or a member of the Counseling & Advising Office in order to register for classes. Students cannot register online.

Take your completed schedule to the Welcome & Registration Center in A-building to register for classes.

Pay for your classes at the Cashier's Office in A-building.

There is no online registration for students in the ESL program. ESL students must meet with the ESL program manager or a member of counseling. Contact Teresa S. Clark, assistant professor/ESL program manager at 301.846.2558 or tclark@frederick.edu for further information.

Gifted & Talented Students under 16 Years of Age

A special admission request is required for gifted and talented students under 16 years of age. Frederick Community College may accept for special admission certain underage students who are designated as "gifted and talented" but who are not yet recipients of a high school diploma or a high school equivalency certificate. Students who are under the age of 16 and who have completed at least the seventh grade may be considered for admissions, on a case-by-case basis, if they demonstrate the ability to benefit from instruction based on the following:

1. Criteria

Identification by the Frederick County Public Schools (FCPS) or a private school's governing board as gifted and talented.

Documentation of a standardized test score of 1200 on the Scholastic Aptitude Test (SAT) with no less than 550 in either mathematics or verbal sections or a 21 on the American College Test (ACT). Designation as a Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholastic Qualifying Test (NMSQT) finalist or semifinalist will also suffice.

Admission to a recognized gifted and talented program in the State of Maryland or identification by local, professionally qualified individuals or entities as having outstanding abilities in a particular area such as art or music that qualifies the student for advanced study in that area. The college reserves the right to determine whether or not it will recognize a program or professional entity as meeting the criterion.

Verification by an educational psychologist of the results of a nationally recognized achievement test which places the student at the 90th percentile or higher using norms for college-bound students. The college reserves the right to determine whether or not it will recognize the validity of such tests and requires the student to obtain the approval of the associate vice president for student development before proceeding with this option. The student will bear the cost of the administration of the tests.

A score on the college's placement tests that places students in college-level classes.

2. Procedures

The student is required to meet with the associate vice president for student development prior to completing the admissions process.

The student is required to complete the college's placement tests.

A student who is enrolled as gifted and talented will be limited to a maximum of two courses per semester, with continuance at the college based on satisfactory performance in all previous semesters. The student will not be allowed to register in consecutive semesters without a transcript from the previous semester.

In addition to submitting the college's application for admission and required residency documents, the student may be required to submit documentation to enable an appropriate decision regarding admission. Such documentation may include, but is not limited to, the following: high school transcript; letters of recommendations; samples of the student's work.

If he/she fails to comply with any portion of the admissions process, he/she will be denied admission to the college. All required documents and the college's placement test results must be received no less than two weeks prior to the beginning of the semester for which the student seeks enrollment.

3. Responsibilities of the Student and Parent(s) or Guardian(s)

Schedule an interview with the associate vice president for student development or his/her designee.

If admitted, verify the conditions of enrollment by signing the Frederick Community College Special Admissions Checklist.

Submit a completed application for admission and all required documentation to the Welcome & Registration Center.

Place at college level on the college's placement tests.

4. Responsibilities of the college

Conduct an interview with the student and his/her parent(s) or guardian(s).

Review all application materials and supporting documentation.

Determine if the student is to be admitted and notify the student and parent(s) or guardian(s) of the admission decision.

The college has the right to determine the conditions of enrollment.

Provide services as appropriate to enhance the student's success at the college.

Concurrent Enrollment of High School Students

Students may enroll in college courses while concurrently enrolled in high school. Students who seek to enroll must first obtain approval from their high school under the Frederick County Public Schools' Administrative Waiver Program.

Dual Enrollment of High School Students

Students may enroll in college credit courses and use these courses for high school graduation credit as well as college credit if granted permission to do so by Frederick County Public Schools. Students must contact their high school guidance office for further information.

Readmitted Students

A student who has taken courses at Frederick Community College, but not during the previous four semesters (exclusive of summer semesters), is required to complete an application for readmission. Advising procedures for a readmitted student is the same as those for a current student at the college. A readmitted student who had transcripts or military documents evaluated under a different program of study when he/she was previously enrolled at Frederick Community College should complete a request for reevaluation of credits form available in the Welcome & Registration Center, Counseling & Advising Office, or online at www.frederick.edu. Students will be assigned to the current catalog year.

Transfer Students

A student may be enrolled with advanced standing from other accredited institutions of higher education and the transfer of credits will be considered on the basis of applicability to the student's chosen program of study. A student:

- Complete the college's standard admissions procedures.
- Arrange for the previous institution(s) attended to send an official transcript directly to the Welcome & Registration Center or provide an official copy in an unopened, sealed envelope.
- Arrange an appointment with the college's Counseling & Advising Office to plan his/her program of study.
- Complete 15 credits in residence at Frederick Community College if the student plans on obtaining the associate's degree.

Frederick Community College adheres to the general education and transfer policies of the Maryland Higher Education Commission (see page 146). For a student transferring from a University of Maryland System college or university, all applicable general education coursework with a grade of "D" or higher will be accepted in transfer. For non-general education coursework, grades of "D" will be accepted only if the calculated grade point average for the entire block of non-general education courses is 2.00 or higher. For a student transferring from outside the University of Maryland system, grades of "D" will be accepted only if the cumulative grade point average is 2.00 or higher. Please note that some FCC programs of study require a grade of "C" or better in all (or some) courses. These are noted in the "Programs of Study" section of the college catalog.

The following sources will be accepted forms of transfer: 1) college-level coursework at accredited institutions as listed in "Accredited Institutions of Postsecondary Education" published by the American Council on Education or an institution accredited by an agency recognized by the U.S. Department of Education; 2) credit by examination (e.g., CLEP, Advanced Placement, Dantes, FCC credit by examination); 3) credit received in an evaluation of military education and/or training; 4) credit received in an evaluation of educational programs at non-collegiate organizations accredited by the American Council on Education; 5) credit received through Frederick County Public Schools' (FCPS) articulation agreements.

All transcripts received in the Welcome & Registration Center are the property of the college and cannot be released to the student and will not be duplicated, returned to the applicant, or forward to any other college, university, individual, or agency. A student who experiences extreme hardship in obtaining official copies of their transcripts may petition the college's registrar for assistance by completing a third-party release form. These documents will not be available to any individual not involved in the admissions and/or advising process.

Transfer Back to Home College or University

If a student plans to take courses at Frederick Community College to transfer back to their home institution, a "permission to enroll" form from that institution will ensure that the courses taken at FCC are appropriate choices for the student and that the student has met the prerequisite(s). Students who do not have this form must present a transcript to prove they have met the FCC prerequisite(s).

Non-immigrant (F-1) Students and Other Visas

The college is authorized under federal law to consider applications for enrollment of non-immigrant alien students in the F-1 visa status. A prospective student must meet academic, college admission requirements, and the requirements for the certificate of eligibility (I-20 Form) prior to applying for the F-1 Student Visa. A prospective student must:

- Submit a completed application for admission to Frederick Community College.
- Submit a certified copy of secondary school and/or college/university transcripts with an English translation.
- Submit a statement of financial resources that will cover the student's college expenses, including the amount and source of funds. The student must have a local sponsor to provide housing (the college has no residence halls or dormitories on campus), meals, transportation, and health insurance. The sponsor should be a close relative or other responsible individual. Approximate costs (tuition, fees, books, supplies) for a year of study currently is $13,775. Students should not expect to find part-time employment on campus.
- Submit test scores from the Test of English as Foreign Language (TOEFL) with a score of 500 or higher on the paper-based test or a score of 173 on the computer-based test.
- Submit all application materials and required documents by June 1 for the subsequent fall semester; October 15 for the subsequent spring semester.

Once the student has been approved for the F-1 Visa and arrives on campus, he/she must complete the college's placement tests as appropriate. Referral to take the test will be given to the student at the time he/she arrives on campus.

A student attending the college under the F-1 Visa will be classified as an out-of state resident for the purposes of tuition and fees for as long as he/she is enrolled at the college.

International and foreign national students with other types of visas may also be eligible to attend the college. In addition to meeting the college's standard admissions procedures, the student must present proof of immigration status and type.

Tuition Rates for International and Foreign National Students

A foreign national lawfully admitted for residence in the United States may be considered a resident for tuition purposes if he/she meets the domicile requirements stated in this policy. A foreign national lawfully admitted to the United States on a visa type with a corresponding date-certain authorized stay may not be considered a resident for tuition purposes. A foreign national lawfully admitted to the United States on certain visa types with an indeterminate authorized stay may be considered as a resident for tuition purposes if the domicile requirements of this policy have been satisfied. The following visa types determine residency as indicated:

Visa	Description	Tuition Rate
A	Diplomats, family, staff	In-County
B	Temporary visitor	Out-of-State
C	Aliens in transit	Out-of-State
E	Treaty trader-Taiwan only	In-County
F	Student and dependents	Out-of-State
G	Rep of a world organization	In-County
H or TN	Temporary worker	In-County
I	Foreign media/journalist	In-County
J	Exchange visitor, au pair, scholar	Out-of-State
K	Fiancé of US citizen/Frederick County resident	In-County
L	Intracompany transferee	In-County
M	Foreign vocational student, dependents	Out-of-State
R	Religious worker	In-County
V	Spouse or child of permanent resident	In-County
Permanent Resident; Green Card; Refugee, Asylee		In-County

Military Personnel and Veterans

Frederick Community College welcomes the opportunity to assist military personnel, their families, and veterans in achieving their educational goals. The college is a member of the Service Members Opportunity College (SOC) and participates in the Veterans' Educational Assistance program. The Frederick Community College veterans' office assists students in applying for their educational benefits. Students applying for veterans' benefits are required by the Veterans Administration to be enrolled in an approved associate degree or certificate program.

Non-High School Graduates

Applicants who have not completed either a formal high school diploma program or completed a General Equivalency Diploma (GED) are eligible to apply for admission to the college. The college strongly encourages students to complete their high school graduation requirements or obtain their GED prior to applying for admission. Eligibility for financial aid programs may be affected by absence of a high school diploma or GED. Students who wish to seek the GED should call 301.694.1829, the Adult Basic Ed/GED program.

Note: Admission to the practical nursing (PN) certificate does require the completion of a high school diploma or GED.

Special Programs of Study

Associate Degree Nursing & Practical Nursing Certificate

Enrollment in the clinical portion of the associate degree nursing (ADN) program and the practical nursing (PN) certificate is limited by the availability of staff and facilities. To be considered for admission, students must:

1. Complete and return a college admission application to the Welcome & Registration Center.
2. Complete and return a separate application for the ADN clinicals or PN clinicals by December 15 preceding expected fall semester entrance and September 15 for expected spring semester entrance. Clinical applications are available from the allied health & wellness department, the Welcome & Registration Center, or online at www.frederick.edu. Residents of Frederick County are given priority consideration for admission.
3. Submit official transcripts from all previously attended colleges or universities to the Welcome & Registration Center.
4. Complete FCC's assessment testing unless otherwise exempted.
5. Arrange for an appointment with the allied health advisor, 301.846.2471.

A detailed description of the selection criteria to the ADN clinicals or the PN clinicals is available from the allied health department and on the college Web site, www.frederick.edu.

Emergency Medical Services - Intermediate Paramedic (EMS)

Program begins in summer session. To be considered for admission, students must:

1. Complete and return an admission application to the Welcome & Registration Center.
2. Be 18 years of age.
3. Be EMT-Basic certified and show Certificate at time of registration. EMT-Basic course is offered only in the fall semester at FCC. Students may fulfill this prerequisite through the Maryland Fire & Rescue Institution (www.mfri.org).
4. Check with program manager (Lcohen@frederick.edu; 301.846.2635) regarding admission.

A detailed description of the selection criteria for the emergency medical services program is available from the allied health department.

Honors College

Membership in the Honors College is selective, requiring high test scores and/or recommendations. Students in the Honors College gain a competitive edge in preparation for transfer to four-year colleges. Academic recognitions include graduating from the Honors College with honors (12 honors credits with an overall grade point average of 3.5) and high honors (12 honors credits with an overall grade point average of 3.75). In addition, students can earn membership into Phi Theta Kappa (18 credits with an overall grade point average of 3.7). Contact the Counseling & Advising Office (301.846.2471) or the Honors Coordinator (301.846.2535) for more information.

Nuclear Medicine Technology (NM), Respiratory Care (RC) & Surgical Technology (ST)

Enrollment in the clinical portion of these curriculums is limited by the availability of staff and facilities. To be considered for admission, students must:

1. Complete and return an admission application to the Welcome & Registration Center.
2. Complete and return a separate application for the NM, RT and ST clinicals by the deadline date. The deadline dates are set by the program managers. Call the allied health department for the deadline information, 301.846.2524.
3. Submit official transcripts from all previously attended colleges or universities to the Welcome & Registration Center.
4. Complete FCC's assessment testing unless otherwise exempted.
5. Arrange for an appointment with the allied health advisor, 301.846.2471.

A detailed description of the selection criteria for the nuclear medicine technology, respiratory care and surgical technology programs is available from the allied health department.

Academic Assessment & Placement Policy & Procedures

Academic assessment is essential to assist students in making choices that will enable them to obtain their educational goals. To assure appropriate advising, all new students, regardless of status and unless otherwise exempted, must undergo a comprehensive basic skills assessment in the areas of reading, writing, mathematics, and study skills prior to their initial class registration at the college. Students who lack necessary prerequisite skills for academic requirements of college-level courses will be required to enroll in, and satisfactorily complete, developmental coursework designed to provide these skills.

1. Students requiring developmental coursework in a particular discipline may not enroll in college-level credit courses in that discipline until satisfactorily completing required developmental coursework. Conversely, students whose academic performance meets the criteria for admissions to honors coursework will be advised accordingly and encouraged to participate in those offerings commensurate with their abilities.
2. Degree-seeking students assessed with developmental needs must complete developmental English requirements before completing their first 15 college-level credits and begin and continue to progress in their developmental math sequence.
3. All students preparing to enroll in English Composition (EN 101) must provide satisfactory evidence of basic writing and reading skills. Students can demonstrate competence by satisfactory performance on the required reading and writing sections of the assessment or by successful completion of EN 52, EN 50A, or appropriate ESL courses.

4. English as a Second Language (ESL) status is assigned to students whose native language is not English. This includes U.S. citizens and residents as well as international students. ESL students must complete the appropriate college assessment tests in reading, writing and mathematics. Based on demonstrated skills, these students will be placed in the appropriate skills courses of the ESL program. These students will be advised by the ESL program manager, or other designated advisors before registering for any course. All ESL students are required to demonstrate competency in reading and writing prior to enrolling in EN 101 or courses with designated prerequisites. Students who score into beginning ESL courses may not register for any general education course. Students who score into intermediate or advanced ESL courses may not register for any general education course without permission of the ESL program manager.
5. All students preparing to enroll in a credit-level math course must provide evidence of satisfactory performance on the required math assessment, or must successfully complete required developmental coursework, such as MA 81 and MA 82.
6. Students whose reading assessment scores are at the EN 51 level, or whose math assessment scores are at the MA 81 level, may be limited in the number of courses they are allowed to take.

Exemptions

1. Students who have earned college degrees from accredited U.S. institution(s).
2. Students transferring from accredited U.S. institutions of higher education who present valid transcripts indicating successful completion (2.0 grade point average) of the equivalent of at least 12 semester credits. Exemption may be granted as follows:
   a. Exemption from math assessment: Credit hours must include a college-level general education math course;
   b. Exemption from writing assessment: Credit hours must include EN 101;
   c. Exemption from reading assessment: Credit hours must include general education requirements.
3. Students who have declared formally their intention to pursue "courses of interest" on the college's admission application (except in areas of English or general education math) and who are enrolling for no more than six credit hours per semester.
4. SAT or ACT Scores Students must provide a copy of their official SAT and/or ACT score report.
   a. Exemption from math assessment: Score of 550 or above on the math section of the SAT or a score of 21 or above on the math section of the ACT.
   b. Exemption from writing assessment: Score of 550 or above on the critical reading section of the SAT or a score of 21 or above on the English section of the ACT.
   c. Exemption from reading assessment: Score of 550 or above on the critical reading section of the SAT or a score of 21 or above on the reading section of the ACT.
5. Students who provide a copy of their official Accuplacer or Compass score(s) from another Maryland community college. Scores will be evaluated and assigned course placement(s) based on FCC standards.
6. Students who are otherwise exempted by the associate vice president of The Center for Teaching & Learning or his/her designee.

Maryland Community College Skills Assessment Guidelines

Maryland community colleges have adopted uniform standards of assessment and placement into college-level courses, based on agreed upon recommendations from the colleges' faculties in reading, writing, and mathematics. They have agreed to use one of three standardized instruments, Accuplacer/Asset, Compass/Companion, and DTLS/DTMS. In addition, the following protocols have been adopted:

- Tests will be valid for two years.
- Students who receive a Math/Language 550 on the SAT or 21 on ACT should be exempt from skills assessment.
- Students with disabilities should be accommodated for assessments.
- Students should be allowed to retest only one time, should not be allowed to retest sooner than 24 hours after the initial test, and will not be allowed to retest once enrolled in a developmental sequence.
- High school grades alone will not determine placement.

Student Information

FCC considers the following to be essential elements of a student record:

- Name
- Home Address
- Birth Date
- County and State of Legal Residence

Frederick Community College accords to students all rights under the Family Educational Rights and Privacy Act as amended. No one outside the institution shall have access to, nor will the institution disclose any information from, a student's educational record without the written consent of the student, except when prior written consent is not required by the act or the implementing regulations. A complete text of the college's compliance procedures is available upon request from the Welcome & Registration Center.

Change of Student Information

Students who change their address during the year are responsible for completing a "Change of Address" form in the Welcome & Registration Center (A-102) or on the FCC Website: www.frederick.edu. Proof of residence may be required.

Students who change their name during the year must fill out a change of name form in the Welcome & Registration Center and provide documentation (list of appropriate documents available in the Welcome Center).

Ways to Earn Credit at FCC

Standard Format Classes

Most day classes are offered in a twice-a-week format, e.g., MW, TTh, for 1.25 hours each. Some day classes are offered in 2.5 hour blocks for one day only (e.g., F 8:00-10:30a.m.). Evening classes are generally offered in 2.5 hour blocks, at 5:00 and 7:45p.m.

Non-Standard/Accelerated Format Classes

Some classes are offered in an accelerated format, from two to eight weeks in length. These classes will meet for up to four hours at a time. Many accelerated format classes also require outside-of-class online assignments or group meetings.

Distance Learning Opportunities

Students who find it difficult to attend courses on campus may consider distance-learning options offered by the college. These include FCC on the Web and Maryland Online.

FCC on the Web–Frederick Community College offers two types of courses over the Internet: online courses and hybrid courses. Hybrid courses require the student to attend class sessions on campus, online courses do not.

Online courses are taught entirely over the Internet. The student typically accesses a course Web site to participate in discussions and to find assignments and other materials for the course. A textbook is usually required. Communication with the instructor is mostly by email and/or telephone. Varying from course to course, tests and exams are online but some are proctored in the Testing Center on the home campus.

Hybrid courses are Internet courses with a number of mandatory class sessions on campus. The student typically accesses a course Web site to find assignments and other materials for the course. The student goes to regular class sessions on campus to participate in discussions or labs, for example. A textbook is usually required. Communication with the instructor includes email. Varying from course to course, tests and exams are both online and on campus.

Both online and hybrid courses are taught on Blackboard™ and require the student to have off-campus Internet access with an Internet browser such as Microsoft Internet Explorer. Some classes also require CD-ROM capability. Students must have an e-mail address. Classes may be paired with CD-ROM instruction.

Maryland Online–Maryland Online is a statewide consortium dedicated to championing distance learning in Maryland. Through collaboration among Maryland community colleges, colleges, and universities, Maryland Online gives students access to statewide articulated courses, certificates, and degree programs offered via distance. MarylandOnline enhances the quality and availability of higher education for the citizens and employers of Maryland and for students worldwide. Go to www.marylandonline.org for more information.

Study Abroad/London & Russia

FCC offers a twelve-credit spring work/study abroad in London and a six-credit summer study abroad in Russia.

London–The experience allows students to become immersed into the British culture through their 15-week study, work, and travel time while living in London. The requirements for the semester-long London work/study abroad program include:

- Be 18 years of age or older prior to departure date

- Take 8 credits or more during the fall semester prior to London spring semester
- Be an American citizen
- Have at least a 2.5 grade point average (no academic probation)
- Have the technology skills needed to complete online homework
- Submit a complete application with $100 non-refundable deposit
- Have an interview with the coordinator
- Have completed EN101 if possible
- Meet money due dates (application fee, London costs, FCC tuition)
- Have two recommendations (one work-related; one academic-related)

Several informational meetings are held throughout the fall, spring, and summer semester for interested students, family, and friends. The London experience is NOT limited to just FCC students; other qualified students may attend. For more information about London Work Study Abroad, contact Peg Mauzy (pmauzy@frederick.edu), 301.846.2616.

Russia—In addition, FCC offers a six-credit Russian study abroad program over a five-week period beginning in June. The program allows students to be immersed in Russian history and culture and is conducted in partnership with St. Petersburg State University in St. Petersburg, Russia. This program provides an opportunity to experience Russian social science issues and visit famous museums and palaces of the Russian republic.

For more information about the Russia experience, contact Dr. Marshall Botkin, 301.846.2579 or email mbotkin@frederick.edu.

College-Level Examination Program

CLEP is a national credit-by-examination program providing individuals the opportunity to receive credit for college-level achievement acquired in a wide variety of ways. General and subject examinations are available in many different areas. FCC administers CLEP examinations to current and prospective students by appointment. Additional information can be obtained by contacting the Testing Center, 301.846.2522, the Counseling & Advising Office, 301.846.2471, or the transfer evaluator, 301.846.2654, at FCC.

General Examinations	Score	Credits	Course Equivalent
Humanities	50	6	AR105, EN205
College Mathematics	50	3	MA103
Natural Sciences	50	7	BI100, PC103
Social Sciences/History	50	6	SO101, HI101
Information Systems & Computer Applications	50	3	CIS101
Financial Accounting	50	6	ACCT 100, ACCT 101
Principles of Management	50	3	BU227
Intro Business Law	50	3	BU211
Principles of Marketing	50	3	BU225
American Literature	50	6	EN203, 204
English Composition w/ or w/o essay	50	3	EN101
Freshmen Composition w/ or w/o essay	50	3	EN101
French, Level 1	50	6	LF101, 102
French, Level 2	62	12	LF101, 102 201, 202
German, Level 1	50	6	LG101, 102
German, Level 2	63	12	LG101, 102, 201, 202
Spanish, Level 1	50	6	LS101, 102
Spanish, Level 2	66	12	LS101, 102, 201, 202
American Government	50	3	PI104
US History I: Early Colonization -1877	50	3	HI201
US History II: 1865 to the Present	50	3	HI202
Human Growth Dev.	50	3	ED/PS208
Intro Educational Psychology	50	3	ED202
Macroeconomics	50	3	EC201
Microeconomics	50	3	EC202
Introductory Psychology	50	3	PS101
Introductory Sociology	50	3	SO101
Western Civilization I: Ancient Near East-1648	50	3	HI101
Western Civilization II: 1648-Present	50	3	HI102
Calculus	50	3	MA201
Precalculus	50	3	MA111
General Biology	50	8	BI101, 102
General Chemistry	50	8	CH101, 102

FCC also offers CLEP exams in Analyzing & Interpreting Literature; English Literature w/ or w/o optional essay; Algebra; Trigonometry. These exams are not accepted by FCC but may be elsewhere.

Advanced Placement Examinations

These subject matter exams sponsored by the Educational Testing Service are generally administered through high schools at the culmination of AP course offerings. The program provides a practical way for high school students to receive advanced standing credit in college for college-level courses completed in high schools. Applicants for admission who have taken AP examinations should have an official copy of their scores sent to the FCC Welcome & Registration Center.

Test	Score	FCC Credit
Art - History	3 or better	AR 104 (3)
Art - Studio	3 or better	AR 101 or AR 106 (program manager determines whether or not credit can be awarded)
Biology	3	BI 100 (4)
	4 or better	BI 101, 102 (8)
Calculus AB	3 or better	MA 210 (4)
Calculus BC	3 or better	MA 210, 211 (8)
Chemistry	3 or better	CH 101 (4)
Computer Science A	3	CIS 201 (3)
Computer Science AB	4 or better	CIS 201 & CIS202 (6)
Economics - Macro	3 or better	EC 201 (3)
Economics - Micro	3 or better	EC 202 (3)
English - Lang/Comp	3	place in EN 101 (0)
	4 or better	EN 101 (3)
Environmental Science	4 or better	BI 202 or PC/BI 112 (3)
French - Language	3 or better	LF 101, 102 (6)
German - Language	3 or better	LG 101, 102 (6)
Government & Politics US	3 or better	PI 104 (3)
History - European	3 or better	HI 102 (3)
History - US	3 or better	HI 201 or HI 202 (3)
	4 or better	HI 201, 202 (6)
Music Theory	4 or better	Program manager determines whether or not credit can be awarded
Physics B	4 or better	PY 201, 202 (8)
Physics C	see dept	PY 203 or PY 204 (program manager determines whether or not credit can be awarded)
Psychology	3 or better	PS 101 (3)
Spanish - Language	3 or better	LS 101, 102 (6)
Statistics	3 or better	MA 206 (3)

Portfolio Development

The portfolio development process allows adult students an opportunity to demonstrate college-level knowledge acquired from work, independent reading, training programs, volunteer activities, and other life experiences. Compiled in notebook format, the portfolio reflects student-generated evidence of learning that satisfies a specific FCC course. Following development, the portfolio is submitted to the college for credit review by the faculty. Students are responsible for the tuition costs of enrollment in the 1-credit Portfolio Development course and for 50% of the tuition for any credits awarded and entered on the student's transcript. For additional information, call 301.846.2526.

Departmental Examination

If no CLEP exam is available for the subject in which a student is knowledgeable or skilled, students may contact the instructor teaching the equivalent course at FCC for permission to receive credit for the course by examination. Courses for which an examination is inappropriate (laboratory, experiential, or interactive courses) are excluded. A credit by examination may be taken only once. If the student passes a credit by examination with a grade of "C" or better, they will earn the stipulated number of credits for the course. A student's transcript will show credit for the specific courses that were taken on a credit-by-examination basis. No grade will be recorded, but credits may be counted toward degree requirements. All credits awarded through departmental examinations are assessed 50% of the college's current tuition for credit courses. Forms are available in the departments.

Independent Study

The independent study program permits students to follow individual interests beyond the limits of a more formalized course. It also encourages self-discipline and scholarly development.

Students can apply by obtaining an independent study application from the vice president for learning or appropriate department chair and contacting a faculty member who is willing to supervise the independent study. Details are available from the vice president for learning at 301.846.2490. Students must fellow the add/drop dates in the schedule of classes.

Internship

The internship program allows students to gain work experience as well as earn academic credit for structured learning that occurs through full- or part-time employment related to their academic majors.

To be eligible, students must have met the following guidelines:

1. Completed a minimum of 12 credits prior to registering for an internship.
2. Earned a minimum grade point average of 2.0 and maintain this minimum throughout the internship assignment.
3. Obtained approval from the internship coordinator prior to registering for an internship.
4. Students must follow the add/drop dates in the schedule of classes.

Requirements: Internship credits can be earned through either part- or full-time employment. Part-time employment (paid or unpaid) is normally carried on concurrently with full- or part-time school enrollment. Hours of employment may vary, according to type of position. Full-time employment under the internship program is normally carried out while attending school part time. A written assignment is completed based on work experiences. A faculty member, selected by the program manager or department chair, will approve the assignment, assist with the development of student outcome goals, visit the work site, and assign a grade at the end of the semester. Grades are based on the student's completion of outcome goals, work experience evaluation and the employer's evaluations. Call 301.846.2618 for more information.

Articulation Agreements

FCC/FCPS Agreement

Frederick Community College and the Frederick County Public Schools have an articulation agreement that awards college credit for selected Frederick County Public Schools coursework. To receive credit for these courses, students must have earned a specific grade as designated in the various agreements. Students must submit an official high school transcript. Additional information is available from the FCC Welcome & Registration Center or from Frederick County high school guidance offices.

Federal Emergency Management Agency (FEMA) Courses

FCC evaluates and grants academic credit for FEMA-EMI courses. Courses developed by FEMA are available to be completed online. Upon successful completion of a course, students can receive academic credit at FCC at a tuition cost of $60 per credit hour. See the FCC Web site, www.frederick.edu for more information. Also see the Emergency Management degree program, page 48.

Special Hood/Mount St. Mary's Agreements

The Hood College/Mount St. Mary's College Exchange programs were developed to allow students from FCC, Hood College and Mount St. Mary's College to enroll in the other colleges without additional payment.

Full-time FCC students (12 credits or more) may take one course per semester at Mount St. Mary's College; the course must not be offered at FCC during that particular semester. Interested students must obtain a permission form from the FCC Welcome & Registration Center attesting that they are full-time students, and the course must be approved by the associate vice president of student operations. Students must complete a Mount St. Mary's College registration form during either college's registration period. A Mount St. Mary's College course registration will not be accepted on an FCC registration form.

Full-time Mount Saint Mary's College students may, likewise, register for one course per semester at FCC. A permission form certifying eligibility must be obtained from the Mount St. Mary's College registrar and be presented to the FCC Welcome & Registration Center at the time of registration.

Registrars from each college will exchange lists of students enrolled in the program at the beginning of each semester and grade reports at the end of each semester.

For Hood College the above conditions apply with the following exceptions:

- The program is available only in the fall and spring semesters of a given academic year.
- Students at either FCC or Hood College may register for one course, tuition-free, at the other institution in the fall and in the spring, for a maximum of two courses each year.
- Students must be registered full-time at either FCC or Hood College during the semester in which they enroll in the tuition-free course.
- The exchange course must not be available at the student's home institution in the academic year in which the student enrolls in the exchange course.
- Students must have satisfied the prescribed prerequisites for the exchange course.

Interested students must obtain a letter of eligibility from their registrar and present that letter upon registration at the exchange college.

The student's permanent record, from which the transcript is made at the home college, will indicate where the course was taken, e.g., "at Frederick Community College" or "at Hood College."

Transferring In Courses

Credit may be granted for coursework completed at accredited colleges and universities. Transfer courses must apply to the student's program of study. (See transfer students, page 9 for requirements.)

USM/College & University Credit

For students transferring from any University System of Maryland (USM) college, all applicable general education coursework with a grade of "D" or above will be accepted in transfer. For nongeneral education coursework from a USM college, grades of "D" will be accepted only if the calculated GPA for the block of nongeneral education transfer courses is 2.0 or higher. However, in programs of study that require "C" or higher for all coursework, "D" will not transfer.

Other College Credit

For students transferring from outside of the University System of Maryland, grades of "D" will be accepted only if the cumulative is 2.0 or higher.

Foreign College and University Credit

Credit may be granted for coursework completed at foreign colleges and universities based upon evaluation by credentialing services. We highly recommend these two foreign credentialing services: WES (World Education Services) and AACRAO Office of International Education Services.

Training in Noncollegiate Institutions and Organizations

Credit may be granted for educational programs which apply to the student's program which have been successfully completed at noncollegiate organizations such as government agencies, corporations and businesses. Noncollegiate courses must be described in A Guide to Education Programs in Non-Collegiate Organizations, compiled by the Commission of Education Credit of the American Council on Education (ACE) or the University of the State of New York (PONSI). Official transcripts or supporting documentation for such courses must be submitted to the Welcome & Registration Center at Frederick Community College.

Military Education & Training

Credit may be granted for a variety of formal military, vocational, and educational programs based upon a student's declared major at FCC. Programs must be described with credit recommendations in the American Council on Education's (ACE) Guide to the Evaluation of Educational Experience in the Armed Services. Official Community College of the Air Force, AARTS, SMART, DD214, DD295, or other military transcripts must be submitted to the Welcome & Registration Center.

Defense Activity for Nontraditional Support

DANTES is a testing program available to military personnel and civilians. Further information regarding DANTES is available at military education centers or the University of Maryland, University College. Information regarding required scores and credits awarded is available at the FCC Welcome & Registration Center. Official score transcripts should be submitted to the FCC Welcome & Registration Center.

Transfer Agreements

In an effort to best meet the educational needs of our students, Frederick Community College has worked to create partnerships and articulation agreements with many two and four-year colleges and universities in Maryland and surrounding areas.

Frostburg State University

In addition to the system-wide articulation with Frostburg State University and other Maryland State universities, Frederick Community College and Frostburg have established a collaborative program. The program is designed to enable students with the AA in criminal justice to smoothly transition to the Bachelor of Technical and Professional Studies degree in criminal justice at Frostburg. For more information, contact the Counseling & Advising Office at 301.846.2471, or the program coordinator at FSU.

Governors State University

The agreement between Governors State University, located in the suburbs of Chicago, and Frederick Community College was established primarily to serve adult students seeking to complete baccalaureate education. FCC students may dually enroll at Governors after the completion of at least 30 credits, or enroll after completing the associates degree. Dually enrolled students can actually transfer up to 80 credits to Governors. Of the remaining 40 credits for the bachelors degree, at least 15 upper-division courses must be taken at Governor's through a distance education format. The other 25 upper-division credits may be taken at any other accredited four-year institution. For more information, visit the Governors State University web site at www.govst.edu.

Hood College

In addition to the course and program articulation information found in ARTSYS, Frederick Community College and Hood have established a general articulation agreement which includes dual enrollment and acceptance of the FCC General Education Program as completion of the Hood Core. As a part of this agreement, articulated program guides were established for accelerated studies in the areas of Biology and Computer Science leading toward the bachelors and masters degree.

Mid-Maryland Healthcare Consortium

In an effort to facilitate the pursuit of careers in healthcare, Frederick Community College, Carroll Community College and Howard Community College formed this partnership to allow residents in the three counties to enroll in selected healthcare programs at any of these colleges at in-county rates. The consortium can benefit FCC students interested in enrolling in the following programs not offered at FCC: Physical Therapy at Carroll Community College, or Biomedical Engineering Technology or Cardiovascular Technology at Howard Community College. For more information, contact FCC's allied health advisor at 301.846.2471.

Mount St. Mary's University

Mount St. Mary's University and Frederick Community College originally entered into a partnership to deliver weekend courses from both institutions on the FCC campus. Although Mount St. Mary's now offers their weekend and accelerated courses at their own Frederick site on Spectrum Drive, both colleges are still committed to providing students with the seamless articulation of FCC coursework leading toward completion of the bachelors degree in Business Administration, Criminal Justice or Elementary Education. For more information, contact the Counseling & Advising Office at 301.846.2471, or the Mount's Continuing Studies Center at 301.682.8315.

Shepherd University

Frederick Community College maintains an articulation agreement with Shepherd University that provides course-by-course equivalencies. This information is available in a printed handout and can be obtained in the Counseling & Advising Office.

Shippensburg University

Frederick Community College has a dual admission agreement with Shippensburg. Students may complete one application to be admitted to both institutions. Students enrolled under dual admission also receive a significant tuition reduction when they continue their study at Shippensburg. For more information, contact Shippensburg at 800.822.8208 or via e-mail at admiss@ship.edu.

Towson University

In addition to the system-wide articulation with Towson University and other Maryland State colleges, Frederick Community College and Towson have established a collaborative program. The program is designed to enable students with the AAS in any of our Allied Health programs to smoothly transition to the Bachelor of Technical and Professional Studies degree at Towson. For more information, contact the Counseling & Advising Office at 301.846.2741, or the program coordinator at Towson.

Universities at Hagerstown

The Universities at Hagerstown follows a new model in education that was originally created through the Universities at Shady Grove. Various degree programs are offered at a location accessible to students in the Western Maryland region. Students seeking to complete a bachelor's degree after attending Frederick Community College will find bachelors degree programs offered by Maryland State colleges like Frostburg, UMAB and UMUC. Among the majors offered during the daytime at the Hagerstown campus are accounting, business administration, criminal justice, information systems management and nursing. For more information, visit the Web site at www.hagerstown.usmd.edu.

Universities at Shady Grove

The Universities at Shady Grove is a new model in education, offering a variety of degree programs in an accessible Montgomery County location. Students seeking to complete a bachelor's degree after attending Frederick Community College will find bachelors degree programs offered by Maryland State colleges like Towson, UMBC, and UMCP. Among the majors offered during the daytime at the Shady Grove campus are accounting, biological sciences, business administration, criminal justice, elementary/special education, information systems, nursing, psychology and social work. The creation of individual FCC program articulation guides is currently underway. For more information, visit the web site at www.shadygrove.umd.edu.

UMUC Alliance

Frederick Community College and University of Maryland University College have formed an alliance that offers dual admission to both institutions. The alliance allows for a seamless education from associates to bachelors degrees in computer science, information systems management and psychology. Once students complete the Alliance application, they are admitted to both FCC and UMUC. Alliance students have the benefit of full library privileges and other resources at both institutions. For an application, visit the Welcome & Registration Center. For more information, contact the Counseling & Advising Office at 301.846.2471 or visit the UMUC Web site at www.umuc.edu/ugp. Under Special Credit Options, click on Linked Associates to Bachelors degree programs, and then go to Frederick Community College information.

University of Phoenix

University of Phoenix is best known for its online delivery of courses. Students can earn their degree via the Internet. FCC has an articulation agreement with the University of Phoenix that guarantees acceptance of FCC coursework toward completion of the bachelor's degree. There is also specific program articulation for accounting, business administration, and information systems. For more information, contact the Counseling & Advising Office at 301.846.2471 or visit the University of Phoenix Web site at www.uophx.edu/maryland.

University System of Maryland

The state of Maryland has a unique computerized articulation system, called ARTSYS, which outlines individual course equivalencies and recommended transfer programs for every two-year and four-year institution within the University System of Maryland (which includes UMBC, UMCP, Frostburg, Towson, Salisbury, and others). Articulation information for some private colleges like Hood and McDaniel is also accessible through ARTSYS. Students can access ARTSYS at http://artweb.usmd.edu. For additional transfer information, students can visit the Maryland Transfer Web Site at http://mdtransfer.edu. Students are encouraged to meet with a counselor regarding their transfer plans. Contact the Counseling & Advising Office at 301.846.2471 for an appointment.

Wilson College

In an attempt to create more diverse opportunities for our transferring students, Frederick Community College has entered into an agreement with Wilson College in Chambersburg, Pennsylvania. Although Wilson has a strong identity as an independent women's college, male applicants who are 24 years of age or older are eligible to enroll in the college for Continuing Education. This agreement supports an effort to provide equal access to admission, registration, and financial aid at Wilson College for FCC graduates. This agreement also proposes the development of articulated programs of study for ease of transfer, which will recognize the general education requirements completed at FCC. For more information, contact the Office of Admission in the College for Women at 800.421.8402 or the College for Continuing Education at 800.421.4796.

Tuition & Fees

Tuition and Fees

Below are tuition rates for fall semester, 2007.

Tuition rates are subject to change.

2007 Tuition & Fees Chart

Credits	In-County	Out-of-County	Out-of-State
1	119.25	224.25	294.25
2	219.50	429.50	569.50
3	319.75	634.75	844.75
4	420.00	840.00	1120.00
5	520.25	1045.25	1395.25
6	620.50	1250.50	1670.50
7	720.75	1455.75	1945.75
8	821.00	1661.00	2221.00
9	921.25	1866.25	2496.25
10	1021.50	2071.50	2771.50
11	1120.00	2275.00	3045.00
12	1218.50	2478.50	3318.50
13	1317.00	2682.00	3592.00
14	1415.50	2885.50	3865.50
15	1514.00	3089.00	4139.00
16	1612.50	3292.50	4412.50

Amounts include tuition, instructional materials fee ($9.50/credit), student activity fee ($1.75/credit, 10 credit maximum) and the comprehensive registration fee ($19.00 per semester).

Tuition*

In-County per credit hour ..... $ 89.00
Out-of-County per credit hour 194.00
Out-of-State per credit hour 264.00

Fees**

Instructional Materials (per credit hour) ..... $ 9.50
Student Activities (10 credit maximum) 1.75
Admissions Application ..... no charge
Comprehensive Registration Fee (per semester) 19.00
Schedule Change ..... no charge
Late Registration ..... no charge
Credit by Portfolio (per credit hour) ..... 50% of tuition
Credit by Exam (per credit hour) ..... 50% of tuition
Applied Music (per credit hour) 153.00
Culinary Arts (per class) 91.00
Physical Education Fees
- Backpacking 40.00
- Mountaineering 40.00

** Tuition rates are subject to change.*

*** In special cases, the college may charge additional fees.*

Students are responsible for the purchase of textbooks and other materials for each class. The average cost is about $150 per course.

In special cases the college may charge additional fees. These fees will be printed in the academic schedule each semester.

Explanation of Student Tuition & Fee Charges

Tuition and fees partially cover the cost of a student's education. While students contribute a substantial amount toward the cost of attendance at FCC through the tuition and fee charges listed above, the majority of funding for a student's education is provided by Frederick County and the State of Maryland.

Tuition

Tuition charges are the primary source of student revenue and partially offset the cost of instruction at FCC. Tuition is charged based on each credit hour. Out-of-county and out-of-state students are charged higher tuition rates per credit hour to offset state and county funding provided.

Instructional Materials Fee

The instructional materials fee is charged as a simple alternative to the multitude of lab fees that many colleges assess students. It offsets costs to provide various classroom materials and equipment needed to successfully offer classes, including instructional equipment, lab and classroom supplies, computer paper and software, course syllabi and exams. The fee is charged on a credit hour basis.

Comprehensive Registration Fee

This fee is charged once per semester. It partially covers the cost to register at FCC, issue student transcripts, process student schedule changes, and complete graduation activities.

Activity Fee

The revenues generated from the activity fee go into a special account administered by the student government association. These funds provide activities and cultural events open to all FCC students. The fee is charged on a credit hour basis for up to a maximum of ten credit hours.

Applied Music Fee

The applied music fee is charged on a credit hour basis to students enrolled in private lesson music courses. The fee offsets the cost of the private lesson instructor.

Special Fees for Recreation, Skiing & Other Courses

The college charges special fees for courses that require significant out-of-classroom experiences which generate additional expenses. Many of the recreation courses require overnight field trips. The skiing course requires skis and lift tickets. Please refer to the specific PE course for other fees that may be payable directly to the site where the class meets. Some courses may require field trips which may also incur minimal fees.

Continuing Education (noncredit) Tuition

Noncredit, continuing education courses are individually priced. Refer to current Continuing Education class schedule for tuition and fees for each class.

Books and Supplies

Students are responsible for the purchase of the required texts and/or materials for course(s). The average cost is about $150 per course. Book information is available on the Bookstore Web site. Books may be purchased at the FCC Bookstore or can be ordered through the Bookstore Web site. The Bookstore will hold books for in-store pick-up or will ship books to you.

With the student's approval, books can be charged at the FCC Bookstore against available financial aid. When the aid is credited to the student's college account, Bookstore charges will be deducted from the aid after tuition, fees, and all other school charges are paid. Financial aid awards do not automatically cover the cost of books and supplies.

Schedule of Payments

All tuition charges and fees must be paid by the scheduled due date. Acceptable payment methods include cash, check, money order, credit cards (Discover, Visa and MasterCard). FCC also participates in a deferred tuition payment plan. (see page 16).

Checks and money orders should be made payable to Frederick Community College. They should include the student's name and I.D.

If tuition and fees are not paid by the published due date, the student's registration will be voided. Students may not attend classes for which they are not registered.

Financial Responsibility

Students are individually responsible for payment of tuition, fees and all other charges at FCC. If the college does not receive payment from third parties, students will be billed directly for all charges and are expected to pay.

Stopping payment on checks written to FCC to cover tuition and fees does not relieve students of their responsibility to pay for incurred charges. Students must follow the designated procedure for withdrawing from classes and obtaining tuition refunds. Outstanding financial balances must be paid before future registration is permitted, grades are released, or enrollment certifications, diplomas or transcripts are issued.

Tuition Payment Requirements

Tuition and fees payment deadlines are listed in the schedule of classes. Failure to make a payment by the applicable deadline will result in being dropped from all classes. Accounts with a partial payment does not guarantee a seat and may also result in being dropped from all classes. Please ensure that your account is paid in full by the applicable deadlines. View your account online at www.frederick.edu or at the Cashier's Office. Please note it is the responsibility of the student to drop/change classes and not the responsibility of the college.

Deferred Tuition Payment Plan

The college offers a payment plan to assist students with tuition. The plan is called FACTS, and for a minimal fee, tuition costs can be paid in monthly installments from either a checking account or credit card. Students who enroll early benefit from more installments. Sign up online at www.frederick.edu or at the Cashier's Office. For more information, call 301.846.2456. Please note the student is responsible to notify the Cashier's Office if classes are added/dropped causing adjustments. Plan subject to change without notice.

Educational Tax Credits

Hope Scholarship/Lifetime Learning Tax Credits

There are two education tax credits available, the Hope and the Lifetime Learning Credit. The credits are based on education expenses paid for you, your spouse, or your dependents. During any particular year, you can claim only one of the credits for each student. The amount of the credit is determined by the amount you pay for qualified tuition and related expenses for each student and the amount of your modified adjusted gross income (modified AGI).

Expenses that qualify are tuition and fees required for enrollment or attendance at an accredited institution such as FCC. Qualified expenses do not include room and board, insurance, transportation, or other similar personal living or family expenses. Fees for books, supplies and equipment, and student activity fees, may qualify if the fee must be paid to that school for the student's enrollment or attendance.

An eligible student for the Hope Credit is a student who has not completed the first two years of post-secondary education, generally they are freshman or sophomores in college, are in programs leading to a degree, certificate, or recognized educational credential, are enrolled at least one-half time for at least one academic period during the calendar year, and have not been convicted of any federal or state felony conviction for possessing or distributing a controlled substance. An eligible student for the Lifetime Learning Credit is not limited to the first two years of education nor is not based upon student workload. However, to be eligible for the credit, the student must be taking course work in order to acquire or improve job skills.

For additional information on education credits, refer to IRS Publication 970, Tax Benefits for Education, or go to www.irs.gov/individuals/students.

Tuition Refund Procedure

To obtain a refund of tuition and fees upon withdrawal from the college, students must submit a withdrawal form to the Welcome & Registration Center. Refunds will be calculated from the date the withdrawal form is received by the Welcome & Registration Center.

Total refunds will be issued for courses canceled by the college due to insufficient enrollment.

Schedule of Refunds

Period of Enrollment — *Portion of Tuition & Fees*

Fall & Spring Semester (15-week session)

Through the first week of the semester 100%
Through the second week..... 75%
Through the third week 50%
After the third week ..... No refund

Summer Semester (8-week session)

Through the first week of the semester 100%
Through the second week..... 75%
Through the third week 50%
After the third week ..... No refund

Summer Semester (5-week sessions)

Through the first week of the semester 100%
Through the second week..... 75%
After the second week ..... No refund

January Semester

Through the first day of class..... 100%
Through the third day of class 75%
After the first week..... No refund

The college offers courses of varying length during the fall, spring, and summer terms. The college reserves the right to establish additional refund schedules for terms of variable length. In no case will the minimum refund amount be less than 50%.

Tuition Refund Appeals

In cases where the student withdraws after the normal refund period, the college will consider granting a partial refund of tuition and fees for the following reasons: (1) Medical reasons dated and certified by a physician; (2) Job transfer dated and certified by the employer; (3) Job schedule (shift) change which causes a conflict with class schedule, dated and certified by the employer; or (4) Military transfer dated and certified by documentation (copy of orders) from the military unit.

To be eligible for consideration the student must: (1) officially withdraw from the course(s) and (2) submit a tuition refund request form with documentation which is available at the Welcome & Registration Center.

Tuition Refund Policies for Students Receiving Title IV Funding

All students who are awarded Title IV financial aid funds who completely withdraw from classes either officially or unofficially are subject to the Return of Title IV Funds calculation. This calculation will determine if any percentage of Title IV funds must be returned to the appropriate program. The amount of Title IV aid that a student must repay is determined by the federal formula for return of Title IV funds as specified in the Higher Education Act of 1998 (34 CFR 668).

The financial aid office is required to determine the last date of attendance and calculate the percentage of the payment period the student attended. This is the percentage of funds that the student has earned. After this percentage of aid earned is determined, the financial aid office will compare the amount earned and the amount disbursed. If the amount that has been earned is greater than the amount disbursed, a late disbursement will be calculated. However, if the amount earned is less than the amount disbursed, this amount will be calculated and the student will be notified. FCC will refund the unearned Title IV aid back to the appropriate programs as specified by law. The student will be notified of the amount that is required to be returned and the finance office will bill the student for this amount. Funds must be returned to the Title IV programs in the following order:

1. Unsubsidized Stafford Loans
2. Subsidized Stafford Loans
3. PLUS Loans
4. Pell Grant
5. Academic Competitiveness Grant
6. FSEOG

Students may obtain a sample copy of the Return of Title IV Funds worksheet with sample calculations from the financial aid office, A-105.

Continuing Education Refunds

Courses 40 contact hours or less: 100% refund through 1 business day prior to start date of class. Courses over 40 contact hours: 100% refund through firest meeting date, 50% refund through 3rd meeting date. Truck driver training: 100% refund through 3rd class meeting date; 50% refund though 6th class meeting date.

Students must officially withdraw from a continuing education course by submitting a drop form or written request to the Welcome & Registration Center or by dropping online. Requests for exceptions to the refund policy must be made in writing and are considered on a case-by-case basis. Send requests to Continuing Education, attn: Director of Continuing Education & Training Systems, Frederick Community College, 7932 Opossumtown Pike, Frederick, MD 21702.

Residency and Tuition

Residents of Frederick County are entitled to a lower tuition rate than other Maryland residents. Maryland residents outside of Frederick County receive a lower rate than out-of-state applicants. For questions regarding residency, contact the Welcome & Registration Center, 301.846.2434.

The residency policy is as follows:

1. Residence is determined at the time the student is admitted to the college. The burden of proof of residency is upon the student and he/she will be required to sign a statement substantiating their claim.
2. Regulations for full- and part-time students are identical.
3. All requests for change of residence must be made in writing, and proper proof of residence must be presented before a change will be made.
4. Students who change their residence during a semester will not have their tuition adjusted during that semester, but may be entitled to such adjustment the following semester.
5. The word domicile as used in this regulation shall mean the place of permanent abode. For the purpose of this rule only one domicile may be maintained. Local addresses that pertain only during the school year will not be considered for determination of tuition charges.
6. Non-self-supporting students* are considered to be Frederick County residents if, at the time of their admission, their parents have been domiciled in Frederick County for three consecutive months prior to admission. Exceptions will be made for newly arriving families who can prove their intent to become indefinite Frederick County residents (i.e., property tax receipt, mortgage receipt, etc.).

7. Non-self-supporting students* are considered to be residents elsewhere in the state of Maryland if, at the time of their admission their parents are domiciled elsewhere in the State of Maryland.
8. Adult students (age 18 years or over and self-supporting) are considered residents of Frederick County if, at the time of admission, they have been domiciled in Frederick County for three consecutive months prior to admission. Exceptions will be made for newly arriving individuals who can prove their intent to become permanent Frederick County residents (i.e., property tax receipt, mortgage receipt, etc.).
9. Military personnel stationed, living, or domiciled in Maryland, their spouses and dependents who are entering the institution for the first time this fall are considered residents of Frederick County. If the armed services member moves out of the state, the dependents and spouse may maintain in-county residence as along as they stay continuously enrolled.
10. Also considered as Frederick County residents are honorably-discharged veterans who attended a Maryland high school for at least three years and who have graduated from a Maryland public or private high school (documentation required).
11. A person attempting to establish residency must be a United States citizen or must have indicated by formal action their intention to become a citizen, or must have been admitted to the United States on an immigrant visa. A tourist or student visa is not proof of intent to permanently reside in the United States. Such persons are treated as out-of-state residents.

Questions about residence classification should be referred to the associate vice president, student operations.

**Note: A non-self-supporting student is defined as an unmarried individual claimed by parents or guardians as an income tax exemption in the previous taxable year.*

Procedures for Reclassification of Residency

Students whose tuition would be affected by a change in residency must present proof of actual address change to the Welcome & Registration Center. The student will be notified of the decision affecting their residency status. Students may appeal the decision through the appropriate channels.

Individuals may be required to provide convincing evidence such as:

1. A Maryland driver's license indicating county of residency or a vehicle registration card indicating the same, dated 3 months prior to start of semester.
2. Evidence of Maryland State tax or local property tax. Newly arriving county and state residents having such documentation are exempt from the three-month residency requirement.
3. A statement from the education officer for military personnel living in on-post quarters attesting to three-month in-county residence, or official military orders indicating a Fort Detrick (and therefore a Frederick County) domicile.

Tuition for International/Foreign National Students

A foreign national lawfully admitted for residence in the United States may be considered a resident for tuition purposes if he/she meets the domicile requirements stated in this policy. A foreign national lawfully admitted to the United States on a visa type with a corresponding date-certain authorized stay may not be considered a resident for tuition purposes. A foreign national lawfully admitted to the United States on certain visa types with an indeterminate authorized stay may be considered as a resident for tuition purposes if the domicile requirements of this policy have been satisfied. The following visa types determine residency as indicated:

Visa

A (Diplomats, family, staff)	In-County
B (Temporary visitor)	Out-of-State
C (Aliens in transit)	Out-of-State
E (Treaty trader-Taiwan only)	In-County
F (Student and dependents)	Out-of-State
G (Rep. of a world organization)	In-County
H or TN (Temporary worker)	In-County
I (Foreign media/journalist)	In-County
K (Fiancé of US citizen/ Frederick County resident)	In-County
L (Intracompany transferee)	In-County
M (Foreign vocational student, dependents)	Out-of-State
R (Religious worker)	In-County
V (Spouse or child of permanent resident)	In-County
Permanent Resident; Green Card; Refugee; Asylee	In-County

Waivers and Tuition Reductions

Health Manpower Shortage

The Maryland Higher Education Commission designates certain Maryland public community college programs as Health Manpower Shortage Programs. Students who are Maryland residents may attend a designated Health Manpower Shortage Program at any Maryland public community college in the state at in-county tuition and fees regardless of their county of residence.

Allegany College of Maryland

Certificates
Basic Medical Transcription
Medical Coding
Medical Lab Technology-Biotechnology
Practical Nursing
Pharmacy Technician

Associates
Dental Hygiene
Human Services
Medical Assistant
Medical Laboratory Tech
Nursing (RN)
Physical Therapy Assistant
Radiologic Tech
Respiratory Therapist

Anne Arundel Community College

Associates
EMT/Intermediate
EMT/Paramedic
Human Services
Licensed Practical Nursing
Medical Assisting
Medical Coding
Pharmacy Technician
Physician Assistant

Associates
EMT/Paramedic
Medical Assisting
Nursing (RN)
Physical Therapy Assistant
Radiologic Technology

Baltimore City Community College

Certificates
Coding Specialist (Medical)
EMT/Basic
EMT/Intermediate
EMT/Paramedic
Practical Nursing

Associates
Dental Hygiene
Emergency Medical Service
Health Information Technology
Nursing (RN)
Physical Therapist Assistant
Respiratory Care

Carroll Community College

Certificates
Licensed Practical Nursing
Health Information Tech- Medical Records

Associates
Nursing (RN)
Physical Therapist Assistant

Cecil Community College

Certificates
EMT/Paramedic
Nursing

Associates
Nursing (RN)
EMT/Paramedic

Chesapeake College

Certificates
Emergency Medical Services
EMT/Paramedic
Licensed Practical Nursing

Associates
Emergency Medical Services
Human Services
Nursing (RN)
Physical Therapist Assistant
Radiologic Sciences

College of Southern Maryland

Certificates
Emergency Medical Services
EMT/Paramedic
Human Services
Human Services: Mental Health Technician
Practical Nursing
Medical Assistant
Medical Coding Specialist

Associates
Emergency Medical Services
Human Services
Nursing (RN)
Physical Therapy Assistant

Community College of Baltimore County
Certificates
Emergency Medical Tech
Mental Health
Physician Assistant
Practical Nursing
Radiation Therapy

Associates
Emergency Medical Tech
Health Informatics & Information Technology
Medical Office Assistant
Mental Health
Nursing (RN)
Radiography
Radiation Therapy
Respiratory Care Technology

Frederick Community College
Certificates
Emergency Medical Technician: Intermediate
Emergency Medical Technician: Paramedic
Medical Assistant
Practical Nursing

Associates
Emergency Medical Services
Nursing (RN)
Respiratory Therapy

Hagerstown Community College
Certificates
EMT/Paramedic
Medical Assistant
Medical Coding & Reimbursement Specialist
Medical Transcription
Paramed Emer Srvc: EMT-I to EMT-P Bridge
Practical Nursing

Associates
Medical Office Assistant
Nursing (RN)
Paramedic Emergency Services
Radiography

Harford Community College
Certificates
Medical Assisting
Practical Nursing

Associates
Medical Assisting
Nursing (RN)

Howard Community College
Certificates
EMT/Paramedic
Licensed Practical Nursing

Associates
EMT/Paramedic
Nursing (RN)

Montgomery College
Certificates
Diagnostic Medical Sonography
Medical Coder/Abstractor/Biller

Associates
Diagnostic Medical Sonography
Health Information Technology
Mental Health Associate
Nursing (RN)
Physical Therapy Assistant
Radiologic Tech

Prince George's Community College
Certificates
EMT/Paramedic
Health Information Technology
Nursing (LPN)

Associates
EMT/Paramedic
Health Information Management
Nursing (RN)
Radiography (X-Ray) Technician
Respiratory Therapy

Wor-Wic Community College
Certificates
Emergency Medical Services
Practical Nursing

Associates
Emergency Medical Services
Nursing (RN)
Radiologic Technician

Mid-Maryland Healthcare Consortium

Frederick, Carroll and Howard counties have formed the Mid-Maryland Allied Healthcare Education Consortium. The consortium allows residents of all three counties to enroll in selected healthcare programs at any of the colleges at in-county tuition rates and makes it easier for students to pursue careers in the field. Programs participating in the consortium, and the college offering them, are:

Carroll Community College: Physical Therapy Assistant

Frederick Community College: Bioprocessing Technology, Emergency Medical Services, Respiratory Care, Surgical Technology

Howard Community College: Biomedical Engineering Technology, Cardiovascular Technology

Contact the allied health advisor at 301.846.2471 for more information.

Maryland National Guard

Any member of the Maryland National Guard who is certified by the Maryland Adjutant General to have at least 24 months remaining to serve or has agreed in writing to serve for a minimum of 24 months is entitled to a waiver of 50% of the tuition charged for classes offered by Frederick Community College, regardless of class size, location and number of semester hours the student is taking. Eligible individuals shall be charged in-county, in-state rates, regardless of their place of residence. This waiver does not apply to fees.

Tuition Waiver for Persons 60 Years and Older

The tuition charge will be waived for Maryland residents who have enrolled in any credit or credit-equivalent course offered by Frederick Community College who are 60 years or older. Senior citizens are required to pay all fees associated with classes. The senior citizens waiver will be given on a space-available basis.

Senior citizens who wish to take advantage of the tuition benefit may only register tuition-free during a specified time period as published in the credit schedule. Those eligible for waivers who agree to pay full tuition and fees may register at any time during the registration period. However, refunds will not be granted to seniors paying full tuition who then drop and later add the same course under the tuition-free benefit provision.

Tuition Waiver for Persons Retired and Disabled

FCC also waives course tuition for any individual who is retired from employment by reason of a total and permanent disability. In order to receive the tuition waiver, individuals must obtain certification from the Social Security Administration or Railroad Retirement Board. Qualified disabled persons are liable for fees. Information regarding certification may be obtained from the Welcome & Registration Center at Frederick Community College, 301.846.2655.

Tuition Sponsorship by a Third Party

Students are responsible for all tuition and fees. If a third party such as, but not limited to, a federal, state or municipal government agency or employer agrees to pay tuition and fees, students are not relieved of their primary responsibility. In the event that such a party fails to honor its agreement, Frederick Community College reserves the right to bill students directly.

Statewide Instructional Programs

Certain programs offered at community colleges throughout Maryland are designated by the Maryland Higher Education Commission as statewide. This means that Maryland residents may enroll in these specialized programs and receive all or a portion of the difference in tuition between the in-county and out-of-county tuition costs if a similar program does not exist in their county of residence. Students interested in these programs should contact the appropriate college directly.

Colleges may delete programs from the statewide designation at their discretion.

Allegany College of Maryland
Associate Degree
Hotel & Restaurant Mgt
Medical Assistant
Automotive Tech
Forest Tech
Culinary Arts
Therapeutic Massage

Certificate
Legal Nursing
Nursing Assistant/Geriatric Aide
Phlebotomy/EKG Technician
Automotive Tech
Tree Care Technology
Directed Technology (Travel/Tourism)

Anne Arundel Community College
Associate Degree
Homeland Security Management

Hotel/Restaurant Management
Medical Assisting
EMT Paramedic
Therapeutic Massage
Paralegal Studies

Certificate
Hotel/Restaurant Management
Medical Assisting
EMT Paramedic
Therapeutic Massage
Paralegal Studies

Cecil Community College
Associate Degree
Visual Communications

Certificate
Visual Communications
Transport & Logistics-Aviation Management
Transport & Logistics-Air Traffic Control
Transport & Logistics-Flight Training
Transport & Logistics-Commerc Transport
Transport & Logistics-Materials Mgt

College of Southern Maryland
Associate Degree
Massage Therapy
Manufacturing Technology

Certificate
Commercial Vehicle Operator
Security Management

Community College of Baltimore County
Associate Degree
E-Business Management
E-Business Technology
Aviation Management
Computer Graphic & Visual Communication
Multimedia Technology
Veterinary Tech
Chemical Dependency Counseling
Mortuary Science
Occup Safety & Hlth Tech
Radiation Therapy
Health and Fitness Studies
Automotive Technology
Construction Management
Environmental Science and Technology
Horticulture
Recreation, Parks and Tourism
Labor Studies
Interpreter Preparation

Certificate
E-Business Management Certificate
E-Business Technology Certificate
E-Business Website Developer Certificate
Printing Management Tech
Air Traffic Control
Aviation Management
Flight Training
Flight Attendant
Advertising Design
Multimedia Technology
Publication Design
Photography Imaging
Interactive Design
Imaging Specialist
Web Design Specialist
Publication Design Specialist
Chemical Dependency Counseling
Mortuary Science
Occup Safety & Hlth Tech
Personal Trainer Certificate
Auto Technology
Auto Air Conditioning/Heating Specialist
Automotive Brake & Suspension Specialist
Automotive Drive Train Specialist
Auto Electrical & Electronic Specialist
Automotive Engine Specialist
Automotive Master Technician
Automotive Service Attendant
Construction Management
Environmental Science and Technology
Floral Design
Nursery and Greenhouse Production
Turf and Landscape Maintenance
Landscape Design and Installation
Recreation Parks & Leisure Studies
International Tourism
Travel Management
Tourism Sales and Marketing
Tourism Diversity
Labor Studies
Interpreter Preparation

Frederick Community College
Associate Degree
Nuclear Medicine Technology
Emergency Management

Certificate
Nuclear Medicine Technology

Garrett College

Associate Degree
Natural Resources and Wildlife Tech
Adventure Sports Management
Juvenile Justice

Certificate
Natural Resources and Wildlife Tech
Juvenile Justice

Harford Community College
Associate Degree
Technical/Professional Studies
Electroneurodiagnostic Tech
High Performance Manufacturing
Science Lab Tech

Howard Community College
Associate Degree
Cardiovascular Tech
Biomedical Eng
Photonics Technology

Certificate
Cardiovascular Tech
Adv. Cardiovas. Imaging & Intervention
Biomedical Eng
Photonics Technology

Montgomery College - All Campuses
Associate Degree
Graphic Design (AFA)
Studio Art (AFA)
Diagnostic Medical Sonography
Biotechnology
Fire Science Fire Service Management

Certificate
Technical Writing
Diagnostic Medical Sonography
Fire & Arson Investigation Certificate

Prince George's Community College
Associate Degree
Nuclear Medicine Tech
Investigative Forensics
Forensic Transfer Studies

Certificate
Nuclear Medicine Tech

Financial Aid

Financial Aid

Introduction

Frederick Community College works to ensure that all students have equal access to financial assistance that will help them attend college. FCC participates in a wide range of federal, state and local financial aid programs that includes grants, loans, employment, and scholarships (see chart, page 22).

Eligibility Criteria

Financial Need–Financial need is the difference between educational expenses at FCC and the amount expected from students and/or their families. The college uses the FAFSA to determine the amount of financial need.

Citizenship–Students must be United States citizens, nationals, or permanent residents of the United States.

Academic Program–Students must be enrolled in or accepted for enrollment in a state-approved degree or certificate program. For most types of financial aid, students must enroll in and attend at least six credit hours or more per semester. Some financial aid awards have different minimum enrollments. Some students with exceptional financial need who are enrolled in less than six credit hours may receive Pell Grants.

Enrollment Status–Awards are adjusted for full-time (at least 12 credit hours), three-quarter-time (9-11 credit hours) or half-time (6-8 hours) enrollment after the third week of classes. Students may receive financial aid for developmental classes and these courses will be considered in determining a student's enrollment status. (See the academic schedule for the credit hour equivalent assigned to developmental classes.)

High School Diploma/GED–Students without either a high school diploma or a GED must contact the financial aid office to discuss eligibility.

How to Apply for Financial Aid

Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA each year that you plan to attend college. This form can be completed online at www.fafsa.ed.gov or a copy of the paper form is available in the financial aid office (A105). The school code for Frederick Community College is 002071 and must be listed on the FAFSA to process student applicant data. Students are required to also complete the FCC Financial Aid Application form each year in addition to the FAFSA.

Reapplying: Students must reapply each academic year to continue receiving financial aid. Each year's information is based on the previous year's federal tax returns.

Verification

Some students will be randomly selected to provide verification of the accuracy of information provided on the FAFSA. Students whose applications are selected for verification must provide copies of requested information in order for financial aid to be awarded.

When to Apply/Reapply

The deadline to apply for Maryland State Scholarships is March 1. A student must complete the FAFSA form prior to March 1 to be eligible for State Scholarships. Students who miss this priority deadline should still file a FAFSA as soon as possible after March 1, but they may only be considered for federal and institutional aid. To have your financial aid application processed prior to the tuition bill due date students must complete the FAFSA and submit all requested documentation to the FCC financial aid office by:

June 1 for fall semester
November 1 for spring semester.

Applications submitted after these dates will be processed as quickly as possible, but financial aid awards may not be processed in time for the payment due date.

Transfer Students

Mid-year transfer students planning to attend FCC in the spring semester who received a Pell Grant in the fall semester must add Frederick Community College on their student aid report.

Transfer students who have a Stafford Student Loan at another college in the fall semester and plan to attend FCC the following spring semester must cancel the loan at the prior college and reapply through FCC.

Recipients of a Maryland State Scholarship should check with the Maryland State Scholarship Administration to see if that award can be transferred to FCC and, if so, to calculate the amount of the award.

Financial Aid Eligibility: Satisfactory Academic Progress

Federal regulations require that students make satisfactory progress toward completion of a degree or certificate to receive financial aid. Students must attend their classes, complete all classes in which they enroll, and obtain passing grades (usually a 'C' or better). Students must successfully complete a minimum percentage of credit hours each semester. Withdrawing from a class after the semester has begun can affect current financial aid and future eligibility. A description of satisfactory progress requirements is available in the financial aid office. Students must meet the following completion rate and minimum grade point averages:

Total Credits Attempted	Minimum Cumulative GPA	Completion Rate (of total attempted)
0-15	1.499	50%
16-30	1.749	60%
31-59	1.899	70%
60 & above	2.000	80%

Financial aid recipients are required to attend classes on a regular basis. Failure to attend classes can result in a reduction or cancellation of financial aid awards. Financial aid is canceled for classes a student is enrolled in but never attends. A student cannot receive financial aid for courses that are audited.

Typical Expenses used to Determine Financial Need

The following estimated budgets are used when calculating the need of average full-time in-county students (14 credits per semester) for the full academic year. Budgets for other categories of students can be obtained from the financial aid office.

	Living at Home	Living Away from Home
Estimated Tuition & Fees	$2,634	$2,634
Books & Supplies	1,200	1,200
Room & Board	2,700	6,300
Transportation	1,200	1,200
Personal	1,000	1,000
	$8,734	$12,334

Financial Aid Appeals Process

Students who feel that their financial aid application was not given proper consideration or who have been suspended from financial aid eligibility due to lack of satisfactory academic progress may appeal the decision. The appeal must be made in writing and submitted to the financial aid director. All appeals are reviewed by a financial aid committee.

Veterans

FCC is approved by the Maryland Higher Education Commission to certify eligible veterans and eligible dependents of veterans. The FCC veterans office assists students in applying for their educational benefits. In order to apply for benefits, students must first apply for admission to the college and register for classes. Veterans are responsible for paying tuition and fees by the specified deadlines.

After registering for classes, eligible students should come to the veterans office to complete the required paperwork. Students are required to complete the Declaration of Intent form each semester in which they wish to receive VA educational benefits. Students are only certified to receive benefits for courses that are required for a selected major. Students are required to notify the FCC veterans office if they reduce their course load, withdraw from classes, change from credit to audit, or change majors. To contact the veterans office, call 301.846.2474.

The U.S. Department of Veterans Affairs requires that students who receive VA educational benefits must meet the standards of satisfactory progress as defined by the college. Students who fail to make satisfactory academic progress may lose their approval to receive VA educational benefits.

When students apply for admission they must request official transcripts from all postsecondary institutions attended and have these transcripts mailed directly to the Welcome & Registration Center at FCC. To request credit for military training, students must bring a court certified copy of DD214 to the Welcome & Registration Center. These transcripts must be sent and evaluated within a year of enrollment.

The telephone number of the Veterans Administration in Buffalo, NY is 888.442.4551. The Web site is www.vba.va.gov.

Transfer Evaluation Information

Students who joined the Army after October 1, 1981, should contact the Fort Detrick Education Center, Bldg. 501, at 301.619.2854.

Students who joined the Army prior to October 1, 1981, or served in any other branch of service should send Standard Form 180, Request Pertaining to Military Records, to the address on the back of the form.

Scholarships

Frederick Community College sponsors a number of need- and merit-based scholarships. College-sponsored scholarships have application deadlines of June 1 for fall semester and January 1 for spring semester. The financial aid office maintains a reference guide describing the eligibility requirements for all FCC scholarships.

To apply for FCC scholarships apply online at www.Frederick.edu each semester prior to the deadline listed above.

For applications or information on additional scholarships, call 301.846.2480, or visit the financial aid office.

Special Scholarships for 2006 High School Graduates

Loats Scholarship

Students who are residents of Frederick County with demonstrated financial need and good grades may apply for this scholarship. (Completion of a Free Application for Federal Student Aid is required.) Priority consideration is given to orphans and students from single parent families. Recipients must pursue careers in public service such as teaching, nursing or social work. The average award is $600 per semester with the number of awards made each semester based on available funds. Students apply by completing the FCC scholarship application online at www.frederick.edu by May 26 for the fall semester and December 1 for the spring semester.

Frederick Singles Scholarship

This scholarship is awarded to a Frederick County high school senior who is the child of a single parent. Eligibility is based on financial need and academic achievement. Recipients must attend FCC immediately following their graduation from high school. The amount of the award varies. This is a nonrenewable, two-semester award. Nominations are made to the FCC scholarship committee by high school guidance counselors by April 30.

Trustees Scholarship

Each year 30 Frederick County high school seniors are awarded the FCC Trustees Scholarship for maintaining a 3.5 grade point average through grades 9-12. It is awarded to students who attend the fall term following their graduation from high school.

Full-time students receive $250 per semester. Part-time students awards will be prorated based upon the number of credits taken. Trustees Scholarships are renewable based upon service hours as an FCC Ambassador ad meeting conditions below.

Application Procedures:

- Complete an application form and return it to the Welcome & Registration Center at Frederick Community College. Forms are available in the high school guidance office and the FCC Welcome & Registration Center.
- Request the guidance office to send a copy of a current transcript to the Welcome & Registration Center.
- Request the guidance office to send a copy of a final high school transcript if the first submission did not include the last semester's grades.

Conditions:

- Qualifying students must be June 2006 graduates of a Frederick County high school and enroll at FCC the fall semester following June graduation.
- Scholarships will be awarded to qualified students based upon date of receipt.
- Recipients must earn a minimum 3.5 grade point average at the time of application and at graduation from high school.
- Recipient must have a minimum 3.0 grade point average at FCC to be eligible for renewal.
- Trustees Scholars will be required to participate in the FCC Ambassadors Program in order to qualify for renewal.

Routzahn Business Scholarship

Each year one senior in each of the public high schools in Frederick County is awarded the Routzahn Business Scholarship. Students who choose to attend Frederick Community College in the fall semester immediately following their high school graduation, and who plan to major in a business-related curriculum, may apply. Each high school may develop its own criteria for eligibility which may include, but not necessarily be limited to, grade point average, standardized test scores, teacher recommendation and essay.

The amount of the award is $250 per semester. The scholarship is renewable for a maximum of four semesters of full-time attendance provided a grade point average of 2.5 is maintained in each semester. The total award to any recipient may not exceed $1,000.

Application Procedures:

- Complete an application form and return it to the high school guidance office. Forms are available in the high school guidance office and the FCC Welcome & Registration Center.
- Contact the guidance office for the specific requirement for their school.
- Applications should be submitted by May 15.

Conditions:

- Qualifying students must be June 2006 graduates of a Frederick County public high school and must enroll at FCC the fall semester following their June graduation.
- Scholarships will be awarded to one student from each of the public high schools.
- Recipients must plan to major in a business-related curriculum at FCC.
- Recipients must maintain a 2.5 grade point average at FCC in order to qualify for renewal.

Other Freshmen Scholarships

Freshmen are welcome to apply for other internal scholarships awarded through FCC.

Student Consumer Rights and Responsibilities

Section 493.A of the Higher Education Act as amended in 1992 requires postsecondary educational institutions to disseminate relevant, candid information on student financial aid programs available at the college. These rights and responsibilities may be found in The Student Guide (U.S. Department of Education) which is available in the financial aid office. All financial aid awards are for one academic year. It is the student's responsibility to reapply each year.

Effects of Withdrawing or Not Attending Class

Students who received financial aid funds must attend classes in order to receive these funds. Students receiving Federal financial aid funds who officially withdraw or stop attending classes are subject to a Return of Title IV calculation to determine the percentage of financial aid funds that have been earned for that semester. If a student does not begin attendance in a class, all financial aid funds for that class are canceled. The return amounts of financial aid funds are calculated based on federal regulations. Examples of these calculations can be obtained from the financial aid office, A-105. It is important for students to understand that if a student does not attend or withdraws from a class a student can lose financial aid which has already been disbursed and may lead to an overpayment or outstanding tuition charges for the semester. Students can not receive financial aid funds for classes that are audited or for classes never attended.

Financial Aid Programs Chart

TYPE OF AID	SOURCE	AWARD AMOUNTS	WHO IS ELIGIBLE TO APPLY	HOW TO APPLY
Grants				
Federal Pell Grant	Federal government	Annual award may range from $400 to $4,310 as determined by a Federal formula. Based on financial need.	Students enrolled at least half time (6 credit hours/semester) in a degree or certificate program at FCC. Some students with exceptional financial need may receive only Pell Grants for less than half-time enrollment.	Complete the Free Application for Federal Student Aid (FAFSA) and the FCC financial aid application. Students must reapply each academic year.
Academic Competitiveness Grant	Federal Government	1st year: $750, 2nd year: $1300	Pell Grant recipinet, US citizen, High school graduate after 1/1/05, Completion of rigorous high school program, Score a 3 or higher on 2 AP exams.	Self certify on the FAFSA.
Federal Supplemental Educational Opportunity Grant (FSEOG)	Federal government through FCC	Award may range from $100 - $200 per semester. Based on financial need according to a federal formula.	Same as Pell Grant program. Priority must be given to the neediest Pell Grant recipients. Must be enrolled at least half time.	Same as Pell Grant program.
FCC Grant	FCC	Average $250 per semester. Based on financial need.	Same as Pell Grant program. Must be enrolled at least half time.	Same as Pell Grant program.
Maryland Part-time Grant	State of Maryland through FCC	Average $250 per semester. Based on financial need.	Students enrolled for 6–11 credit hours in a degree program.	Same as Pell Grant program.
Scholarships				
Maryland State Scholarships	State of Maryland	Variable. Refer to state scholarship brochure.	Maryland residents enrolled in a degree or certificate program. Refer to state scholarship brochure.	Complete the Free Application for Federal Student Aid (FAFSA). Apply by March 1. Additional state applications may be required.
FCC Scholarships	FCC Foundation	Variable. Listings available in the financial aid office.	Based on criteria of scholarship.	Complete the FCC Scholarship Application online at www.frederick.edu. Students must reapply each semester. Fall deadline: June 1, Spring deadline: January 2.
Loans				
Federal Stafford Loan	Local banks and lending agencies	$3,500 maximum for dependent freshmen; $7,500 maximum for independent freshmen; $4,500 for dependent sophomores; $8,500 maximum for independent sophomores. Note: Amounts are requested by the student and are subject to approval by the financial aid office and lender.	Students enrolled at least half time (6 credit hours per semester) in a degree or certificate program at FCC.	Complete the Free Application for Federal Student Aid (FAFSA), FCC financial aid application, and a loan form. Students must reapply each academic year.
Federal Parent Loan for Undergraduate Students (FPLUS)	Local banks and lending agencies	Annual loan limit is the student's cost of education minus any estimated financial aid received.	Parents of dependent students. Students enrolled at least half time (6 credit hours per semester) in a degree or certificate program at FCC.	FCC financial aid application and a loan form. Parents must reapply each year.
Employment				
Federal College Work Study (FCWS)	Federal government through FCC	Variable. Based on financial need. A variety of jobs are available on campus.	Students enrolled at least half time (6 credit hours per semester) in a degree or certificate program at FCC.	Same as Pell Grant program. Also must complete an FCC student employment application.
Student Assistant Program	FCC	Variable. Awards are not based on financial need.	Students enrolled at least half time (6 credit hours per semester) in a degree or certificate program at FCC.	Same as FCWS program.

Academic Departments

There are seven academic departments at Frederick Community College. Each department has a department chair responsible for all academic matters within that department. Following is a list of programs of study offered by the various departments.

Allied Health & Wellness

Chair: Lisa Gotschall (301.846.2801)

Associate in Arts (A.A.)

- General Studies: Fire Science Option
- General Studies: Therapeutic Massage Option
- Physical Education

Associate in Science (A.S.)

- Associate Degree Nursing
- Pre-Dental Hygiene
- Pre-Medical Technology
- Pre-Nursing
- Pre-Pharmacy
- Pre-Physical Therapy

Associate in Applied Science (A.A.S.)

- Emergency Management
- Emergency Medical Services
- Nuclear Medicine Technology
- Respiratory Care
- Surgical Technology

Certificates

- Emergency Management
- Emergency Medical Technician - Intermediate
- Emergency Medical Technician - Paramedic
- Nuclear Medicine Technology
- Practical Nursing
- Surgical Technology

Letter of Recognition

- Emergency Management (Animals in Disasters, Disaster Construction Issues, Disaster Management, Disaster Planning, Emergency Management Basics, Emergency Preparedness, Natural Disasters, Radiologic/Hazardous Response, Emergency Leadership Planning, Incident Management for Schools)

Communications, Humanities & Arts

Chair: Jan Holly (301.846.2608)

Associate in Arts (A.A.)

- Art
- Communications (Speech)
- Digital Media Design
- Drama
- Music
- Philosophy

Certificates

- Computer Graphics
- American Sign Language Studies
- Television Production

Computing & Business Technology

Chair: Rebecca Yankosky (301.846.2632)

Associate in Arts (A.A.)

- Business Administration
- International Business

Associate in Applied Science (A.A.S.)

- Accounting
- Architectural Computer Aided Design
- Banking & Financial Management
- Business Management
- Construction Management & Supervision
- Culinary Arts & Supervision
- Information Technology: Information Technology Specialist (Computer Applications Specialist; Computer Programming Database Specialist; PC/Network Support Specialist); Network Engineer (Cisco; MCSE)

Associate in Science (A.S.)

- Computer Science
- Engineering
- Information Systems Management

Certificates

- Bank Operations
- Financial Management in Banking
- Business Accounting
- Business Management (Business Enterprise, Business Studies, Entrepreneurship, Management, Supervision)
- Computer Aided Drafting
- Computer Science Studies
- Computerized Accounting
- Construction Management & Supervision
- Construction Technology Academy
- Culinary Arts
- Hospitality Supervision
- Information Technology: Computer Software Specialist (Programming/Database); Help Desk Specialist (Software, Hardware); Personal Computer Support Specialist; Personal Computer Software; Medical Administrative Support
- Medical Assistant

Letter of Recognition

- A+ Training
- Information Technology (Database Administration; A+; Microsoft Certified Professional)
- Medical Coding Basics
- Medical Transcription Basics
- Microsoft Certified Systems Engineer

Series of Courses

- CPA Exam Preparation courses

Continuing Education (noncredit)

David Croghan (301.624.2849)

Information Technology

- Computer Technician Training (A +)
- CompTIA Network +
- CompTIA Security +
- Microsoft Certified Systems Administrator (MCSA)
- Microsoft SQL Server 2000 Certification

Allied Health

- Certified Nursing Assistant
- Dental Assistant
- EKG Technician
- Pharmacology Technician
- Phlebotomy Technician
- Physical & Occupational Therapy

Business

- American Management Association (AMA)
- Certified Bookkeeper
- Professional Project Manager (PMP)
- Society for Human Resources (SHRM) PHR/SPHR
- Small Business

Real Estate

- Home Inspector
- Maryland Home Improvement Contractors License Exam Prep
- Mortgage Loan Officer
- Real Estate Agent
- Real Estate Appraisal

Construction

- Basic AutoCAD
- Electricity
- Heating Ventilation Air Conditioning and Refrigeration (HVAC)
- Plumbing
- Welding

Professional Truck Driver

- Class A
- Class B

Child Care

Autobody

Veterinary Assistant

Equine

Personal Enrichment

- Arts, Crafts & Hobbies
- Culinary
- Drawing & Painting
- English as Your Second Language
- Health, Fitness & the Great Outdoors
- Home Decorating
- Languages
- Music & Dance
- Personal Finance
- Personal Growth & Self Help
- Photography

- Test Preparation
- Writing

Kids On Campus

- Boost Your Imagination
- Computers
- Hands-On Science
- Home-School Enrichment
- Kids' Cuisine
- Languages
- Media and the Arts
- Parents and Kids Together
- SAFE Sitter
- Sports and Fitness

Institute for Learning in Retirement (ILR)

- Art and music
- Computers and digital photography
- Golf, bridge and other hobbies
- Health and fitness
- History, government and world cultures
- Personal finance and elder law
- Science and nature
- Social issues and current events

Driver Education & Traffic Safety

Motorcycle Safety

- Advanced Rider Clinic
- Basic Rider Course (BRC)
- Basic Rider Course II (BRC II)
- Experienced Rider Course (ERC)
- Motorcycle Maintenance

English

Chair: Elizabeth Holton (301.846.2551)

Associate in Arts (A.A.)

- English/Literature

Mathematics

Chair: Donna Mills (301.846.2615)

Associate in Science (A.S.)

- Mathematics

Science

Chair: Robert H. Ford (301.846.2628)

Associate in Science (A.S.)

- Biology
- Chemistry

Associate in Applied Science (A.A.S.)

- Bioprocessing Technology

Certificates

- Bioprocessing Technology

Social Sciences

Chair: Barbara Angleberger (301.846.2588)

Associate in Arts (A.A.)

- Criminal Justice
- Economics
- Government & Politics
- History
- Human Services (Adult & Family Traumas, Aging, Developmental Problems, Addictions)
- Psychology
- Sociology

Associate in Applied Science (A.A.S.)

- Early Childhood Development
- Paralegal
- Police Science

Associate of Arts in Teaching (A.A.T.)

- Education (Elementary)
- Mathematics (Secondary)
- Spanish (Secondary)
- Early Childhood Education

Certificates

- Addicitons Counseling
- Civil War
- Early Childhood Development
- Gerontology
- Paralegal
- Senior Staff & Group Leader Training

Letter of Recognition

- Early Childhood Development
- Gerontology

Associate in Arts (A.A.) General Studies

The general studies (A.A.) degree program is assigned to the jurisdiction of all departments listed for the instructional area, with final decisions resting within the office of the vice president for learning.

Associate in Arts (A.A.) Arts & Sciences

The arts and sciences A.A. degree program falls under the jurisdiction of the department in which the option selected is located. Please refer to the available options listed on page 31.

Transfer Certificate Arts & Sciences

The transfer certificate program is assigned to the jurisdiction of all departments in Arts & Sciences, with final decisions resting within the office of the vice president for learning. Please refer to the program requirements on page 31.

Degree Requirements

Description of Degrees

Frederick Community College awards an associate's degree to those students who complete a prescribed curriculum with a 2.0 grade point average or better. The certificate of accomplishment is awarded to those students who complete a prescribed curriculum of specialized training with a 2.0 grade point average or better.

Associate in Arts (A.A.) Degree & Associate in Science (A.S.) Degree

To be eligible to receive the associate in arts or associate in science degree, students must:

1. Successfully complete a prescribed curriculum as approved by the college.
2. Complete a minimum of 60 credit hours.
3. Complete a core of at least 34 credit hours of general education courses that will include the following: English 101; arts, humanities and communications (one course from each discipline) 9 credits; social & behavioral sciences (one course each from two disciplines) - 6 credits; biological & physical sciences (two courses, one of which must be a laboratory course) - 7/8 credits; mathematics - 3/4 credits; and interdisciplinary/emerging issues - 6 credits. For the complete list of general education courses, see pages 26 - 27. In addition to the general education requirements, a health or physical education course (1/3 credits) is required.
4. Obtain a minimum grade point average of 2.0 (in addition, certain programs of study may require a 2.0 grade point average for all designated major courses).
5. Complete at least 15 semester hours of academic credit at FCC.
6. Complete a graduation application and submit to the Welcome & Registration Center.

Diplomas are issued three times a year: August, December and May. The actual commencement ceremony is held in May.

Associate of Arts in Teaching (A.A.T.) Degree

To be eligible to receive the associate of arts in teaching degree, students must:

1. Successfully complete a prescribed curriculum as approved by the college.
2. Complete a minimum of 60 credit hours.
3. Complete a core of at least 34 credit hours of general education courses as described in the program of study.
4. Obtain a minimum grade point average of 2.75 and earn a 'C' or better in all courses used to satisfy the A.A.T. program of study.
5. Complete at least 15 semester hours of academic credit at FCC.
6. Submit official scores from PRAXIS I at the level established by the Maryland State Department of Education.

Diplomas are issued three times a year: August, December and May. The actual commencement ceremony is held in May.

Associate in Applied Science (A.A.S.) Degree

To be eligible to receive the associate in applied science degree, students must:

1. Successfully complete a prescribed curriculum as approved by the college.
2. Complete a minimum of 60 credit hours.
3. Complete a core of at least 20 credit hours of general education courses that will include at least one three- or four-credit course from each of the following areas: English 101; arts, humanities & communications; social & behavioral sciences; biological & physical sciences; and mathematics. For the complete list of general education courses, see pages 26 - 27. In addition to the general education requirements, a health or physical education course (1/3 credits) is required.
4. Obtain a minimum grade point average of 2.0 (in addition, certain programs of study may require a 2.0 grade point average for all designated major courses).
5. Complete at least 15 semester hours of academic credit at FCC.
6. Complete a graduation application and submit to the Welcome & Registration Center.

Diplomas are issued three times a year: August, December and May. The actual commencement ceremony is held in May.

Certificate Requirements

To be eligible to receive the certificate of accomplishment, students must:

1. Complete a prescribed curriculum approved by the college.
2. Obtain a minimum grade point average of 2.0.
3. Transfer students must complete at least one three-credit course at FCC to receive the certificate of accomplishment.
4. Complete a graduation application and submit it to the Welcome & Registration Center.

Certificates are issued three times a year: August, December and May. The actual commencement ceremony is held in May.

Letter of Recognition (LOR)

To be eligible to receive a letter of recognition, students must:

1. Complete a prescribed curriculum approved by the college. No course substitutions are allowed.
2. Obtain a minimum grade point average of 2.0 in the courses required by the letter of recognition.
3. Transfer students must complete at least one three-credit course in the letter of recognition at FCC to receive a letter of recognition.
4. At least three hours of the letter of recognition must be taken for a grade other than Pass/Fail.
5. Complete a letter of recognition application and submit it to the Welcome & Registration Center.

Letters of recognition are issued three times a year: August, December, and May. Letter of recognition recipients do not take part in commencement ceremonies, unless they have also completed a degree or certificate.

Program Requirements

Pages 28-78 contain information regarding programs of study offered by FCC. This information describes both transfer programs and career programs.

Career programs are designed for those students who wish to seek employment in a specific career immediately upon completion of coursework that leads to an associate's degree. Although the majority of the coursework will transfer to other institutions, these programs are oriented toward employment in entry-level positions. Career programs are designated with the word career following the program title (e.g., Accounting Program - Career). The associate in applied science (A.A.S.) degree is awarded upon the completion of most career programs.

Transfer programs are designed to prepare students to transfer to a baccalaureate-granting institution. Students completing the described programs will ordinarily be received as juniors at receiving colleges. Transfer programs are designated with the word transfer following the program title, (e.g. History - Transfer). The associate in arts (A.A.) degree, the associate in science (A.S.) degree, or the associate of arts in teaching (A.A.T.) degree is awarded upon the completion of transfer programs.

Both career and transfer programs generally incorporate three different categories of coursework. The categories include a general education core, required departmental courses and free elective courses which the student may select. In addition, all programs require a physical education or health course.

General Education Core

General education is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. The general education core is designed to introduce undergraduates to the fundamental knowledge, skills and values which are essential to the study of academic disciplines, to the pursuit of life-long learning and to the development of educated members of the community and the world. The complete list of general education goals is listed below.

For programs awarding the associate of arts (A.A.) degree, the associate in science (A.S.) degree, or the associate of arts in teaching (A.A.T.) degree, the general education core consists of at least 34 credit hours which must include the following:

- English Composition 101 one course (3 credits)
- Arts, Humanities & Communications three courses, one selected from each area (9 credits)
- Social & Behavioral Sciences two courses, selected from different disciplines (6 credits)
- Biological & Physical Science two courses, one of which must be a lab science (7-8 credits)
- Mathematics one course (3-4 credits)
- Interdisciplinary & Emerging Issues two courses from two different disciplines (6 credits)

For programs awarding the associate in applied science (A.A.S.) degree, the general education core consists of at least 20 credit hours which must include the following:

- English Composition 101 one course (3 credits)
- Arts, Humanities & Communications one course (3 credits)
- Social & Behavioral Sciences one course (3 credits)
- Biological & Physical Science one course (3-4 credits)
- Mathematics one course (3-4 credits)

Students in the associate of arts in teaching (A.A.T.) program should complete the approved general education courses listed in the A.A.T. program of study.

Courses that fulfill the general education core requirement are listed on pages 26-27.

General Education Goals

I. Students will demonstrate college-level communications skills.

II. Students will demonstrate critical thinking skills.

III. Students will analyze and interpret ways in which individuals, groups, institutions, or societies behave, function, and influence one another.

IV. Students will demonstrate quantitative problem solving.

V. Students will apply scientific reasoning.

VI. Students will demonstrate an understanding of technology and its uses.

VII. Students will demonstrate an understanding of and be able to interpret social and educational values.

VIII. Students will be able to make informed critical responses to the arts and to the human values expressed in all art forms.

IX. Students will evaluate personal wellness to make critically informed lifestyle choices reflecting an understanding of wellness.

X. Students will value the emergence of a multicultural society.

Required Departmental Courses

Courses determined by the faculty to be essential for students in a selected major or discipline are incorporated into each program of study as departmental requirements. In some cases they are specified. At other times they are listed as electives for the student to make the final choice.

Courses that fulfill the departmental requirements in a program are listed by discipline (i.e., business, computer & information sciences, mathematics, etc.) on pages 84 - 116.

Free Elective Courses

Many programs incorporate a third category of required courses. This category is designated by the term elective(s). Students are free to select from any academic course offered by the college to fulfill this program requirement.

Selection may be made from general education courses, departmental courses and various other academic courses offered by the college.

Courses that fulfill this requirement are listed on pages 84 - 116, where descriptions of all courses are provided.

Selecting Courses

On the following pages are listed academic credit courses that may be used by students to fulfill certain program requirements. The courses listed are grouped by discipline or majors.

Students should use the following criteria when selecting courses to meet program elective requirements.

1. All general education courses are listed in the appropriate category (i.e., Communications, Arts & Humanities, Mathematics, etc.) on pages 26 & 27.
2. Departmental courses are listed under the appropriate discipline (i.e., Business, Computer & Information Sciences, Mathematics, etc.) on pages 79-83 or pages 84 - 115.
3. Elective courses include most courses in the following list along with any academic course listed on pages 84-115, where all course descriptions are listed.

Please note: In some limited cases, courses do not carry academic credit and are clearly marked. These courses (CAH 113, AMA 110, for example) may not be used to satisfy elective requirements of academic degree programs.

Where programs require selecting courses from two disciplines, the following example may be helpful:

General Education Elective: Social Sciences, 6 credits required, select from two disciplines: Select HI 101 and PS 101 or select PI 104 and SO 101.

Please note: Course prerequisites may be waived where mastery of course content has been acquired. Students should contact the course instructor and/or department chairperson for permission.

General Education Courses

All General Education courses listed on this page may be taken in the Honors format, when offered, and designated with an 'H' (e.g., MA 103H) in the class schedule.

1. Arts and Humanities

Arts

AR 100 - Introduction to the Creative Arts (3)
AR 101 - Fundamentals of Design I (3)
AR 103 - Survey of Non-Western Art (3)
AR 104 - Survey of Art I (3)
AR 105 - Survey of Art II (3)
AR 106 - Drawing I (3)
AR 113 - Pottery I (3)
CMM 101 - Intro to Electronic Media (3)
CMM 103 - Introduction to Film (3)
DR 101 - Introduction to Theater (3)
DR/EN 229** - Modern Drama (3)
MU 101 - Intro. to Music History & Appreciation (3)
MU 103 - Fundamentals of Music (3)
MU 104 - Music Listening & Literature I (3)
MU 105 - Music Listening & Literature II (3)
MU 111 - Music Theory I (3)
MU 112 - Music Theory II (3)
MU 211 - Music Theory III (3)
MU 212 - Music Theory IV (3)

Humanities

ASLS 102 - American Sign Language I (3)
ASLS 103 - American Sign Language II (3)
ASLS 202 - American Sign Language III (3)
ASLS 203 - American Sign Language IV (3)
DR/EN 229** - Modern Drama (3)
EN 102* - English Composition & Literature (3)
EN 201 - British Literature (3)
EN 202 - British Literature (3)
EN 203 - American Literature (3)
EN 204 - American Literature (3)
EN 205 - World Literature (3)
EN 206 - World Literature (3)
EN 214 - The Poem (3)
EN 215 - The Novel (3)
EN 216 - The Short Story (3)
EN 223 - Classical Mythology (3)
EN 226 - Film as Literature (3)
HU 201 - Humanities I (3)
HU 202 - Humanities II (3)
LF 101 - Introductory French I (3)
LF 102 - Introductory French II (3)
LF 201 - Intermediate French I (3)
LF 202 - Intermediate French II (3)
LG 101 - Introductory German I 3)

LG 102 - Introductory German II (3)
LG 201 - Intermediate German I (3)
LG 202 - Intermediate German II (3)
LI 101 - Introductory Italian I (3)
LI 102 - Introductory Italian II (3)
LI 201 - Intermediate Italian I (3)
LI 202 - Intermediate Italian II (3)
LL 101 - Introductory Latin I (3)
LL 102 - Introductory Latin II (3)
LL 201 - Intermediate Latin I (3)
LL 202 - Intermediate Latin II (3)
LR 101 - Introductory Russian I (3)
LS 101 - Introductory Spanish I (3)
LS 102 - Introductory Spanish II (3)
LS 201 - Intermediate Spanish I (3)
LS 202 - Intermediate Spanish II (3)
LS 211 - Spanish Conversation I (3)
PH 101 - Introductory Philosophy (3)
PH 204 - World Religions (3)
PH 205 - Ethics (3)
PH 206 - Logic (3)
PH 207 - Biomedical Ethics (3)
PH 208 - Business Ethics (3)

Communications
CMSP 103 - Speech Fundamentals (3)
CMSP 105 - Group Discussion (3)
CMSP 107 - Career Communications (3)
EN 102* - English Composition & Literature (3)

2. English Composition

EN 101 - English Composition (3)
EN 101S - English Composition with Supplementary Instruction (5)

3. Interdisciplinary & Emerging Issues

Computer Literacy
CIS 101 - Intro. to Computers & Information Processing (3)
CIS 106 - Introduction to Object Design & Programming (3)

Wellness
HE 201 - Stress Management (3)
HE 204 - Health Education (3)
PE 154 - Fitness for Living (3)

Interdisciplinary Courses
ID 102 - Environmental Action (3)
ID 104H - The Individual and Society (3)
ID 110H - Media and Human Values (3)
ID 113 - Introduction to Leadership (3)
ID 200H - Honors Seminar: Special Topics in Interdisciplinary Studies (3)
ID 209 - Ethnic Diversity (3)
ID 214 - Introduction to Gerontology: Issues of the Aging & Aged (3)
ID 220 - World War II Through Film (3)
ID 222 - The Sixties (3)

Multicultural Issues & Perspectives
ASLS 106 - Introduction to the Deaf Community (3)
BU 281 - Global Awareness/Work Environment (3)
EN 227 - Literature: Multicultural Perspectives (3)
PI 220 - Africa Today (3)
PS 209 - Women's Studies: A Multicultural Perspective on the Psychology & Sociology of Women (3)
SD 102 - A Multicultural & Global Society: First Year Seminar (3)

4. Mathematics

MA 103 - Foundations of Math (3)
MA 105 - Fundamental Concepts of Math (4)
MA 106 - Fundamental Concepts of Math II (4)
MA 109H - Foundations of Geometry (3)
MA 111 - Precalculus (4)
MA 115 - Mathematics of Finance (3)
MA 201 - Applied Calculus (3)
MA 202 - Introduction to Discrete Mathematics (3)
MA 206 - Elementary Statistics (3)
MA 207 - Elementary Statistics with Probability (4)
MA 210 - Calculus I (4)
MA 211 - Calculus II (4)
MA 212 - Calculus III (4)
MA 213 - Differential Equations (3)
MA 218 - Linear Algebra (3)

5. Science

BI 100 - Fundamental Concepts of Biology (4)
BI 101 - General Biology (4)
BI 102 - General Biology (4)
BI 103 - Anatomy & Physiology (4)
BI 104 - Anatomy & Physiology (4)
BI 107 - Human Biology (4)
BI 117 - Study of the Human Body (3)
BI 120 - Microbiology for Allied Health (4)
BI 130 - Forensic Biology (4)
BI 201 - General Ecology (4)
BI 202 - Human Ecology (3)
CH 100 - Chemistry & Society (4)
CH 101 - General Chemistry (4)
CH 102 - General Chemistry (4)
PC 103 - Elements of Physical Science (3)
PC 104 - The Water Planet: Intro. to Oceanography (3)
PC 105 - Introduction to Science of Weather (3)
PC 106 - Introduction to Meteorology (4)
PC 107 - Introductory Astronomy (4)
PC 108 - Historical Geology (4)
PC 109 - Physical Geology (4)
PC 114 - Contemporary Physical Science (4)
PC 115 - Introduction to Geoscience (4)
PY 101 - Survey of Physics (3)
PY 201 - Fundamentals of Physics (4)
PY 202 - Fundamentals of Physics (4)
PY 203 - Introductory Physics I (4)
PY 204 - Introductory Physics II (4)

6. Social & Behavioral Sciences

Anthropology
AN 101 - Introduction to Anthropology (3)

Economics
EC 103 - Contemporary Economic Problems (3)
EC 201 - Principles of Economics (Macro) (3)
EC 202 - Principles of Economics (Micro) (3)

Education
ED/PS 208 - Human Growth & Development (3)

Geography
GG 101 - Elements of Geography (3)
GG 102 - Cultural Geography (3)

History
HI 101 - History of Western Civilization (3)
HI 102 - History of Western Civilization (3)
HI 201 - History of the United States (3)
HI 202 - History of the United States (3)

Human Services
HS 102 - Human Relations (3)

Political Science
PI 104 - American Government: National (3)
PI 105 - American Government: State/Local (3)

Psychology
PS 101 - General Psychology (3)
PS 202 - Social Psychology (3)

Sociology
SO 101 - Introduction to Sociology (3)
SO 102 - Social Problems (3)

** EN102 can be taken to satisfy either the General Education requirement in Communications or in the Humanities, but not both.*

*** DR/EN 229 can be taken to satisfy either the General Education requirement in Arts or in Humanities, but not both.*

Completion Note for Degree and Certificate Programs

All associate degree programs require minimum coursework of 60 semester credit hours. Because of many factors (student work schedules, class scheduling problems, required developmental work, certain prerequisites, etc.) the average full-time student may take somewhat longer to complete a degree program. However, almost all associate degree transfer programs are designed to allow full-time students to complete all requirements over a period of two calendar years. Certificates and letters of recognition require substantially fewer semester credit hours and are normally completed in less time than associate degree programs. Due to insufficient enrollment, certain courses in career programs may not be offered every year. In order not to delay graduation, students may consult with the appropriate department chair and identify substitutes for such courses.

Programs of Study

ACCOUNTING

A.A.S. Degree (Career)

Designed to prepare students for immediate employment in the accounting field in an entry-level professional position. Students will gain an in-depth knowledge of accounting principles and procedures and apply them to business situations. Students will also use application software to solve business and accounting problems. A grade of "C" or better must be earned in the following courses: ACCT 100, ACCT 101, ACCT 201, ACCT 202, ACCT 233 and ACCT 111. (Transfer students should follow the business administration program.)

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
	Mathematics Elective (GenEd course list)	**3/4**
Social & Behavioral Sciences		
	HS 102 or EC 201 recommended	**3**
Arts & Humanities		
	Arts Elective (GenEd course list) or	
	Humanities Elective (GenEd course list) (PH 208 recommended)	**3**
	Communications Elective (GenEd course list)	**3**
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (GenEd course list)	**3/4**
Interdisciplinary & Emerging Issues		
CIS 101	**Introduction to Computers and Information Processing**	**3**
	PE/Health Elective	1/3
Other Requirements		
ACCT 100	Business Accounting	3
ACCT 101	Principles of Accounting I	3
BU 103	Introduction to Business	3
ACCT 117	Payroll Accounting	3
ACCT 201	Intermediate Accounting III	4
ACCT 202	Intermediate Accounting IV	4
ACCT 203	Managerial Cost Accounting	3
ACCT 233	Applied Accounting	3
BU 273	Business Communications	3
ACCT 111	Computerized Accounting	3
CIS 111E	Spreadsheets	3
	Elective (Select from ACCT, BU or CIS)	3
		60/64

COMPUTERIZED ACCOUNTING CERTIFICATE

(Career)

Prepares students for immediate employment in the accounting field in a support position. Students will learn how to apply accounting concepts in a computerized environment to assist the business with their record keeping requirements. A grade of "C" or better must be earned in the following courses: ACCT 100, ACCT 101, ACCT 111.

Course		*Credits*
Requirements		
ACCT 100	Business Accounting	3
ACCT 101	Principles of Accounting I	3
ACCT 117	Payroll Accounting	3
ACCT 111	Computerized Accounting	3
CIS 116D	Windows or	
CIS 101	Introduction to Computers & Information Processing	1/3
CIS 111E	Spreadsheets	3
		16/18

BUSINESS ACCOUNTING CERTIFICATE

(Career)

Prepares students working in the accounting field for career advancement opportunities. Students will gain an in-depth knowledge of accounting principles and procedures and apply them to business situations. Students will also use application software to solve business and accounting problems. A grade of "C" or better must be earned in the following courses: ACCT 100, ACCT 101, ACCT 201, ACCT 202, ACCT 233 and ACCT 111.

Course		*Credits*
Requirements		
ACCT 100	Business Accounting	3
ACCT 101	Principles of Accounting I	3
BU 103	Introduction to Business	3
ACCT 117	Payroll Accounting	3
ACCT 201	Intermediate Accounting III	4
ACCT 202	Intermediate Accounting IV	4
ACCT 203	Managerial Cost Accounting	3
ACCT 233	Applied Accounting	3
BU 273	Business Communications	3
CIS 116D	Windows or	
CIS 101	Introduction to Computers & Information Processing	1/3
ACCT 111	Computerized Accounting	3
CIS 111E	Spreadsheets	3
		36/38

CPA EXAMINATION PREPARATION COURSES FOR PERSONS WITH A NON-ACCOUNTING BACHELOR'S DEGREE

(Not a degree or certificate program)

A series of courses designed for individuals who already have a bachelor's degree and wish to sit for the CPA exam even though they did not major in accounting. These courses are recommended based on information provided by the Department of Licensing & Regulation. However, the college has no authority over the state's acceptance of any courses to satisfy specific requirements. Those interested in more information regarding the requirements to sit for the CPA exam in Maryland should contact the Department of Licensing & Regulation at 501 St. Paul Place, Room 902, Baltimore, MD 21202, send an e-mail to dllr.state.md.us or call 410.333.6322.

Course		*Credits*
Recommended		
ACCT 100	Business Accounting	3
ACCT 101	Principles of Accounting I	3
ACCT 102	Principles of Accounting II	3
ACCT 117	Payroll Accounting or	
ACCT 206	Federal Taxation: Corporation & Partnership	3
ACCT 201	Intermediate Accounting III	4
ACCT 202	Intermediate Accounting IV	4
ACCT 203	Managerial Cost Accounting	3
ACCT 205	Federal Income Tax Accounting	3
BU 211	Business Law I	3
BU 213	Principles of Finance	3
ACCT 214	Auditing	3
BU 225	Marketing	3
BU 227	Principles of Management	3
CIS 101	Introduction to Computers & Information Science	3
CMSP 103	Speech Fundamentals	3
EC 201	Principles of Economics	3
EC 202	Principles of Economics	3
EN 115	Technical Writing	3
MA 206	Elementary Statistics	3
PH 208	Business Ethics	3
		62

ACCOUNTING * (CONTINUING EDUCATION)

Certified Bookkeeper

Bookkeepers record all transactions, including posting debits and credits, produce financial statements and reports for managers, handle payroll, make purchases, prepare invoices, and track of overdue accounts. In addition, they prepare bank deposits by verifying and balancing receipts, and sending cash, checks, or other forms of payment to banks.

Course Requirement

MGT252	Become a Certified Bookkeeper

Recommended Course

MGT245	Accounting Fundamentals for Bookkeepers

** Noncredit courses. Fee structure for the above courses are subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.*

AMERICAN SIGN LANGUAGE STUDIES (ASLS) CERTIFICATE

(Career)

Designed to introduce students to the history, culture and community of the Deaf. Students work towards gaining fluency and mastery of American Sign Language by acquiring foundational skills, vocabulary, acceptance and knowledge of the Deaf community and by gaining an understanding of this unique non-verbal language. Students gain confidence by becoming involved in the Deaf community through coursework and internships.

By obtaining a certificate in American Sign Language (ASL) Studies, students have a strong foundation to further their studies in American Sign Language, interpreting, and education of the Deaf or other related fields. This certificate also provides individuals with the skills they need to work with the Deaf community and Deaf individuals more effectively. This certificate can be used to meet the elective requirements of the AA degree in general studies. Students will be required to complete the ASL Proficiency Interview prior to graduation.

Course		*Credits*
Requirements		
ASLS 100	ASL Finger Spelling	2
ASLS 101	Visual Gestural Communication	3
ASLS 102	American Sign Language I	3
ASLS 103	American Sign Language II	3
ASLS 106	Introduction to the Deaf Community	3
ASLS 107	Introduction to Deaf History	3
ASLS 108	ASL Number Use	2
ASLS 202	American Sign Language III	3
ASLS 203	American Sign Language IV	3
ASLS 206	American Deaf Culture	3
INTR 103	Internship	3
		31

ARCHITECTURAL COMPUTER AIDED DESIGN

A.A.S. Degree (Career)

Provides students with a broad range of knowledge and skills required for success in a career as an architectural CAD drafter, designer, operator, or technician.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
MA 111	**Precalculus**	**4**
Social & Behavioral Sciences		
Social Science Elective (GenEd course list)		**3**
Arts & Humanities		
CMSP 103	**Speech Fundamentals or**	
CMSP 107	**Career Communications**	**3**
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list) (PC 103 Elements of Physical Science, PC 109 Physical Geology or PY 101 Elements of Physical Science recommended)		**3/4**
Interdisciplinary & Emerging Issues		
Wellness Elective (GenEd course list)		**3**
Elective selected from the GenEd course list (one of the following courses is recommended)		
AR 101	**Fundamentals of Design or**	
CIS 101	**Introduction to Computers & Information Processing**	**3**
Other Requirements		
CAD 101	Introduction to AutoCAD I	4
CAD 102	Introduction to AutoCAD II	4
CAD 200	Introduction to Architectural Drawing and Design	3
CAD 201	Residential Architecture I	4
CAD 202	Residential Architecture II	4
CAD 203	Advanced Architectural CAD	3
CAD 205	Civil Drafting with CAD	3
CAD 206	Commercial Drafting with CAD	3
CON 132	Materials & Methods of Construction I	3
CON 133	Materials & Methods of Construction II	3
CON 140	Architectural Blueprint Reading	3
INTR 103	Internship	3
		62/63

ARCHITECTURAL COMPUTER AIDED DESIGN CERTIFICATE

(Career)

Provides students with the knowledge and sills required for success in a career as an architectural CAD drafter, designer, operator, or technician.

Course		*Credits*
Requirements		
CAD 101	Introduction to AutoCAD I	4
CAD 102	Introduction to AutoCAD II	4
CAD 200	Introduction to Architectural Drawing and Design	3
CAD 201	Residential Architecture I	4
CAD 202	Residential Architecture II	4
CAD 203	Advanced Architectural CAD	3
CAD 205	Civil Drafting with CAD	3
CAD 206	Commercial Drafting with CAD	3
CON 132	Materials & Methods of Construction I	3
CON 133	Materials & Methods of Construction II	3
CON 140	Architectural Blueprint Reading	3
		37

COMPUTER AIDED DESIGN OPERATOR CERTIFICATE

(Career)

Provides students with the basic knowledge and skills required to succeed in an entry level position as an architectural CAD drafter, operator, or technician.

Course		*Credits*
Requirements		
CAD 101	Introduction to AutoCAD I	4
CAD 102	Introduction to AutoCAD II	4
CAD 201	Residential Architecture I	4
CAD 202	Residential Architecture II	4
CON 140	Architectural Blueprint Reading	3
CAD Elective Courses (six credits, choose any CAD courses not already taken)		6
		25

ART

A.A. Degree (Transfer) — An Option of Arts & Sciences

Enables the student to explore and develop areas of concentration which may lead to an associate in arts degree, transfer to a four-year college program or to pursue individual artistic directions.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
EN 102	**English Composition & Literature**	**3**
Mathematics		
	Mathematics Elective (GenEd course list)	**3/4**
Social & Behavioral Sciences		
HI 101	**History of Western Civilization**	**3**
	Social & Behavioral Sciences Elective (GenEd course list) (Other than HI)	**3**
Arts & Humanities		
Arts:		
AR 101	**Fundamentals of Design I**	**3**
AR 102	Fundamentals of Design II	3
AR 103	**Survey of Non-Western Art or**	
AR 104	**Survey of Art I or**	
AR 105	**Survey of Art II**	**6**
AR 106	**Drawing I**	**3**
AR 107	Drawing II or	
AR 204	Illustration I	3
AR 108	Painting I or	
AR 207	Introduction to Watercolor I	3
	3-D Art Elective (AR 203, AR 213, AR 113, AR 114)	3
Humanities:		
	Humanities Elective (GenEd course list)	**3**
Communications:		
	Communications Elective (GenEd course list)	**3**
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (Lab course) (GenEd course list)	**4**
	Biological & Physical Sciences Elective (GenEd course list)	**3/4**
Interdisciplinary & Emerging Issues		
Choose from 2 categories:		
	Computer Literacy Elective (GenEd course list)	
	Interdisciplinary Issues Elective (GenEd course list)	
	Multicultural Issues & Perspectives (GenEd course list)	
	Wellness Elective (GenEd course list)	**6**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
Other Requirements		
CMM 131	Introduction to Photography I	4
		63/67

ARTS & SCIENCES

A.A. or A.S. Degree (Transfer)

Designed for students who plan to go on to a four-year school and major in one of the traditional arts and sciences subjects.

Students may not select arts & sciences as a major. Select from one of the following options to this program: art, biology, chemistry, communications (speech), criminal justice, digital media design, drama, economics, engineering, English/literature, government & politics, history, human services, massage therapy, mathematics, philosophy, pre-dental hygiene, pre-medical technology, pre-nursing, pre-pharmacy, pre-physical therapy, psychology, and sociology.

Students wishing to concentrate in one of these individual options should study the specific listing in the catalog and consult with an advisor. The general education requirements for this program include at least one course from each of the following areas:

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
	Mathematics Elective (GenEd course list)	**3/4**
Social & Behavioral Sciences (Electives must be from two disciplines)		
	Social & Behavioral Sciences Elective (GenEd course list)	**3**
	Social & Behavioral Sciences Elective (GenEd course list)	**3**
Arts & Humanities		
	Arts Elective (GenEd course list)	**3**
	Humanities Elective (GenEd course list)	**3**
	Communications Elective (GenEd course list)	**3**
Biological & Physical Sciences (One lab course required)		
	Biological & Physical Sciences Elective (Lab course) (GenEd course list)	**4**
	Biological & Physical Sciences Elective (GenEd course list)	**3/4**
Interdisciplinary & Emerging Issues		
Choose from 2 categories:		
	Computer Literacy Elective (GenEd course list)	
	Interdisciplinary Issues Elective (GenEd course list)	
	Multicultural Issues & Perspectives (GenEd course list)	
	Wellness Elective (GenEd course list)	**6**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
Other Requirements		
Additional credits needed to meet requirements of each option		25/30
		60/69

TRANSFER STUDIES CERTIFICATE

(Transfer)

Provides students with maximum academic flexibility to meet transfer course requirements at four-year institutions. Students should meet with a counselor or advisor to select appropriate courses required by the transfer institution(s) of interest. All of the courses in this certificate may be used in the General Studies degree program.

Course	*Credits*
Requirements	
English Composition (GenEd course list)	3
Arts and Humanities (GenEd course list)	3
Mathematics (GenEd course list)	3
Science (GenEd course list)	3
Social Sciences (GenEd course list)	3
Electives*	15
Total Requirements	30

**Meet with a counselor or advisor to choose elective courses to fulfill additional general education requirements and/or academic major requirements of the transfer institution(s).*

BANKING & FINANCIAL MANAGEMENT

A.A.S. Degree (Career) **An Option of Business Management**

Prepares students for immediate employment with all types of financial institutions. Upon completion, the student should be ready for entry-level management or management-trainee positions with banks, investment firms and other financial institutions.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
Mathematics Elective (GenEd course list)		**3/4**
Social & Behavioral Sciences		
EC 201	**Principles of Economics**	**3**
EC 202	**Principles of Economics**	**3**
Social & Behavioral Sciences Elective (GenEd course list) (Other than EC)		**3**
Arts & Humanities		
Arts Elective (GenEd course list) or		
Humanities Elective (GenEd course list)		**3**
Communications Elective (GenEd course list)		**3**
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list)		3/4
PE/Health Elective		1/3
Other Requirements		
ACCT 101	Principles of Accounting I	3
ACCT 102	Principles of Accounting II	3
BU 227	Principles of Management	3
BU 250	Principles of Bank Operations	3
INTR 102	Internship or	
INTR 103	Internship	2/3
CIS 101	Introduction to Computers & Information Processing	3
EC 210	Money & Banking	3
Electives: *Select 15 credits from the following:*		
	BU 213 Principles of Finance (3)	
	BU 221 Public Relations (3)	
	BU 223 Human Resources Management (3)	
	BU 240 Real Estate Finance (3)	
	BU 252 Introduction to International Finance (3)	
	BU 260 Bank Investment (3)	
	BU 265 Home Mortgage Lending (3)	
	BU 270 Installment Credit (3)	15
		60/65

FINANCIAL MANAGEMENT IN BANKING CERTIFICATE

(Career)

Prepares students for immediate employment with banking and financial management institutions. Students will learn accounting, bank operations and other finance related information.

Course		*Credits*
Requirements		
ACCT 101	Principles of Accounting I	3
BU 227	Principles of Management	3
BU 250	Principles of Bank Operations	3
CIS 101	Introduction to Computers & Information Processing	3
EC 201	Principles of Economics	3
EN 101	English Composition	3
Communications Elective (GenEd course list)		3
Other Requirements		
Banking Electives: *Select 9 credits from the following:*		
	BU 213 Principles of Finance (3)	
	BU 221 Public Relations (3)	
	BU 223 Human Resources Management (3)	
	BU 240 Real Estate Finance (3)	
	BU 252 Introduction to International Finance (3)	
	BU 260 Bank Investment (3)	
	BU 265 Home Mortgage Lending (3)	
	BU 270 Installment Credit (3)	
	EC 210 Money & Banking (3)	9
		30

BANK OPERATIONS CERTIFICATE

(Career)

Designed for students seeking an entry-level management-trainee position at a financial institution. It will give students a knowledge of basic business practices and an introduction to banking operations.

Course		*Credits*
Requirements		
BU 103	Introduction to Business	3
BU 107	Business Mathematics	3
BU 227	Principles of Management	3
BU 250	Principles of Bank Operations	3
BU 273	Business Communications	3
Elective	Select one from the following list: CIS 116B, C, D, K, P, Q.	1
		16

BIOLOGY

A.S. Degree (Transfer) **An Option of Arts & Sciences**

Offers a selection of biology and other natural and physical science related courses for the student who wishes to pursue a bachelor of science degree in biology.

Pre-dental and pre-medical students can obtain transfer information from the American Association of Dental Schools, 1625 Massachusetts Avenue, N.W., Washington, D.C. 20036 or the Association of American Medical Colleges, One Dupont Circle, N.W., Washington, D.C. 20036, or from the prospective schools.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
Select 2 of the following:		
MA 111	**Precalculus**	
MA 201	**Applied Calculus**	
MA 206	**Elementary Statistics**	
MA 210	**Calculus I**	
MA 211	**Calculus II**	**6/8**
Social & Behavioral Sciences (GenEd electives must be from two disciplines)		
Social & Behavioral Sciences Elective (GenEd course list)		**3**
Social & Behavioral Sciences Elective (GenEd course list)		**3**
Arts & Humanities		
Arts Elective (GenEd course list)		**3**
Humanities Elective (GenEd course list)		**3**
Communications Elective (GenEd course list)		**3**
Biological & Physical Sciences		
BI 101	**General Biology**	**4**
BI 102	**General Biology**	**4**
BI 203	Elements of Microbiology or	
BI 240	Genetics	4
CH 101	General Chemistry	4
CH 102	General Chemistry	4
CH 201	Organic Chemistry	4
CH 202	Organic Chemistry	4
Interdisciplinary & Emerging Issues		
CIS 101	**Introduction to Computer & Information Processing**	**3**
Interdisciplinary Issues Elective (GenEd course list) or		
Multicultural Issues & Perspectives (GenEd course list) or		
Wellness Elective (GenEd course list)		**3**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
Other Requirements		
Electives (Science or Math; PY 201, PY 202 or PY 203 strongly recommended)		3/4
		61/67

BIOPROCESSING TECHNOLOGY

A.A.S. Degree (Career)

Prepares individuals to work as process operators in biological products manufacturing facilities. Students will combine basic science and communication skills, manufacturing technologies and good manufacturing practices in the course of study. Students will develop a strong basic science foundation with a sound understanding of the major technologies employed in the industry. They will also develop collaborative and disciplined work ethics while consistently practicing problem-solving skills. Upon successful completion of the program, individuals will possess the necessary skills to qualify for employment in a variety of bioprocessing industries.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
Math Elective (GenEd course list)		**3/4**
Arts & Humanities		
Communications Elective (GenEd course list)		**3**
Interdisciplinary & Emerging Issues		
CIS 101	**Introduction to Computers & Information Processing**	**3**
PE/Health Elective		1/3
Social & Behavioral Sciences		
Social & Behavioral Sciences Elective (GenEd course list)		**3**
Biological & Physical Sciences		
BI 101	**General Biology**	**4**
CH 101	**General Chemistry**	**4**
CH 102	General Chemistry	4
Other Requirements		
EN 115	Technical Writing	3
BI 120	**Microbiology for Allied Health or**	
BI 203	Elements of Microbiology	4
BPM 101	Introduction to Bioprocessing Technology	4
BPM 102	Bioprocessing Environment	3
BPM 110	Bioprocessing Measurements	4
BPM 210	Upstream Bioprocessing	4
BPM 212	Downstream Bioprocessing	4
BI 220	Cell Biology and Tissue Culture	4
INTR 102 or Elective (CH, BI, or ID)		3/4
		61/65

BIOPROCESSING TECHNOLOGY CERTIFICATE

(Career)

Prepares individuals to work as process operators in biological products manufacturing facilities. Students will combine basic science and communication skills, manufacturing technologies and good manufacturing practices in the course of study. Students will develop a strong basic science foundation with a sound understanding of the major technologies employed in the industry. They will also develop collaborative and disciplined work ethics while consistently practicing problem-solving skills. Upon successful completion of the program, individuals will possess the necessary skills to qualify for employment in a variety of bioprocessing industries.

Course		*Credits*
Requirements		
BI 101	General Biology	4
BI 120	Microbiology for Allied Health or	
BI 203	Elements of Microbiology	4
BI 220	Cell Biology and Tissue Culture	4
BPM 101	Introduction to Bioprocessing Technology	4
BPM 102	Bioprocessing Environment	3
BPM 110	Bioprocessing Measurements	4
BPM 210	Upstream Bioprocessing	4
BPM 212	Downstream Bioprocessing	4
CH 101	General Chemistry	4
CH 102	General Chemistry	4
		39

BUSINESS ADMINISTRATION

A.A. Degree (Transfer)

For students seeking to complete the first two years of a four-year program. Completed coursework can then be transferred to a four-year institution where a bachelor's degree may be earned with the completion of additional coursework.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
MA 206	**Elementary Statistics**	**3**
Mathematics Elective (GenEd course list)		**3/4**
Social & Behavioral Sciences		
EC 201	**Principles of Economics**	**3**
EC 202	**Principles of Economics**	**3**
Social & Behavioral Sciences Elective (GenEd course list) (Other than EC)		**3**
Arts & Humanities		
Arts Elective (GenEd course list)		**3**
Humanities Elective (GenEd course list)		**3**
Communications Elective (GenEd course list)		**3**
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list)		**3/4**
Biological & Physical Sciences Elective (Lab course) (GenEd course list)		**4**
Interdisciplinary & Emerging Issues		
CIS 101	**Introduction to Computer & Information Processing**	**3**
Interdisciplinary Issues Elective (GenEd course list) or		
Multicultural Issues & Perspectives (GenEd course list) or		
Wellness Elective (GenEd course list)		**3**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
Other Requirements		
ACCT 101	Principles of Accounting I	3
ACCT 102	Principles of Accounting II	3
BU 103	Introduction to Business	3
Electives		12
		61/66

Students are able to meet all course requirements for this degree from the college's selection of online courses.

BUSINESS MANAGEMENT

A.A.S. Degree (Career)

Designed for students seeking immediate employment in entry-level management or management trainee positions upon completion of the program or for individuals desiring to start their own businesses. Although the majority of the coursework will transfer to other institutions, the program is oriented toward employment preparation.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
Mathematics Elective (GenEd course list)		**3/4**
Social & Behavioral Sciences		
HS 102	**Human Relations**	**3**
Arts & Humanities		
Communications Elective (GenEd course list)		**3**
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list)		**3/4**
Interdisciplinary & Emerging Issues		
CIS 101	**Introduction to Computers & Information Processing**	**3**
Any GenEd Wellness Elective or any other GenEd Elective course & a PE course		**3/4**
Other Requirements		
ACCT 101	Principles of Accounting I	3
BU 103	Introduction to Business	3
BU 116	Global Business Simulation (Business Practice Firm) or	
INTR 103	Internship	3
BU 211	Business Law I	3
BU 227	Principles of Management or	
BU 272	Supervisory Management	3
CIS 111E	Microcomputer Software Apps: Spreadsheets	3
Choose seven (7) of the following courses:		
ACCT 100	Business Accounting	3
ACCT 102	Principles of Accounting II	3
ACCT 111	Computerized Accounting	3
ACCT 117	Payroll Accounting	3
ACCT 203	Managerial Cost Accounting	3
BU 107	Business Mathematics	3
BU 109	Entrepreneurship and Small Business Enterprise	3
BU 116	Global Business Simulation (Business Practice Firm) (if not taken as a required course)	3
BU 212	Business Law II	3
BU 213	Principles of Finance	3
BU 221	Public Relations	3
BU 223	Human Resource Management	3
BU 225	Marketing	3
BU 227	Principles of Management (if not taken as a required course)	3
BU 272	Supervisory Management (if not taken as a required course)	3
BU 273	Business Communications	3
BU 274	Customer Relations	3
BU 275	Fundamentals of Leadership	3
CIS 111B	Microcomputer Software Apps: Database	3
CIS 111R	Business Software Applications	3
CIS 116	Choose 3 electives from CIS 116B, C, D, K, P, Q	3
EC 201	**Principles of Economics (Macro)**	**3**
EC 202	**Principles of Economics (Micro)**	**3**
INTR 103	Internship (if not taken as a required course)	3
		60/63

BUSINESS ENTERPRISE CERTIFICATE

(Career)

Designed for students desiring to start their own businesses whether sole proprietorship, partnership, or corporation. Coursework covers basic information on business practices. All credits earned can be applied toward the Entrepreneurship Certificate and Business Management A.A.S. degree.

Course		*Credits*
Requirements		
ACCT 101	Principles of Accounting I	3
BU 103	Introduction to Business	3
BU 109	Entrepreneurship and Small Business Enterprise	3
BU 225	Marketing	3
BU 273	Business Communications	3
CIS 101	Introduction to Computers & Information Processing or	
ACCT 111	Microcomputer Software Apps: Computerized Accounting or	
CIS 111R	Business Software Applications	3
		18

ENTREPRENEURSHIP CERTIFICATE

(Career)

Builds on the coursework in the Business Enterprise Certificate. It prepares students to successfully operate their businesses by acquiring skills in management, human resources and law. All courses apply toward the Business Management Program A.A.S. degree.

Course		*Credits*
Requirements		
EN 101	English Composition	3
Mathematics Elective		3
ACCT 101	Principles of Accounting I	3
BU 103	Introduction to Business	3
BU 109	Entrepreneurship and Small Business Enterprise	3
BU 211	Business Law I	3
BU 223	Human Resource Management	3
BU 225	Marketing	3
BU 227	Principles of Management or	
BU 272	Supervisory Management	3
BU 273	Business Communications	3
CIS 101	Introduction to Computers & Information Processing or	
ACCT 111	Computerized Accounting or	
CIS 111R	Business Software Applications	3
		33

SUPERVISION CERTIFICATE

(Career)

Prepares students for immediate career employment in retail, service and financial industries or enhances current employment in supervisory positions.All courses apply to the Management Certificate and the Business Management A.A.S. degree.

Course		*Credits*
Requirements		
BU 103	Introduction to Business	3
BU 272	Supervisory Management	3
BU 273	Business Communications	3
BU 275	Fundamentals of Leadership	3
CIS 101	Introduction to Computers & Information Processing	3
HS 102	Human Relations	3
		18

MANAGEMENT CERTIFICATE

(Career)

Prepares students for immediate career employment in retail, service and financial industries or enhances current employment in management positions. All courses apply to the Business Management A.A.S. degree.

Course		*Credits*
Requirements		
ACCT 101	Principles of Accounting I	3
BU 103	Introduction to Business	3
BU 211	Business Law I	3
BU 223	Human Resource Management	3
BU 227	Principles of Management	3
BU 272	Supervisory Management	3
BU 273	Business Communications	3
BU 275	Fundamentals of Leadership	3
CIS 101	Introduction to Computers & Information Processing	3
EN 101	English Composition	3
HS 102	Human Relations	3
		33

BUSINESS STUDIES CERTIFICATE

(Career)

Designed for students seeking a basic understanding of business concepts and procedures, such as accounting and business practices. All courses in this certificate option can be applied toward the completion of the two-year A.A.S. degree in Business Management.

Course		*Credits*
Requirements		
ACCT 101	Principles of Accounting I	3
BU 103	Introduction to Business	3
BU 107	Business Mathematics	3
BU 273	Business Communications	3
CIS 116 Elective	(Select one from the following list) CIS 116B, C, D, K, P, Q	1
HS 102	Human Relations	3
		16

AMERICAN MANAGEMENT ASSOCIATION CERTIFICATION (AMA) * (CONTINUING EDUCATION)

This is a nationally recognized course of study designed for learners interested in developing or enhancing their management skills in accelerated format. These classes are intended only for professional development. They cannot be counted toward an academic degree, academic certificate, or graduation. Three noncredit certificates are available. For additional information, call 301.846.2684.

American Management Association Certificate in Management

Successful completion of six AMA Management courses is required. Courses vary each semester. Consult the Continuing Education schedule of classes for details.

American Management Association Certificate in Human Resources Management

Successful completion of three AMA Human Resources Management-specific courses, plus three additional AMA Management courses is required. Courses vary each semester. Consult noncredit schedule of classes for details.

American Management Association Advanced Certificate in Human Resources Management

Successful completion of six AMA Human Resources Management-specific courses, plus three additional AMA Management courses is required. Courses may vary each semester. Consult noncredit schedule of classes for details.

** Noncredit Courses. Fee structure for the above AMA certification courses are subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.*

CARDIOVASCULAR TECHNOLOGY

A.A.S. Degree (Career)
Mid-Maryland Allied Healthcare Education Consortium
Howard Community College Degree

Prepares students to enter the allied health career field of cardiovascular technology to gather data and perform various cardiac and/or vascular diagnostic tests and procedures under the direction of a physician. The invasive technologist may be found in cardiac catheterization, blood gas, and electrophysiology laboratories. Working in the cardiac catheterization laboratory, operating area, and/or electrophysiology, the technologist utilizes x-ray and monitoring equipment in performing invasive diagnostic tests to determine the condition of the patient's heart. New therapeutic steps may be taken to treat an existing condition during the catheterization procedure. The program is accredited by the Joint Commission on Accreditation of Allied Health Education Programs. Graduates may apply to take the national certification examination to become a registered cardiovascular invasive specialist (RCIS).

This program is offered to Frederick Community College students through the Mid-Maryland Allied Healthcare Education Consortium. Students will typically complete most of the general education classes at Frederick Community College and then matriculate to Howard Community College to complete the Cardiovascular Technology courses. Students participating in consortium programs pay in-county rates at the institutions to which they matriculate. Contact Robin A. Becker-Cornblatt, assistant director of admissions, nursing and allied health programs at Howard Community College, 410.772.4137 or rbcornblatt@howardcc.edu for information.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
MA 111	**Precalculus or**	
MA 210	**Calculus**	**4**
Social & Behavioral Sciences		
SO 101	**Introduction to Sociology**	**3**
Arts & Humanities		
CMSP 103	**Fundamentals of Speech or**	
CMSP 107	**Career Communications**	**3**
Biological & Physical Sciences		
BI 101	**General Biology or**	
BI 120	**Microbiology for Allied Health**	**4**
BI 103	**Anatomy & Physiology I**	**4**
BI 104	**Anatomy & Physiology II**	**4**
CH 101	**General Chemistry**	**4**
PY 201	**Fundamentals of Physics**	**4**
PY 202	**Fundamentals of Physics**	**4**
Cardiovascular Technology courses offered at Howard Community College		
HEAL 110	The Health Care Professional	2
HEAL 112*	Health Care Professional Lab	1
CARD 101	Cardiovascular Assessments	3
CARD 103	Physical Principles of Medicine	3
CARD 108	Advanced Anatomy and Pathophysiology	3
CARD 115	X-ray Theory	1
CARD 201	Cardiovascular Pharmacology	2
CARD 203	Medical Instrumentation	2
CARD 207	Diagnostic and Interventional Procedures	9
CARD 231	Applied Clinical Practicum	3
CARD 251	Advanced Interventional Procedures	5
CARD 261	Clinical Internship	4

A grade of "C" or better is required in cardiovascular, mathematics, and science courses.
Admission to the cardiovascular technology program is based upon successful completion of specific courses in the degree program.
Contact Howard Community College admissions office to schedule an information session regarding the cardiovascular technology program.
** Advanced standing awarded for students who have approved prior experience in a health care setting.*

CHEMISTRY

A.S. Degree (Transfer) **An Option of Arts & Sciences**

Offers a variety of science and math courses for students pursuing a course of study in chemistry. Students planning to transfer to a four-year college should check the requirements of that institution. If there are significant differences, the student should consult an advisor for guidance.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
MA 210	**Calculus I**	**4**
MA 211	Calculus II	4
MA 212	Calculus III	4
Social & Behavioral Sciences (Electives must be from two disciplines)		
	Social & Behavioral Sciences Elective (GenEd course list)	**3**
	Social & Behavioral Sciences Elective (GenEd course list)	**3**
Arts & Humanities		
	Arts Elective (GenEd course list)	**3**
	Humanities Elective (GenEd course list)	**3**
	Communications Elective (GenEd course list)	**3**
Biological & Physical Sciences		
CH 101	**General Chemistry**	**4**
CH 102	**General Chemistry**	**4**
CH 201	Organic Chemistry	4
CH 202	Organic Chemistry	4
PY 203	Introductory Physics I	4
PY 204	Introductory Physics II	4
Interdisciplinary & Emerging Issues		
Choose from 2 categories:		
	Computer Literacy Elective (GenEd course list)	
	Interdisciplinary Issues Elective (GenEd course list)	
	Multicultural Issues & Perspectives (GenEd course list)	
	Wellness Elective (GenEd course list)	**6**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
		60/63

COMMUNICATIONS (SPEECH)

A.A. Degree (Transfer) **An Option of Arts & Sciences**

Designed for students interested in all fields stressing human interaction. In addition to communications courses, a broad range of social science and humanities courses are recommended. The option is designed to prepare the student to transfer to a four-year institution.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
EN 102	English Composition & Literature	3
EN 212	Journalism I	3
	English Elective (EN 201, 202, 203, 204, 205 or 206)	3
Mathematics		
	Mathematics Elective (GenEd course list)	**3/4**
Social & Behavioral Sciences		
PS 202	**Social Psychology**	**3**
History (HI)	**Elective (GenEd course list)**	**3**
HS 102	Human Relations	3
	Social & Behavioral Sciences Elective (Political Science)	3
Arts & Humanities		
Arts:		
DR 101	**Introduction to Theater**	**3**
DR 214	Readers' Theater	3
Humanities:		
PH 101	**Introduction to Philosophy**	**3**
CMM 101	Introduction of Electronic Media	3
Communications:		
CMSP 103	**Speech Fundamentals**	**3**
CMSP 105	Group Discussion	3
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (Lab course) (GenEd course list)	**4**
	Biological & Physical Sciences Elective (GenEd course list)	**3/4**
Interdisciplinary & Emerging Issues		
Choose from 2 categories:		
	Computer Literacy Elective (GenEd course list)	
	Interdisciplinary Issues Elective (GenEd course list)	
	Multicultural Issues & Perspectives (GenEd course list)	
	Wellness Elective (GenEd course list)	**6**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
Other Requirements		
	Elective (Business)	3
		62/66

COMPUTER GRAPHICS CERTIFICATE

(Career)

Designed to provide the core skills needed to function in the fields of graphic communication, publishing and computer-aided design. The challenging and rapidly changing world of visual communications requires creative problem-solving using a combination of tools and techniques. In hands-on classes, students solve design problems with instruction from active communications professionals, using hardware and software they will encounter in the workplace. College-level writing is expected.

Course		*Credits*
Requirements		
CMM 101	Introduction to Electronic Media	3
CMM 111	Communications Graphics I	3
CMM 112	Communications Graphics II	3
CMM 131	Darkroom Photography I or	
CMM 132	Digital Photography	3/4
CMM 152	Television Studio Production	4
CMM 212	Communications Graphics III	3
		19/20

COMPUTER SCIENCE

A.S. Degree (Transfer)

Provides a core of courses which enables the student to transfer to a four-year college and major in computer science. The program is designed to give broad coverage of both mathematics and computer science which is comparable to that offered in the first two years of a four-year college's computer science major with an emphasis on object-oriented design and programming.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
MA 210	**Calculus I**	**4**
Mathematics: Select 6/8 credits from the following list:		
	MA202, MA206 or MA207, MA211, MA212, MA213, MA218	**6/8**
Social & Behavioral Sciences (Electives must be from two disciplines)		
	Social & Behavioral Sciences Elective (GenEd course list) (Electives must be from two disciplines)	**6**
Arts & Humanities		
	Arts Elective (GenEd course list)	**3**
	Humanities Elective (GenEd course list)	**3**
	Communications Elective (GenEd course list)	**3**
Biological & Physical Sciences		
	Biological or Physical Sciences Elective (Lab course) (GenEd course list)	**4**
	Biological or Physical Sciences Elective (GenEd course list)	**3/4**
Interdisciplinary & Emerging Issues		
CIS 101	**Introduction to Computer & Information Processing or**	
CIS 106	**Introduction to Object Design & Programming**	**3**
	Interdisciplinary Issues Elective (GenEd course list) or Multicultural Issues & Perspectives (GenEd course list) or Wellness Elective (GenEd course list)	**3**
PE/Health Elective		1/3
Other Requirements		
CIS 201	Computer Science I	3
CIS 202	Computer Science II	3
CIS 203	Systems Analysis & Design or	
CIS 250	Microprocessor Assembly Language	3
CIS Electives: Select nine (9) credits from the following list:		
	CIS 106, CIS 111B, CIS 111E, CIS 111L, CIS 121, CIS 140, CIS 206, CIS 208, CIS 210, CIS 212, CIS 217, CIS 218, CIS 225 (A,B,...), CIS 230, CIS 232, CIS 235, CIS 241, CIS 250	9
		60/65

COMPUTER SCIENCE STUDIES CERTIFICATE

(Transfer)

Transfer certificate option designed for students seeking early entry to a computer science bachelors program or for students with an undergraduate degree seeking to enter a graduate program that requires preparation in computer science and mathematics.

Course		*Credits*
Requirements		
MA 210	Calculus I	4
CIS 106	Introduction to Object Design & Programming	3
CIS 201	Computer Science I	3
CIS 202	Computer Science II	3
Elective		3
		16

CONSTRUCTION MANAGEMENT & SUPERVISION

A.A.S. Degree (Career)

Designed for individuals currently working in the industry who wish to formalize their knowledge and those interested in seeking employment in management positions within the construction industry upon completion of this program. The coursework leads to the associate in applied science degree.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
MA 111	**Precalculus**	**4**
Social & Behavioral Sciences		
	Social Science Elective (GenEd course list) (HS 102 Human Relations recommended)	**3**
Arts & Humanities		
CMSP 103	**Speech Fundamentals or**	
CMSP 107	**Career Communications**	**3**
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (GenEd course list) (PY 101 Survey of Physics or PC 103 Elements of Physical Science or PC 109 Physical Geology recommended)	**3/4**
Interdisciplinary & Emerging Issues		
	Wellness Elective (GenEd course list)	**3**
Elective selected from the GenEd course list (one of the following three courses is recommended)		
CIS 101	**Introduction to Computers & Information Processing or**	
ID 209	**Ethnic Diversity or**	
LS 101	**Introductory Spanish**	**3**
Other Requirements		
BU 272	Supervisory Management	3
BU 273	Business Communication	3
CON 101	Introduction to Construction Management	3
CON 131	Construction Law	3
CON 132	Materials & Methods of Construction I	3
CON 133	Materials & Methods of Construction II	3
CON 140	Architectural Blueprint Reading	3
CON 203	Principles of Site Management	3
CON 205	Construction Accounting & Financial Management	3
CON 206	Construction Project Scheduling	3
CON 150	Applied Practices in Construction/Construction Management I or	
INTR 103	Internship	3
CON 151	Applied Practices in Construction/Construction Management II	3
CON 204	Construction Project Cost Estimating	3
		61/62

CONSTRUCTION MANAGEMENT & SUPERVISION CERTIFICATE

(Career)

Designed for persons already employed in the construction industry who will benefit from management-type courses related to that industry. Completion of this program should open opportunities for promotion.

Course		*Credits*
Requirements		
EN 101	English Composition	3
MA 111	Precalculus	4
CON 101	Introduction to Construction Management	3
CON 132	Materials and Methods of Construction I	3
CON 133	Materials and Methods of Construction II	3
CON 131	Construction Law	3
CON 140	Blueprint Reading	3
CON 150	Applied Practices in Construction/Construction Management I	3
CON 203	Principles of Site Management	3
CON 204	Construction Project Cost Estimating	3
CON 205	Construction Accounting & Financial Management	3
CON 206	Construction Project Scheduling	3
		37

CONSTRUCTION TECHNOLOGY ACADEMY CERTIFICATE

(Career)

Introduces the principles of construction and management supervision. Designed as the first rung of a higher education/career ladder in Construction Management and Supervision. Intended primarily but not exclusively for learners entering the Construction Management and Supervision program out of high school, particularly those who have pursued a vocational/technical course of study. Completion of this program will position the learner to continue studies leading to the Construction Management and Supervision Certificate and/or the A.A.S. degree.

Course		*Credits*
Requirements		
MA 111	Precalculus	4
CON 101	Introduction to Construction Management	3
CON 150	Applied Practices in Construction/Construction Management I	3
CON 151	Applied Practices in Construction/Construction Management II	3
Track Requirements		6
		19

Track 1: Methods and Materials

CON 132	Materials & Methods of Construction I	3
CON 133	Materials & Methods of Construction II	3

Track 2: Accounting and Law

CON 205	Construction Accounting & Financial Management	3
CON 131	Construction Law	3

CONSTRUCTION * (CONTINUING EDUCATION)

Heating Ventilation Air Conditioning and Refrigeration (HVAC)

Designed to provide the core skills needed to compete for entry level positions as an HVAC technician or as preparation for the NATE Certification and/or Journeyman exams. These classes are intended only for professional development. They cannot be counted toward an academic degree, academic certificate, or graduation.

Recommended Courses

TRD 165	HVAC I: Refrigeration Cycle
TRD 107	HVAC II: Basic Electricity
TRD 108	HVAC III: Basic Refrigeration and Electricity
TRD 155	HVAC IV: NATE/Journeyman Exam Preparation PartI
TRD 164	HVAC V: NATE/Journeyman Exam Preparation Part II
TRD 129	HVAC: Refrigerant Recovery Certification

Welding

Designed for learners intending to seek State of Maryland welding certification and/or those seeking to develop their professional skills. These classes are intended only for professional development. They cannot be counted toward an academic degree, academic certificate, or graduation.

Recommended Courses

TRD 116	Basic Welding
TRD 117	Advanced Welding

Electricity

Provides instruction on residential wiring with hands-on labs and how to troubleshoot using certain electrical meters. Prepares you for the Journeyman/Master's exam. These classes are intended only for professional development. They cannot be counted toward an academic degree, academic certificate, or graduation.

Recommended Courses

TRD131	Electricity: Basic Residential Wiring
TRD161	Electricity: Industrial Electrical Troubleshooting
TRD157	Electricity: Journeyman/Master's Exam Prep

** Noncredit courses. Fee structure for the above courses are subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.*

CRIMINAL JUSTICE

A.A. Degree (Transfer) **An Option of Arts & Sciences**

The criminal justice option leads to a highly specialized and sophisticated profession in which education has become an important factor for placement and continued career advancement. The criminal justice student will become acquainted with the principles underlying technical skills and procedures, will acquire knowledge of the administration and operation of criminal justice organizations, and will gain insight to the psychological and sociological origins of human behavior. Upon completion of the criminal justice option, the student will be prepared to enter the job market or transfer to another institution.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
	Mathematics Elective (GenEd course list)	**3/4**
Social & Behavioral Sciences		
HI 201	**History of the United States**	**3**
PS 101	**General Psychology**	**3**
CJ 101	Introduction to Criminal Justice	3
CJ 110	Criminal Law	3
CJ 204	Police Operational Services	3
CJ 214	The Correctional Process	3
CJ 220	Criminal Evidence & Procedure	3
HS 102	**Human Relations**	**3**
PI 104	**American Government: National**	**3**
SO 201	Criminology	3
Arts & Humanities		
	Arts Elective (GenEd course list)	**3**
	Humanities Elective (GenEd course list)	**3**
CMSP 103	**Speech Fundamentals**	**3**
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (Lab course) (GenEd course list)	**4**
	Biological & Physical Sciences Elective (GenEd course list)	**3/4**
Interdisciplinary & Emerging Issues		
	Computer Literacy Elective (GenEd course list)	**3**
	Interdisciplinary Issues Elective (GenEd course list) or Multicultural Issues & Perspectives (GenEd course list) or Wellness Elective (GenEd course list)	**3**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
Other Requirements		
Electives		3/6
		62/69

CERTIFICATE IN CORRECTIONS

(Transfer)

Targets the field in criminal justice that focuses on the sentencing and treatment of offenders after they have been convicted of crimes. The certificate is designed to prepare students for employment in the corrections field, including state and federal prisons and county detention centers. The certificate program is also designed to help corrections officers improve their work-related skills and advance within their chosen careers.

Course		*Credits*
Requirements		
CJ 101	Introduction to Criminal Justice	3
CJ 110	Criminal Law	3
CJ 214	The Correctional Process	3
EN 101	English Composition	3
PE 154	Fitness for Living	3
PS 101	General Psychology	3
PS 104	Issues of Drug/Alcohol Use	3
SO 102	Social Problems	3
SO 201	Criminology	3
		27

CULINARY ARTS AND SUPERVISION

A.A.S. Degree (Career)

Designed to provide the student with the strong culinary foundation and practical skills necessary to succeed in the foodservice industry.Through hands-on preparation, the student will develop skills in fundamental cooking techniques required in a commercial kitchen. Equally grounded in culinary arts and management, the degree content prepares the student for entry-level cooking positions and is designed for the person working toward a career as a professional chef.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
Mathematics Elective (GenEd course list)		**3/4**
Social & Behavioral Sciences		
Social Science Elective (Recommend HS 102 - Human Relations)		**3**
Arts & Humanities		
Communications Elective (GenEd course list)		**3**
Biological & Physical Sciences		
Science Elective (Recommend Biology or Chemistry)		**3/4**
Wellness		
Wellness Elective (Gen Ed Course list)		**3**
Other Requirements		
Elective	**Recommend ID 209-Ethnic Diversity (GenEd course list)**	**3**
ACCT 100	Business Accounting	3
BU 272	Supervisory Management	3
BU 273	Business Communications	3
BU 274	Customer Relations	3
HOS 110	Introduction to Hospitality Management	3
HOS 111	Culinary Fundamentals	2
HOS 112	Food Preparation I	3
HOS 113	Food Preparation II	3
HOS 114	Baking	3
HOS 115	Garde Manger	3
HOS 121	Sanitation Certification	1
HOS 123	Foodservice Purchasing & Cost Control	3
BU/CIS	Elective	3
INTR 102	Internship	2
INTR 102	Internship	2
		61/63

CULINARY ARTS CERTIFICATE

(Career)

Prepares students working toward a career as a professional chef. Students receive hands-on training in basic culinary skills, hot and cold food preparation, and professional baking.An in-depth examination of proper foodservice sanitation, purchasing, and cost control procedures is a vital part of the program. Completion of the certificate, combined with the appropriate work experience, may qualify a student for the "Certified Cook" exam provided through the American Culinary Federation.

Course		*Credits*
Requirements		
HOS 111	Culinary Fundamentals	2
HOS 112	Food Preparation I	3
HOS 113	Food Preparation II	3
HOS 114	Baking	3
HOS 115	Garde Manger	3
HOS 121	Sanitation Certification	1
HOS 123	Foodservice Purchasing & Cost Control	3
		18

HOSPITALITY SUPERVISION CERTIFICATE

(Career)

Provides students with knowledge and marketable skills in the areas of supervision, communication, and basic financial control procedures and prepares them for entry-level, supervisory positions in the hospitality industry. Completion of the certificate combined with the appropriate work experience can lead to positions such as restaurant supervisor, catering service manager, hotel front office supervisor, meeting & event coordinator, food purchasing agent, and housekeeping supervisor.

Course		*Credits*
Requirements		
BU 272	Supervisory Management	3
BU 273	Business Communications	3
BU 274	Customer Relations	3
HOS 110	Introduction to Hospitality Management	3
HOS 121	Sanitation Certification	1
HOS 123	Foodservice Purchasing and Cost Control	3
		16

DIGITAL MEDIA DESIGN

A.A. Degree (Transfer)` **An Option of Arts & Sciences**

Designed for students whose career goals are oriented toward the mass media in the fields of graphics and publication design, video production, photography, public relations and corporate communications.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
	Mathematics Elective (GenEd course list)	**3/4**
Social & Behavioral Sciences (Electives must be from two disciplines)		
	Social & Behavioral Sciences Elective (GenEd course list)	**3**
	Social & Behavioral Sciences Elective (GenEd course list)	**3**
Arts & Humanities		
Arts:		
AR 101	**Fundamentals of Design**	**3**
AR 103	**Survey of Non-Western Art or**	
AR 104	**Survey of Art I or**	
AR 105	**Survey of Art II**	**3**
AR 106	**Drawing I**	**3**
Humanities:		
EN 102	**English Composition & Literature**	**3**
Communications:		
CMSP 103	**Speech Fundamentals**	**3**
CMM 101	**Introduction to Electronic Media**	**3**
CMM 111	Communication Graphics I	3
CMM 152	Television Studio Production	4
CMM 112	Communication Graphics II or	
CMM 252	Digital Cinema	3/4
CMM 212	Communications Graphics III or	
CMM 254	Principles of Film & Video Editing	3/4
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (Lab course) (GenEd course list)	**4**
	Biological & Physical Sciences Elective (GenEd course list)	**3/4**
Interdisciplinary & Emerging Issues		
	Choose from 2 categories:	
	Computer Literacy Elective (GenEd course list)	
	Interdisciplinary Issues Elective (GenEd course list)	
	Multicultural Issues & Perspectives (GenEd course list)	
	Wellness Elective (GenEd course list)	**6**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
Other Requirements		
INTR 102/103	Internship	2/3
Elective	(AR 204, CMM 114, CMM 131, CMM 132, CMM 256)	3
		61/69

TELEVISION PRODUCTION CERTIFICATE

(Career)

Offers students interested in broadcast and non-broadcast television production an opportunity for hands-on learning experiences. An overview of the mass communications field is followed by studio and lab courses in the television studio, editing labs, the computer graphics lab and photography lab. Instructional emphasis is on designing and producing high-quality, contemporary work that effectively solves communications problems. College-level writing is expected.

Course		*Credits*
Requirements		
CMM 101	Introduction to Electronic Media	3
CMM 103	Introduction to Film	3
CMM 111	Communications Graphics I	3
CMM 152	Television Studio Production	4
CMM 200	Darkroom Photography I or	
CMM 132	Digital Photography	3/4
CMM 252	Digital Cinema	4
		20/21

COMPUTER GRAPHICS CERTIFICATE

(Career)

Designed to provide the core skills needed to function in the fields of graphic communication, publishing and computer-aided design. The challenging and rapidly changing world of visual communications requires creative problem-solving using a combination of tools and techniques. In hands-on classes, students solve design problems with instruction from active communications professionals, using hardware and software they will encounter in the workplace. College-level writing is expected.

Course		*Credits*
Requirements		
CMM 101	Introduction to Electronic Media	3
CMM 111	Communications Graphics I	3
CMM 112	Communications Graphics II	3
CMM 131	Darkroom Photography I or	
CMM 132	Digital Photography	3/4
CMM 152	Television Studio Production	4
CMM 212	Communications Graphics III	3
		19/20

DRAMA

A.A. Degree (Transfer) — An Option of Arts & Sciences

Offers students an opportunity to experience theater on a variety of levels, enabling them to participate as theatrical apprentices, to transfer to a four-year theater program or to obtain an associate in arts degree.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
EN 102	**English Composition & Literature**	**3**
Mathematics		
Mathematics Elective (GenEd course list)		**3/4**
Social & Behavioral Sciences		
PS 101	**General Psychology**	**3**
HI 101	**History of Western Civilization**	**3**
HI 102	**History of Western Civilization**	**3**
Arts & Humanities		
Arts:		
AR 101	**Fundamentals of Design**	**3**
DR 101	**Introduction to Theater**	**3**
DR 102	Introduction to Acting	3
DR 121	Stagecraft	3
DR 204	Production Survey or	
DR 205	Acting Survey	2
DR 206	Advanced Acting or	
DR 214	Readers' Theater	3
Drama (DR)/Communications (CMSP) Elective		3
MU 101	**Introduction to Music History & Appreciation**	**3**
Humanities:		
Humanities Elective (GenEd course list)		**3**
Communications:		
CMSP 103	**Speech Fundamentals**	**3**
Biological & Physical Sciences		
Biological & Physical Sciences Elective (Lab course) (GenEd course list)		**4**
Biological & Physical Sciences Elective (GenEd course list)		**3/4**
Interdisciplinary & Emerging Issues		
Choose from 2 categories:		
Computer Literacy Elective (GenEd course list)		
Interdisciplinary Issues Elective (GenEd course list)		
Multicultural Issues & Perspectives (GenEd course list)		
Wellness Elective (GenEd course list)		**6**
PE/Health Elective (A Wellness course will satisfy this elective)		1/3
		60/65

EARLY CHILDHOOD DEVELOPMENT

A.A.S. Degree (Career)

Prepares students to work in child care centers, Head Start programs, nursery schools, and for self employment as family child care providers or nannies. Program courses fulfill the educational requirements for senior staff, group leader, director and also meets the Maryland child care credential and state requirements.A grade of "C" or better must be earned in all ED and ECD courses.Upon completion of a two year degree, students may opt to transfer to a four year college or university. Students who desire to transfer courses should check with the program manager and/or academic advisor.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
Elective (GenEd course list)		**3**
Social & Behavioral Sciences		
PS 101	**General Psychology**	**3**
ECD 101	**Introduction to Early Childhood Education**	**3**
ECD 104	Activities I for Children	3
ECD 106	Infant/Toddler Development & Care	3
ECD 108	Activities for the School Age Child	3
ECD 210	Directed Practicum in Early Childhood or	
Independent Study (with Program Manager approval)		3
ECD 212	Administration of Child Development Centers	3
ECD 213	Understanding & Guiding the Young Child's Behavior	3
ECD 230	Language & Literacy Development in Early Childhood or	
ED 214	Processes & Acquisitions of Reading (targeted for transfer students)	3
ED 100	Child Development & Behavior	3
ED 203	Foundations of Special Education or	
ECD 110	Early Childhood Special Education	3
Arts & Humanities		
ASLS 101	**Visual Gestural Communications or**	
ASLS 102	**American Sign Language I or**	
LS 101	**Introductory Spanish**	**3**
CMSP 103	**Speech Fundamentals or**	
CMSP 105	**Group Discussion**	**3**
Biological & Physical Sciences		
Elective (GenEd course list)		**3/4**
Interdisciplinary & Emerging Issues		
CIS 101	**Introduction to Computers & Information Processing**	**3**
ID 209	**Ethnic Diversity or**	
EN 227	**Literature: Multicultural Perspectives or**	
PI 220	**Africa Today or**	
PS 209	**Women's Studies**	**3**
PE/Health Elective		1/3
Other Requirements		
HE 100	Elements of Nutrition	3
Elective (GenEd course list)		**3**
		61/64

EARLY CHILDHOOD DEVELOPMENT CERTIFICATE

(Career)

Prepares students to work in child care centers, Head Start programs, nursery schools, or for self employment as family child care providers or nannies by offering specialized courses in early childhood. It also provides core early childhood courses to professionals who are currently working in the early childhood field. Courses fulfill the educational requirements for senior staff, group leader, director of a small center and also meet the Maryland child care credential and state requirements. A grade of "C" or better must be earned in all ED and ECD courses.

Course		*Credits*
Requirements		
ECD 101	Introduction to Early Childhood Education	3
ECD 104	Activities I for Children	3
ECD 106	Infant/Toddler Development & Care	3
ECD 108	Activities for the School Age Child	3
ECD 210	Directed Practicum in Early Childhood or	
Independent Study (with Program Manager approval)		3
ECD 213	Understanding & Guiding the Young Child's Behavior	3
ECD 230	Language & Literacy Development in Early Childhood	3
ED 100	Child Development & Behavior	3
ED 203	Introduction to Special Education or	
ECD 110	Early Childhood Special Education.	3
EN 101	English Composition	3
PS 101	General Psychology	3
		33

SENIOR STAFF & GROUP LEADER TRAINING CERTIFICATE

(Career)

Prepares students to enter the work force in early childhood development.The certificate targets four courses that are required to meet the educational requirements for Maryland Child Care Credential and State training requirements.The certificate highlights the following positions: lead teacher of preschools; infant/toddler classrooms; and group leader (school age before/after school programs). Students must complete each course with a "C" or better to receive this certificate.

Course		*Credits*
Requirements		
ECD 104	Activities I for Children	3
ECD 106	Infant/Toddler Development & Care	3
ECD 108	Activities for the School Age Child	3
ED 100	Child Development & Behavior	3
		12

EARLY CHILDHOOD DEVELOPMENT LETTER OF RECOGNITION

90 Hour Letter of Recognition in Early Childhood (Career)

Meets the educational requirements of the Department of Human Resources and Child Care Administration for the position of Senior Staff. In this position, students can teach preschool children in various settings. Students must pass both courses with a "C" or better to receive the LOR.

Course		*Credits*
Requirements		
ECD 104	Activities I for Children	3
ED 100	Child Development & Behavior	3
		6

EARLY CHILDHOOD DEVELOPMENT * (CONTINUING EDUCATION)

Child Care

Learn to work effectively with young children by understanding the basic growth and developmental principles including social, emotional, physical and intellectual developmental stages. Discover materials and methods used to create activities for young children that advance physical, cognitive, communicative, creative and social skills. Exam the normal stage of child development, health, feeding, play, rest, abuse, as well as appropriate activities for socialization, positive guidance techniques, and skills to enhance parent/caregiver communication.

Course Requirements

CHI113	Child Development & Behavior
CHI114	Activities I for Children
CHI135	Activities for the School Age Child
CHI131	Administration of Child Development Centers
CHI136	Special Education in Early Childhood
CHI139	Infants & Toddlers Development and Care
CHI140	Understanding & Guiding the Young Child's Behavior

** Noncredit courses. Fee structure for the above courses are subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.*

ECONOMICS

A.A. Degree (Transfer) An Option of Arts & Sciences

Prepares students for transfer to a four-year college. The curriculum offers a sound foundation in basic micro and macro economics and quantitative analysis.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
MA 206	**Elementary Statistics**	**3**
MA 201	**Applied Calculus or**	
MA 210	**Calculus I**	**3/4**
Social & Behavioral Sciences		
EC 201	**Principles of Economics (Macro)**	**3**
	Social & Behavioral Sciences Elective (GenEd course list) (Other than EC)	**3**
EC 202	**Principles of Economics (Micro)**	**3**
	Economics (EC) Electives	6
	Social & Behavioral Sciences Electives (Other than EC)	6
Arts & Humanities		
	Arts Elective (GenEd course list)	**3**
EN 102	**English Composition & Literature**	**3**
CMSP 103	**Speech Fundamentals**	**3**
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (Lab course) (GenEd course list)	**4**
	Biological & Physical Sciences Elective (GenEd course list)	**3/4**
Interdisciplinary & Emerging Issues		
	Computer Literacy Elective (GenEd course list) or	
	Interdisciplinary Issues Elective (GenEd course list) or	
	Multicultural Issues & Perspectives (GenEd course list)	**3**
	Wellness Elective (GenEd course list)	**3**
Other Requirements		
	Electives	8/9
		60/63

EDUCATION
ASSOCIATE OF ARTS IN TEACHING EARLY CHILDHOOD EDUCATION

A.A.T. Degree (Transfer)

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. in Early Childhood Education articulates with the seven Maryland transfer programs in Early Childhood Education. The program enables students to fulfill their general education requirements, participate in field work experiences, and complete a core of professional education coursework appropriate for the first two years of teacher preparation.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
EN 102	**English Composition & Literature**	**3**
Mathematics		
MA 105	**Fundamental Concepts of Mathematics I**	**4**
MA 106	**Fundamental Concepts of Mathematics II**	**4**
MA 207	**Elementary Statistics with Probability**	**4**
Social & Behavioral Sciences		
PS 101	**General Psychology**	**3**
HI 201	**History of the United States or**	
HI 202	**History of the United States**	**3**
GG 102	**Cultural Geography**	**3**
SO 101	**Introduction to Sociology**	**3**
Arts & Humanities		
	Arts:	
AR 100	**Introduction to the Creative Arts**	**3**
	Humanities:	
	English Elective (GenEd course list)	**3**
Biological & Physical Sciences		
BI 100	**Fundamental Concepts of Biology or**	
BI 101	**General Biology**	**4**
PC 114	**Contemporary Physical Science**	**4**
PC 115	**Introduction to Geoscience**	**4**
Other Requirements		
ECD 101	Introduction to Early Childhood Education	3
ECD 104	Activities I for Children	3
ECD 210	Directed Practicum in Early Childhood	3
ED 100	Child Growth and Development	3
ED 203	Foundations of Special Education	3
ED 214	Processes and Acquisition of Reading	3
		66

A.A.T. program requirements:

1. Students must achieve a 2.75 cumulative G.P.A. and earn a "C" or better in all courses used to satisfy the A.A.T. requirements. Some competitive colleges and universities may require a higher G.P.A. for transfer.

2. Students must submit passing scores for the PRAXIS I: Academic Skills Assessment prior to the completion of the 45th credit hour. Praxis I is a standardized national test used to measure reading, writing, and mathematical skills and is administered in paper and pencil format six times a year. Scores are established by the Maryland State Department of Education and are subject to change. Students should have their scores sent to the college by entering code 5230 on the PRAXIS I registration form.

Students seeking to transfer to a four-year college or university outside of Maryland are strongly advised to consult with the education advisor at their transfer institution.

EDUCATION
ASSOCIATE OF ARTS IN TEACHING ELEMENTARY

A.A.T. Degree (Transfer)

Designed for students preparing to complete a bachelor's degree and teacher certification in elementary education at a four-year college or university.

Course		*Credits*
English		
EN 101 *	**English Composition**	**3**
EN 102 *	**English Composition & Literature**	**3**
Mathematics		
MA 105	**Fundamental Concepts of Mathematics I**	**4**
MA 106	**Fundamental Concepts of Mathematics II**	**4**
MA 207	**Elementary Statistics with Probability**	**4**
Social & Behavioral Sciences		
PS 101 *	**General Psychology**	**3**
HI 102	**History of Western Civilization or**	
HI 201 *	**History of the United States or**	
HI 202 *	**History of the United States**	**3**
GG 102 *	**Cultural Geography or**	
SO 101 *	**Introduction to Sociology**	**3**
Arts & Humanities		
AR 100	**Introduction to the Creative Arts**	**3**
CMSP 103 *	**Speech Fundamentals or**	
CMSP 105	**Group Discussion**	**3**
Biological & Physical Sciences		
BI 100	**Fundamental Concepts of Biology or**	
BI 101 *	**General Biology**	**4**
PC 114	**Contemporary Physical Science**	**4**
PC 115	**Introduction to Geoscience**	**4**
Interdisciplinary & Emerging Issues		
CIS 101 *	**Introduction to Computers & Information Processing**	**3**
HE 204	**Health Education**	**3**
Other Requirements		
ED 102	Schools and Society	3
ED 202	Educational Psychology	3
ED 203	Foundations of Special Education	3
ED/PS 208	Human Growth and Development	3
ED 214	Processes and Acquisition of Reading	3
		66

** Honors-level courses are available. See page 103 for information.*

A.A.T. program requirements:

1. Students must achieve a 2.75 cumulative G.P.A. and earn a "C" or better in all courses used to satisfy the A.A.T. requirements. Some competitive colleges and universities may require a higher G.P.A. for transfer.

2. Students must submit passing scores for the PRAXIS I: Academic Skills Assessment prior to the completion of the 45th credit hour. Praxis I is a standardized national test used to measure reading, writing, and mathematical skills. Scores are established by the Maryland State Department of Education and are subject to change. Students should have their scores sent to the college by entering code 5230 on the PRAXIS I registration form. To register for the exam, go to www.ets.org/praxis.

In consultation with their advisor, students majoring in education prior to fall 2002 may complete the A.A. education program from previous catalogs or change their major to the A.A.T. education program.

Students seeking to transfer to a four-year college or university outside of Maryland are strongly advised to consult with the education advisor at their transfer institution.

All general education courses are listed in the appropriate category and are in bold print.

EDUCATION
ASSOCIATE OF ARTS IN TEACHING MATHEMATICS

A.A.T. Degree (Transfer)

Designed for students preparing to complete a bachelor's degree and teacher certification in mathematics at a four-year college or university.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Arts & Humanities		
Arts Elective (GenEd course list)		**3**
Communications Elective (GenEd course list)		**3**
Humanities Elective (GenEd course list)		**3**
Social & Behavioral Sciences		
PS 101	**General Psychology**	**3**
Social & Behavioral Sciences Elective (Choose from discipline other than Psychology)		**3**
Biological & Physical Sciences		
PY 203	**Introductory Physics I**	**4**
PY 204	**Introductory Physics II**	**4**
Mathematics		
MA 210	**Calculus I**	**4**
Interdisciplinary & Emerging Issues		
Choose from 2 categories:		
Computer Literacy Elective (GenEd course list)		
Interdisciplinary Issues Elective (GenEd course list)		
Multicultural Issues & Perspectives (GenEd course list)		
Wellness Elective (GenEd course list)		**6**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
Other Requirements		
ED 102	School and Society	3
ED 202	Educational Psychology	3
PS 204	Psychology of Adolescence	3
MA 211	**Calculus II**	**4**
MA 212	**Calculus III**	**4**
MA 218	**Linear Algebra**	**3**
Elective or **MA 111**		3/4
		60/63

A.A.T. requirements:

1. Students must achieve a 2.75 cumulative G.P.A. and earn a "C" or better in all courses used to satisfy the A.A.T. requirements. Some competitive colleges and universities may require a higher G.P.A. for transfer.

2. Students must submit passing scores for the PRAXIS I: Academic Skills Assessment prior to the completion of the 45th credit hour. Praxis I is a standardized national test used to measure reading, writing, and mathematical skills. Scores are established by the Maryland State Department of Education and are subject to change. Students should have their scores sent to the college by entering code 5230 on the PRAXIS I registration form. To register for the exam, go to www.ets.org/praxis.

Students seeking to transfer to a four-year college or university outside of Maryland are strongly advised to consult with the education advisor at their transfer institution.

All general education courses are listed in the appropriate category and are in bold print.

EDUCATION
ASSOCIATE OF ARTS IN TEACHING SPANISH

A.A.T. Degree (Transfer)

Designed for students preparing to complete a bachelor's degree and teacher certification in Spanish at a four-year college or university.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Arts & Humanities		
Arts Elective (GenEd course list)		**3**
Communications Elective (GenEd course list)		**3**
Humanities Elective (GenEd course list)		**3**
Social & Behavioral Sciences		
PS 101	**General Psychology**	**3**
Social & Behavioral Sciences Elective (Choose from discipline other than Psychology)		**3**
Biological & Physical Sciences		
Biological & Physical Sciences Elective (Lab course) (GenEd course list)		**4**
Biological & Physical Sciences Elective (GenEd course list)		**3/4**
Mathematics		
Mathematics Elective (GenEd course list)		**3/4**
Interdisciplinary & Emerging Issues		
Choose from 2 categories:		
Computer Literacy Elective (GenEd course list)		
Interdisciplinary Issues Elective (GenEd course list)		
Multicultural Issues & Perspectives (GenEd course list)		
Wellness Elective (GenEd course list)		**6**
PE/Health Elective (A Wellness course will satisfy this requirement)		1
Other Requirements		
ED 102	Schools and Society	3
ED 202	Educational Psychology	3
LS 101	Introductory Spanish I	3
LS 102	Introductory Spanish II	3
LS 201	Intermediate Spanish I	3
LS 202	Intermediate Spanish II	3
PS 204	Psychology of Adolescence	3
Choose two consecutive courses in another foreign language:		
LF, LG, LI, LL		6
		62/64

A.A.T. requirements:

1. Students must achieve a 2.75 cumulative G.P.A. and earn a "C" or better in all courses used to satisfy the A.A.T. requirements. Some competitive colleges and universities may require a higher G.P.A. for transfer.

2. Students must submit passing scores for the PRAXIS I: Academic Skills Assessment prior to the completion of the 45th credit hour. Praxis I is a standardized national test used to measure reading, writing, and mathematical skills. Scores are established by the Maryland State Department of Education and are subject to change. Students should have their scores sent to the college by entering code 5230 on the PRAXIS I registration form. To register for the exam, go to www.ets.org/praxis.

Students seeking to transfer to a four-year college or university outside of Maryland are strongly advised to consult with the education advisor at their transfer institution.

All general education courses are listed in the appropriate category and are in bold print.

SECONDARY EDUCATION

Students can complete the first two years of preparation for a broad range of secondary teaching careers. In consultation with an advisor at the college and an advisor at the transfer institution, students can complete their first two years of a four-year program in the following areas:

Teaching Area	**Major**
Art	Art
Biology	Biology
Business Education	Business Administration
Chemistry	Chemistry
Computer Science	Computer Science
English	English/Literature
Family and Consumer Studies	Consult advisor
Music	Music
Physical Education	Physical Education
Sciences	Consult advisor
Social Studies	Consult advisor
Technology Education	Consult advisor

Future secondary teachers are advised to pass PRAXIS I and complete ED 218 - Teaching Reading in the Content Area, Part I before transferring.

EMERGENCY MANAGEMENT

A.A.S. Degree (Career)

Designed to provide students with a broad education in emergency management. The program focuses on the planning, preparedness and organizational skills necessary to successfully lead and manage an emergency operation. Upon completion of the FEM modules as indicated below, students will take a comprehensive exam for each module. There are four such modules and exams. Contact the Frederick Community College Emergency Management Program Manager to arrange the exams.

For more information on taking FEM courses in this program, please visit the FEMA Web site: http://training.fema.gov/EMIWeb/IS/

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
	Mathematics (GenEd course list) (MA 206 Elementary Statistics recommended)	**3/4**
Social & Behavioral Sciences		
	Social Science (GenEd course list) (PI 104, PI 105 or HS 102 recommended)	**3**
Arts & Humanities		
	Communications (GenEd course list) (CMSP 107 Career Communications recommended)	**3**
Biological & Physical Sciences		
	Science (GenEd course list) (PC 103, PC 105, CH 100 or BI 202 recommended)	**3/4**
Other Requirements		
	GenEd Electives	**6**
	Open Elective Courses not to include FEM courses (at least one credit of a Physical Education or Health is required)	13
INTR 103	Internship	3
Module One		
FEM 103	An Orientation to Community Disaster Exercises:IS-120	1
FEM 106	Emergency Operation Center (EOC's) Management & Operations Course: IS–275	1
FEM 140	Emergency Planning: IS-235	1
FEM 141	Exercise Design: IS-139	1
Module Two		
FEM 108	A Citizen's Guide to Disaster Assistance: IS-7	1
FEM 134	Effective Communications: IS-242	1
FEM 142	Introduction to Community Emergency Response Team (CERT): IS-317	1
FEM 127	Anticipating Hazardous Weather and Community Risks: IS-271	1
Module Three		
FEM 113	Emergency Program Manager: IS-1	1
FEM 150	Introduction to the Incident Command System (ICS) & Incident Command for the Single Resources & Initial Action Incidents: IS-100 & IS-200	1
FEM 151	Introduction to the National Incident Management System (NIMS), the NIMS Public Information Systems & NIMS Resource Management: IS-700, IS-702 & IS-703	1
Module Four		
FEM 115	Radiological Emergency Management: IS-3	1
FEM 128	Disaster Management: IS-208	1
FEM 131	Principles of Emergency Management: IS-230	1
FEM 139	Disaster Basics: IS-292	1
	Electives (Select eight credits from FEM courses not listed above)	8
		60/62

EMERGENCY MANAGEMENT CERTIFICATE

(Career)

Designed to provide students with a broad education in emergency management. The program focuses on the planning, preparedness and organizational skills necessary to lead and manage an emergency operation. Upon completion the FEM modules as indicated below, students will take a comprehensive exam for each module. There are four such modules and exams. Contact the Frederick Community College Emergency Management Program Manager to arrange the exams.

Course		*Credits*
Requirements		
	Communications (GenEd course list) (CMSP 107 Career Communications recommended)	**3**
Module One		
FEM 103	An Orientation to Community Disaster Exercises:IS-120	1
FEM 106	Emergency Operation Center (EOC's) Management & Operations Course: IS–275	1
FEM 140	Emergency Planning: IS-235	1
FEM 141	Exercise Design: IS-139	1
Module Two		
FEM 108	A Citizen's Guide to Disaster Assistance: IS-7	1
FEM 134	Effective Communications: IS-242	1
FEM 142	Introduction to Community Emergency Response Team (CERT): IS-317	1
FEM 127	Anticipating Hazardous Weather and Community Risks: IS-271	1
Module Three		
FEM 113	Emergency Program Manager: IS-1	1
FEM 150	Introduction to the Incident Command System (ICS) & Incident Command for the Single Resources & Initial Action Incidents: IS-100 & IS-200	1
FEM 151	Introduction to the National Incident Management System (NIMS), the NIMS Public Information Systems & NIMS Resource Management: IS-700, IS-702 & IS-703	1
Module Four		
FEM 115	Radiological Emergency Management: IS-3	1
FEM 128	Disaster Management: IS-208	1
FEM 131	Principles of Emergency Management: IS-230	1
FEM 139	Disaster Basics: IS-292	1
	Electives (Select eight credits from FEM courses not listed above)	8
		26

ANIMALS IN DISASTER LETTER OF RECOGNITION

(Career)

Designed to provide students with knowledge needed to prepare for a disaster that affects a large number of animals. Course includes methods of mitigating damage to livestock by proper planning.

Course		*Credits*
Requirements		
FEM Module Seven		
FEM 109	Animals in Disaster;Module A, Awareness and Preparedness: IS-10	1
FEM 110	Animals in Disaster;Module B, Community Planning: IS-11	1
FEM 138	Livestock in Disasters: IS-111	1
FEM 139	Disaster Basics: IS-292	1
		4

Note: After completing FEM Module Seven courses indicated above, students must pass a comprehensive exam on that module. Contact the Frederick Community College emergency management program manager to arrange an exam.

DISASTER CONSTRUCTION ISSUES LETTER OF RECOGNITION

(Career)

Designed to provide students with knowledge concerning construction issues that occur prior to a disaster and during recovery from a disaster. Includes mitigation and debris removal operations.

Course		Credits
Requirements		
FEM Module Five		
FEM 105	Engineering Principles & Practices for Retrofitting Flood-Prone Structures: IS-279	1
FEM 157	Introduction to Hazard Mitigation: IS-393A	1
FEM 130	Introduction to Residential Coastal Construction: IS 386	1
FEM 136	Debris Operations: IS-632	1
Other Courses		
FEM 104	Building for the Earthquakes of Tomorrow: Complying with Executive Order 12699: IS-8	1
FEM 122	Community Hurricane Preparedness (Version 1.0): IS 324	1
FEM 127	Anticipating Hazardous Weather and Community Risks: IS-271	1
FEM 144	Coordinating Environmental and Historic Preservation Compliance: IS-253	1
		7

Note: After completing FEM Modules Five courses indicated above, students must pass a comprehensive exam on that module. Contact the Frederick Community College emergency management program manager to arrange an exam.

DISASTER MANAGEMENT LETTER OF RECOGNITION

(Career)

Designed to provide students with knowledge needed to work as a leader during recovery operations following a disaster. Includes training on the Emergency Operations Center (EOC) and the Incident Command System (ICS).

Course		Credits
Requirements		
FEM Module Three		
FEM 150	Introduction to the Incident Command System (ICS) & ICS for the Single Resources & Initial Action Incident: IS-100 & IS-200	1
FEM 151	Introduction to the National Incident Management System (NIMS), the NIMS Public Information Systems & NIMS Resource Management: IS-700, IS-702 & IS-703	1
FEM 113	Emergency Program Manager: IS-1	1
FEM Module Four		
FEM 115	Radiological Emergency Management: IS-3	1
FEM 128	Disaster Management: IS-208	1
FEM 131	Principles of Emergency Management: IS-230	1
FEM 139	Disaster Basics: IS-292	1
Other Courses		
FEM 106	Emergency Operation Center (EOC's) Management & Operations Course: IS-275	1
FEM 119	The Role of Volunteer Agencies in Emergency Management: IS-288	1
FEM 132	Leadership and Influence: IS-240	1
		10

Note: After completing FEM Modules Three and Four courses indicated above, students must pass a comprehensive exam on each module. Contact the Frederick Community College emergency management program manager to arrange an exam.

DISASTER PLANNING LETTER OF RECOGNITION

(Career)

Designed to provide students with knowledge about planning before a disaster occurs so that the emergency management teams can operate effectively during and after a disaster. Includes exercise design and the functions of the Emergency Operations Center (EOC).

Course		Credits
Requirements		
FEM Module One		
FEM 103	An Orientation to Community Disaster Exercises:IS-120	1
FEM 106	Emergency Operation Center (EOC's) Management & Operations Course: IS-275	1
FEM 140	Emergency Planning: IS-235	1
FEM 141	Exercise Design: IS-139	1
Other Courses		
FEM 150	Introduction to the Incident Command System (ICS) & ICS for the Single Resources & Initial Action Incident: IS-100 & IS-200	1
FEM 151	Introduction to the National Incident Management System (NIMS), the NIMS Public Information Systems & NIMS Resource Management: IS-700, IS-702 & IS-703	1
FEM 154	Introduction to the Continuity of Operations (COOP) & the Awareness of Continuity of Operations Planning: IS-546 & IS-547	1
FEM 158	Protecting Your Home & Small Business from Disaster: IS-394A	1
FEM 127	Anticipating Hazardous Weather and Community Risks: IS-271	1
FEM 157	Introduction to Hazard Mitigations: IS-393A	1
		11

Note: After completing FEM Module One courses indicated above, students must pass a comprehensive exam on that module. Contact the Frederick Community College emergency management program manager to arrange an exam.

EMERGENCY LEADERSHIP AND PLANNING LETTER OF RECOGNITION

(Career)

Designed to provide students with an introduction to the field of emergency leadership and planning. Includes principles of management, communications, problem solving and the decision making process in an emergency setting.

Course		Credits
Requirements		
FEM Module Ten		
FEM 113	Emergency Program Manager: IS-1	1
FEM 131	Principles of Emergency Management: IS-230	1
FEM 133	Decision Making and Problem Solving: IS-241	1
FEM 140	Emergency Planning: IS-235	1
Other Courses		
FEM 132	Leadership and Influence: IS-240	1
FEM 134	Effective Communications: IS-242	1
FEM 135	Developing & Managing Volunteers for Emergency Management Programs: IS-244	1
FEM 142	Introduction to Community Emergency Response Team (CERT): IS-317	1
		8

Note: After completing FEM Module Ten courses indicated above, students must pass a comprehensive exam on that module. Contact the Frederick Community College emergency management program manager to arrange an exam.

EMERGENCY MANAGEMENT BASICS LETTER OF RECOGNITION

(Career)

Designed to provide students with an introduction to the field of emergency management. Includes principles of emergency management and stresses the importance of preparedness.

Course		*Credits*
Requirements		
FEM Module Two		
FEM 108	A Citizen's Guide to Disaster Assistance: IS-7	1
FEM 134	Effective Communications: IS-242	1
FEM 142	Introduction to Community Emergency Response Team (CERT): IS-317	1
FEM 127	Anticipating Hazardous Weather and Community Risks: IS-271	1
Other Courses		
FEM 126	Introduction to the Public Assistance Process: IS-630	1
FEM 128	State Disaster Management: IS-208	1
FEM 131	Principles of Emergency Management: IS-230	1
FEM 139	Disaster Basics: IS-292	1
		8

Note: After completing FEM Module Two courses indicated above, students must pass a comprehensive exam on that module. Contact the Frederick Community College emergency management program manager to arrange an exam.

EMERGENCY PREPAREDNESS LETTER OF RECOGNITION

(Career)

Designed to provide students with in depth knowledge on emergency preparedness, including individual and community preparedness. The importance of involving citizens in preparedness is stressed.

Course		*Credits*
Requirements		
FEM Module Two		
FEM 108	A Citizen's Guide to Disaster Assistance: IS-7	1
FEM 134	Effective Communications: IS-242	1
FEM 142	Introduction to Community Emergency Response Team (CERT): IS-317	1
FEM 127	Anticipating Hazardous Weather and Community Risks: IS-271	1
Other Courses		
FEM 103	An Orientation to Community Disaster Exercises: IS-120	1
FEM 119	The Role of Volunteer Agencies in Emergency Management: IS-288	1
FEM 122	Community Hurricane Preparedness: (Version 1.0): IS 324	1
FEM 139	Disaster Basics: IS-292	1
FEM 140	Emergency Planning: IS-235	1
		9

Note: After completing FEM Module Two courses indicated above, students must pass a comprehensive exam on that module. Contact the Frederick Community College emergency management program manager to arrange an exam.

INCIDENT MANAGEMENT FOR SCHOOLS LETTER OF RECOGNITION

(Career)

Designed to provide students with an introduction to the planning and management of hazardous incidents in the school setting. Includes potential risk assessment, application of emergency planning, the Incident Command System (ICS), and the development and testing of an Emergency Operations Plan.

Course		*Credits*
Requirements		
FEM Module Eleven		
FEM 131	Principles of Emergency Management: IS-230	1
FEM 150	Introduction to the Incident Command System (ICS) & ICS for the Single Resource & Initial Action Incident: IS-100 & IS-200	1
FEM 156	Multi-Hazard Planning for Schools: IS-362	1
FEM 141	Exercise Design: IS-139	1
Other Courses		
FEM 140	Emergency Planning: IS-235	1
FEM 113	Emergency Program Manager: IS-120	1
FEM 151	Introduction to the National Incident Management System (NIMS) & NIMS Public Information Systems & NIMS Resource Management: IS-700, IS-702 & IS-703	1
		7

Note: After completing FEM Module Eleven courses indicated above, students must pass a comprehensive exam on that module. Contact the Frederick Community College emergency management program manager to arrange an exam.

NATURAL DISASTERS LETTER OF RECOGNITION

(Career)

Designed to provide students with knowledge about natural disasters, including hurricanes, floods, earthquakes, and other weather risks. Emphasizes preparedness for natural disasters.

Course		*Credits*
Requirements		
FEM Module Eight		
FEM 104	Building for the Earthquakes of Tomorrow: Complying with Executive Order: 2699: IS-8	1
FEM 122	Community Hurricane Preparedness (Version 1.0): IS 324	1
FEM 127	Anticipating Hazardous Weather and Community Risks: IS-271	1
Other Courses		
FEM 136	Debris Operations: IS-632	1
FEM 142	Introduction to Community Emergency Response Team (CERT): IS-317	1
		5

Note: After completing FEM Module Eight courses indicated above, students must pass a comprehensive exam on that module. Contact the Frederick Community College emergency management program manager to arrange an exam.

RADIOLOGIC/HAZARDOUS RESPONSE LETTER OF RECOGNITION

(Career)

Designed to provide students with a focused education for responding to emergencies concerning Radiologic and Hazardous materials. The program emphasizes preparedness and the skills needed to organize and lead emergency management operations.

Course		*Credits*
Requirements		
FEM Module Six		
FEM 102	Radiological Emergency Response: IS-301	1
FEM 115	Radiological Emergency Management: IS-3	1
FEM 145	Hazardous Materials Prevention: IS-340	1
FEM 146	Introduction to Radiological Preparedness (REP) Exercise Evaluation: IS-331	1
Other Courses		
FEM 116	Hazardous Materials: A Citizen's Orientation: IS-5	1
FEM 134	Effective Communications: IS-242	1
FEM 107	An Orientation to Hazardous Materials for Medical Personnel: IS-346	1
		7

Note: After completing FEM Module Six courses indicated above, students must pass a comprehensive exam on that module. Contact the Frederick Community College emergency management program manager to arrange an exam.

EMERGENCY MEDICAL SERVICES

A.A.S. Degree (Career)

Provides the knowledge, skills and clinical experience required to prepare the student for a career as an entry-level Emergency Medical Technician-Intermediate or Paramedic. Students may elect to take core courses leading to certification as an Emergency Medical Technician-Intermediate (EMT-I) and/or Emergency Medical Technician-Paramedic (EMT-P) or prepare for leadership and training positions in the EMS field through completion of the certificate or degree options. A grade of "C" or better must be earned in all general education courses. A grade of "B" or better must be earned in all EMS courses.

Students may sit for EMT-I certification upon successful completion of the EMT-I certificate or A.A.S. degree program. Students may sit for EMT-P certification upon completion of the EMT-P certificate or A.A.S. degree program.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
Mathematics Elective (GenEd course list)		**3/4**
Social & Behavioral Sciences		
Social & Behavioral Sciences (GenEd course list)		**3**
Arts & Humanities		
Communications Elective (GenEd course list)		**3**
Biological & Physical Sciences		
BI 103	**Anatomy & Physiology**	**4**
BI 104	**Anatomy & Physiology**	**4**
PE/Health Elective		1
Other Requirements		
EMS 200	Introduction to Prehospital Environment	2
EMS 210	EMS Operations	3
EMS 211	Patient Assessment & Airway Management	4
EMS 212	Pharmacology	3
EMS 213	Trauma	5
EMS 214	Respiratory	3
EMS 215	Environmental	3
EMS 216	Cardiac	9
EMS 217	Metabolic	4
EMS 218	Special Considerations	4
EMS 219	Paramedical Clinical I	1
EMS 220	Paramedical Clinical II	1
EMS 221	Paramedical Clinical III	1
EMS 222	Paramedical Clinical IV	1
EMS 223	Paramedical Clinical V	1
EMS 224	Patient Care Scenarios	2
EMS 225	National Registry Exam Preparation	1
EMS 226	EMS Clinical Research Paper	1
		70/71

EMERGENCY MEDICAL TECHNICIAN-INTERMEDIATE (EMT-I) CERTIFICATE

(Career)

Provides the knowledge, skills and clinical experience required to prepare the student for career as an entry-level Emergency Medical Technician-Intermediate (EMT-I). Students may elect to take core courses leading to certification as an EMT-I or prepare for leadership and training positions in the EMS field through completion of the certificate or degree options. A grade of "B" or better must be earned in all EMS courses.

Students may sit for EMT-I certification upon successful completion of the EMT-I certificate or A.A.S. degree program.

Course		*Credits*
Requirements		
EMS 200	Introduction to Prehospital Environment	2
EMS 211	Patient Assessment & Airway Management	4
EMS 212	Pharmacology	3
EMS 213	Trauma	5
EMS 214	Respiratory	3
EMS 215	Environmental	3
EMS 216	Cardiac	9
EMS 217	Metabolic	4
EMS 218	Special Considerations	4
EMS 219	Paramedical Clinical I	1
EMS 220	Paramedical Clinical II	1
EMS 224	Patient Care Scenarios	2
EMS 225	National Registry Exam Preparation	1
		42

EMERGENCY MEDICAL TECHNICIAN-PARAMEDIC (EMT-P) CERTIFICATE

(Career)

Provides the knowledge, skills and clinical experience required to prepare the student for career as an entry-level Emergency Medical Technician-Paramedic (EMT-P). Students may elect to take core courses leading to certification as an

EMT-P or prepare for leadership and training positions in the EMS field through completion of the certificate or degree options. A grade of "B" or better must be earned in all EMS courses.

Students may sit for EMT-P certification upon successful completion of the EMT-P certificate or A.A.S. degree program.

Course		*Credits*
Requirements		
EMS 200	Introduction to Prehospital Environment	2
EMS 210	EMS Operations	3
EMS 211	Patient Assessment & Airway Management	4
EMS 212	Pharmacology	3
EMS 213	Trauma	5
EMS 214	Respiratory	3
EMS 215	Environmental	3
EMS 216	Cardiac	9
EMS 217	Metabolic	4
EMS 218	Special Considerations	4
EMS 219	Paramedical Clinical I	1
EMS 220	Paramedical Clinical II	1
EMS 221	Paramedical Clinical III	1
EMS 222	Paramedical Clinical IV	1
EMS 223	Paramedical Clinical V	1
EMS 224	Patient Care Scenarios	2
EMS 225	National Registry Exam Preparation	1
EMS 226	EMS Clinical Research Paper	1
		49

ENGINEERING

A.S. Degree (Transfer) **An Option of Arts & Sciences**

Intended to provide the basis for transfer to a four-year college engineering course of study. Every course is not applicable to all engineering fields and different schools vary in their transfer requirements. Students entering the program who lack high school precalculus, chemistry or physics must satisfy these requirements before taking MA 210, CH 101 or PY 203. Therefore, it is imperative that each student meets periodically with an advisor to establish and/or confirm a personal direction for future study.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
MA 210	**Calculus I**	**4**
MA 211	**Calculus II**	**4**
MA 212	**Calculus III**	**4**
Social & Behavioral Sciences (Electives must be from two disciplines)		
	Social & Behavioral Sciences Elective (GenEd course list)	**3**
	Social & Behavioral Sciences Elective (GenEd course list)	**3**
Arts & Humanities		
	Arts Elective (GenEd course list)	**3**
	Humanities Elective (GenEd course list)	**3**
	CMSP Communications Elective (GenEd course list)	**3**
Biological & Physical Sciences		
CH 101	**General Chemistry**	**4**
CH 102	**General Chemistry**	**4**
PY 203	**Introductory Physics I**	**4**
PY 204	**Introductory Physics II**	**4**
Interdisciplinary & Emerging Issues		
	Interdisciplinary & Emerging Issues Elective (GenEd course list)	**3**
	Wellness Elective (GenEd course list)	**3**
Other Requirements		
EG 100	Introductory Engineering Science	3
EG 110	Engineering Statics	3
Choose 2 of the courses listed below:		
EG 210	Mechanics of Materials (3)	
EG 211	Engineering Dynamics (3)	
EG 214	Engineering Thermodynamics (3)	
PY 205	Modern Physics (4)	
MA 213	**Differential Equations (3)**	**6/7**
		64/65

Note: PY 205 required for transfer program to UMCP.

ENGLISH/LITERATURE

A.A. Degree (Transfer) **An Option of Arts & Sciences**

Offered as a solid preparation for myriad career fields in the liberal arts. It also provides an excellent preparation for the competitive admission to such professional schools as law and medicine.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
	Mathematics Elective (GenEd course list)	**3/4**
Social & Behavioral Sciences		
PS 101	**General Psychology**	**3**
	Social & Behavioral Sciences Elective (GenEd course list) (Other than PS)	**3**
Arts & Humanities		
Arts:		
AR 104	Survey of Art I or	
AR 105	Survey of Art II or	
MU 101	Introduction to Music History & Appreciation or	
DR 101	Introduction to Theater	3
Humanities:		
EN 102	English Composition & Literature	3
PH 101	Introduction to Philosophy or	
PH 205	Ethics	3
Electives	(12 credits from the following 6 courses)	
	EN 201 British Literature (3)	
	EN 202 British Literature (3)	
	EN 203 American Literature (3)	
	EN 204 American Literature (3)	
	EN 205 World Literature (3)	
	EN 206 World Literature (3)	**12**
EN 115	Technical Writing or	
EN 210	Creative Writing or	
EN 211	Creative Writing or	
EN 212	Journalism or	
EN 217	Advanced Composition.	3
Electives	Additional literature (EN) courses	6
Communications:		
CMSP 103	**Speech Fundamentals or**	
CMSP 105	**Group Discussion**	**3**
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (Lab course) (GenEd course list)	**4**
	Biological & Physical Sciences Elective (GenEd course list)	**3/4**
Interdisciplinary & Emerging Issues		
Choose from 2 categories:		
	Computer Literacy Elective (GenEd course list)	
	Interdisciplinary Issues Elective (GenEd course list)	
	Multicultural Issues & Perspectives (GenEd course list)	
	Wellness Elective (GenEd course list)	**6**
	PE/Health Elective (A Wellness course will satisfy this requirement)	1/3
Other Requirements		
Electives		3
		61/66

GENERAL STUDIES

A.A. Degree (Transfer)

Designed to provide students with a broad educational experience and an opportunity to explore academic and occupational interests. It allows maximum flexibility in choice of courses to help students achieve their educational goals. Students who are exploring various academic and career options or who are undecided about their educational goals should begin their educational experience with this program. All students who select this program should consult an academic advisor for transfer information and/or career guidance.

Courses may be taken in any sequence as long as course prerequisites are met. However, it is suggested that all students in the general studies program complete English 101 and their mathematics requirement as early as possible in their educational experience.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
Mathematics Elective (GenEd course list)		**3/4**
Social & Behavioral Sciences (Electives must be from two disciplines)		
Social & Behavioral Sciences Elective (GenEd course list)		**3**
Social & Behavioral Sciences Elective (GenEd course list)		**3**
Arts & Humanities		
Arts Elective (GenEd course list)		**3**
Humanities Elective (GenEd course list)		**3**
Communications Elective (GenEd course list)		**3**
Biological & Physical Sciences		
Biological & Physical Sciences Elective (Lab course) (GenEd course list)		**4**
Biological & Physical Sciences Elective (GenEd course list)		**3/4**
Interdisciplinary & Emerging Issues		
Choose from 2 categories:		
Computer Literacy Elective (GenEd course list)		
Interdisciplinary Issues Elective (GenEd course list)		
Multicultural Issues & Perspectives (GenEd course list)		
Wellness Elective (GenEd course list)		**6**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
Other Requirements		
Electives		26/27
		60/65

Students are able to meet all course requirements for this degree from the college's selection of online courses.

GENERAL STUDIES: THERAPEUTIC MASSAGE OPTION

A.A. Degree (Transfer)

Prepares students to meet the credit requirements necessary to apply for Maryland State Certification to practice medical massage therapy. Upon completion, graduates receive an associate of arts degree from Frederick Community College. This option is offered through an articulation agreement between Synergy Therapeutic Massage Center & Training School and Frederick Community College. Frederick Community College students may complete 624 clock hours of specific massage therapy training at Synergy Healing Arts Center & Massage School and be eligible for national certification. The 624 clock hours completed at Synergy and proof of passing the National Certification Examination for Therapeutic Massage and Bodywork (NCETMB) will be accepted as the Massage Therapy Practicum* by Frederick Community College. (Synergy Therapeutic Massage Center & Training School, 13593 Monterey Lane, Blue Ridge Summit, PA 17214, 717.794.5778 or 800.286.1931)

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
Mathematics Elective (GenEd course list)		**3/4**
Social & Behavioral Sciences (Electives must be from two disciplines)		
Social & Behavioral Sciences Elective (GenEd course list)		**3**
Social & Behavioral Sciences Elective (GenEd course list)		**3**
Arts & Humanities		
Arts Elective (GenEd course list)		**3**
Humanities Elective (GenEd course list)		**3**
Communications Elective (GenEd course list)		**3**
Biological & Physical Sciences		
BI 103	**Anatomy & Physiology**	**4**
BI 104	**Anatomy & Physiology**	**4**
Interdisciplinary & Emerging Issues		
Choose from 2 categories:		
Computer Literacy Elective (GenEd course list)		
Interdisciplinary Issues Elective (GenEd course list)		
Multicultural Issues & Perspectives (GenEd course list)		
Wellness Elective (GenEd course list)		**6**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
Other Requirements		
ED/PS 208	**Human Growth & Development**	**3**
Electives		3/6
MT 200	Massage Therapy Practicum *	20
		61/68

Recommended electives for those students interested in opening their own business:

BU 100	Business Accounting (3)
BU 103	Introduction to Business (3)
BU 211	Business Law (3)

GENERAL STUDIES: EMERGENCY SERVICES/FIRE SCIENCE OPTION

A.A. Degree (Transfer)

Designed for individuals who work in fire/emergency services who want to prepare for advancement in the various service areas.

The program consists of core requirements leading to an A.A. degree in one of the following areas of concentration: Technology, Life Safety, Management. All general education courses require a grade of "C" or better.

Visit www.mfri.org for a list of dates and times of MFRI courses. Visit www.usfa.fema.gov/training/nfa for a list of dates and times of NFA courses.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
	Mathematics Elective (GenEd course list) (MA 111 or MA 201 recommended)	**3/4**
Social & Behavioral Sciences (Electives must be from two disciplines)		
	Social & Behavioral Sciences Elective (GenEd course list)	**3**
	Social & Behavioral Sciences Elective (GenEd course list)	**3**
Arts & Humanities		
	Arts Elective (GenEd course list)	**3**
	Humanities Elective (GenEd course list) (Foreign Language recommended)	**3**
	Communications Elective (GenEd course list)	**3**
Biological & Physical Sciences (Physical Science recommended)		
	Biological & Physical Sciences Elective (Lab course) (GenEd course list)	**4**
	Biological & Physical Sciences Elective (GenEd course list)	**3/4**
Interdisciplinary & Emerging Issues		
	Choose from 2 categories:	
	Computer Literacy Elective (GenEd course list) **Interdisciplinary Issues Elective (GenEd course list)** **Multicultural Issues & Perspectives (GenEd course list)**	
	Wellness Elective (GenEd course list)	**6**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
Concentration requirements: Choose twenty-six (26) total credits from the following Frederick Community College or American Council on Education (ACE) recommended credit listed classes. Non-FCC courses provided through the Maryland Fire & Rescue Institute (MFRI) or National Emergency Training Center (NFA)		26
		61/65

TRACK 1: TECHNOLOGY

Course		*Credits*
MFRI Course List		
BLSNFA	Basic Life Support & Hazardous Material Response	1
BCNCNFA	Building Construction: Non-Combustible & Fire Resistive	1
BCOCNFA	Building Construction: Principles-Wood & Ordinary Construction	1
NERTBC	Emergency Response to Terrorism: Basic Concepts	1
EVO	Emergency Vehicle Operator	2
FFI	Firefighter I	3
FFII	Firefighter II	2
FSSNFA	Firefighter Safety & Survival: Company Officer's Responsibility	1
HMIANFA	Hazardous Material Incident Analysis	1
HMO	Hazardous Material Operations	1
HMT	Hazardous Material Technician	3
IRHMIBC	Identifying & Recognizing Hazardous Material Incident-Basic Concepts	1
ICSNFA	Incident Command System	1
ICSEMSNFA	Incident Command System for Emergency Medical Services	1
IMS	Incident Management System	1
ICERPNFA	Infection Control for Emergency Response Personnel: The Supervisor's Role & Responsibilities	1
PO	Pump Operator	1
RTR	Rescue Technician	3
FMFLB	Shipboard Firefighting for Land Based Firefighters	3
NFA Course List		
R247	Advanced Life Support Response to Hazardous Materials Incidents	3
R246	Basic Life Support & Hazardous Material Response	1
F150/W150	Building Construction: Non-Combustible & Fire Resistive	1
F100/W100	Building Construction: Principles-Wood & Ordinary Construction	1
R815	Challenges for Local Training Officers	2
R234/R239	Chemistry of Hazardous Materials	2/3/4
R239	Chemistry of Hazardous Materials: Instructor's Program, Level 1	3
F613	Cooperative Leadership Issues in Wildland/Urban Interface Operations	1
R152	Emergency Medical Services Special Operations	3
H531	Emergency Response to Terrorism: Basic Concepts	1
R817	Emergency Response to Terrorism: Incident Management	3
F554	Emergency Response to Terrorism: Emergency Medical Services	1
R107	Fire Service Communication	3
F125	Firefighter Safety & Survival: Company Officer's Responsibility	1
F410	Hazardous Materials Incident Analysis	1
R235	Hazardous Materials Tactical Considerations	2/3
R237	Hazardous Substance Specialist	3
W250	Infection Control for Emergency Response Personnel: Supervisor's Role & Responsibilities	1
R499	National Fire Incident Reporting System Program	2/3
F210	Preparing for Incident Command	1
R236	Planning for a Hazardous Materials Incident	3
R222	Principles of Fire Protection: Structures & Systems	3
R500	Use of Microcomputers for Fire Service Management	2

TRACK 2: LIFE SAFETY

Course		Credits
MFRI Course List		
FAACO	Arson Awareness for the Company Officer	1
ADFRNFA	Arson Detection for First Responders	1
BCNCNFA	Building Construction: Non-Combustible & Fire Resistive	1
BCOCNFA	Building Construction: Principles-Wood & Ordinary Construction	1
FINSPI	Fire Inspector I	3
FINSPII	Fire Inspector II	3
ITIR	Instructor I	2
ITIIR	Instructor II	2/3
NFA Course List		
R341	Advanced Life Safety	2
R200	Arson Detection	2
F201	Arson Detection for First Responders	1
F150/W150	Building Construction: Non-Combustible & Fire Resistive	1
F100/W100	Building Construction: Principles-Wood & Ordinary Construction	1
R101	Code Management: A Systems Approach	3
R343/N816/ R816	Community Education Leadership	3
F800	Community Fire Defenses: Challenges & Solutions	1
F347	Community Risk Issues & Prevention Interventions	1
F209	Courtroom Preparation & Testimony for First Responders	1
R352	Developing Fire & Life Safety Strategies	3
P119	Discovering the Road to High Risk Audiences	3
R205	Fire Arson Investigation	3/4
R811	Fire Cause Determination for Company Officers	2
F271	Fire Prevention for First Responders and Small Departments	1
R222	Fire Prevention Specialist II	2
F700	Fire Risk Analysis: A Systems Approach	1
R107	Fire Service Communication	3
R802/N808	Fire Service Planning Concepts for the 21st Century	2
N216/R216	Initial Fire Investigation	3
R208	Interview/Interrogation Techniques & Courtroom Testimony	3
R115	Introduction to Fire Safety Education	3
F273	Marketing Fire Prevention in Your Community	1
F344	Methods of Enhancing Safety Education	1
R102	Plans Review for Inspectors	2/3
R116/F117/ R826 VIP	Presenting Effective Public Education Programs	2
F272	Preventing & Mitigation Advocacy for Small Department Responders	1
R222	Principles of Fire Protection: Structures & Systems	3
R340	Public Fire Education Specialist	2
Q118	Self-Study Course for Community Safety Educators	1
R309	Strategic Analysis of Community Risk Reduction	3
R309	Strategic Analysis of Fire Prevention Programs	1
R500	Use of Microcomputers for Fire Service Management	2

TRACK 3: MANAGEMENT

Course		Credits
Frederick Community College Course List		
BU 223	Human Resource Management	3
BU 272	Supervisory Management	3
BU 275	Fundamentals of Leadership	3
MFRI Course List		
EMS01	Emergency Medical Services Officer	3
FOTIR	Fire Officer I	4
FOTIIR	Fire Officer II	3
FOTIII	Fire Officer III	3
FHSNFA	Firefighter Health & Safety Program Implementation & Management	2
FSSNFA	Firefighter Safety & Survival: Company Officer's Responsibility	1
HMIANFA	Hazardous Material Incident Analysis	1
HSONFA	Health & Safety Officer	1
IRHMICI 1	Identifying & Recognizing Hazardous Material Incident- Concepts Implementation	
ICSNFA	Incident Command System	1
ICSEMSNFA	Incident Command System for Emergency Medical Services	1
IMS	Incident Management System	1
ISONFA	Incident Safety Officer	1
ICERPNFA	Incident Control for Emergency Response Personnel: The Supervisor's Role & Responsibilities	1
ITIR	Instructor I	2
ITIIR	Instructor II	2/3
LISFCSNFA	Leadership I: Strategies for Company Success	1
LIISFCSNFA	Leadership II: Strategies for Personal Success	1
LIIISFCSNFA	Leadership III: Strategies for Supervisory Success	1
MCTODNFA	Managing Company Tactical Operations: Decision Making	1
MCTOPNFA	Managing Company Tactical Operations: Preparation	1
MCTOTNFA	Managing Company Tactical Operations: Tactics	1
MCENFA	Managing in a Changing Environment	1
FSSIPENFA	Personal Effectiveness	1
STFNFA	Shaping the Future	1
FSSITENFA	Team Effectiveness	1
NFA Course List		
R304	Advanced Incident Command	3
R151	Advanced Leadership Issues in Emergency Medical Services	3
TBD	Applied Research Projects	3/4
R815	Challenges for Local Training Officers	2
R304	Command & Control of Fire Department Operations at Multi-Alarm Incidents	3
R308	Command & Control of Fire Department Operations at Natural & Man-Made Disasters	3
R314	Command & Control of Fire Department Operations at Target Hazards	3
R831	Command & Control of Incident Operations	1
F612	Command & Control of Wildland/Urban Interface Fire Operations for Structural Chief Officers	1
F240	Commanding the Initial Response	1
F613	Cooperative Leadership Issues in Wildland/Urban Interface Operations	1
F209	Courtroom Preparation & Testimony of First Responders	1
U153	Emergency Medical Services Administration for Volunteers	3
F500	Emergency Medical Services & Administration: An Overview	1
R152	Emergency Medical Services Operations	3
R817	Emergency Response to Terrorism: Incident Management	3
F555/W555	Emergency Response to Terrorism: Strategic Considerations For Company Officers	1
F552	Emergency Response to Terrorism: Tactical Considerations for Company Officers	1
F554	Emergency Response to Terrorism: Emergency Medical Services	1
F553	Emergency Response to Terrorism: Tactical Considerations: Hazardous Materials	1
R306	Executive Analysis of Fire Service Operations in Emergency Management	3
R123	Executive Development	3
R125	Executive Leadership	3
R506	Executive Planning	3
F518	Executive Skills Series: Influencing	1

GENERAL STUDIES: FIRE SCIENCE OPTION

Track 3: Management continued

F516	Executive Skills Series: Leading Diverse Communities Beyond Conflict	1
F517	Executive Skills Series: Managing & Leading Change	1
R801	Fire Command Operations	2/3
R107	Fire Communications	3
R333	Fire Service Financial Management	3
R502	Fire Service Information Management	2
R331	Fire Service Organizational Theory	3
R802/N808	Fire Service Planning Concepts for the 21st Century	2
F310/W310	Fire Service Supervision: Personal Team Effectiveness	1
Q318	Fire Service Supervision: Self Study	1
F320/W320	Fire Service Supervision: Team Effectiveness	1
F125	Firefighter Safety & Survival: Company Officer's Responsibility	1
F410	Hazardous Materials Incident Analysis	3
R243/N814	Hazardous Materials Incident Management	3
R235	Hazardous Materials Tactical Considerations	2/3
W720	Health & Safety Officer	1
F321	Incident Command System for Highrise Operations	1
F322	Incident Command System for Structural Collapse Incidents	1
F160	Incident Command System for Emergency Medical Services	1
W719	Incident Safety Officer	1
W250	Infection Control for Emergency Response Personnel: Supervisor's Role & Responsibilities	1
F175	Initial Company Tactical Operations	1
R332	Interpersonal Dynamics in Fire Service Operations	3
R208	Interview/Interrogation Techniques & Courtroom Testimony	3
R301	Leadership & Incident Command/Communications Course	2
F803	Leadership I: Strategies for Company Success	1
F804	Leadership II: Strategies for Personal Success	1
F805	Leadership III: Strategies for Supervisory Success	1
R207	Management for Arson Prevention & Control	3
R150	Management of Emergency Medical Services	3
R225	Management of Fire Prevention Programs	3
F450/W450	Managing Company Tactical Operations: Decision Making	1
F375/W375	Managing Company Tactical Operations: Preparation	1
R870/F451/ W451	Managing Company Tactical Operations: Tactics	1
F604	Managing in a Changing Environment	1
R101	Managing the Code Process	3
R499	National Fire Incident Reporting System Program	2/3
R331	Organizational Theory in Practice	3
R236	Planning for a Hazardous Materials Incident	3
F210	Preparing for Incident Command	1
F602	Shaping the Future	1
R306	Strategic Analysis of Fire Department Operations	3
R130	Strategic Management of Change	3
F801/W801	Tactical Operations for Company Officers I	2
F802/W802	Tactical Operations for Company Officers II	2
F290/W290	Training Operations in Small Departments	1
R342	Training Program Management	3
R500	Use of Microcomputers for Fire Service Management	2
R810	VIP: Leadership & Administration	2/3
R600	Wildland Interface Fire Protection: A National Problem With Local Solutions	1

GOVERNMENT & POLITICS

A.A. Degree (Transfer) **An Option of Arts & Sciences**

Designed primarily to prepare students to transfer to four-year institutions. Students studying government and politics can expect to find careers in government, law, business and teaching.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
	Mathematics Elective (GenEd course list)	**3/4**
Social & Behavioral Sciences		
HI 201	**History of the United States**	**3**
PI 104	**American Government: National**	**3**
EC 101	**History of Economic Development**	**3**
EC 201	**Principles of Economics (Macro)**	**3**
HI 202	**History of the United States**	**3**
PI 105	**American Government: State & Local**	**3**
PI 206	Civil Liberties	3
SO 102	**Social Problems**	**3**
Arts & Humanities		
	Arts Elective (GenEd course list)	**3**
EN 102	**English Composition**	**3**
PH 101	**Introduction to Philosophy**	**3**
CMSP 103	**Speech Fundamentals or**	
CMSP 105	**Group Discussion**	**3**
Biological & Physical Sciences (One lab course required)		
	Biological & Physical Sciences Elective (Lab course) (GenEd course list)	**4**
	Biological & Physical Sciences Elective (GenEd course list)	**3/4**
Interdisciplinary & Emerging Issues		
	Choose from 2 categories:	
	Computer Literacy Elective (GenEd course list)	
	Interdisciplinary Issues Elective (GenEd course list)	
	Multicultural Issues & Perspectives (GenEd course list)	
	Wellness Elective (GenEd course list)	**6**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
Other Requirements		
	Electives	6
		62/66

HISTORY

A.A. Degree (Transfer) **An Option of Arts & Sciences**

Designed to prepare students to transfer to four-year institutions.This option provides the opportunity to
acquire knowledge about how people have interacted within societies and between societies in relation to a multitude of disciplinary areas.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
	Mathematics Elective (GenEd course list)	**3/4**
Social & Behavioral Sciences		
HI 101	**History of Western Civilization**	**3**
	Social & Behavioral Sciences Elective (GenEd course list) (Other than HI)	**3**
HI 102	**History of Western Civilization**	**3**
HI 201	**History of the United States**	**3**
HI 202	**History of the United States**	**3**
	History Elective (Any 3 courses, other than the above, with the HI prefix)	9
Arts & Humanities		
	Arts Elective (GenEd course list)	**3**
EN 102	**English Composition**	**3**
CMSP 103	**Speech Fundamentals**	**3**
Biological & Physical Sciences (One lab course required)		
	Biological & Physical Sciences Elective (Lab course) (GenEd course list)	**4**
	Biological & Physical Sciences Elective (GenEd course list)	**3/4**
Interdisciplinary & Emerging Issues		
	Choose from 2 categories:	
	Computer Literacy Elective (GenEd course list)	
	Interdisciplinary Issues Elective (GenEd course list)	
	Multicultural Issues & Perspectives (GenEd course list)	
	Wellness Elective (GenEd course list)	**6**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
Other Requirements		
	Electives	9
		61/66

CIVIL WAR STUDIES CERTIFICATE

(Transfer)

Designed for students who want depth and breadth in studying the Civil War era. This certificate would especially benefit either history majors or those who have a keen interest in a more comprehensive treatment of the Civil War than one course can offer. Included in the certificate are courses addressing a detailed examination of the causes of the war, the war itself, the legacies of the war, and an in-depth research project relating to the war.

Course		*Credits*
Requirements		
EN 101	English Composition	3
HI 201	History of the United States to 1865	3
HI 212	Civil War	3
HI 299	History Independent Study (Civil War History) or	4
IS 911H	History Honors and	3
IS 912H	Honors Forum	1
HI 203	History of the African American or	
HI 213	History of the South or	
HI 215	Constitutional History of the United States	3
		16

HONORS COLLEGE

Membership in the Honors College is selective, requiring high test scores and/or recommendations. Students in the Honors College gain a competitive edge in preparation for transfer to four-year colleges.

Honors courses, designated with an "H" in the schedule, have the same approved core learning outcomes and content requirements as regular courses. They are smaller (limit 15) and often operate as seminars with heavy class discussion. Some courses are linked so the same cohort of students is together in two classes that share blocks of time. All honors courses stress excellence in reading, writing, and research.

Students are also encouraged to participate in co-curricular activities, conduct original research in Honors Independent Study projects under the supervision of a faculty mentor, and present their findings at the Honors Forum as well as honors conferences.

Academic recognitions include graduating from the Honors College with honors (12 honors credits with an overall grade point average of 3.5) and high honors (12 honors credits with an overall grade point average of 3.75). In addition, students can earn membership into Phi Theta Kappa (18 credits with an overall grade point average of 3.7).

Contact the Counseling & Advising Office (301.846.2471) or the Honors Coordinator (301.846.2535) for more information.

HUMAN SERVICES

A.A. Degree (Transfer) **An Option of Arts & Sciences**

Introduces the student to a broad range of social and rehabilitation services and human development concepts designed to deal with the problem of specific populations, including the elderly, children and persons with mental or physical handicaps or problems with addiction. Upon completion of the human services option, the student will be aware of the demands of the human service field. After completing the first year of academic work, the student has the option to follow one of four academic paths: addictions, developmental problems, gerontology, or social work transfer.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
Mathematics Elective (GenEd course list) (MA 206 recommended)		**3/4**
Social & Behavioral Sciences		
PS 101	**General Psychology**	**3**
SO 101	**Introduction to Sociology**	**3**
ED/PS 208	**Human Growth & Development**	**3**
HS 101	Introduction to Human Services	3
HS 102	**Human Relations**	**3**
SO 102	**Social Problems**	**3**
Arts & Humanities		
Arts Elective (GenEd course list)		**3**
Humanities Elective (GenEd course list)		**3**
CMSP 103	**Speech Fundamentals or**	
CMSP 105	**Group Discussion**	**3**
Biological & Physical Sciences		
Biological & Physical Sciences Elective (Lab course) (GenEd course list)*		**4**
Biological & Physical Sciences Elective (GenEd course list)*		**3/4**
Interdisciplinary & Emerging Issues		
Wellness Elective (GenEd course list)		**3**
ID 214	**Introduction to Gerontology: Issues of Aging and Mature Adulthood**	**3**
Other Requirements (Choose one of the following tracks)		15
		61/63

ADDICTIONS

Course		*Credits*
Requirements		
PS 104	Issues of Drug/Alcohol Use	3
HS 203	Introduction to Counseling & Interviewing	3
HS 204	Ethics & Practice Issues in Human Services	1
HS 205	Fundamentals of Addiction	3
PS 206	Abnormal Psychology	3
INTR 102	Internship	2
		15

DEVELOPMENTAL PROBLEMS

Course		*Credits*
Requirements		
ED 203	Foundations of Special Education	3
HS 203	Introduction to Counseling & Interviewing	3
HS 204	Ethics & Practice Issues in Human Services	1
PS 202	Social Psychology or	
PS 204	Psychology of Adolescence	3
PS 206	Abnormal Psychology	3
INTR 102	Internship	2
		15

GERONTOLOGY

Course		*Credits*
Requirements		
PS 205	Psychology of Aging	3
ID 224	Physical Aspects of Aging	3
HS 208	Human Service Work with Older Adults or	
HS 203	Introduction to Counseling & Interviewing	3
PS 207	Death and Dying	3
INTR 102	Internship	2
HS 204	Ethics & Practice Issues in Human Services	1
		15

SOCIAL WORK TRANSFER

Course		*Credits*
Requirements		
EC 201	Principles of Economics	3
AN 101	Introduction to Anthropology	3
PS 204	Psychology of Adolescence or	
PS 206	Abnormal Psychology	3
Electives**		6
		15

** It is recommended that a science course in human biology be taken for one of the science requirements: BI 107 (lab science) or BI 117 (non-lab science).*

*** See your advisor in order to match the elective credits to your specific transfer institution.*

ADDICTIONS COUNSELING CERTIFICATE

(Career)

Prepares those seeking new careers in the field of addictions and for those who wish to advance in their present career by adding professional education in addictions to their credentials.

Course		Credits
Requirements		
PS 101	General Psychology	3
PS 104	Issues of Drug/Alcohol Abuse	3
ED/PS 208	Human Growth and Development	3
HS 203	Introduction to Counseling and Interviewing	3
PS 206	Abnormal Psychology	3
HS 205	Fundamentals of Addiction	3
HS 206	Pharmacology of Psychoactive Drugs	3
HS 204	Ethics and Practice Issues in the Human Services	1
		22

GERONTOLOGY CERTIFICATE

(Career)

Prepares those seeking new careers in the gerontology field and those who wish to advance in their current career by adding professional education in gerontology to their credentials.

Course		Credits
Requirements		
ID 214	Introduction to Gerontology: Issues of Aging and Mature Adulthood	3
PS 101	General Psychology	3
HS 101	Introduction to Human Services	3
ID 224	Physical Aspects of Aging	3
PS 205	Psychology of Aging	3
HS 208	Human Service Work with Older Adults or	
HS 203	Introduction to Counseling and Interviewing or	
HS 102	Human Relations	3
PS 207	Death and Dying	3
INTR 102	Internship	2
		23

GERONTOLOGY LETTER OF RECOGNITION

(Career)

Introduces students to the core material in the field of gerontology.

Course		Credits
Requirements		
ID 214	Introduction to Gerontology: Issues of Aging and Mature Adulthood	3
ID 224	Physical Aspects of Aging	3
PS 205	Psychology of Aging	3
		9

INFORMATION SYSTEMS MANAGEMENT

A.S. Degree (Transfer) **An Option of Computer Science**

Designed for students seeking to complete the first two years of a four-year degree program in information systems management.

Course		Credits
English		
EN 101	**English Composition**	**3**
Mathematics		
MA 206	**Elementary Statistics**	**3**
MA 201	**Introduction to Calculus or**	
MA 210	**Calculus I**	**3/4**
Social & Behavioral Sciences		
EC 201	**Principles of Economics**	**3**
Social & Behavioral Sciences Elective (GenEd course list) (Other than EC)		**3**
Arts & Humanities		
Arts Elective (GenEd course list)		**3**
Humanities Elective (GenEd course list)		**3**
Communications Elective (GenEd course list)		**3**
Biological & Physical Sciences		
Biological & Physical Sciences Elective (Lab course) (GenEd course list)		**4**
Biological & Physical Sciences Elective (GenEd course list)		**3/4**
Interdisciplinary & Emerging Issues		
CIS 101	**Introduction to Computers & Information Sciences or**	
CIS 106	**Introduction to Object Design & Programming**	**3**
Interdisciplinary Issues Elective (GenEd course list) or		
Multicultural Issues & Perspectives (GenEd course list) or		
Wellness Elective (GenEd course list)		**3**
PE/Health Elective		1/3
Other Requirements		
BU 101	Principles of Accounting I	3
BU 102	Principles of Accounting II or	
EC 202	**Principles of Economics**	**3**
CIS 201	Computer Science I	3
CIS 202	Computer Science II or	
CIS 230	Database Management Systems	3
CIS 203	Systems Analysis & Design	3
CIS 121	Visual Basic Programming Language or	
CIS 202	Computer Science II or	
CIS 208	C++ Programming	3
Electives		6
		62/66

INFORMATION TECHNOLOGY
OPTION I: INFORMATION TECHNOLOGY SPECIALIST

A.A.S. Degree (Career)

Designed to prepare students for immediate entry into computer-related occupations and provide opportunities for individuals in the industry to upgrade their skills.

The program consists of core requirements leading to an A.A.S. degree in one of the following tracks: PC/Network Support Specialist, Computer Applications Specialist, or Computer Programming/Database Specialist.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
Mathematics Elective (GenEd course list) *		**3/4**
Social & Behavioral Sciences		
Social & Behavioral Sciences Elective (GenEd course list) (HS 102 Human Relations recommended)		**3**
Arts & Humanities		
PH 208	**Business Ethics**	**3**
Communications Elective (GenEd course list)		**3**
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list)		**3/4**
Interdisciplinary & Emerging Issues		
CIS 101	**Intro to Computer & Information Processing (Required for Track 2) or**	
CIS 106	**Intro to Object Design & Programming (Required for Tracks 1 & 3)**	**3**
PE/Health Elective		1/3
Other Requirements (Track Requirements, choose one of the following tracks)		38
		60/64

TRACK 1: PC/NETWORK SUPPORT SPECIALIST

Course		*Credits*
Track 1 Requirements		
BU 273	Business Communications	3
CIS 203	Systems Analysis & Design	3
CIS 204	Computer & Information Sciences Project or	
INTR 103	Internship	3
CIS 111M	Personal Computer Operating Systems Concepts or	
CIS 111L	Microcomputer Software Applications: Open Operating Systems	3
CIS 210	LAN Design & Management	3
CIS 212	Personal Computer Repair & Diagnostics	3
CIS 217	Computer Network Security	3
CIS 241	Intro to Data Communications & Networking	3
Electives	Choose fourteen (14) credits from the following list: CIS 111N, CIS 116 (B, C, D), CIS 121, CIS 140, CIS 211 (A, B, E, F), CIS 218, CIS 225 (A, B, ..), CIS 250	14
		38

TRACK 2: COMPUTER APPLICATIONS SPECIALIST

Course		*Credits*
Track 2 Requirements		
ACCT 100	Business Accounting	3
BU 273	Business Communications	3
CIS 111B	Microcomputer Software Applications: Database	3
CIS 111E	Microcomputer Software Applications: Spreadsheets	3
CIS 111M	Personal Computer Operating Systems Concepts	3
CIS 212	Personal Computer Repair and Diagnostics	3
CIS 111A	Microcomputer Software Applications: Word Processing	3
CIS 116D	Windows	1
CIS 116L	Software Integration	1
INTR 103	Internship or	
CIS 111R	Business Software	3
Electives	Choose twelve (12) credits from the following list: ACCT 111, CIS 103 (A, B), CIS 106, CIS 111 (J, L, Q, R), CIS 116 (B, C, K, P, Q), CIS 121, CIS 200, CIS 210, CIS 214	12
		38

TRACK 3: COMPUTER PROGRAMMING/DATABASE SPECIALIST

Course		*Credits*
Track 3 Requirements		
BU 273	Business Communications	3
CIS 203	Systems Analysis & Design	3
CIS 204	Computer & Information Sciences Project or	
INTR 103	Internship	3
CIS 111L	Microcomputer Software Applications: Open Operating Systems or	
CIS 111M	Personal Computer Operating Systems Concepts.	3
CIS 201	Computer Science I	3
CIS 230	Database Management Systems	3
CIS 116B	Internet Home Page	1
Electives	Choose nineteen (19) credits from the following list: CIS 111 (B, E, N), CIS 121, CIS 140, CIS 202, CIS 206, CIS 208, CIS 217, CIS 218, CIS 225 (A, B, ..), CIS 232, CIS 235, CIS 241, CIS 250, MA 202, MA 206	19
		38

PERSONAL COMPUTER SOFTWARE CERTIFICATE

(Career)

Designed for students seeking to build skills in specialty areas, upgrade current skills, or broaden their general knowledge base in information technology.

All courses completed in these certificates apply directly to an A.A.S. degree in information technology.

Course		*Credits*
Requirements		
CIS 116D	Windows	1
CIS 111E	Microcomputer Software Applications: Spreadsheets	3
CIS 111A	Microcomputer Software Applications: Word Processing	3
BU 273	Business Communications	3
Electives	Select six (6) credits from the following: CIS 103 (A, B), CIS 111 (B, J, M, R), CIS 116 (A, B, C, K, L)	6
		16

INFORMATION TECHNOLOGY CERTIFICATES

(Career)

Designed for students seeking to build skills in specialty areas, upgrade current skills, or broaden their general knowledge base in information technology.All courses completed in these certificates apply directly to an A.A.S. degree in information technology.

COMPUTER SOFTWARE SPECIALIST: PROGRAMMING/ DATABASE

Course		*Credits*
Requirements		
CIS 106	Introduction to Object Design & Programming	3
CIS 201	Computer Science I	3
CIS 203	Systems Analysis & Design	3
CIS 230	Database Management Systems	3
COS 116B	Office Applications: Internet Home Page	1
Elective	Choose one of the following programming courses:	
	CIS 121 Visual Basic Programming	
	CIS 140 Intro to Object-Oriented Programming in Java	
	CIS 232 Database Administration	
	CIS 235 PERL Programming	3
		16

Note: all credits in this certificate may be used to fulfill requirements for the computer programming specialist A.A.S. degree.

HELP DESK SPECIALIST: SOFTWARE

Course		*Credits*
Requirements		
CIS 111B	Microcomputer Software Applications:DataBase	3
CIS 111E	Microcomputer Software Applications: Spreadsheets	3
CIS 111M	Personal Computer Operating Systems Concepts	3
CIS 200	HelpDesk: Software Technician	3
CIS 212	Personal Computer Repair and Diagnostics	3
COS 116A	Electronic Communications	1
		16

Note: all credits in this certificate may be used to fulfill requirements for the microcomputer applications specialist A.A.S. degree.

HELP DESK SPECIALIST: HARDWARE

Course		*Credits*
Requirements		
CIS 106	Introduction to Object Design & Programming	3
CIS 111M	Personal Computer Operating Systems Concepts	3
CIS 200	HelpDesk: Software Technician	3
CIS 210	LAN Design and Management	3
CIS 212	PC Repair and Diagnostics	3
COS 116B	Office Applications: Internet Home Page	1
		16

Note: all credits in this certificate may be used to fulfill requirements for the Personal Computer/ Network Support Specialist or the Microcomputer Applications Specialist degrees.

PERSONAL COMPUTER SUPPORT SPECIALIST

Course		*Credits*
Requirements		
CIS 106	Introduction to Object Design & Programming	3
CIS 111M	Personal Computer Operating Systems Concepts or	
CIS 111L	Microcomputer Software Applications: Open Operating Systems	3
CIS 210	LAN Design and Management	3
CIS 212	PC Repair and Diagnostics	3
CIS 241	Introduction to Data Communications & Networking	3
COS 116A	Electronics Communications	1
		16

Note: all credits in this certificate may be used to fulfill requirements for the Personal Computer/ Network Support Specialist degree.

DATABASE ADMINISTRATION LETTER OF RECOGNITION

(Career)

Prepares students who already have some computer and programming skills to operate and administer a database management system.

Course		*Credits*
Requirements		
CIS 230	Database Management Systems	3
CIS 232	Database Administration	3
		6

COMPUTER AIDED DRAFTING CERTIFICATE

(Career)

Prepares students for work in design, space planning, or drafting in the architecture field. Introduces computer-based design technologies along with proper dimensioning techniques, view placement, assembly drawings and proper view selection. Students must have basic computer skills before enrolling in these courses.

Course		*Credits*
Requirements		
CAD 101	Introduction to AutoCad I	4
CAD 102	Introduction to AutoCad II	4
CAD 201	Residential Architecture I	4
CAD 202	Residential Architecture II	4
		16

Note: All credits in this certificate may be used to fulfill requirements for the A.A.S. degree in Information Technology Option I,Track 4: Computer Aided Drafting.

Basic AutoCAD offered for noncredit. Consult the Continuing Education class schedule. Fee structure for the course is subject to change. Course not eligible for financial aid.

IT SERVICE AND SUPPORT MANAGEMENT LETTER OF RECOGNITION

(Career)

Provides students with professional skills necessary to maintain an IT help desk and service area.

Course		*Credits*
Requirements		
CIS 200	Help Desk: Software Technician.	3
CIS 111M	Personal Computer Operating Systems Concepts	3
CIS 212 PC	Repair and Diagnostics	3
		9

INFORMATION TECHNOLOGY
OPTION II: NETWORK ENGINEER

A.A.S. Degree (Career)

Prepares students for entry-level positions in the network engineering field.

Course			Credits
English			
	EN 101	**English Composition**	**3**
Mathematics			
	Math Elective (GenEd course list) (MA 202–Introduction to Discrete Mathematics or MA 206–Elementary Statistics recommended)		**3/4**
Social & Behavioral Sciences			
	Social Science Elective (GenEd course list) (HS 102–Human Relations recommended)		**3**
Arts & Humanities			
	PH 208	**Business Ethics**	**3**
	Communications Elective (GenEd course list) (CMSP 105–Group Discussion recommended)		**3**
Biological & Physical Sciences			
	Science Elective (GenEd course list)		**3/4**
Interdisciplinary & Emerging Issues			
	Health Elective (HE 201–Stress Management recommended)		**3**
Core Requirements			
	CIS 106	**Introduction to Object Design and Programming**	**3**
	CIS 158A	Introduction to Personal Computer Hardware	1
	CIS 158B	Personal Computer Repair & Troubleshooting	3
	CIS 158C	Personal Computer Operating Systems	3
	CIS 203	Systems Analysis & Design	3
	CIS 204	Computer Information Sciences Project or	
	INTR 103	Internship	3
	Track Requirements (choose one of the following)		23
			60/63

MCSE TRACK

	CIS 180	Networking Fundamentals	3
	CIS 161A	Managing & Maintaining a Microsoft Windows Server 2003 Environment	3
	CIS 161B	Implementing, Managing,& Maintaining a Microsoft Windows Server 2003 Network Infrastructure: Network Services	3
	CIS 161C	Implementing & Supporting Microsoft Windows XP Professional	3
	CIS 161D	Implementing & Managing Microsoft Exchange Server 2003	3
	CIS 161E	Planning & Maintaining a Microsoft Windows Server 2003 Network Infrastructure	3
	CIS 161F	Planning, Implementing, & Maintaining a Microsoft Windows Server 2003 Active Directory Infrastructure	3
	CIS 161G	Designing Security for Microsoft Networks.	2
	CIS 161J	Implementing a Microsoft Windows Server 2003 Network Infrastructure: Network Host	1
			24

Also offered for noncredit. See the current Continuing Education schedule.

CISCO TRACK

	CIS 190	Cisco Networking Fundamentals: Internetworking 1.	5
	CIS 191	Cisco Networking Router Technologies: Internetworking 2	5
	CIS 192	Cisco Advanced Routing and Switching Technologies: Internetworking 3	5
	CIS 193	Cisco Project-Based Learning: Internetworking 4	5
	CIS 241	Introduction to Data Communications & Networking	3
			23

NETWORK ENGINEER CERTIFICATE

(Career)

Designed for individuals seeking MCSE certification. All credits earned in this option can be applied toward the two-year A.A.S. degree in Information Technology: Option II Network Engineer MCSE Track.

Course			Credits
Requirements			
	CIS 158A	Introduction to Personal Computer Hardware	1
	CIS 158B	Personal Computer Repair and Troubleshooting	3
	CIS 158C	Personal Computer Operating Systems.	3
	CIS 161A	Managing & Maintaining a Microsoft Windows Server 2003 Environment	3
	CIS 161B	Implementing, Managing, & Maintaining a Microsoft Windows Server 2003 Network Infrastructure: Network Services	3
	CIS 161C	Implementing & Supporting Microsoft Windows XP Professional	3
	CIS 161D	Implementing & Managing Microsoft Exchange Server	3
	CIS 161E	Planning & Maintaining a Microsoft Windows Server 2003 Network Infrastructure	3
	CIS 161F	Planning, Implementing, & Maintaining a Microsoft Windows Server 2003 Active Directory Infrastructure.	3
	CIS 161G	Designing Security for Microsoft Networks.	2
	CIS 161J	Implementing a Microsoft Windows Server 2003 Network Infrastructure: Network Host	1
			28

A+ PROGRAM LETTER OF RECOGNITION

(Career)

Designed for individuals seeking to broaden their knowledge of personal computers or sit for the A+ certification exam.

Course			Credits
Requirements			
	CIS 158A	Introduction to Personal Computers	1
	CIS 158B	Personal Computer Repair & Troubleshooting	3
	CIS 158C	Personal Computer Operating Systems.	3
			7

Also offered for noncredit. See the current Continuing Education schedule.

MICROSOFT CERTIFIED PROFESSIONAL LETTER OF RECOGNITION

(Career)

Designed for individuals seeking the Microsoft Certified Professional Certification.

Course			Credits
Requirements			
	CIS 161A	Managing & Maintaining a Microsoft Windows Server 2003 Environment	3
	CIS 161B	Implementing,Managing,& Maintaining a Microsoft Windows Server 2003 Network Infrastructure: Network Services	3
	CIS 161J	Implementing a Microsoft Windows Server 2003 Network Infrastructure: Network Hosts	1
			7

Also offered for noncredit. See the current Continuing Education schedule.

INFORMATION TECHNOLOGY * (CONTINUING EDUCATION)

CompTIA Network +

Network+ measures the technical knowledge of networking professionals with 18-24 months experience in the IT industry. Earning the Network+ provides you with the necessary knowledge needed to configure and install the TCP/IP client. The exam covers a wide range of vendor and product neutral networking technologies, which can also function as a prerequisite for vendor-specific IT certifications. A certificate in Network + offers you the ability to enter an entry-level Network Technician position.

Course Requirement:

MC 2005	Networking Fundamentals

CompTIA Security +

Security+ is the primary course you need for job responsibilities that include securing network services, network devices, and network traffic. It is also the main course needed to prepare for the CompTIA Security+ examination. This course builds on your knowledge and professional experience with computer hardware, operating systems, and networks that are necessary to implement basic security services on any type of computer network. Prerequisites: Networking Fundamentals or equivalent knowledge and nine to twelve months experience in networking.

Course Requirement

CNS 209	CompTia Security +

Microsoft Certified Systems Administrator (MCSA)

The MCSA certification demonstrates your ability to implement, manage, and troubleshoot existing network and system environments based on Microsoft Windows® 2003 platforms, including Windows.NET Server. Implementation responsibilities include installing and configuring parts of systems, and management responsibilities include administering and supporting the systems.

Course Requirements

MC 2273	Managing and Maintaining a MS Windows Server 2003 Environment
MC 2276	Implementing a MS Windows Server 2003 Network Infrastructure: Network Hosts
MC 2277	Implementing, Managing, and Maintaining a MS Windows Server 2003 Network Infrastructure: Network Services
MC 2272	Implementing and Supporting MS Windows XP Professional
MC 2400	Implementing and Managing MS Exchange Server 2003

Microsoft SQL Server 2000 Certification

The Microsoft SQL Server 2000 Certification courses provide instruction on writing basic Transact-SQL queries; installing, configuring, administering and troubleshooting the client-server database management system; and programming a database solution.

Course Requirements

MC 2071	Querying Microsoft SQL Server 2000 with Transact - SQL
MC 2072	Administering a Microsoft Server 2000 Database
MC 2073	Programming a Microsoft SQL Server 2000 Database

** Noncredit courses. Fee structure for the above courses are subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.*

INTERNATIONAL BUSINESS

A.A. Degree (Transfer) **An Option of Business Administration**

Designed to satisfy the first two years of a bachelor's degree program in international business offered by many four-year institutions. Students planning careers in government, foreign services, international marketing or with financial or business firms engaged in international trade should consider this option. Students should contact their advisor to confirm how the courses transfer to the four-year institution they are considering for transfer purposes.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
Mathematics Elective (GenEd course list)		**3/4**
Social & Behavioral Sciences		
EC 201	**Principles of Economics**	**3**
Social & Behavioral Sciences Elective (GenEd course list) (Other than EC)		**3**
EC 202	**Principles of Economics**	**3**
Arts & Humanities		
Arts Elective (GenEd course list)		**3**
Humanities Elective (Foreign Language, GenEd course list)		**6**
Communications Elective (GenEd course list)		**3**
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list)		**3/4**
Biological & Physical Sciences Elective (Lab course) (GenEd course list)		**4**
Interdisciplinary & Emerging Issues		
CIS 101	**Introduction to Computer & Information Processing**	**3**
Interdisciplinary Issues Elective (GenEd course list) or		
Multicultural Issues & Perspectives (GenEd course list) or		
Wellness Elective (GenEd course list)		**3**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
Other Requirements		
ACCT 101	Principles of Accounting I	3
ACCT 102	Principles of Accounting II	3
BU 103	Introduction to Business	3
BU 213	Principles of Finance	3
BU 251	Introduction to International Business	3
BU 252	Introduction to International Finance	3
BU 253	International Business Law	3
		61/66

MATHEMATICS

A.S. Degree (Transfer)

An Option of Arts & Sciences

Provides a diversity of courses for students pursuing a course of study in mathematics. Students planning to transfer to a four-year institution should check requirements. If there are significant differences, the student should consult an advisor for guidance.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
MA 210	**Calculus I**	**4**
MA 211	Calculus II	4
MA 212	Calculus III	4
MA 218	Linear Algebra or	
MA 213	Differential Equations	3
Mathematics Electives		6/8
Social & Behavioral Sciences (Electives must be from two disciplines)		
Social & Behavioral Sciences Elective (GenEd course list)		**3**
Social & Behavioral Sciences Elective (GenEd course list)		**3**
Arts & Humanities		
Arts Elective (GenEd course list)		**3**
Humanities Elective (GenEd course list)		**3**
Communications Elective (GenEd course list)		**3**
Biological & Physical Sciences		
PY 203	**Introductory Physics I and**	
PY 204	**Introductory Physics II**	
or		
CH 101	**General Chemistry and**	
CH 102	**General Chemistry and**	
CH 201	**Organic Chemistry**	**8/12**
Interdisciplinary & Emerging Issues		
Choose from 2 categories:		
Computer Literacy Elective (GenEd course list)		
Interdisciplinary Issues Elective (GenEd course list)		
Multicultural Issues & Perspectives (GenEd course list)		
Wellness Elective (GenEd course list)		**6**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
Other Requirements		
Computer/Information Sciences Electives		6
		60/68

Students interested in a mathematics major for secondary teachers should see page 46 under Education.

MEDICAL ASSISTANT CERTIFICATE

(Career)

Prepares students with the skills necessary for entry-level positions in physicians' offices, hospitals, and clinics.

This certificate can be used to meet the elective requirements of the A.A. degree in general studies.

Course		*Credits*
Requirements		
BI 117	Study of the Human Body	3
CIS 116D	Windows	1
MDA 109	Medical Terminology	3
MDA 112	Medical Administrative Office Applications	3
MDA 216	Introduction to Medical Coding	3
MDA 101	Foundations of Medical Assisting I	2
MDA 102	Foundations of Medical Assisting II	2
MDA 104	Medical Assisting Clinical I	1
MDA 201	Medical Assisting Laboratory Procedures	4
MDA 202	Medical Assisting Clinical Skills	4
MDA 204	Medical Assisting Clinical II	2
		28

MEDICAL ADMINISTRATIVE SUPPORT

(Career)

Prepares students with the skills necessary for entry-level positions in the medical field as an administrative assistant.

Course		*Credits*
Requirements		
CIS 116D	Windows	1
BU 273	Business Communications	3
MDA 109	Medical Terminology	3
MDA 210	Medical Transcription	3
MDA 112	Medical Administrative Office Applications	3
MDA 216	Introduction to Medical Coding	3
		16

MEDICAL CODING BASICS LETTER OF RECOGNITION

(Career)

Prepares students seeking entry-level positions in the medical coding field with a strong background in medical terminology, coding, and software.

Course		*Credits*
Requirements		
MDA 109	Medical Terminology	3
MDA 112	Medical Administrative Office Applications	3
MDA 216	Introduction to Medical Coding	3
CIS 116D	Windows	1
		10

MEDICAL TRANSCRIPTION BASICS LETTER OF RECOGNITION

(Career)

Prepares students who already have basic office skills and desire employment in the medical field as medical transcriptionists.

Course		*Credits*
Requirements		
CIS 103B	Executive Keyboarding	3
MDA 109	Medical Terminology	3
MDA 210	Medical Transcription	3
CIS 116D	Windows	1
		10

MUSIC

A.A. Degree (Transfer) **An Option of Arts & Sciences**

Provides the first two years of a four-year degree program for students planning to pursue a bachelor's degree in music performance, music education, music history or composition. It requires completion of general education courses and selected music courses. Students majoring in music should consult with the music program manager for advising and adjust course selections to meet the requirements of individual transfer institutions. Music education students must take the Praxis I examination after completing 45 hours of credit and should consult with the education coordinator.

Course	*Credits*
English	
EN 101 English Composition	**3**
Mathematics	
Mathematics Elective (GenEd course list)	**3/4**
Social & Behavioral Sciences	
HI 101 History of Western Civilization or HI 102 History of Western Civilization	**3**
Social & Behavioral Sciences Elective (GenEd course list) (Other than HI)	**3**
Arts & Humanities	
Arts:	
MU 111 Music Theory I	**3**
MU 112 Music Theory II	3
MU 106 Aural & Keyboard Skills I	1
MU 107 Aural & Keyboard Skills II	1
MU 206 Aural & Keyboard Skills III	1
MU 207 Aural & Keyboard Skills IV	1
MU 211 Music Theory III	3
MU 212 Music Theory IV	3
Applied Music (Major Instrument)	8
Ensemble I (MU 117 or MU 119 or MU 121)	2
Ensemble II (MU 118 or MU 120 or MU 122)	2
Ensemble III (MU 217 or MU 219 or MU 221)	2
Ensemble IV (MU 218 or MU 220 or MU 222)	2
Applied Piano/Class Piano I (MU 172A/151) *	1
Applied Piano/Class Piano II (MU 173A/152) *	1
Applied Piano/Class Piano III (MU 272A/251) *	1
Applied Piano/Class Piano IV (MU 273A/252) *	1
Humanities:	
Humanities Elective (GenEd course list)	**3**
Communications:	
Communications Elective (GenEd course list)	**3**
Biological & Physical Sciences (One lab course required)	
Biological & Physical Sciences Elective (Lab course) (GenEd course list)	**4**
Biological & Physical Sciences Elective (GenEd course list)	**3/4**
Interdisciplinary & Emerging Issues	
HE 204 Health Education	**3**
Computer Literacy Elective (GenEd course list) or Interdisciplinary Issues Elective (GenEd course list) or Multicultural Issues & Perspectives (GenEd course list)	**3**
	67/69

** Piano major choose secondary instrument.*

NUCLEAR MEDICINE TECHNOLOGY

A.A.S. Degree (Career)

Prepares students as entry level nuclear medicine technologists in a specialized area of diagnostic imaging which includes body structure and function. Nuclear medicine technologists perform procedures to assist physicians in the diagnosis and treatment of patients. Graduates will be prepared to take the national certification exams for nuclear medicine technologists. Prerequisites to the Nuclear Medicine course sequence include BI 103, BI 104, CH 101, MA 111, MA 206, CIS 101 and PY 101. All prerequisite courses and nuclear medicine courses require a grade of C or better.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
MA 111	**Precalculus**	**4**
MA 206	**Elementary Statistics**	**3**
Biological & Physical Sciences		
BI 103	**Anatomy & Physiology**	**4**
BI 104	**Anatomy & Physiology**	**4**
CH 101	**General Chemistry**	**4**
PY 101	**Survey of Physics**	**3**
Social & Behavioral Sciences		
PS 101	**General Psychology**	**3**
Arts & Humanities		
	Communications Elective (GenEd course list)	**3**
Interdisciplinary & Emerging Issues		
CIS 101	**Introduction to Computers & Information Processing**	**3**
Physical Education Elective		1
Other Requirements		
NM 100	Physics for Nuclear Medicine Technology	4
NM 101	Nuclear Medicine Technology I	4
NM 102	Nuclear Medicine Technology II	4
NM 103	Nuclear Medicine Techniques I	3
NM 104	Clinical Nuclear Medicine Technology I	2
NM 105	Nuclear Medicine Techniques II	3
NM 106	Nuclear Medicine Instrumentation	2
NM 201	Medical Radiobiology	2
NM 202	Clinical Nuclear Medicine Technology II	3
NM 203	Radiopharmacy and Radiation Chemistry	2
NM 204	Clinical Nuclear Medicine Technology III	4
NM 205	Professional Development in Nuclear Medicine	1
		69

NUCLEAR MEDICINE TECHNOLOGY CERTIFICATE

(Career)

Prepares students as entry-level nuclear medicine technologists in a specialized area of diagnostic imaging which includes both body structure and function. Nuclear medicine technologists perform procedures to assist physicians in the diagnosis and treatment of patients. Graduates will be prepared to take the national certification exams for nuclear medicine technologists. Prerequisites for this program include BI 103, BI 104, CH 101, MA 111, MA 206, CIS 101 and PY 101. All courses require a grade of C or better.

Course		*Credits*
Requirements		
NM 100	Physics for Nuclear Medicine Technology	4
NM 101	Nuclear Medicine Technology I	4
NM 102	Nuclear Medicine Technology II	4
NM 103	Nuclear Medicine Techniques I	3
NM 104	Clinical Nuclear Medicine Technology I	2
NM 105	Nuclear Medicine Techniques II	3
NM 106	Nuclear Medicine Instrumentation	2
NM 201	Medical Radiobiology	2
NM 202	Clinical Nuclear Medicine Technology II	3
NM 203	Radiopharmacy and Radiation Chemistry	2
NM 204	Clinical Nuclear Medicine Technology III	4
NM 205	Professional Development in Nuclear Medicine	1
		34

NURSING

A.S. Degree (Career)

The program is approved by the Maryland Board of Nursing, 4140 Patterson Avenue, Baltimore Maryland, 21215 (410.585.1900). The program is accredited by the National League of Nursing Accrediting Commission, 61 Broadway, 33rd Floor, New York NY, 10006 (212.363.5555). Upon successful completion of the curriculum, the graduate is eligible to take the examination for registered nurse licensure.

Graduates are prepared to give competent, safe nursing care to clients in hospitals, nursing homes and other comparable health agencies under the supervision of more experienced practitioners, and with experience and further preparation, should be able to assume increasing responsibility in nursing. High school preparation for the nursing program should include algebra, advanced biology, chemistry and data processing. Enrollment in the nursing program is limited by the availability of clinical facilities.

Admission to the program is competitive and, generally, priority is given to residents of Frederick County. Applications for admission to the nursing program should be completed by December 15 for the day option (fall admission) or September 15 for the evening/weekend option (spring admission). This includes applying for admission to the college through the Welcome & Registration Center, completion of placement tests and arranging an interview with the allied health advisor.

The associate degree nursing program is seldom completed in fewer than three years by full-time students. Because of prerequisite courses and the demands of clinical experiences and family responsibilities, most students will be enrolled in the program for four years. Students who drop out for any reason may be readmitted on a space available basis and should contact the director of nursing education as soon as possible.

Information about tuition, fees and completion time may be obtained from the Welcome & Registration Center or the allied health advisor. Conviction of a felony or misdemeanor may prohibit students from taking the nursing licensure exam. Please see the director of nursing education prior to enrolling as a nursing major to discuss options. Students may be required to obtain criminal background checks if required by an clinical agency.

A grade of "C" or better must be earned in all courses in the nursing program.

If the student's knowledge of biological and chemical principles is deficient, BI 55 (Preparation for Allied Health) will be required.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
Mathematics Elective (GenEd course list)		**3**
Social & Behavioral Sciences		
PS 101	**General Psychology**	**3**
SO 101	**Introduction to Sociology**	**3**
ED/PS 208	**Human Growth & Development**	**3**
Arts & Humanities		
Arts Elective (GenEd course list)		**3**
Humanities Elective (GenEd course list)		**3**
CMSP 103	**Speech Fundamentals or**	
CMSP 105	**Group Discussion or**	
CMSP 107	**Career Communications**	**3**
Biological & Physical Sciences		
BI 103	**Anatomy & Physiology**	**4**
BI 104	**Anatomy & Physiology**	**4**
BI 120	**Microbiology for Allied Health**	**4**
PE/Health		
PE Elective		1
Other Requirements		
NU 101	Introduction to Clinical Nursing	6
NU 210	Reproductive Health Nursing	3
NU 211	Medical-Surgical Nursing I	7
NU 212	Medical-Surgical Nursing II	4
NU 213	Medical-Surgical Nursing III	4
NU 214	Psychiatric/Mental Health Nursing	4
NU 215	Nursing Care of Children	3
NU 216	Preparation for Practice	2
		70

LADDER PROGRAM

Students who complete the first two semesters of the associate degree nursing program may opt to take the practical nurse certificate summer courses (PN 112, PN 113) on an elective basis. Completion of the summer courses will allow the student to take the licensing exam (NCLEX-PN) for practical nurse licensure. For an explanation of the benefits of the summer ladder option, contact the allied health advisor or the director of nursing education.

RN TO BSN

Frederick Community College participates in the Maryland Articulation Model that was revised in fall 2003. A maximum of 70 non-nursing credits will be accepted. Transfer of nursing credits will not be necessary as 30 upper division nursing credits will awarded by the baccalaureate institution based on a valid unencumbered Maryland nursing license.

LPN TO ADN

Transition courses (LPN to ADN) have been developed to allow an LPN to complete the ADN program in a shorter amount of time. The LPN must first complete all general education requirements of the ADN program.

See director of nursing education or allied health advisor for further information.

PRACTICAL NURSING CERTIFICATE

(Career)

A certificate approved by the Maryland Board of Nursing. Upon successful completion of the curriculum, the graduate is eligible to take the PN licensure exam. Graduates are prepared to give competent, safe nursing care to clients in a variety of settings. The licensed practical nurse (LPN) works in a team relationship with the registered nurse or physician in providing care based on knowledge, judgment, and skill and on principles of the biological, physiological, behavioral and sociological sciences.

The clinical portion of the practical nursing curriculum is completed in one year but because of prerequisite courses, demands of clinical experiences and personal responsibilities, the entire curriculum will take at least two years. (See page 10 for application information.) Contact the allied health advisor for specific prerequisites for NU 101, NU 210 and NU 211.

Conviction of a felony or misdemeanor may prohibit students from taking the nursing licensure exam. Please see the director of nursing education prior to enrolling to discuss options.

A grade of "C" or better must be earned in all courses in the practical nursing curriculum.

Course		*Credits*
English		
EN 101	English Composition	3
Mathematics		
Developmental math through elementary algebra via placement testing or coursework (MA 91)		
Social & Behavioral Sciences		
ED/PS 208	Human Growth & Development	3
Biological & Physical Sciences		
BI 103	Anatomy & Physiology	4
BI 104	Anatomy & Physiology	4
BI 120	Microbiology for Allied Health	4
Other Requirements		
NU 101	Introduction to Clinical Nursing	6
NU 210	Reproductive Health Nursing	3
NU 211	Medical-Surgical Nursing I	7
PN 112	Nursing Throughout Developmental Stages	8
PN 113	Issues in Practical Nursing	1
		43

LADDER PROGRAM

Graduates of the PN certificate may continue into the second year of the associate degree program once they have completed the required general education courses. Admission into the second year must occur within two years of completing the PN certificate. Graduates who do not enter the second year of the associate degree nursing program within two years of completing the PN certificate may enter the associate degree program via the LPN transition program. For more information contact the allied health advisor or the director of nursing education.

ALLIED HEALTH * (CONTINUING EDUCATION)

Advanced Cardiac Life Support (ACLS)

FCC's Advanced Cardiac Life Support (ACLS) utilizes the American Heart Association's guidelines in providing a systematic approach to dealing with a cardiopulmonary emergency or sudden death. Classes focus on myocardial infarction, respiratory arrest with a pulse,witnessed VF adult cardiac arrest, airways management and testing, mega VF: refractory VF/pulseless electrical activity, strip recognition and testing, asystole, bradycardia, unstable tachycardia-cardioversion, and stable tachycardia.

Course Requirement

SAF 105 Advanced Cardiac Life Support (ACLS)

Recommended Course

SAF 106 Advanced Cardiac Life Support (ACLS) Refresher
SAF 145 Pediatric Advanced Life Support (PALS)

** Noncredit courses. Fee structure for the above courses is subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.*

Cardio-Pulmonary Resuscitation

Cardio-pulmonary resuscitation (CPR) training is so simple anyone can learn the steps to save a life. CPR has been in use since the late 1950's and early 60's, and health professionals still advocate that mouth-to-mouth breathing combined with chest compressions are effective at circulating blood and saving lives. Expect to learn techniques like Foreign Body Airway Obstruction relief and Basic First Aid procedures including treatments for shock, fractures, bleeding, environmental emergencies and many others.

Course Requirement

SAF 103 CPR:Healthcare Provider

Recommended Courses

SAF 131 CPR for Family and Friends
SAF 137 CPR:Healthcare Provider Renewal
SAF 134 Heartsaver AED
SAF 134 Heartsaver AED-Spanish
SAF 146 Heartsaver/First Aid (Adult)
SAF 147 Heartsaver Pediatric CPR

** Noncredit courses. Fee structure for the above courses is subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.*

EKG Technician * (Continuing Education)

A comprehensive course that covers monitoring the heart, using an EKG machine, during diagnostic and therapeutic procedures. The EKG Technician program presents essential concepts students need to master the skills of this challenging field, while preparing for the ASPT-EKG Technician exam.

Course Requirement

CAH 461 EKG Technician

** Noncredit Courses. Fee structure for the above courses is subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.*

Phlebotomy Technician * (Continuing Education)

Prepares students for the American Society of Clinical Pathologist exam. Presents the proper methods for collecting blood specimens from patients and help you understand all aspects related to blood collection while developing comprehensive skills to perform venipunctures completely and safely. The program also covers the terminology, anatomy and physiology associated with phlebotomy. Approved by the State Licensing Board.

Course Requirements

CAH 453 Phlebotomy/IV Technician Classroom I
CAH 454 Phlebotomy/IV Technician Classroom II
CAH 451 Phlebotomy Technician Clinical I
CAH 452 Phlebotomy Technician Clinical II

** Noncredit courses. Fee structure for the above courses is subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.*

PARALEGAL

A.A.S. Degree (Career)

Provides students with specialized legal training to enable them to: understand ethical obligations and professionalism; gather and analyze facts relevant to legal disputes; perform legal research; draft legal documents; prepare witnesses and evidence for presentation at legal proceedings. The paralegal may not practice law and so must work under the direction of an attorney who is licensed to practice.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
	Mathematics Elective (GenEd course list)	**3/4**
Social & Behavioral Sciences		
PS 101	**General Psychology**	**3**
HS 102	**Human Relations**	**3**
CJ 110	Criminal Law	3
Arts & Humanities		
	Communications Elective (GenEd course list)	**3**
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (GenEd course list)	**3/4**
PE/Health		
	Wellness Elective (GenEd course list) or PE Elective and one additional General Education Elective	**3/4**
Other Requirements		
LA 100	Introduction to Law	3
LA 103	Ethics for the Legal Professional	3
LA 104	Contracts	3
LA 105	Torts	3
LA 106	Law & Technology	3
LA 110	Legal Research	3
LA 120	Legal Writing & Documents	3
LA 210	Estates & Probate	3
LA 220	Evidence & Procedure (Civil)	3
LA 230	Law of the Real Estate Business	3
LA 240	Family Law	3
INTR 103	Internship	3
		60/63

PARALEGAL CERTIFICATE

(Career)

For individuals already in this field of employment who wish to increase their opportunities by acquiring college credentials. In addition, individuals who already have a degree in another field may be able to improve employment opportunities.

Course		*Credits*
Requirements		
EN 101	English Composition	3
HS 102	Human Relations	3
LA 100	Introduction to Law	3
LA 103	Ethics for the Legal Professional	3
LA 104	Contracts	3
LA 105	Torts	3
LA 106	Law & Technology	3
LA 110	Legal Research	3
LA 120	Legal Writing & Documents	3
LA 220	Evidence & Procedure (Civil)	3
	Select at least three (3) credits from the following courses:	
	LA 210 Estates & Probate (3)	
	LA 230 Law of the Real Estate Business (3)	
	LA 240 Family Law (3)	
	CJ 110 Criminal Law (3)	
	BU 211 Business Law I (3)	
	INTR 103 Internship (3)	3
		33

PHILOSOPHY

A.A. Degree (Transfer) — An Option of Arts & Sciences

Pre-professional concentration for students who plan careers in law, medicine or the ministry. It is equally appropriate for those whose careers are already established but who wish to expand their intellectual horizons and sharpen their reasoning abilities.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
EN 102	**English Composition & Literature**	**3**
EN 205	**World Literature**	**3**
EN 206	**World Literature**	**3**
Mathematics		
	Mathematics Elective (GenEd course list)	**3/4**
Social & Behavioral Sciences		
HI 101	**History of Western Civilization**	**3**
	Social & Behavioral Sciences Elective (GenEd course list) (PI)	**3**
HI 102	**History of Western Civilization**	**3**
Arts & Humanities		
	Arts:	
AR 104	**Survey of Art I**	**3**
	Communications:	
CMSP 103	**Speech Fundamentals or**	
CMSP 105	**Group Discussion**	**3**
	Humanities:	
PH 101	**Introduction to Philosophy**	**3**
PH 204	**World Religions**	**3**
PH 205	**Introduction to Ethics**	**3**
PH 206	**Logic**	**3**
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (Lab course) (GenEd course list)	**4**
	Biological & Physical Sciences Elective (GenEd course list)	**3/4**
Interdisciplinary & Emerging Issues		
	Choose from 2 categories:	
	Computer Literacy Elective (GenEd course list)	
	Interdisciplinary Issues Elective (GenEd course list)	
	Multicultural Issues & Perspectives (GenEd course list)	
	Wellness Elective (GenEd course list)	**6**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
Other Requirements		
Electives		6
		61/66

PHYSICAL EDUCATION

A.A. Degree (Transfer) **An Option of Arts & Sciences**

Provides students with the first two years of course requirements leading to a bachelor's degree in physical education. It requires completion of general education courses and selected PE/health courses. High school preparation for this option should include algebra, biology and chemistry.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
Mathematics Elective (GenEd course list)		**3/4**
Social & Behavioral Sciences		
PS 101	**General Psychology**	**3**
HI 101	**History of Western Civilization or**	
HI 201	**History of the United States**	**3**
ED/PS 208	**Human Growth & Development**	**3**
ED 202	Educational Psychology	3
Arts & Humanities		
Arts Elective (GenEd course list)		**3**
PH 101	**Introduction to Philosophy or**	
PH 204	**World Religions**	**3**
CMSP 103	**Speech Fundamentals**	**3**
Biological & Physical Sciences		
BI 100	**Fundamental Concepts of Biology**	**4**
BI 103	**Anatomy & Physiology**	**4**
BI 104	**Anatomy & Physiology**	**4**
CH 101	**General Chemistry**	**4**
Interdisciplinary & Emerging Issues		
HE 204	**Health Education**	**3**
Computer Literacy Elective (GenEd course list) or		
Interdisciplinary Issues Elective (GenEd course list) or		
Multicultural Issues & Perspectives (GenEd course list)		**3**
PE/Health		
PE 153	Introduction to Physical Education	3
PE 161	Psychology of Sport	3
PE 154	Fitness for Living	3
HE 100	Elements of Nutrition	3
PE Methods Electives: *Select 4 from the following:*		
	PE 241 Fitness & Conditioning (1)	
	PE 242 Aerobics (1)	
	PE 247 Weight Training (1)	
	PE 240 Golf (1)	
	PE 246 Elementary Fencing (1)	4
		65/66

PHYSICAL THERAPIST ASSISTANT

A.A.S. Degree (Career)

Mid-Maryland Allied Healthcare Education Consortium

Carroll Community College Degree

The physical therapist assistant is a dynamic healthcare professional working under the supervision of a physical therapist. The PTA can work with children, athletes, older adults, or in a setting that provides a variety of experiences.

The physical therapist assistant works according to the scope of practice defined by the licensing board in the state in which they practice. In all settings, the physical therapist assistant participates in programs and procedures to maximize each person's potential. PTA's spend most of their time one-on-one with their patients and their families working to achieve maximum independence. The physical therapist assistant utilizes a wide variety of techniques to address their patient's needs and achieve their patient's goals.

Admission to the program is required before taking PTA courses. Contact the program director, Sharon Main, 410.386.8259 or smain@carrollcc.edu to receive a current PTA brochure for the program admission requirements. This program is offered to Frederick Community College students through the Mid-Maryland Allied Healthcare Education Consortium. Students will typically complete most of the general education classes at Frederick Community College and then matriculate to Carroll Community College to complete the physical therapist assistant courses. Students participating in consortium programs pay in-county rates at the institutions to which they matriculate.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
Mathematics Elective (GenEd course list) (MA 206–Elementary Statistics preferred)		**3**
Social & Behavioral Sciences		
PS 101	**General Psychology**	**3**
PS 206	Abnormal Psychology	3
Arts & Humanities		
EN 102	**English Composition & Literature**	**3**
Biological & Physical Sciences		
BI 103	**Anatomy & Physiology I**	**4**
BI 104	**Anatomy & Physiology II**	**4**
Other Requirements		
CIS 101	**Introduction to Computers & Information Processing** (or complete/pass the Carroll CC Computer Literacy test)	**3**
Physical Therapist Assistant courses offered at Carroll Community College		
PTA 101	The Role of the Physical Therapist Assistant	3
PTA 111	Clinical Science 1	6
PTA 121	Neuroanatomy and Neurophysiology	3
PTA 212	Clinical Science 2	6
PTA 213	Treating Special Populations	6
PTA 221	Pain and Pathology	3
PTA 231	Overview of Special Populations	3
PTA 241	Clinical Arts 1	4
PTA 242	Clinical Arts 2	4
PTA 243	Clinical Arts 3	4

POLICE SCIENCE

A.A.S. Degree (Career)

Prepares graduates to function as an entry-level police officer with local law enforcement agencies. The curriculum is a partnership between Frederick Community College, the Frederick County Sheriff's Office, the Maryland State Police, and the Frederick City Police Department; and is designated specifically for recruits employed by these agencies. Police recruits will complete 22/23 credits required of general education and 38 credits of police science courses in the Police Academy Program run by local law enforcement agencies in accordance with the Maryland Police Training Commission (MPTC).

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
Mathematics Elective (GenEd course list)		**3/4**
Arts & Humanities		
CMSP 103	**Speech Fundamentals**	**3**
Biological & Physical Science		
Biological & Physical Sciences Elective (lab course) (GenEd course list)		**4**
Social & Behavioral Sciences		
Social & Behavioral Sciences Elective (GenEd course list)		**3**
Interdisciplinary & Emerging Issues		
PE 154	**Fitness for Living**	**3**
Other Requirements		
Elective (GenEd course list)		**3**
CJ 101	Introduction to Criminal Justice	3
CJ 106	Police-Community Relations *	3
CJ 110	Criminal Law	3
CJ 203	Juvenile Delinquency	3
CJ 204	Police Operational Services	3
CJ 212	Criminalistics	4
CJ 214	The Correctional Process	3
CJ 220	Criminal Evidence and Procedure	3
CJ 221	Police Defense Tactics *	5
CJ 222	Police Arsenal and Procedures *	5
SO 201	Criminology	3
		60/61

** Offered through the Recruit Police Academy Program*

PRE-DENTAL HYGIENE

A.S. Degree (Transfer) — An Option of Arts & Sciences

Provides the student pursuing a bachelor of science degree with the supporting general education courses. Graduates of a four-year program qualify as applicants for licensure to practice dental hygiene. Four-year graduates can find positions in dental practice management, public health, research and education. Students should see their advisor for specific transfer courses.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
EN 102	**English Composition & Literature**	**3**
Mathematics		
MA 111	**Precalculus**	**4**
MA 206	Elementary Statistics	3
Social & Behavioral Sciences		
PS 101	**General Psychology**	**3**
SO 101	**Introduction to Sociology**	**3**
Arts & Humanities		
Arts Elective (GenEd course list)		**3**
Humanities Elective (GenEd course list)		**3**
CMSP 103	**Speech Fundamentals**	**3**
Biological & Physical Sciences		
BI 101	**General Biology**	**4**
BI 102	**General Biology**	**4**
BI 103	**Anatomy & Physiology**	**4**
BI 104	**Anatomy & Physiology**	**4**
BI 203	Elements of Microbiology	4
CH 101	**General Chemistry**	**4**
CH 102	**General Chemistry or**	
CH 105	Elements of Organic Chemistry	4
Interdisciplinary & Emerging Issues		
Choose from 2 categories:		
Computer Literacy Elective (GenEd course list)		
Interdisciplinary Issues Elective (GenEd course list)		
Multicultural Issues & Perspectives (GenEd course list)		
Wellness Elective (GenEd course list)		**6**
PE/Health Elective (A Wellness course will satisfy this requirement)		1/3
Other Requirements		
HE 200	Principles & Applications of Nutrition	3
		65/68

DENTAL ASSISTING * (CONTINUING EDUCATION)

Cosponsored by the Maryland State Dental Association, this course provides a complete foundation for a career in dental assisting. For further experience, enroll in Oral Radiography Techniques, which prepares students for the Dental Radiation Health and Safety Certification exam, and General/Ortho Expanded Duties, which prepares students for the Maryland Board qualification examination (QDA/QOA).

Course Requirement

CAH 449 Introduction to Dental Assisting

Recommended Courses

CAH 447 Oral Radiography Techniques

CAH 448 General/Ortho Expanded Duties

** Noncredit Courses. Fee structure for the above courses is subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.*

PRE-MEDICAL TECHNOLOGY

A.S. Degree (Transfer) **An Option of Arts & Sciences**

Provides the first two years of the four-year program necessary to become a registered medical technologist. Graduates of the bachelor of science program are eligible to take the National Registry Examination for Medical Technology certification. Job opportunities for the registered medical technologist are located in clinical laboratories in hospitals, public health facilities and research institutions.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
EN 102	**English Composition & Literature**	**3**
Mathematics		
MA 111	**Precalculus**	**4**
MA 206	**Elementary Statistics ***	**3**
Social & Behavioral Sciences (Electives must be from two disciplines)		
	Social & Behavioral Sciences Elective (GenEd course list)	**3**
	Social & Behavioral Sciences Elective (GenEd course list)	**3**
Arts & Humanities		
	Arts Elective (GenEd course list)	**3**
	Humanities Elective (GenEd course list)	**3**
CMSP 103	**Speech Fundamentals**	**3**
Biological & Physical Sciences		
BI 101	**General Biology**	**4**
BI 102	**General Biology**	**4**
BI 203	Elements of Microbiology	4
CH 101	**General Chemistry**	**4**
CH 102	**General Chemistry**	**4**
CH 201	Organic Chemistry	4
CH 202	Organic Chemistry	4
PY 201	**Fundamentals of Physics**	**4**
Interdisciplinary & Emerging Issues		
	Computer Literacy Elective (GenEd course list)	**3**
	Interdisciplinary Issues Elective (GenEd course list) or Multicultural Issues & Perspectives (GenEd course list) or Wellness Elective (GenEd course list)	**3**
	PE/Health Elective (A Wellness course will satisfy this requirement)	1/3
		67/69

** Students who have completed MA 111 may substitute MA 201 or any three-credit CIS course.*

PRE-NURSING

A.S. Degree (Transfer) **An Option of Arts & Sciences**

Designed for students seeking the bachelor of science degree in nursing. Students pursue a curriculum in general education with subjects that are supportive of nursing. Students are advised to check the requirements of the institution to which they will transfer.

Course Credits		
English		
EN 101	**English Composition**	**3**
EN 102	**English Composition & Literature**	**3**
Mathematics		
MA 206	**Elementary Statistics or**	
MA 207	**Elementary Statistics with Probability**	**3/4**
	Math Elective (GenEd course list)	**3/4**
Social & Behavioral Sciences		
PS 101	**General Psychology**	**3**
SO 101	**Introduction to Sociology**	**3**
ED/PS 208	**Human Growth & Development**	**3**
	Social Science Elective (GenEd course list)	**3**
Arts & Humanities		
	Arts Elective (GenEd course list)	**3**
	Humanities Elective (GenEd course list)	**3**
CMSP 103	**Speech Fundamentals or**	
CMSP 105	**Group Discussion**	**3**
Biological & Physical Sciences		
BI 103	**Anatomy & Physiology**	**4**
BI 104	**Anatomy & Physiology**	**4**
BI 203	**Elements of Microbiology**	**4**
CH 101	**General Chemistry**	**4**
Interdisciplinary & Emerging Issues		
	Choose from 2 categories:	
	Computer Literacy Elective (GenEd course list) **Interdisciplinary Issues Elective (GenEd course list)** **Multicultural Issues & Perspectives (GenEd course list)** **Wellness Elective (GenEd course list)**	**6**
	PE/Health Elective (A Wellness course will satisfy this requirement)	1/3
Other Requirements		
HE 200	Principles & Applications of Nutrition	3
	General Education Elective	**3**
		61/66

CERTIFIED NURSING ASSISTANT * (CONTINUING EDUCATION)

This course qualifies participants to apply for CNA status with the Maryland Board of Nursing, and prepares those wishing to be employed as Geriatric Nursing Assistants for the GNA licensing examination. Classroom, nursing laboratory and supervised clinical experience are provided. Successful completion of this course is required of anyone wishing to be employed in any setting as a nursing assistant in Maryland.

Course Requirement

CAH 130 Certified Nursing Assistant Part I: Theoretical Applications
CAH 114 Certified Nursing Assistant Part II: Clinical Practicum

Students must successfully complete assessment testing at the Testing Center prior to registration. Prerequisite: CAH415 Medical Terminology.To register for Part II only, proof of successful completion of Part I: Theoretical Applications must be presented.

** Noncredit Courses. Fee structure for the above courses is subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.*

PRE-PHARMACY

A.S. Degree (Transfer) **An Option of Arts & Sciences**

Designed for students who desire to transfer to the five-year program approved by the American Council on Pharmaceutical Education. Students are advised to check the requirements of the institution to which they will transfer for appropriate electives.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
EN 102	**English Composition & Literature**	**3**
Mathematics		
MA 111	**Precalculus**	**4**
MA 210	**Calculus I**	**4**
Social & Behavioral Sciences (Must be from two disciplines)		
PS 101	**General Psychology**	**3**
Social & Behavioral Sciences Elective (GenEd course list) (Other than PS)		**3**
Arts & Humanities		
Arts Elective (GenEd course list)		**3**
Humanities Elective (GenEd course list)		**3**
Communications Elective (GenEd course list)		**3**
Biological & Physical Sciences		
BI 101	**General Biology**	**4**
BI 102	**General Biology**	**4**
CH 101	**General Chemistry**	**4**
CH 102	**General Chemistry**	**4**
CH 201	Organic Chemistry	4
CH 202	Organic Chemistry	4
PY 201	**Fundamentals of Physics**	**4**
PY 202	**Fundamentals of Physics**	**4**
Interdisciplinary & Emerging Issues		
Choose from 2 categories:		
Computer Literacy Elective (GenEd course list)		
Interdisciplinary Issues Elective (GenEd course list)		
Multicultural Issues & Perspectives (GenEd course list)		
Wellness Elective (GenEd course list)		**6**
PE Elective (A Wellness course will satisfy this requirement)		1
		67/68

PHARMACOLOGY TECHNICIAN * (CONTINUING EDUCATION)

Our program prepares you for the Pharmacy Technician Certification exam, and reviews medical terminology specific to pharmacies, reading and interpreting prescriptions, and defining drugs by generic and brand names. Additionally, we teach you dosage calculation, I.V. flows, drug compounding, dose conversion, dispersing of prescriptions, inventory control, and billing and reimbursement methods.

Course Requirement

CAH 428 Pharmacology Technician

** Noncredit Courses. Fee structure for the above courses is subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.*

PRE-PHYSICAL THERAPY

A.S. Degree (Transfer) **An Option of Arts & Sciences**

For students desiring to become physical therapists. Students are advised to check the requirements of the institution to which they will transfer.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
EN 102	**English Composition & Literature**	**3**
Mathematics		
MA 111	**Precalculus**	**4**
MA 206	**Elementary Statistics**	**3**
MA 210	**Calculus I**	**4**
Social & Behavioral Sciences		
PS 101	**General Psychology**	**3**
Social & Behavioral Sciences Elective (GenEd course list) (Other than PS)		**3**
Arts & Humanities		
Arts Elective (GenEd course list)		**3**
Humanities Elective (GenEd course list)		**3**
CMSP 103	**Speech Fundamentals**	**3**
Biological & Physical Sciences		
BI 101	**General Biology**	**4**
BI 103	**Anatomy & Physiology**	**4**
BI 104	**Anatomy & Physiology**	**4**
CH 101	**General Chemistry**	**4**
CH 102	**General Chemistry**	**4**
PY 201	**Fundamentals of Physics**	**4**
PY 202	**Fundamentals of Physics**	**4**
Interdisciplinary & Emerging Issues		
Choose from 2 categories:		
Computer Literacy Elective (GenEd course list)		
Interdisciplinary Issues Elective (GenEd course list)		
Multicultural Issues & Perspectives (GenEd course list)		
Wellness Elective (GenEd course list)		**6**
PE Elective (A Wellness course will satisfy this requirement)		1
		66/67

PHYSICAL & OCCUPATIONAL THERAPY * (CONTINUING EDUCATION)

Provides you with the basic theory and hands-on applications involved in the field of physical and occupational therapy as they relate to the patient care technician, therapy aide and the occupational therapy aide. You will perform basic procedures required of physical and occupational therapy aides and identify various therapeutic modalities used in both physical and occupational therapy.

Course Requirement

CAH 431 Physical & Occupational Therapy

** Noncredit Courses. Fee structure for the above courses is subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.*

PSYCHOLOGY

A.A. Degree (Transfer) **An Option of Arts & Sciences**

Designed to provide students the opportunity to continue their education beyond the community college. Characteristic of this option is the acquiring of knowledge and skills related to working with individuals in providing for their emotional and psychological needs.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
MA 206	**Elementary Statistics**	**3**
Social & Behavioral Sciences		
PS 101	**General Psychology**	**3**
SO 101	**Introduction to Sociology**	**3**
ED/PS 208	**Human Growth & Development**	**3**
PS 202	**Social Psychology**	**3**
PS 206	Abnormal Psychology	3
PS 204	Psychology of Adolescence or	
PS 205	Psychology of Aging or	
PS 207	Death and Dying	3
SO 201	Criminology or	
SO 202	Marriage and Family	3
Arts & Humanities		
Arts or Humanities Elective (GenEd course list)		**3**
EN 102	**English Composition & Literature**	**3**
CMSP 103	**Speech Fundamentals or**	
CMSP 105	**Group Discussion**	**3**
Biological & Physical Sciences (One lab course required)		
Biological & Physical Sciences Elective (Lab course) (GenEd course list)		**4**
Biological & Physical Sciences Elective (GenEd course list)		**3/4**
Interdisciplinary & Emerging Issues		
Wellness Elective (GenEd course list)		**3**
Computer Literacy Elective (GenEd course list)		**3**
Other Requirements		
Electives		11
		60/61

REAL ESTATE * (CONTINUING EDUCATION)

Real Estate Agent

If being a Real Estate Agent interests you, and you're planning to take the Maryland Real Estate Licensing Examination, this program helps you become a Real Estate Agent. You must attend all course hours and receive a 70% or better on the final exam to receive a certificate that enables you to take the state exam.

Course Requirement

REA 203 Principles and Practices of Real Estate

FCC and the Frederick County Association of REALTORS® have partnered to provide real estate agents with a comprehensive assortment of classes to help real estate agents maintain state licensure and acquire skills important for the real estate profession. These classes are open to all real estate agents. Review the Continuing Education schedule for a current course offerings.

Real Estate Appraisal

Our pre-licensure classes are designed for appraisal licensure in Maryland and focus on residential property valuation, applying real estate and appraising principles, state licensing and certification requirements, federal and state appraising laws, and appraisal ethics.

Course Requirements

REA 209 Real Estate: Principles of Appraising
REA 221 Real Estate: Basic Appraisal Procedures
REA 206 Real Estate: Appraisal Standards and Ethics

Home Inspector

With more homebuyers using home inspectors, the profession has grown rapidly. Our training covers definitions, descriptions, inspection methods, and health and safety concerns. You must attend all course hours and pass the exam to receive course certification.

Course Requirement

CPD 325 Home Inspection Training

Maryland Home Improvement Contractor

This class assists you in taking the Maryland Home Improvement Contractors exam. Learn about regulations, Door-To-Door Sales Act, and home improvement and business and employee laws.

Course Requirement

TRD 200 Maryland Home Improvement Contractors License Exam Prep

Mortgage Loan Officer

Understanding loan origination, processing, underwriting, closing, and different types of mortgages are essential if you are looking to enter or advance in the mortgage lending field. Our Mortgage Loan Officer class provides comprehensive training in each one of these areas. You must attend all course hours and pass the exam to receive course certification.

Course Requirement

CPD 312 Mortgage Loan Officer Training

** Noncredit courses. Fee structure for the above courses is subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.*

RESPIRATORY CARE

A.A.S. Degree (Career)

Prepares students to assume responsible positions as part of the Health Care Team. Focuses on the use of objective scientific data as well as theory to train students to solve complex problems in the clinical setting. Students receive specialized training in the areas of diagnosis, treatment, management, and preventative care for patients with cardiopulmonary disorders. Respiratory Care students participate in various classroom, laboratory, and clinical experiences. The laboratory experience provides the opportunity for hands on experience in preparation for clinical practice in diverse clinical settings. A grade of "C" or better must be earned in all courses. Upon completion of the program, the student will be eligible to sit for the National Registry Examination administered by the National Board for Respiratory Care (N.B.R.C.). The Respiratory Care Program is accredited by the Committee on Accreditation for Respiratory Care (C.O.A.R.C.) in cooperation with the Commission on Accreditation of Allied Health Education Programs (C.A.A.H.E.P.) and the Council on Higher Education Accreditation (C.H.E.A.).

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
	Mathematics Elective (GenEd course list)	**3/4**
Social & Behavioral Sciences		
PS 101	**General Psychology**	**3**
Arts & Humanities		
	Communications Elective (GenEd course list)	**3**
Biological & Physical Sciences		
BI 103	**Anatomy & Physiology**	**4**
BI 104	**Anatomy & Physiology**	**4**
BI 120	**Microbiology for Allied Health**	**4**
PE Elective		1
Other Requirements		
RC 100	Introduction to Respiratory Care	2
RC 102	Fundamentals of Respiratory Care	4
RC 103	Pharmacology	3
RC 104	Gas Exchange Physiology	2
RC 105	Cardiopulmonary & Renal Anatomy & Physiology	3
RC 107	Principles of Mechanical Ventilation	4
RC 109	Clinical Practicum I	2
RC 110	Clinical Practicum II	2
RC 202	Neonatal & Pediatric Respiratory Care	3
RC 203	Pulmonary Rehabilitation & Home Care	2
RC 204	Cardiac Monitoring & Diagnostics	4
RC 205	Professional Seminar	2
RC 206	Pulmonary Diagnostics	2
RC 207	Cardiopulmonary & Renal Pathophysiology	3
RC 208	Clinical Practicum III	2
RC 209	Clinical Practicum IV	2
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SOCIOLOGY

A.A. Degree (Transfer) — An Option of Arts & Sciences

Designed to give students the opportunity to transfer to a four-year institution. Students acquire knowledge and skills necessary to work with people in a changing society.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
	Mathematics Elective (GenEd course list)	**3/4**
Social & Behavioral Sciences		
SO 101	**Introduction to Sociology**	**3**
PS 101	**General Psychology**	**3**
AN 101	**Introduction to Anthropology**	**3**
EC 201	**Principles of Economics (Macro)**	**3**
ED/PS 208	**Human Growth & Development**	**3**
HI 201	**History of the United States or**	
HI 202	**History of the United States**	**3**
PI 104	**American Government: National or**	
PI 105	**American Government: State & Local or**	
PI 202	Public Policy Today: Critical Social & Political Issues	3
SO 102	**Social Problems**	**3**
SO 202	Marriage and Family	3
SO 203	Social Survey Workshop	3
Arts & Humanities		
	Arts Elective (GenEd course list)	**3**
	Humanities Elective (GenEd course list)	**3**
EN 102	**English Composition & Literature**	**3**
Biological & Physical Sciences		
	Biological & Physical Sciences Elective (Lab course) (GenEd course list)	**4**
	Biological & Physical Sciences Elective (GenEd course list)	**3/4**
Interdisciplinary & Emerging Issues		
	Wellness Elective (GenEd course list)	**3**
	Computer Literacy Elective (GenEd course list) or	
	Interdisciplinary Issues Elective (GenEd course list) or	
	Multicultural Issues & Perspectives (GenEd course list)	**3**
Other Requirements		
Electives		3
		61/63

ASSOCIATE OF ARTS IN TEACHING SPANISH

Students interested in a Spanish major for secondary teachers should see page 47 under Education.

SURGICAL TECHNOLOGY

A.A.S. Degree (Career)

Building on their Surgical Technology Certificate achievement, students prepare for a diversified role in the medical or business fields by completing additional coursework. CAAHEP Accreditation entitles program graduates to apply to sit for the national certifying examination in surgical technology. A grade of "C" or better in all coursework must be obtained. Enrollment is limited by the availability of clinical facilities.

Course		*Credits*
English		
EN 101	**English Composition**	**3**
Mathematics		
	Mathematics Elective (GenEd course list)	**3/4**
Social & Behavioral Sciences		
PS 101	**General Psychology or**	
SO 101	**Introduction to Sociology**	**3**
Arts & Humanities		
CMSP 103	**Speech Fundamentals or**	
CMSP 105	**Group Discussion or**	
CMSP 107	**Career Communications**	**3**
Biological & Physical Sciences		
BI 120	**Microbiology for Allied Health**	**4**
BI 103	**Anatomy & Physiology and**	
BI 104	**Anatomy & Physiology**	
or		
BI 115	Fundamentals of Human Anatomy	5/8
PE/Health Elective		1/3
Other Requirements		
Select 6 elective credits with BI 115 or		
Select 3 elective credits with BI 103 & BI 104		6/3
For either option, three credits must be a **GenEd Elective (GenEd course list)**		
CIS 101	**Introduction to Computers & Information Processing**	**3**
ST 100	Fundamentals of Surgical Technology I	6
ST 101	Introduction to Surgical Technology	6
ST 105	Clinical Practicum	5
ST 200	Fundamentals of Surgical Technology II	12
		60/63

SURGICAL TECHNOLOGY CERTIFICATE

(Career)

Provides students with a foundation in the principles and practices of the surgical technologist's role in the phases of the surgical experience. The foundations of practice are applied through extensive preceptored clinical experience. CAAHEP Accreditation entitles program graduates to apply to sit for the national certifying examination in surgical technology. A grade of "C" or better in all coursework must be obtained. Enrollment is limited by the availability of clinical facilities.

Course		*Credits*
Requirements		
BI 103	Anatomy & Physiology and	
BI 104	Anatomy & Physiology or	
BI 115	Fundamentals of Human Anatomy	5/8
CMSP 103	Speech Fundamentals or	
CMSP 105	Group Discussion or	
CMSP 107	Career Communications	3
ST 100	Fundamentals of Surgical Technology I	6
ST 101	Introduction to Surgical Technology	6
ST 105	Clinical Practicum	5
ST 200	Fundamentals of Surgical Technology II	12
		37/40

TELEVISION PRODUCTION CERTIFICATE

(Career)

Offers students interested in broadcast and non-broadcast television production an opportunity for hands-on learning experiences. An overview of the mass communications field is followed by studio and lab courses in the television studio, editing labs, the computer graphics lab and photography lab. Instructional emphasis is on designing and producing high-quality, contemporary work that effectively solves communications problems. College-level writing is expected.

Course		*Credits*
Requirements		
CMM 101	Introduction to Electronic Media	3
CMM 103	Introduction to Film	3
CMM 111	Communications Graphics I	3
CMM 132	Digital Photography I	3
CMM 152	Television Studio Production	4
CMM 252	Digital Cinema	4
CMM 254	Principles of Film and Video Editing	4
CMM 256	Television Studio Directing & Operations	4
		28

VOCATIONAL/TECHNICAL

Autobody * (Continuing Education)

Learn the basic principles and practices of autobody painting and refinishing. You receive instruction and hands-on lab experience on spraying equipment, surface preparation, primers and sealers, colors and color mixing. You must provide your own safety goggles.

Recommended Courses

AUT 102	Autobody: Painting & Refinishing
AUT 101	Restoration Techniques

** Noncredit Courses. Fee structure for the above courses is subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.*

Professional Truck Driver * (Continuing Education)

Class A

Class A licensing authorizes you to operate tractor/trailer vehicles. Learn safety, inspection, and techniques for highway, mountain and city driving in a variety of weather and road conditions with classroom and behind the wheel instruction. Upon successful completion, take the MVA skills test at our offsite testing facility to receive your Class A Commercial Drivers License.

Course Requirements

TRK 201	Professional Truck Driver Program (full time – 5 weeks) or
TRK 301	Professional Truck Driver Program (part time – 12 weeks)

Recommended Courses

TRK 101	Truck Driver Refresher Program
TRK 111	Maryland Pre-trip Inspection Class A or B CDL Vehicles

Class B

The Class B program takes you from your Class C car license to a CDL Class B license in as little as 3 weeks. Learn to drive and operate dump trucks, concrete mixers, flat beds and milk hauling trucks to take advantage of great local and regional earning opportunities. Start your driving carrier career with Class B training and enter a field that can lead to lifelong potential.

Recommended Courses

TRK 101	Truck Driver Refresher Program
TRK 111	Maryland Pre-trip Inspection Class A or B CDL Vehicles

** Noncredit Courses. Fee structure for the above courses is subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.*

Veterinary Assistant * (Continuing Education)

If you love helping animals and want to enter the field of veterinary medicine, becoming a veterinary assistant can take you there. Veterinary assistants feed and bathe and examine animals for signs of illness, disease or injury. Assistants may also provide routine post-operative care, administer medication orally or topically and prepare samples for laboratory examination under the supervision of veterinary or laboratory animal technologists, technicians, veterinarians or scientists.

After completing FCC's four course Veterinary Assistant training, you will receive a certificate of achievement recognized by the Maryland Board of Veterinary Medical Examiners and the Maryland Veterinary Technicians Association.

Course Requirements

VET 101	Veterinary Assistant Training I: Outpatient Care
VET 102	Veterinary Assistant Training II: Diagnostics and Pharmacy
VET 103	Veterinary Assistant Training III: Patient Care and Treatment
VET 105	Veterinary Assistant Training IV: Surgery, Anesthesia & Emergency Care

** Noncredit Courses. Fee structure for the above courses is subject to change. Consult the current Continuing Education class schedule. Courses not eligible for financial aid.*

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Course Descriptions

Please note that all courses listed are not offered every semester. Check the current schedule of classes for course offerings.

Accounting (ACCT)

ACCT 100–Business Accounting (3)

Demonstrates the accounting principles and procedures used by a business in setting up and maintaining records for reporting purposes. Topics include the accounting cycle, preparation of the financial statements, payroll and banking procedures, and computerized recordkeeping.

ACCT 101–Principles of Accounting I (3)

Introduces the principles and procedures related to accounting theory and practice. The analysis of transactions under generally accepted accounting principles (GAAP) and their relationship to the financial statements are covered from a user's perspective.

ACCT 102–Principles of Accounting II (3)

Prerequisite: ACCT 101

Continues the study of financial accounting principles and procedures from ACCT 101, with emphasis on the corporate form of business organization. Students will also be introduced to managerial accounting concepts used for planning and controlling the business enterprise.

ACCT 111–Computerized Accounting (3)

Prerequisites: (CIS 101 or CIS 116D) and (ACCT 100 or ACCT 101)

Demonstrates the use of commercial software in managing the accounting functions of a business enterprise. Using a hands-on approach, students will learn how to set up a fully integrated accounting system to record sales invoices, collections, purchase invoices, disbursements, and payroll transactions. Students will also set up and maintain inventory and accounts receivable/payable subsidiary ledgers and prepare financial reports.

ACCT 117–Payroll Accounting (3)

Prerequisite: ACCT 100 or ACCT 101

Examines the concepts, regulations, laws and procedures related to payroll accounting. The course is comprehensive and detailed to prepare students to be competent to account for the payroll of all businesses. Includes hands-on preparation of all payroll forms, schedules, records, and applications of different systems.

ACCT 201–Intermediate Accounting III (4)

Prerequisite: ACCT 100 & ACCT 101 or ACCT 101 & ACCT 102

Reviews accounting procedures, working papers and financial statements. Includes net income concepts and correction of errors, detailed analysis of generally accepted accounting principles, detailed coverage of accounting applications pertaining to present value concepts and analysis of assets from cash through intangible assets.

ACCT 202–Intermediate Accounting IV (4)

Prerequisite: ACCT 201

Concentrates on corporate accounting including detailed discussion of stockholders equity items such as paid-in capital, stock rights and warrants, retained earnings, dividends, treasury stock and earnings per share. Includes income taxes, accounting changes, financial statements and analysis of financial statements, accounting for pension costs and leases and changing price levels.

ACCT 203–Managerial Cost Accounting (3)

Prerequisites: ACCT 100 or ACCT 101

Presents accounting related to the managerial functions of planning, control, information-gathering and decision-making; analysis of data on costs, prices and profits (CVP, joint costs, direct and absorption costing, standard costs, job-order and process costing); budgets (master budgets, flexible budgets); analysis of variations in performance (cost behavior, responsibility accounting, profit centers, transfer pricing); and analysis of business situations toward goal optimization (capital budgeting, tax implications, inventory planning, decision theory).

ACCT 205–Federal Income Tax Accounting (3)

Prerequisite: ACCT 100 or ACCT 101

Covers current federal revenue acts as they relate to business and individual tax procedures. Includes income inclusions and exclusions, exemptions, capital gains and losses and business and individual deductions. Encourages use of tax forms but requires independent analysis of taxable status and handling income-expense items.

ACCT 206–Federal Taxation: Corporations & Partnerships (3)

Prerequisite: ACCT 100 or ACCT 101

Focuses on the federal taxation rules as they apply to corporations, partnerships, estates and trusts.

ACCT 214–Auditing (3)

Prerequisite: ACCT 202

Examines auditing principles and their application to the examination of financial statements. Special attention to authoritative pronouncements, internal control, auditing procedures and working papers as well as professional ethics and responsibilities. Students perform an auditing case study outside of class.

ACCT 231–Advanced Accounting (4)

Prerequisite: ACCT 202

Includes business combinations and consolidated financial reporting, accounting for partnerships, fund-type accounting for government units and nonprofit institutions, foreign currency translations and segment reporting.

ACCT 233–Applied Accounting (3)

Prerequisites: ACCT 201 & CIS 101

Provides students with hands-on experiences completing the daily duties and tasks required of a staff accountant. During the first half of the course, students review the accounting concepts related to the duties and tasks. During the second half of the course, students apply their knowledge of accounting principles and procedures to complete the duties and tasks. Students work in a simulated business environment using accounting application software.

American Sign Language Studies (ASLS)

ASLS 100–ASL Fingerspelling (2)

Prerequisites: ASLS 103 or permission of program manager

Provides an in-depth study of American Sign Language Fingerspelling. Fingerspelling is a crucial component of ASL. Focuses on developing receptive and expressive fingerspelling skills. Emphasizes whole-word and phrase recognition of fingerspelling embedded in signed sentences with clarity, accuracy, speed, and proper handshapes. Through class activities, this course covers names of people, cities, states, titles of books, movies, brand names, lexicalized fingerspelling and more.

ASLS 101–Visual Gestural Communication (3)

Trains students visual acuity (receptive and expressive) and coordination of body movements. Emphasis is on mime, gestures and facial expressions. Through class activities and movement, students communicate without using the spoken voice. This class is designed to be a foundation for American Sign Language 1-3. It is recommended that ASLS 102 be taken concurrently with ASLS 101.

ASLS 102–American Sign Language I (ASL I) (3)

Presents the basic skills used in American Sign Language. Includes vocabulary and grammar related to the exchange of personal information, introductions and negotiating the environment of sign conversation. Uses workbooks and videotapes. (First of four courses in ASL. Credit by examination is available.)

ASLS 103–American Sign Language II (ASL II) (3)

Prerequisite: ASLS 102

A continuation of American Sign Language I. Further develops communication competencies in sign language above the basic level. Introduces transcription symbols, sentence types, time pronominalization, subjects and objects, classifiers, locatives, pluralization and temporal and distributional aspects. Develops receptive/expressive skills. Features additional information about the Deaf community and Deaf culture.

ASLS 106–Introduction to the Deaf Community (3)

Provides an introduction to the American Deaf Community. The course touches on various topics including: American Sign Language, different modes of communication, laws concerning the Deaf, professions within the Deaf community, education of Deaf children (controversies and approaches), the importance and value of Deaf Culture (including history, family, values, traditions, past and current trends).

ASLS 107–Introduction to Deaf History (3)

Prerequisites: ASLS 106, EN 50A, EN 52

Explores Deaf History from 355 B.C. to present day. Introduces significant individuals in history who were Deaf or influenced the Deaf culture. Explores the development of the first university for the Deaf and an island that was inhabited primarily by Deaf individuals. Examines how technology and inventions have improved and changed the lives of Deaf Society over time. Explores education of the Deaf and unique issues.

ASLS 108–ASL Number Use (2)

Prerequisite: ASLS 102

Provides an in-depth study of American Sign Language Number Use. Number Use is an important component of American Sign Language. Focuses on developing receptive and expressive skills, proper handshapes and their signing location. This course covers 5 systems in ASL Number Use: cardinal, ordinal, incorporation, unique, and sports system. It is recommended that ASLS 103 be taken concurrently with ASLS 108.

ASLS 202–American Sign Language III (ASL III) (3)

Prerequisite: ASLS 103

A continuation of American Sign Language II. Emphasizes ASL grammar, vocabulary development and the Deaf culture. Expands dialogue, short stories, narratives, short conversations and both receptive and expressive skills. Emphasizes signing techniques as well as signing speed and accuracy.

ASLS 203–American Sign Language IV (ASL IV) (3)

Prerequisite: ASLS 202

A continuation of ASL III. Features comprehension of medium and longer stories, narratives and dialogues presented by the instructor and Deaf ASL users. Students express self-generated stories. Presents hypothetical issues and problems. Includes interaction with the Deaf community in both directed and non-directed activities.

ASLS 206–American Deaf Culture (3)

Prerequisite: ASLS 107

Examines the unique culture of the Deaf Community. Some topics covered include attitudes from and towards the Deaf, values (family, social, political), humor, storytelling, athletics, performing arts, jokes, organizations, clubs, educational issues, and the diversity of membership. Reviews how new advances in technology have changed the culture.

Anthropology (AN)

AN 101–Introduction to Anthropology (3)

Prerequisite: EN 52

Presents general patterns of the development of human culture and the basic principles of social anthropology and ethnology. Provides field work experience and emphasizes concepts of the modern practical views of anthropology.

AN 103–Introduction to Archaeology (3)

Prerequisite: EN 52

Emphasizes archaeological tools, methods, interests and interpretations. Techniques of recording, preserving and organizing data will be practiced. Involves scouting of sites, test diggings and research of the known historical past. Provides a field study of the area.

Art (AR)

AR 100–Introduction to the Creative Arts (3)

Prerequisite: EN 52, EN 50A

Introduces students to the areas of visual arts, dance, music, and theater through an exploration of representative works. The study of the creative arts will enhance self-expression and a better understanding of the human experience. The course meets the Maryland State approved Associate of Arts in Teaching degree.

AR 101–Fundamentals of Design I (3)

Investigates the concepts and principles of two-dimensional visual design using black and white through a series of design exercises of increasing complexity.

AR 102–Fundamentals of Design II (3)

Prerequisite: AR 101

Builds on the design concepts of AR 101. Explores the principles of visual organization and communication using color and three-dimensional form.

AR 103–Survey of Non-Western Art (3)

Prerequisites: EN 52, EN 50A

An introduction to indigenous visual expressions created in Africa, Asia and the Americas, emphasizing a global perspective and illuminating the historical and artistic interaction of world cultures. Requires several trips to museums.

AR 104–Survey of Art I (3)

Prerequisites: EN 52, EN 50A

(AR 104-105 need not be taken in sequence) Surveys the major developments in painting, sculpture and architecture in the Western World from prehistoric times to the Italian Renaissance. Requires several trips to museums.

AR 105–Survey of Art II (3)

Prerequisites: EN 52, EN 50A

(AR 104-105 need not be taken in sequence) Surveys Western art and influences on Western culture as expressed through architecture, painting, sculpture and related arts. Italian Renaissance to the present. Requires several trips to museums.

AR 106–Drawing I (3)

Develops skills in using different drawing mediums and approaches. Emphasizes learning how to draw still life, landscape, drapery studies and experimental problems. Includes problems of scale and collage. Students will acquire a portfolio of drawings from studio work. Students must furnish supplies.

AR 107–Drawing II (3)

Prerequisite: AR 106

A continuation of AR 106 with more complex drawing. Emphasizes arranging and understanding the various composition formats, picture planes and pictorial methods of expression found in drawing. Students must furnish supplies.

AR 108–Painting I (3)

Prerequisite: AR 101 or AR 106

Introduces the fundamental concepts and techniques of painting in oils or acrylic. Compositional problems based on still-life, interior and exterior space will be explored. Students must furnish supplies.

AR 109–Painting II (3)

Prerequisite: AR 108

A studio course in analysis of solutions to problems involved in oil or acrylic painting. Develops skills in the preparation of the canvas and in the production of representational, abstract and other styles of paintings.

AR 110–Printmaking (3)

Prerequisite: AR 106

Investigates elementary principles and elements of printmaking. Explores relief, monotype, stencil and various composite printing processes. Includes color printing. Emphasizes creative expression through various print media. Students must furnish supplies.

AR 113–Pottery I (3)

Explores clay as a medium for the expression of art. Uses various production techniques, decorating and glazing methods to achieve well-conceived and designed objects of ceramic art.

AR 114–Pottery II (3)

Prerequisite: AR 113

An advanced study into the nature of ceramic art. Skills and techniques learned in Pottery I are refined and advanced, chemical information and historical traditions are elaborated upon to prepare the student for the production of fine ceramic art.

AR 203–Sculpture (3)

Introduces the three-dimensional processes of carving, modeling, casting and constructing sculptures. Gallery visits, discussions and critiques augment the student's personal studio experiences.

AR 204–Illustration I (3)

Prerequisite: AR 106

Concentrates on the development of hand skills and concepts which are an important part of the technique and magic of picture making. Explores material resources and the preparation of art for reproduction such as advertising design, editorial and fiction illustration. Includes trips to professional design studios.

AR 205–Illustration II (3)

Prerequisite: AR 204

Develops individual style and interpretation. While class assignments are given, individual preferences are welcomed and encouraged. Considers illustration for books, social comment, etc. Study and discussion of slides and sometimes films on the work of past masters and current trends. Critiques and discussions on works in progress.

AR 206–Introduction to Figure Study I (3)

Prerequisite: AR 106

Offers an intensive study in drawing and painting of the human figure, action, volume, structure and anatomy.

AR 207–Introduction to Watercolor I (3)

Instruction in transparent watercolor techniques, including wash and dry brush, ink and watercolor and expanded uses such as intermixing with turpentine and charcoal and pastel.

AR 208–Portraiture (3)

Prerequisite: AR 106

Introduces drawing the human head. The major goal is to achieve an appearance of weight and solidity in portraits. Explores problems in portraiture such as architecture of the skull, the head in perspective, facial expression and aging.

AR 210–Watercolor II (3)

Prerequisite: AR 207

Expands techniques developed in AR 207, emphasizing personal expression in watercolor painting. Explores the various advanced methods in watercolor painting, observing works of traditional and contemporary artists. Includes individual research required and museum visits.

AR 213–Intermediate Sculpture (3)

Prerequisite: AR 203

Explores figurative and abstract directions in clay, plaster, welded steel and/or assemblage. Emphasizes a wide range of materials and techniques and their resulting aesthetic statements.

AR 220–Printmaking II (3)

Prerequisite: AR 110

Expands monotype techniques developed in AR 110, emphasizing linoleum relief printing and handmade paper techniques. Students are encouraged to experiment and create a series of monoprints while developing a personal approach to combining these mediums.

Biological Science (BI)

BI 55–Preparation for Allied Health (0) [3]

Prerequisites: EN 50, EN 51 and MA 81 or MA 90
Presents basic science concepts and science study skills. A preparatory course for students who have limited science background.

BI 100–Fundamental Concepts of Biology (4)

Prerequisites: EN 50A, EN 52, MA 82 or MA 91
Intended for non-science majors. Develops an understanding of living systems through the study of selected biological principles. Topics provide an understanding of biological systems as a whole.

BI 101–General Biology (4)

Prerequisites: Completion of high school biology strongly recommended, EN 50A & EN 52 & MA 82 or MA 91
Intended for science majors, technology majors and pre-allied health majors. Presents a comprehensive survey of modern biology. Uses examples of all kingdoms of organisms to illustrate basic biological principles in cell and molecular biology including classical and molecular genetics and principles of systematics.

BI 102–General Biology (4)

Prerequisite: BI 101
A continuation of the comprehensive survey of modern biology with a special emphasis on comparative animal biology which includes physiological adaptations of organisms to various ecological habitats. Origin of life and evolution of organisms are also considered.

BI 103–Anatomy & Physiology (4)

Prerequisites: EN 50A, EN 52, MA 82 or MA 91 and (BI 55 or BI 101 or BI 120 or CH 101)
The first course in a two-semester sequence. Presents a study of physiology according to the body systems approach. Emphasizes relationships between form and function at both the microscopic and gross levels of organization. Includes basic anatomical terminology, concepts of cell biology, histology, integumentary system, skeletal system, muscular system, nervous system, special senses and endocrine system.

BI 104–Anatomy & Physiology (4)

Prerequisite: BI 103
The second course in a two-semester sequence. Includes the cardiovascular system, lymphatic system and immunity, respiratory system, digestive system and metabolism, urinary system, fluid/electrolyte balance, acid/base balance, and reproductive system.

BI 107–Human Biology (4)

Prerequisites: EN 50A, EN 52, MA 82 or MA 91
Presents a study of the human body and its relationships to health, disease, and the environment. Covers basic concepts of anatomy, physiology, genetics, cancer, disease, immunology, aging, human evolution and/or related topics. Incorporates case studies, group work and information technology. For the non-science major. Meets the requirement for a general education science lab course.

BI 115–Fundamentals of Human Anatomy (5)

Prerequisites: EN 50A, EN 52, MA 81 or MA 91
Describes the major organs and organ systems of the human body. Emphasis is placed on the body structures and their role in body functions. Examples of various medical procedures (MRI, endoscopy, radiography, etc.) are included as a means of describing organs/organ systems. Health issues are stressed as a means of understanding the function of the organs/organ systems.

BI 117–Study of the Human Body (3)

Prerequisites: EN 50A, EN 52, MA 82 or MA 91
Examines the human body and its relationships to health, disease, and the environment. Covers basic concepts of anatomy, physiology, genetics, cancer, disease, immunology, aging, human evolution, and/or other related topics. Incorporates case studies, group work, and information technology. For the non-science major. Students cannot receive credit for both BI 117 and BI 107.

BI 120–Microbiology for Allied Health (4)

Prerequisites: EN 50A, EN 52, MA 82 or MA 91 and (BI 55 or BI 101 or BI 103 or CH 101)
For allied health students. Covers the basic principles of cell chemistry and microbiology with respect to human physiology. Includes cell physiology, growth and metabolism of microorganisms, import groups of pathogenic microorganisms, antimicrobial agents, immunology and introductory biochemistry.

BI 130–Forensic Biology (4)

Prerequisites: EN 50A, EN 52, MA 82 or MA 91
Introduces the principles and concepts of the biological aspects of forensic science. Examines the role of the laboratory in criminal investigation and human identification using forensic pathology, serology, anthropology, molecular biology, and other specializations.

BI 201–General Ecology (4)

Prerequisites: EN 50A, EN 52, MA 82 or MA 91
Provides an overview of the interactions among living things and their abiotic environments, emphasizing factors which affect the abundance and distribution of living things. The laboratory will focus on using field experiences to develop topics covered in the lecture. Some Friday, Saturday or overnight field trips.

BI 202–Human Ecology (3)

Prerequisites: EN 50A, EN 52, MA 82 or MA 91
Investigates physical environments of human beings and the effect of technologies on the environment. Emphasizes small group investigations of air, water and soil pollution and the rapidly expanding population as it affects the natural ecosystem within Frederick County and the Eastern seaboard. Some Friday or Saturday field trips.

BI 203–Elements of Microbiology (4)

Prerequisites: BI 101, CH 101
Introduces microbiology. Includes basic study of morphology, physiology, genetics and ecology of microorganisms, with an introduction to infectious diseases and immunology.

BI 220–Cell Biology and Tissue Culture (4)

Prerequisites: BI 101 and BI 120, or BI 203; and CH 102
Introduces cellular organization, regulation, energy transport, and division. Discusses gene expression and interaction in relation to cellular biology. Presents tissue culture in the laboratory setting as a medium for bioprocess manufacturing. May include one or more mandatory field trips and/or guest lecturers.

BI 240–Genetics (4)

Prerequisites: BI 101 and CH 101
Includes history of genetics, the chemical basis of heredity, the chromosomes and genes, probability, variation in gene structure, mutation, extrachromosomal systems and genes flow in populations.

Bioprocessing (BPM)

BPM 101–Introduction to Bioprocessing Technology (4)

Prerequisites: EN 50A, EN 52, MA 82 or MA 92
Provides an overview of bioprocess manufacturing operations and a detailed study of the role of bioprocessing in relation to biotechnology. Introduces basic tests, monitoring, and quality-control principles in a laboratory setting. May include one or more mandatory field trips and/or guest lecturers.

BPM 102–Bioprocessing Environment (3)

Prerequisite: EN 50A, EN 52
Presents the tenets of Current Good Manufacturing Practices (cGMPs) and regulations relevant to the bioprocess manufacturing industry. Importance of inspections and monitoring are discussed. Work-related issues are introduced, such as workplace conduct, employer expectations, company organization and policy, personal safety, and industrial hygiene. May include one or more mandatory field trips and/or guest lecturers.

BPM 110–Bioprocessing Measurements (4)

Prerequisite: BPM 101
Examines methods of measurement and monitoring used in bioprocessing. Emphasizes pH, temperature, pressure and flow rates, as well as spectrophotometry, and biochemical and chemical analytical methods.

BPM 210–Upstream Bioprocessing (4)

Prerequisites: BPM 102, BPM 110
Introduces techniques involved in cell growth and fractionation. Topics include fermentation theory and application as well as cell harvesting, cell disruption, and fractionation methods.

BPM 212–Downstream Bioprocessing (4)

Prerequisite: BPM 210
Introduces techniques involved in separation procedures. Topics include extraction and precipitation, concentration and molecular filtration methods, as well as different types of chromatography.

Business Studies (BU)

BU 103–Introduction to Business (3)

Introduces effective use of planning, organization and control in the management of an enterprise. Introduction to finance, personnel and plant management, marketing and business and government relations.

BU 107–Business Mathematics (3)

Covers the mechanics of computation and fundamentals of problemsolving in such practical applications as statistics, percentage, interest, partial payments, distributions, payroll and graphs.

BU 108–Salesmanship (3)

Demonstrates the importance of selling in the American economy. Emphasizes selling as a process that provides benefits to both the buyer and the seller. Explores the reasons people buy, buyer characteristics, behavior patterns and special skills and knowledge needed for successful selling.

BU 109–Entrepreneurship & Small Business Enterprise (3)
Explores starting and successfully managing a small business. Includes making the decision for self-employment, getting started (new business, going concern, franchising), marketing the product or service, achieving proactive financial management, a miscellany of management pointers for small businesses (personnel/inventory/control/managing risk) and regulations and taxes.

BU 110–Personal Financial Management (3)
Develops a well-rounded approach to managing personal finances. Includes financial planning, budgeting, financing consumer purchases, risk control, investments and retirement planning.

BU 116–Global Business Simulation (3)
Prerequisites: EN 50A, EN 52, ACCT 101, BU 103, and any CIS course
Introduces students to an international business model in which students work as team members in a simulated business firm. The students will perform various business functions (i.e., purchasing, accounting, marketing, and managing human resources) as the firm transacts business in a virtual environment with students in the U.S. and other countries. Emphasis will be placed on decision making, critical thinking, and team-building throughout the course.

BU 211–Business Law I (3)
Prerequisite: EN 101
Introduces business law and its application to business activity. Includes contracts, agency and employment, negotiable instruments and sales.

BU 212–Business Law II (3)
Prerequisite: EN 101
A continuation of Business Law I, including the law of personal property, bailments, security devices, partnerships, corporations, real estate and bankruptcy. May be taken concurrently with Business Law I.

BU 213–Principles of Finance (3)
Prerequisites: ACCT 102 and any credit math
Overview of financial sectors and tax environment; ratio analysis; forecasting profits; working capital management; investment decisions with present value emphasis and investments under uncertainty; valuation and cost of capital; and long-term financing.

BU 219–Leadership Education and Development (L.E.A.D.); First-Time Supervisors (3)
Corequisites: US Army/Military Employee: First-Time Supervisor
Provides first-time supervisors an experiential and theoretical framework for successfully applying Army Leadership competencies to the supervisory/management role. Includes an analysis of the elements of leadership, a comparison of leadership styles, and the study of the effects of motivation, communication, conflict management, team-building, and systems perspectives on supervisory responsibilities.

BU 221–Public Relations (3)
Introduces basic principles that business and administrative organizations have found to be successful in building and maintaining favorable public relations. Attention to the various tools of public relations such as the broadcast media, newspapers, periodicals, brochures, photographs and exhibits.

BU 223–Human Resource Management (3)
Prerequisite: BU 103
Surveys personnel administration procedures in business and government organizations. Includes study of the work group; labor-management relations; recruitment, placement, training and promotion of employees; work measurement and simplification; personnel records; wage and job classification; wage incentive systems; and fringe benefits.

BU 225–Marketing (3)
Explores problems and organization of systems that distribute goods and services in the business world. Promotion through retail and wholesale parallels; consumer buying habits; pricing, budgeting, transportation and warehousing; and sources and uses of marketing information.

BU 227–Principles of Management (3)
Prerequisite: BU 103
Covers basic principles of management in business and administrative organizations. Emphasizes the management functions of planning, organizing, staffing, directing, controlling and coordinating. Includes the delineation of authority and responsibility, organization charts, organization and methods surveys, cost and quality control and management improvement programs.

BU 235–Marketing Management (3)
Prerequisites: BU 225, BU 227
Presents an advanced treatment of marketing from the managerial perspective. Emphasizes planning marketing efforts, analyzing marketing opportunities and the design of marketing control systems. Presents the strategy of effective marketing with an advanced treatment of the marketing mix. Lectures, text readings, cases and class discussions.

BU 240–Real Estate Finance (3)
Prerequisite: MA 91
Details the instruments of real estate finance, legal and financial aspects and problems created by their use. Studies financing residential and income properties; risk analysis; underwriting and documentation; alternative mortgage instruments; the mortgage market; sources of real estate credit; and government in the real estate market.

BU 250–Principles of Bank Operations (3)
Describes fundamentals of bank functions so that the beginning banker may acquire a broad and operational perspective.

BU 251–Introduction to International Business (3)
Presents the management and decision-making aspects of international business situations. Studies the functions of international business as it relates to economics, monetary systems, law, finance and accounting.

BU 252–Introduction to International Finance (3)
Prerequisite: EC 201
Includes foreign exchange markets, international banking markets, international security markets and financial swaps.

BU 253–International Business Law (3)
Covers function and importance of business law; private dispute settlement procedures; basics of buying and selling goods in foreign countries; the basic structure and principles of international trade law and negotiations for trade; and the regulations of the international marketplace.

BU 265–Home Mortgage Lending (3)
Presents mortgage credit in the United States; structure of the mortgage market; development of a mortgage portfolio; appraisal of property; mortgage loan servicing; management considerations in mortgage lending; and portfolio management.

BU 270–Installment Credit (3)
Includes the evolution of installment credit, investigation and credit decision, inventory financing, rate structure and cost analysis in installment credit, servicing installment credit, special loan programs, advertising and business development installment credit.

BU 272–Supervisory Management (3)
Prepares the student for the transition from employee to supervisor. The course evaluates styles of leadership and develops skills in human relations management.

BU 273–Business Communications (3)
Prerequisite: EN 50
Emphasizes the theory and practice of oral, written, and interpersonal communication used in the workplace. Classroom activities and assignments will focus on writing business correspondence and reports, planning and delivering effective presentations, and developing teamwork and collaboration skills.

BU 274–Customer Relations (3)
Prerequisites: EN 50, EN 52
Examines the role of customer relations in business and emphasizes the theory and practice of developing, fostering and managing relationships between the company and the customer. The course will focus on those practices that lead to customer loyalty and retention. Value equation applications and a systems approach to service excellence are introduced in the course. The course will also address building excellent customer relations into the mission of the company and committing to customer service as competitive advantage.

BU 275–Fundamentals of Leadership (3)
Prerequisite: EN 50A
Emphasizes the theory and real-time practice of leadership skills used in the workplace. Classroom activities and assignments will focus on strategies for navigating change, leading with priorities in mind, managing conflict, giving and receiving constructive feedback, visioning, preparing mission statements, and setting goals.

BU 280–Global Workplace Basics (3)
Corequisite: Participation in the London Work/Study Abroad
Demonstrate workplace basics through three components. The first part held at FCC during the time prior to departure for London will focus on an introduction to working and living in a diverse culture, culture shock, various elements of culture, and overview of British culture. The second part consists of assignments carried out throughout the semester with ongoing supervision by FCC faculty and is designed to link the work experience in London with an understanding of the global workplace and the needed workplace competencies. The final part is a one-day session held at FCC immediately upon return from London and will focus on presentations based on the portfolios and experiences.

BU 281–Global Awareness in the Work Environment (3)

Prerequisites: EN 50A, EN 52

Promotes student awareness of the cultural diversity in the workplace whether in the US with multicultural coworkers or abroad. Stresses student thinking about the global work environment by analyzing and applying course information. Utilizes a variety of classroom and Internet activities and projects to develop an understanding of the workplace cultural surroundings.

Accounting (MGT) (Continuing Education/Noncredit)

MGT 252–Become a Certified Bookkeeper

The course focuses on preparing you for the national Certified Bookkeeper examination by helping you truly master the skills and knowledge required for certification. Subject areas to be covered are adjusting entries (accruals and deferrals), correction of accounting errors (including the bank reconciliation), basic book and tax depreciation, basic payroll (includes paying wages, withholding, reporting taxes, use of basic forms), and recording and costing out merchandise inventory. You will use 5 workbooks, one for each exam subject. Exams are administered at Prometric Test Centers. Exam fees are additional.

To become a certified bookkeeper, you will need at least 2 years of working bookkeeping experience and will have to sign a written code of ethics. Certification can increase your earning potential, enhance your standing as a professional and give you an edge in the most competitive job market. According to the Occupational Outlook Handbook 2004-2005, published by the U.S .Bureau of Labor Statistics, certified bookkeepers "will have the best job prospects."

MGT 245–Accounting Fundamentals for Bookkeepers

Setting the stage for a career in bookkeeping, this course provides the fundamentals necessary for you to move into a promising future with any size organization. Successful completion equips you with a solid foundation for further study toward the certified bookkeeper designation. With this practical understanding of accounting theory, you are more able to master and adapt to changes in popular computerized bookkeeping software. This course is mandatory if you want to take MGT252 and do not have experience in bookkeeping or accounting. Text and working papers are required.

American Management Association (AMA) (Continuing Education/ Noncredit)

AMA 118–Manager's Guide to Human Behavior

Demonstrates how to inspire employees to strive for higher performance, maximize your positive impact on others, develop more productive working relationships, establish rapport and mutual trust, and understand people's needs.

AMA 121–Communication Skills for Managers

A guide to clear, precise business communication designed to help eliminate the worry that something you said or wrote will be misunderstood. People respond more positively to your reports, memos, and presentations if you interact more effectively by learning to listen actively. Interviewing will be more productive and resolving conflicts will actually be constructive.

AMA 125–The Grammar and Proofreading Course

Implement positive, practical methods for improving your professional writing style. This course teaches you how to apply the three c's and to use Pat for evaluating your writing. Learn to employ writing and editing techniques to strengthen your professional writing style, and identify the key components of a well-written business document.

AMA 127–Leadership Skills for Managers

Twenty-first century managers must lead as visionaries and entrepreneurs, mentors and change agents, team builders and servant-followers. Learn to lead by example and share power to develop followers, build teams and make the organization successful; foster new leaders by coaching, mentoring and rewarding employees; take risks and focus on continuous improvement; and manage change in troubled times.

AMA 303–Assertiveness for Career and Personal Success

Expressing your honest thoughts and feelings to others and asking for, and getting, others to respect your basic rights and needs is not always easy. Build on your existing strengths and improve your overall ability to assert yourself in responsible and appropriate ways.

AMA306–Presentation Success: How to Plan, Prepare, and Deliver Effective Presentations

With easy-to-use worksheets, strategies, and tips, this self-paced course helps you overcome your presentation fear and makes it easy to plan, prepare, and deliver well structured presentation your comfortable giving. Understand the best ways to prepare your opening, write smooth transitions, plan Q & A sessions, and troubleshoot potential problem areas.

AMA 404–Fundamentals of Human Resources

A comprehensive guide on virtually every aspect of human resources management. Learn to develop an effective human resources plan based on an organization's needs.

AMA410–Successful Interviewing Skills

Sharpen your skills to better address open-ended questioning, active listening, and reading body language—all essential in a variety of management situations. Learn to apply these techniques to 12 types of business interviews, from hiring and coaching to assessment and termination. Gain practice in dealing with interviewees who are nervous, aggressive, overly talkative, evasive, or otherwise challenging. Managers will also appreciate the wealth of real-life dialogs that highlight this broad-based and highly useful course.

AMA 411–Fair, Square, and Legal

Explains complex legal concepts and precedents while providing guidelines for managing people. Learn unambiguous, step-by-step methods of documentation, compliance, and prevention for every business related action that can raise legal liability.

AMA 504–Delivering Knock Your Socks Off Service

Create a service advantage with this course as we reveal the secrets of customer care. In practical, easy to follow steps, learn trusted techniques and positive approaches that will inspire you to believe in the value of customer care and provide you with the skills and style to deliver it.

Chemistry (CH)

CH 100–Chemistry and Society (4)

Prerequisites: EN 50A, EN 52, MA 82 or MA 91

Intended for non-science majors. Explores important concepts of modern chemistry. Emphasizes connection between basic scientific principles and the current technologies of our society. Laboratory experiments illustrate the process of scientific discovery. No background in science is required. Will not serve as a prerequisite for CH 102, CH 201 or advanced science courses. For non-science majors.

CH 101–General Chemistry (4)

Prerequisites: Completion of high school chemistry strongly recommended, EN 50A & EN 52 & MA 82 or MA 92

Intended for science majors, technology majors and pre-allied health majors. Examines the concepts underlying modem chemistry, including atomic and molecular structure, bonding, states of matter and solutions. Laboratory experiments illustrate the lecture material.

CH 102–General Chemistry (4)

Prerequisite: CH 101

Continues examining the concepts underlying modem chemistry, including kinetics, equilibrium, acid-base theory, nuclear chemistry, electro-chemistry, chemistry of the elements and an introduction to organic and biochemistry. Laboratory experiments illustrate the lecture material.

CH 105–Essentials of Organic Chemistry (4)

Prerequisite: CH 101

Introduces organic chemistry, emphasizing nomenclature, structure, methods of preparation, reactions and some biological applications. Laboratory includes synthesis and identification of organic compounds. For students in allied health fields and for students needing a one-semester organic chemistry course.

CH 201–Organic Chemistry (4)

Prerequisite: CH 102

Presents the hydrocarbon and derivatives, emphasizing bonding, structure, nomenclature, methods of preparation, reaction and reaction mechanisms. Laboratory emphasizes common techniques, synthesis of representative compounds.

CH 202–Organic Chemistry (4)

Prerequisite: CH 201

Continues to present the hydrocarbon and derivatives, emphasizing bonding, structure, nomenclature, methods of preparation, reaction and reaction mechanisms. Laboratory emphasizes common techniques, synthesis of representative compounds and qualitative organic analysis.

Communications (CMSP) Speech

CMSP 103–Speech Fundamentals (3)

Prerequisite: EN 52

Emphasizes the attainment of understanding and skill in public speaking. Assignments require analyzing the audience, researching, organizing, outlining, supporting and delivering a variety of extemporaneous speeches.

CMSP 105–Group Discussion (3)

Prerequisite: EN 52

Offers skills development in verbal and nonverbal communication, listening, observation, leadership and participation in groups. Emphasizes leading a learning/discovery discussion, researching and analyzing questions of fact and policy, planning agendas, interacting and reaching consensus.

CMSP 107–Career Communication (3)

Prerequisite: EN 50A

Offers students knowledge and skills needed to communicate within their prospective professions and with others outside those professions. Assignments in interview, group discussion and extemporaneous speaking are adapted to individual students.

CMSP 213–Oral Interpretation (3)

Deals with appreciation and understanding of various forms of literature and the problems and techniques of their oral presentation.

Computer Aided Drafting (CAD)

Students enrolling in these courses should be familiar with the Microsoft Windows operating system.

CAD 101–Introduction to AutoCAD I (4)

Introduces the in-depth study of the fundamentals of AutoCAD. This is an intensive hands-on course covering the basic commands used to create 2-D production drawings. Students will learn how to create and modify geometrical designs, plot from Paper Space, and use layers to organize and separate information.

CAD 102–Introduction to AutoCAD II (4)

Prerequisite: CAD 101

Continues the in-depth study of AutoCAD. Introduces the definitions and classifications of angles, creation of multi-view drawings, use and differentiation between LTSCALE and PSLTSCALE, creation, use of TEXTSTYLE, DIMSTYLE, and PLOTSTYLE, and the use and setting of dimensions.

CAD 200–Introduction to Architectural Drawing and Design (3)

Introduces the basic principles and concepts of architectural drawing and design, and their application. Develops an understanding of programming and schematic design. Introduces fundamental drawing practices, drawing systems, and presentation techniques. Students will create architectural sketches, drawings, and models.

CAD 201–Residential Architecture I (4)

Prerequisite: CAD 102

Introduces the basics of residential architecture. Content covers the language of architecture, the makeup of a set of plans, and the geometry of drawing parts of houses. Students will complete a set of plans and work with various disciplines for one house. Plans will be completed in AutoCad.

CAD 202–Residential Architecture II (4)

Prerequisite: CAD 201

Introduces the use of AutoCad in preparing construction documents and 3-dimensional models of buildings. Architecture terminology, building techniques, building conventions, building design, and architecture-related information will be introduced. Students will complete a set of plans and work with various disciplines for one house. Plans will be completed using AutoCad.

CAD 203–Advanced Architectural CAD (3)

Prerequisite: CAD 202

Introduces advanced software applications used in architectural design and their applications. Students will utilize AutoCAD to create two- and three-dimensional architectural drawings/models and visual renderings. Students will utilize Building Information Modeling software to create drawings, schedules, and renderings.

CAD 205–Civil Drafting with CAD (3)

Prerequisite: CAD 102

Introduces basic setups and standards used in civil design. Students will identify the fundamental concepts used in civil design including grading, use of contours, and surveying. Students will create civil drawings using AutoCAD and estimate material quantities for civil projects.

CAD 206–Commercial Drafting with CAD (3)

Prerequisite: CAD 202

Corequisite: CON 133

Introduces drafting and design considerations and concepts for commercial structures. Students will describe and interpret national building codes, access requirements for people with disabilities, and interpret project manuals/written specifications. Students will create commercial drawings using AutoCAD.

Computer and Information Sciences (CIS)

Students without typing skills should enroll in a keyboarding class concurrent with their first information processing class.

CIS 101–Introduction to Computers and Information Processing (3)

Emphasizes microcomputer hardware and software, data organization and an overview of programming and application software. Uses application software in the areas of database management, spreadsheets, word processing and graphics.

CIS 103–Keyboarding (3)

A series of courses leading to increased skills in keyboard use.

CIS 103A–Introductory Keyboarding (3)

Develops typewriting skills and techniques. Covers basic procedures such as typing personal and business letters, envelopes, centering, tabulation and manuscripts. Goal is at least 30 words per minute. Course may be waived upon examination.

CIS 103B–Executive Keyboarding (3)

Prerequisite: CIS 103A

Helps students with keyboarding experience to further their skills in the area of administrative or executive office skills. Students identify their speed and accuracy problems, develop practice routines to help correct those problems, and learn basic and advanced business formatting. Teaches how to prepare employment documents, how to handle office tasks, how to edit and abstract written materials, and how to make decisions and set priorities.

CIS 106–Introduction to Object Design and Programming (3)

Prerequisites: EN 50A, EN 52, MA 91 or MA 81

Introduces the fundamental concepts of design and programming from an object-oriented perspective. Debugging techniques and various algorithms will be investigated. The course emphasizes good software engineering principles and critical thinking skills. Fundamental programming skills will be developed using a language that supports the object-oriented paradigm. This course is for majors or non-majors with little or no programming |experience.

CIS 108–Introduction to Programming & Programming Logic (3)

Prerequisites: MA 91 or MA 81, CIS 101

Introduces computers, program design, structured programming and debugging. Covers the logic of control structures, array manipulation, functions, sorting and searching. Uses flowcharts, pseudo-code, structure charts, and desk check charts for designing and testing programs. Introduces an interpreted and a compiled programming language.

CIS 111–Microcomputer Software Applications

A series of individual courses involving various state-of-the-art microcomputer software application packages. Courses include:

CIS 111A–Microcomputer Software Applications: Word Processing (3)

Prerequisite: CIS 101 or CIS 116D

Covers the basic, intermediate and advanced features of word processing. Students create, edit, format and save personal and business documents. Along with data integration, special features such as mail merge, sorting, styles, columns, footnotes, outlines, table of contents, indexes, and templates are presented.

CIS 111B–Microcomputer Software Applications: Data Base (3)

Prerequisite: CIS 101 or CIS 116D

Covers the basic and advanced features of a commercial database software package. Students plan, define and use a database; perform queries; produce reports and forms; work with multiple files; and learn the basic concepts of database programming.

CIS 111C–Microcomputer Software Applications: Computerized Accounting (3)

Prerequisites: (CIS 101 or CIS 116D) and (ACCT 100 or ACCT 101)

Demonstrates the use of commercial software in managing the accounting functions of a business enterprise. Using a hands-on approach, students will learn how to set up a fully integrated accounting system to record sales invoices, collections, purchase invoices, disbursements, and payroll transactions. Students will also set up and maintain inventory and accounts receivable/payable subsidiary ledgers and prepare financial reports.

CIS 111E–Microcomputer Software Applications: Spreadsheets (3)

Prerequisite: CIS 101 or CIS 116D

Covers the basic and intermediate features of a commercial spreadsheet software package. Students design a variety of worksheets and charts; create formulas and functions, work with a spreadsheet's database features; apply "what if" techniques and interchange data with other applications.

CIS 111J–Microcomputer Software Applications: Web Page Development (3)

Prerequisite: CIS 101

Introduces the Dreamweaver and Fireworks Integrated Web Development Environment to create web sites. Covers the development of integrated, interactive Web sites with emphasis on visually stimulating Web technologies. Conceptualization, design, layout and management capabilities will be studied. Introduces the HTML language. Investigation of code generation by the software application may include but not be limited to HTML and JavaScript.

CIS 111L–Microcomputer Software Applications: Open Operating Systems (3)

Prerequisite: CIS 101 or CIS 106

Explores the practical use and operation of an open-source operating system (Linux/Unix). Students will learn how to use basic Unix commands, shell scripting, and various system utilities.

CIS 111M–Personal Computer Operating Systems Concepts (3)

Explores the practical use and operation of microcomputer operating systems. Students will function as system managers and will be responsible for system setup and maintenance of directories, menus, and system files on a microcomputer-based INTEL compatible microprocessor. Completion of this course will help prepare students for the A+ certification microprocessor.

It is recommended that students have a basic understanding of Windows operating system before enrolling in this course.

CIS 111Q–Microcomputer Software Applications: Audio & Music Software (3)

Prerequisite: CIS 101 or CIS 116D or CMM 111 or CMM 152

Introduces commercial software to create music digitally and produce computer audio. Explores uses of studio software, Musical Instrument Digital Interface (MIDI), Virtual Studio Technology Instruments (VSTi), Audio & MIDI files and a variety of production techniques.

CIS 111R–Business Software Applications (3)

Emphasizes an integrated approach. Covers different software applications, from spreadsheet to word processor, to graphs, to the file manager, to communication files. Provides numerous hands-on assignments and exercises. Students gain practical experience using a computer to solve problems that arise in the automated office environment.

CIS 116–Microcomputer Software Applications (A,B, ...) (1)

A series of short-term courses leading to increased skills in various state-of-the-art microcomputer software application packages.

CIS 116B–Internet Home Page (1)

Prerequisite: CIS 116D

Learn how to create web pages using mark codes, link Web sites, include images and sound files and how to create user-friendly forms.

CIS 116C–Presentation Graphics (1)

Introduces the basic principles and terminology of presentation graphics software. Topics covered include but are not limited to creating slides, using charts and graphics, customizing information and controlling the design of an electronic presentation. Teaches how to make transparencies, 35mm slides and handout notes for a slide show.

CIS 116D–Windows (1)

Covers the basics of the Windows operating system from navigating with the mouse to customizing the desktop to managing files, directories and programs.

CIS 116K–Basic Project Management (1)

Introduces students to the basic tasks related to planning a project, creating project schedules, communicating project information, using critical paths to assign resources, tracking progress, and sharing information across software applications.

CIS 116L–Software Integration (1)

Prerequisite: CIS 111A, CIS 111E, CIS 116C

Builds upon student's knowledge of the Microsoft Office Suite. Students cover the basics through advanced features of sharing data among Word, Excel, Access, PowerPoint and Outlook.

CIS 116P–Photoshop (1)

Introduces the basic principles and terminology of graphics software used for web and print materials. Students will learn how to create, modify, and import images as well as merge and edit colors. Students will become familiar with both the MAC and PC platforms in this course.

This course is recommended for students planning to take CMM114 or CIS111J.

CIS 116Q–Macromedia Flash (1)

Introduces the basic principles and terminology of Web media software. Students learn how to create interactive media including animated logos, Web site navigational controls, and media-rich elements that integrate with Web pages.

CIS 121–Visual Basic Programming Language (3)

Prerequisite: CIS 106 or CIS 108

Introduces programming with emphasis on structured design. Students gain knowledge of computers and problemsolving by writing programs in the Visual BASIC language. Programming for maximum user productivity and acceptance is stressed. Business applications are developed using a modular programming style.

CIS 140–Introduction to Object-Oriented Programming in Java (3)

Prerequisite: CIS 106 or CIS 108

Covers the Java programming language as a student's first programming language. Introduces object-oriented programming in a Java environment. Emphasizes developing Java application and applets using a Java programming style. Includes debugging Java applications and applets.

CIS 158A–Introduction to Personal Computer Hardware (1)

Introduces PC technology as identified by the objectives in CompTIA's A+ certification. Provides the framework for understanding how computers work from the inside out. Introduces the technologies computers use including the hardware and peripherals personal computers use, safety precautions while working with hardware, and fundamental troubleshooting procedures to keep computers running. Provides an overview of how hardware and software work together. Part one of three-course sequence in the CompTIA A+ certification track.

CIS 158B–Personal Computer Repair and Troubleshooting (3)

Prerequisite: CIS 158A

Introduces personal computer (PC) hardware and system maintenance procedures. Includes a detailed look at hardware components, power supply, upgrades, networking, maintenance and troubleshooting. Includes assigning configuration settings, upgrading systems, configuring SCSI devices, installing printers and monitors, removing and replacing components, and troubleshooting POST errors. Part two of the three-course sequence in the CompTIA A+ certification track.

CIS 158C–Personal Computer Operating Systems (3)

Prerequisite: CIS 158B

Provides hands-on projects for installing, configuring, and troubleshooting personal computer (PC) operating systems. Students work with DOS and Windows operating systems. Part three of the three-course sequence for the CompTIA A+ certification track.

CIS 161A–Managing and Maintaining a Microsoft Windows Server 2003 Environment (3)

Prerequisite: CIS 158C or CIS 180 or CIS 212

Provides students with the knowledge and skills that are required to manage accounts and resources, maintain server resources, monitor server performance, and safeguard data in a Microsoft Windows Server™ 2003 environment. This is the first course in the Systems Administrator and Systems Engineer tracks for Windows Server 2003 and serves as the entry point for other courses in the Windows Server 2003 curriculum.

CIS 161B–Implementing, Managing, and Maintaining a Microsoft Windows Server 2003 Network Infrastructure: Network Services (3)

Prerequisite: CIS 161J

Provides students with the knowledge and skills to implement, manage, and maintain a Microsoft Windows ServerTM 2003 network infrastructure. The course is intended for systems administrators and systems engineer candidates who are responsible for implementing, managing, and maintaining server networking technologies. These tasks include implementing routing; implementing, managing, and maintaining Dynamic Host Configuration Protocol (DHCP), Domain Name System (DNS), and Windows Internet Name Service (WINS); securing Internet Protocol (IP) traffic with Internet Protocol security (IPSec) and certificates; implementing a network access infrastructure by configuring the connections for remote access clients; and managing and monitoring network access.

CIS 161C–Implementing and Supporting Microsoft Windows XP Professional (3)

Prerequisite: CIS 161B

Introduces the implementation and desktop support needs to deploy and support Microsoft Windows XP Professional in a variety of stand-alone and network operating system environments. Provides in-depth, hands-on training for Information Technology (IT) professionals responsible for the planning, implementation, management, and support of Windows XP Professional.

CIS 161D–Implementing and Managing Microsoft Windows Exchange Server 2003 (3)

Prerequisite: CIS 161C

Provides students with the knowledge and skills that are needed to update and support a reliable, secure messaging infrastructure. This infrastructure is used for creating, storing, and sharing information by using Microsoft Exchange Server 2003 in a medium to large-sized (250 to 5,000 seats) messaging environment. This course provides a significant amount of hands-on practices, discussions, and assessments to assist students in becoming proficient in the skills that are needed to update and support Exchange Server 2003.

CIS 161E–Planning and Maintaining a Microsoft Windows Server 2003 Network Infrastructure (3)

Prerequisite: CIS 161D

Provides students with the knowledge and skills necessary to plan and maintain a Windows Server 2003 network infrastructure. This course is appropriate for individuals employed as or seeking a position as a systems engineer. It is also appropriate for individuals currently supporting other platforms who want to enhance their job skills on Microsoft Windows Server 2003 networking.

CIS 161F–Planning, Implementing, and Maintaining a Microsoft Windows Server 2003 Active Directory Infrastructure (3)

Prerequisite: CIS 161E

Provides students with the knowledge and skills to successfully plan, implement, and troubleshoot a Microsoft Windows ServerTM 2003 Active Directory directory service infrastructure. The course focuses on a Windows Server 2003 directory service environment, including forest and domain structure, Domain Name System (DNS), site topology and replication, organizational unit structure and delegation of administration, Group Policy, and user, group and computer account strategies.

CIS 161G–Designing Security for Microsoft Networks (2)

Prerequisite: CIS 161F

Introduces the skills to design a secure network infrastructure. Topics include assembling the design team, modeling threats, and analyzing security risks to meet business requirements for securing computers in a networked environment. The course encourages decision-making skills through an interactive tool which stimulates real-life scenarios. Students are given the task of collecting the information and sorting through details to resolve a given security requirement. This course is designed for IT systems engineers and security specialists who are responsible for establishing security policies and procedures for an organization. Students should have one to three years of experience designing related business solutions.

CIS 161J–Implementing a Microsoft Windows Server 2003 Network Infrastructure: Network Hosts (1)

Prerequisite: CIS 161A

Provides students with the skills and knowledge necessary to configure a Windows-based computer to operate in a Microsoft Windows Server!" 2003 networking infrastructure. The course reviews the suite of TCP/IP protocols and explains each of their functions. Explains how to construct and assign IP addresses and how to isolate addressing issues. Describes how to configure an IP address for a client computer running Microsoft Windows Server 2003. Describes the various types of name resolution mechanisms provided by the Windows operating systems, and explains how to isolate connectivity issues.

CIS 168A–Managing and Maintaining a Microsoft Windows Server 2003 Environment for an MCSA Certified on Windows 2000 (1)

Prerequisite: CIS 183

Introduces students to the knowledge and skills to manage and maintain a Microsoft Windows ServerTM 2003 networked environment. This course consists of lecture content and hands-on labs that provide experience focused exclusively on the skills and objectives that align with Exam 70-292: Managing and Maintaining a Microsoft Windows Server 2003 Environment for a Microsoft Certified Systems Administrator Certified on Windows 2000.

CIS 169A–Planning, Implementing, Managing and Maintaining a Microsoft Windows Server 2003 Environment for an MCSE Certified on Windows 2000 (3)

Prerequisite: CIS 186

Introduces the skills to plan, implement, manage, and maintain a Microsoft Windows ServerTM 2003 networked environment. This course focuses on the changes from Microsoft Windows Server 2000 to Windows Server 2003 and is intended for systems engineers who want to upgrade their skills from Windows Server 2000 to Windows Server 2003. This course will help the student prepare for Exam 70-292: Managing and Maintaining a Microsoft Windows Server 2003 Environment for an MCSA Certified on Windows 2000 and Exam 70-296: Planning, Implementing, and Maintaining a Microsoft Windows Server 2003 Environment for an MCSE Certified on Microsoft Windows 2000.

CIS 170–Security Fundamentals (3)

Prerequisite: CIS 180

Provides students with the knowledge and skills to implement, maintain and secure network services, network devices, and network traffic. Builds on foundational network concepts, computer hardware, and operating systems principles.

CIS 171–Information Technology Project Management (3)

Prerequisite: CIS 158C or A+ certification or Network+ certification

Emphasizes the information technology (IT) specific challenges of project management. Based on best practices of IT project management, the course incorporates management concepts including soft skills such as conflict resolution, negotiation, communication, and team building/leadership. Introduces project management tools such as schedulers, spreadsheets, and databases. Covers business practices, interpersonal skills and project management processes, and the effective planning, implementation and completion of projects on time and within budget.

CIS 180–Networking Fundamentals (3)

Reviews hardware, operating systems, and other networking principles. Includes comprehensive networking skill sets necessary for the CompTIA Network exam.

CIS 189–Managing a Microsoft Windows 2000 Network Environment (3)

Prerequisite: CIS 182

Focuses on performing desktop and server installations and configuration tasks. Course content includes hardware and software installations, upgrades, system operation tasks, and common troubleshooting tasks.

CIS 190–Cisco Networking Fundamentals: Internetworking 1 (5)

Emphasizes the OSI model and industry standards. Includes network topologies, IP addressing, subnet masks, basic network design and cable installation.

CIS 191–Cisco Networking Router Technologies: Internetworking 2 (5)

Prerequisite: Minimum grade of B in CIS 190

Teaches skills to install, configure, customize, maintain and troubleshoot Cisco routers and components.

CIS 192–Cisco Advanced Routing and Switching Technologies: Internetworking 3 (5)

Prerequisite: Minimum grade of B in CIS 191

Teaches the skills to configure advanced routing protocols, Local Area Networks (LANs), and LAN switching, and to design and manage advanced networks.

CIS 193–Cisco Project-Based Learning: Internetworking 4 (5)

Prerequisite: Minimum grade of B in CIS 192

Teaches the skills to design and configure advanced wide area network (WAN) projects using Cisco IOS command set.

CIS 200–Help Desk: Software Technician (3)

Prerequisite: CIS 101

Introduces students to the operation of a help desk and emphasizes the requirements of computer technology in the workplace for technically proficient specialists who provide end-user support in a microcomputer information center environment. Students practice problem-solving and communication skills appropriate in a user-support area. Good customer relation skills and work habits are emphasized throughout the course. Students enrolling in this course should have a strong background in software applications.

CIS 201–Computer Science I (3)

Prerequisites: MA 92 and CIS 106, or CIS 108

Emphasizes object-oriented design, data abstraction and programming beyond an introductory level. Introduces user interfaces and graphics through the study of object design. Emphasizes object-oriented software engineering including Unified Modeling Language (UML). Investigates fundamental sorting and searching algorithms, introductory dynamic data structures and event-driven programming techniques. Develops programming skills using a language that supports the object-oriented paradigm.

CIS 202–Computer Science II (3)

Prerequisites: CIS 201

Emphasizes algorithms, data structures, and object-oriented software engineering. Introduces algorithmic analysis including asymptotic notation, empirical performance measurements, and time/space tradeoffs. Covers fundamental computing algorithms including sorting, searching, and manipulating dynamic data structures, such as lists, stacks, queues, trees, graphs and hash tables. Investigates recursion including applications to algorithms and data structures. Integrates further software engineering concepts including data abstraction and participation in team programming projects. Projects will be completed using a language that supports the object-oriented paradigm (Java).

CIS 203–Systems Analysis & Design (3)

Prerequisites: CIS 106 or CIS 108

Presents concepts of structured systems analysis and design techniques such as problem definition, cost analysis, charting and scheduling, implementation planning and documentation. Emphasizes project management, communication and analytical skills.

CIS 204–Computer & Information Sciences Project (3)

Prerequisite: CIS 203

Student is assigned a project commensurate with their background and training and carries it through from system analysis and design to program preparation and implementation.

CIS 206–C Programming (3)
Prerequisite: CIS 130 or CIS 140 or CIS 201 or CIS 240
Covers the ANSI C standard. Emphasizes structured design techniques, a C programming style, multi-file compilations, and reusable software. Introduces the C Preprocessor for symbolic constants, macros and conditional compilations.

CIS 208–C++ Programming (3)
Prerequisite: CIS 130 or CIS 140 or CIS 201
Introduces C++ syntax. Emphasizes object-oriented programming (OOP). Discusses differences between C and C++. C++ features covered that are not in C include: classes and objects, inheritance, function and operator overloading, and virtual functions.

CIS 210–LAN Design & Management (3)
Prerequisite: CIS 111L or CIS 111M
Introduces Local Area Network (LAN) design and management. Emphasizes practical design considerations and hands-on management. Specific design topics include standards, topologies, interconnectivity, comparative implementations, security and electronic messaging. Management topics include installation, resource and user management and software/ programming considerations.

CIS 211–Local Area Networking (A,B,..) (3)
Prerequisite: CIS 210
Prepares students to work with advanced Local Area Network (LAN) technology and/or to meet industry certification.

CIS 211A–Local Area Networking: Advanced Network Administration, Service & Support (3)
Prerequisite: CIS 210
Prepares students to administer, service and support a Local Area Network. Topics include file system, server startup and configuration, memory layout, protocol support, server management, advanced printing services, client management and software and hardware troubleshooting. This course is hands on and designed to cover industry certification objectives.

CIS 211B–Local Area Networking: Networking Technologies, Installation & Configuration (3)
Prerequisite: CIS 210
Prepares students to work with various networking and communications technologies and to install and configure networks. Topics include digital/analog transmission media and modes, network protocols, detailed OSI model layers, protocol stacks and management considerations. Methods for installation, upgrading and configuration will be discussed. This course is designed to cover industry certification objectives.

CIS 212–Personal Computer Repair & Diagnostics (3)
Prerequisite: CIS 101 or CIS 116D
Introduces diagnosis and troubleshooting of personal computers at the system level. Troubleshooting techniques include diagnostic software, board replacement, memory management, IC chip replacement and other common troubleshooting practices. Topics include microcomputer circuits and operating system layouts, tools usage, hardware and software interaction, and multimedia technology.

CIS 217–Computer Network Security (3)
Prerequisite: CIS 111L or CIS 111M or CIS 158C
Provides an overview of network security including general security concepts, communication security, infrastructure security, operational and organizational security, and the basics of cryptography. Topics may include areas covered in the Security+ curriculum. Hands-on network security exercises will be included.

CIS 218–Introduction to Information Security and Assurance (3)
Prerequisite: CIS 106
Introduces the fundamental concepts of information security and assurance. Topics include technical, policy and personnel aspects. Specific case studies and hands-on laboratories will be used to enhance student comprehension.

CIS 225–Computer Programming Language (3)
Prerequisite: CIS 106
Introduces the fundamental concepts of design and programming using a specific programming language. Topics include language syntax and semantics, primitive and structured data types, control structures, debugging techniques and language facilities.

CIS 225A–Computer Programming Language: PHP (3)
Prerequisite: CIS 106
Introduces programming using PHP.

CIS 225B–Computer Programming Language: eXtensible Markup Language (XML) (3)
Prerequisite: CIS 106
Introduces programming using XML.

CIS 230–Database Management Systems (3)
Prerequisites: CIS 106 or CIS 108
Provides in-depth study of database management. Covers generalized data management systems while specifically describing the DBMS language, schema structure, access methods and maintenance procedures. Students write programs in a fourth-generation language for creation of and access to, a database.

CIS 232–Database Administration (3)
Prerequisites: CIS 230
Provides in-depth study in database implementation and administration. Covers database installation and configuration of users, tables, storage, roles and security. Investigates use of constraints, privileges and globalization. Uses database administration utilities and codes administration scripts in a fourth-generation language.

CIS 235–P.E.R.L. Programming (3)
Prerequisite: CIS 106 or CIS 108
Provides an intensive introduction to programming and design using the PERL programming language. Topics include scripts, input/output, operators, regular expressions, references, and files. Applications to systems, World Wide Web (WWW), and Common Gateway Interfaces (CGIs) will be covered. Some Hypertext Markup Language (HTML) will be covered for interfacing to PERL. Students will develop several structured PERL programs.

CIS 240–Algorithm Development and Computer Programming with Pascal (3)
Prerequisite: CIS 106 or CIS 108
Emphasizes algorithm development. Presents data structures, language syntax and semantics of the Pascal language and structured programming concepts.

CIS 241–Introduction to Data Communications and Networking (3)
Prerequisite: CIS 101 (CIS 108 also recommended)
Presents principles and practices of modern data communications and provides an understanding of on-line processing systems; basic communications theory; components of data communications systems; error detection; data encryption techniques, hardware and software; network protocols and system planning considerations.

CIS 242–Data Structures (3)
Prerequisite: CIS 206 or CIS 208 or CIS 240 (or CIS 255)
Presents design and implementation of data structures, including: stacks, queues, lists, trees and hash tables. Covers the efficiency of various searching and sorting algorithms for manipulating data structures. Algorithms will be presented in pseudocode. Programming language paradigms will be discussed in class. Stresses program design using abstract data types.

CIS 250–Microprocessor Assembly Language (3)
Prerequisites: CIS 121 or CIS 130 or CIS 140 or CIS 240
Provides an understanding of microcomputer architecture and assembly language programming. Emphasizes writing and running subroutines. Note: Students who have taken CIS 150 may not enroll in CIS 250.

CIS 260–Networking Essentials (1)
Prerequisites: CIS 158A, CIS 158B, CIS 158C
Provides students with a foundation in current networking technology for local area networks, wide area networks, and the Internet. It is designed to provide students with the background necessary to understand the local area networking information in the Microsoft courses on workstations and networking.

CIS 261–Administering Windows NT (2)
Introduces the skills necessary to perform post-installation and day-to-day administration tasks in a single-domain or multiple-domain environment.

CIS 262–Supporting Microsoft Windows NT 4.0 Core Technologies (3)
Prerequisite: CIS 261
Provides the core foundation for supporting Microsoft Windows NT operating system. The goal of this course is to provide support professionals with the skills necessary to install, configure, customize, optimize, network, integrate, and troubleshoot Windows NT 4.0.

CIS 263–Internetworking Microsoft TCP/IP on Microsoft Windows NT 4.0 (3)
Prerequisite: CIS 262
Provides the knowledge and skills required to set up, configure, use, and support Transmission Control Protocol/Internet Protocol (TCP/IP) on Microsoft Windows NT operating system version 4.0.

CIS 264–Supporting Microsoft Windows NT Server 4.0 Enterprise Technologies (2)

Prerequisite: CIS 263

Introduces the training necessary to support professionals working in a Microsoft Windows Server 4.0-based enterprise environment. Students will learn how to design, implement, and support the Windows NT Server network operating system in a multi-domain enterprise environment.

CIS 265–Creating and Managing a Web Server (1)

Prerequisite: CIS 264

Introduces the various support features of Microsoft Internet Information Server (IIS). Students will learn how to install, configure, and implement all components that comprise IIS.

Construction Management (CON)

CON 101–Introduction to Construction Management (3)

Covers the construction process, roles and responsibilities of employees and construction documents. Reviews forms of business organization along with the relationship of the business operation to government regulations, labor laws and safety.

CON 131–Construction Law (3)

Explores construction law and the relationship between engineers, architects, contractors, sub-contractors, suppliers and attorneys relative to specific legal and contractual problems.

CON 132–Materials & Methods of Construction I (3)

Presents a systematic and fundamental approach to the understanding of construction materials and methods. Basic properties, service requirements and methods of employment for established and newer material are examined.

CON 133–Materials & Methods of Construction II (3)

Prerequisite: CON 132

Presents a systematic and fundamental approach to the understanding of construction materials and methods. This course continues the examination of basic properties, service requirements and methods of employment for established and newer material that began in Part I.

CON 140–Architectural Blueprint Reading (3)

Introduces basic blueprint reading and construction methods. Develops skills to visualize and understand documents that are the basis of communication to the design and construction industries.

CON 150–Applied Practices in Construction/ Construction Management I (3)

Courses offered under this umbrella develop introductory/ intermediate applied skills and competencies associated with the construction management profession. Particular focus is on the development and application of manual/trade skills utilized in the industry, particularly those requiring licensure or certification.

CON 151–Applied Practices in Construction/ Construction Management II (3)

Prerequisite: CON 150

Courses offered under this umbrella develop intermediate/ advanced applied skills and competencies associated with the construction management profession. Particular focus is on the development and application of manual/trade skills utilized in the industry, particularly those requiring licensure or certification.

CON 203–Principles of Site Management (3)

Prerequisite: CON 133

Examines the principles that apply to project planning, organization, and field operations. Establishes documentation, quality, and customer service procedures. Cost control, productivity, and invoicing techniques are investigated.

CON 204–Construction Project Cost Estimating (3)

Prerequisite: MA 90

Introduces practical and theoretical techniques of cost estimating that apply to the construction business. Covers business environment, methods, quantity surveying, pricing and computer applications.

CON 205–Construction Accounting and Financial Management (3)

Examines accounting and related financial material specific to the construction industry. Topics include principles of accounting, project cost accounting, financial statements and their interpretation, and tax management. A case study approach is utilized. Computer applications are emphasized.

CON 206–Construction Project Scheduling (3)

Prerequisites: CON 140, CON 133 or Instructor approval

Introduces the concepts and procedures in preparing a project schedule. Bar charts and critical path method and computer application are examined. Students will use sample projects and case studies to apply scheduling concepts.

Construction (TRD) (Continuing Education/Noncredit)

TRD 165–HVAC I: Refrigeration

Introduces the principles of the refrigeration cycle. Hands-on experiences include basic component identification and function, charging, and checkout techniques. List of required tools given out first night of class. (Liability form required)

TRD 107–HVAC II: Basic Electricity

Covers basic electricity, Ohm's law, controls, calibration, schematic reading, and basic troubleshooting. Hands on and lecture. List of required tools given out first night of class. Prerequisite: HVAC I. (Liability form required)

TRD 108–HVAC III: Basic Refrigeration & Electricity

A combination of basic refrigeration and electricity. Covers comfort conditioning, psychometrics and central A/C control wiring. Students build a working A/C unit. Hands on and lecture. Prerequisite: HVAC I & II (Liability form required)

TRD 155–HVAC IV: NATE/Journeyman Exam Preparation Part I

A prerequisite for HVAC V. Topics covered in this course are: fundamentals of refrigeration, mathematics for the technical trades, basic blueprint reading, basic mechanics, basic refrigeration systems, compression systems and compressors, refrigerant controls, electrical, magnetic fundamentals, electric motors and basic electronics. (HVAC IV and V prepare you for the NATE certification and/or journeyman exam.)

TRD 164–HVAC V: NATE/Journeyman Exam Preparation Part II

Learn about commercial and residential refrigeration and air conditioning systems, heating systems (gas, oil, electric and water), air flow and duct systems. Also teaches how to do heat load calculations for walk-in refrigeration boxes, residential and commercial air conditioning and heat. Students will be taught how to calculate airflow and the various types of duct systems and duct size. (HVAC IV & V prepare you for the NATE Certification and/or Journeyman Exam). CEUs.

TRD 129–Refrigerant Recovery Certification

Covers principles and practices of refrigerant recovery as well as safety and environmental issues recommended in EA guidelines. Upon completion, students take the EPA approved national Association of Air Conditioning Contractors of America Certification Test for Type I, II and III refrigeration systems.

TRD 116–Basic Welding

An introduction to basic techniques for horizontal and vertical welding with oxyacetylene and electric arc welding equipment. (Liability form required)

TRD 117–Advanced Welding

Covers additional skills in arc welding and oxyacetylene welding in addition to MIG and TIG welding and student projects. Welding certification testing available at the end of the course. (Fee for certification not included in course total) Prerequisite: Welding I or instructor's permission. (Liability form required)

TRD 131–Electricity: Basic Residential Wiring

Introduces residential wiring and includes hands-on labs (plugs, switches, lights, service entrance, parallel & series circuits). (Liability form required.)

TRD 161–Electricity: Industrial Electrical Troubleshooting

Demonstrates the efficient use of certain electrical meters to troubleshoot relay-logic circuits. Learn to safely and efficiently locate problems while working with live equipment on line. Use the different meters available including multimeters, clamp-on meters, ammeters, megommeters and proximity voltage meters. (Liability form required.)

TRD 157–Electricity: Journeyman/Master's Exam Prep

Prepare for the master s/journeyman's license exam. Review the NEC and calculations, etc., to prepare for the exam. Prerequisite: Familiarity with NEC book.

Cooperative Education (CE)

CE 106–Cooperative Education/London Work Experience (6)

Corequisite: Participation in London Work/Study Abroad

Develop workplace competencies, expand knowledge of the global workplace and economy, appreciate cross-cultural perspectives through working in the British workplace, and create a portfolio that represents an integration of the entire London experience. (The wages earned while working in London will help the student offset daily living expenses.)

Criminal Justice (CJ)

CJ 101–Introduction to Criminal Justice (3)

Prerequisite: EN 52

Presents a history of criminal justice, with emphasis on English antecedents important to the administration of justice in the United States. Introduces the United States Constitution and Supreme Court decisions affecting individual rights and law enforcement practices. Includes career orientation through an analysis of criminal justice agencies.

CJ 106–Police-Community Relations (3)

Prerequisite: Acceptance into the Police Academy

An overview of law enforcement community relations and community policing concepts. Will review officer-citizen contacts, problem solving, crime prevention, cultural diversity, sexual harassment, and Americans with Disabilities Act. Review the prohibitions against racial, religious, and ethnic violence.

CJ 108–Serial Killers: Psychosocial Perspectives (3)

Prerequisite: EN 52

Presents an overview of serial killers in the United States and other countries. Introduces the background of serial killers as well as causes and failures in their lives that led up to the killings. Presents case studies of serial killers as well as the investigation, apprehension, trial, and sentencing of these offenders.

CJ 110–Criminal Law (3)

Prerequisite: EN 52

Explores the history and purpose of criminal law. Also examines elements of substantive criminal common law as modified by statute. Introduces legal research and a case study review of appellate court decisions relative to selected aspects of criminal law.

CJ 203–Juvenile Delinquency (3)

Prerequisite: EN 52

Offers an in-depth study of the judicial process in handling juvenile offenders as well as distinctions in the criminal justice system between adults and juveniles. Examines the nature, causes and extent of juvenile crime and its relation to the overall crime scene, as well as preventive and remedial procedures to correct this problem.

CJ 204–Police Operational Services (3)

Prerequisites: CJ 101, CJ 110

Examines police operational techniques and strategies, incident analysis, patrol deployment, traffic enforcement theory and practice, crime prevention and community relations and the investigative process. Explores the police officer's role as a manager of community crime prevention resources. Includes analysis of recommended practices for maintaining police officers health and safety.

CJ 207–Industrial & Commercial Security (3)

Prerequisite: EN 52

Explores the broad range of industrial, commercial, institutional and private security fields. Covers systems, procedures and techniques in protecting proprietary information as well as trade secrets, loss prevention, hazard prevention and safety from manufacturing and industrial hazards, fire, bombs, protection of persons, etc.

CJ 212–Criminalistics (4)

Prerequisite: CJ 204

Laboratory class develops skills in the identification, collection, preservation and presentation of physical evidence. Introduces police photography, including use of the camera, negative and print processing and photo preparation of courtroom presentation.

CJ 214–The Correctional Process (3)

Prerequisite: CJ 101

Surveys the juvenile and adult correctional process from adjudication through probation or parole.

CJ 220–Criminal Evidence & Procedure (3)

Prerequisite: CJ 110

Examines the United States Constitutional limitations on law enforcement, emphasizing arrest, use of force and search and seizure. Rules of evidence of particular importance to the law enforcement function including: the hearsay rule and exceptions; documentary, opinion, corpus delicti and circumstantial evidence; character and past crimes; evidentiary privileges; jurisdiction and venue; and witnesses.

CJ 221–Police Defense Tactics (5)

Prerequisite: Acceptance into the Police Academy

An overview of law enforcement use of force and defensive tactic concepts. Will review unarmed defense, pressure points, controlled force and impact weapon usage.

CJ 222–Police Arsenal and Weapons (5)

Prerequisite: Acceptance into the Police Academy

An overview of law enforcement use of force and firearms concepts. Review deadly force, police and usage, mental preparation, shooting fundamentals, safe weapons handling and firearms qualifications.

CJ 250–Directed Studies (3)

Prerequisites: 30 semester hours including CJ 101, CJ 110, SO 201

Supervised individual study of a topic selected by the student with staff approval. May also be designed to support the learning experience achieved through the internship experience.

Culinary Arts & Hospitality (Hospitality) (HOS)

HOS 110–Introduction to Hospitality Management (3)

Prerequisites: EN 50, EN 52

Develops an understanding of the hospitality industry and introduces the student to the career opportunities available. Provides a basic understanding of the organizational structure and departmental functions within hotel and foodservice establishments. Examines the forces and issues that are shaping the current and future hospitality industry. Develops an understanding of competition and the role of management in providing product and service excellence. Various types of operations will be discussed emphasizing value chain analysis and defining service as competitive advantage.

HOS 111–Culinary Fundamentals (2)

Prerequisite: MA 81 or MA 90

Examines basic concepts related to the preparation of food and introduces culinary terms. Develops skills in knife usage and equipment identification and handling. Reviews issues related to menu planning, recipe development, and cost control.

HOS 112–Food Preparation I (3)

Prerequisite: HOS 111

Applies the principles of food preparation to soups, stocks, sauces, dairy products and eggs and introduces the use of flavoring and seasoning techniques. Demonstrates the safe and correct use of equipment applied to a variety of cooking methods. Applies knowledge of laws and regulations relating to safety and sanitation. Extra fees required.

HOS 113–Food Preparation II (3)

Prerequisite: HOS 112

Applies the principles of food preparation to meat, seafood, poultry, and game. The identification, inspection, purchasing and storage practices, and cooking methods relating to each product will be discussed. Basic butchering and carving techniques will be applied. Extra fees required.

HOS 114–Baking (3)

Prerequisite: HOS 111

Applies the fundamentals of baking science to the preparation of a variety of products. Examines the use and care for equipment normally found in the bake shop or baking area. Extra fees required.

HOS 115–Garde Manger (3)

Prerequisite: HOS 112

Develops skills in producing a variety of cold food products and preparing items appropriate for buffet presentation, including decorative pieces. Extra fees required.

HOS 121–Sanitation Certification (1)

Develops an understanding of basic principles of sanitation and safety in hospitality operations. The course focuses on prevention of foodborne illnesses and introduces the student to HACCP planning and implementation. Successful completion of the course can lead to certification as a Safe Food Handler by the National Restaurant Association.

HOS 123–Food Service Purchasing & Cost Control (3)

Prerequisites: MA 90, EN 50, EN 52

Examines food purchasing as a process and emphasizes the dynamics of managing the flow of food through the operation. Provides an introduction to food recognition and basic menu planning and their effects on production, service, labor and other financial control procedures. Emphasizes establishing operating standards, monitoring actual results and taking corrective action to account for variances. Introduces students to the budgeting process with strong emphasis placed on control of prime costs. Offers discussion on selection, training and retention of employees and the effect of Human Resource functions on daily operations and cost control.

Digital Media (CMM)

CMM 101–Introduction to Electronic Media (3)

Prerequisites: EN 50A, EN 52

Surveys the functions and effects of the electronic mass media. Emphasis will be placed on researching and analyzing the history of radio and television, including government regulations, audience measurement, advertising and careers in broadcasting.

CMM 103–Introduction to Film (3)

Presents an analytical and interpretative study of film masterworks. Covers the historical development of film from silent short movies to the present and includes an analysis of film from several perspectives: artistic, technological, social and economic.

CMM 111–Communications Graphics I (3)

Level one graphic design. Prepares the student for the print graphic design field through the use of the Macintosh computer as a tool. The student will be introduced to design vocabulary, methods and technology through lectures, examples and hands-on project work. Emphasizes Adobe Illustrator, Adobe Photoshop, and QuarkXPress.

CMM 112–Communications Graphics II (3)

Prerequisite: CMM 111

Level two graphic design. Expands on Communications Graphics I. Students will solve a variety of design problems using the Macintosh computer and contemporary graphics software. Real world design assignments will be given, allowing the student to gain experience in dealing with clients, meetings, project management, cost effectiveness, and color printing prepress. Lectures, demonstrations and class critiques are held to give the student a look at the historical and functional use of design. Emphasizes intermediate design skills using QuarkXPress, Adobe Photoshop, & Adobe Illustrator.

CMM 113–Publications Design (4)

Prerequisite: CMM 111

Presents principles, techniques and applications of typography and production as they apply to graphic arts and publications. Students integrate visual and verbal forms effectively for various kinds of publications and learn relationships between typography and readability, style and design.

CMM 114–Web Design I (3)

Prerequisite: CMM 111 or CMM 132

Presents beginning level design for the World Wide Web. Taught from a design perspective, students learn software, hardware, and design principles used to produce successful web sites. Assignments include the design and creation of web publications. Lectures cover the study and critique of contemporary web design. Primary Software: HTML, Adobe GoLive, Macromedia Dreamweaver, Adobe Photoshop, Adobe Imageready, & BBEdit.

CMM 115–Professional & Transfer Portfolio (1)

Prerequisite: CMM 112 or CMM 212

Designed for communications graphics students who are ready to transfer to a Bachelor's program, or are applying for an internship, or are seeking a job. Students will revise existing portfolios and design self-promotion materials including an effective resume and cover letter for the computer graphics profession.

CMM 130–Basic Photographic Skills (3)

Introduces the 35mm camera and the principles of adjustable cameras of all format sizes, from 110 pocket cameras to 4 x 5 view cameras. For the amateur and the serious photographer. Covers technical aspects of black and white and color. A majority of classwork done in slide format for review in class. Also includes the past, present and the future of the photographic medium. Teaches what is acceptable and how to recognize quality work.

CMM 131–Darkroom Photography I (4)

Provides a basic understanding of photography as technique and craftsmanship, photography in communications, as a method of expression and the scientific basis of photography. Covers the basic techniques with cameras, exposure of film, developing of film, printmaking, composition, light, action photography, manipulation of the image in the darkroom, basic chemistry of photography, sensitometry and color as it is seen. Students provide cameras and accessory equipment.

CMM 132–Digital Photography I (3)

Designed for students interested in digital photographic processes. The class will introduce basic concepts for acquiring digital images and the process of manipulating the image through the use of a Macintosh computer with Adobe Photoshop software. Hands-on instruction with Photoshop will include making selections, cropping images, using paint and editing tools and working with color and brush palettes. A portfolio of digital photographic work will be produced by the end of the semester.

CMM 152–Television Studio Production (4)

Develops video production skills pertaining to the operation of a multi-camera television studio. Hands-on activities include operating professional video cameras, audio equipment, studio lighting, video switching and directing. Postproduction graphics and digital editing are introduced. As a member of a production team, students participate in the design and execution of effective television programs.

CMM 212–Communication Graphics III (3)

Prerequisite: CMM 112

Level three graphic design. Offers an advanced level approach to graphic design. Expands upon Communications Graphics II. Emphasizes the development of a well-rounded graphic design portfolio, containing professional quality graphic design and illustration. An intensive study using current graphics software to generate print graphics such as corporate identity, advertising, collateral and package designs. Primary software: QuarkXPress, Adobe Photoshop, and Adobe Illustrator.

CMM 214–Web Design II (3)

Prerequisite: CMM 114

Presents intermediate level web design. Students will design and produce multimedia web sites consisting of typography, graphics, animations, and sound. Emphasis on user interface design and web site planning through hands-on skills using HTML, BBEdit, Macromedia Dreamweaver, Macromedia Flash, Macromedia Fireworks, Adobe Photoshop, and Adobe ImageReady.

CMM 231–Darkroom Photography II (4)

Prerequisite: CMM 131

Includes advanced concepts of exposure, lighting, composition and adds the techniques of perspective control with the use of lenses of various focal lengths. Covers the use of camera equipment in black and white and color photography. Must have a knowledge of basic photography.

CMM 233–Color Photography (4)

Prerequisite: CMM 131

Presents an overview of color theory. Applies the use of various color transparency and color negative materials in a variety of lighting situations in the field. Laboratory exercises examine the use of negative materials in making color prints and slides.

CMM 235–Applied Photography (3)

Prerequisite: Permission of instructor

For advanced students who have specific projects to accomplish with advanced techniques and equipment in the fields of commercial, documentary, industrial and technical photography. Students provide cameras, accessories and materials.

CMM 240–Introductory Photojournalism (3)

Prerequisite: CMM 131

Covers 35mm camera operation and darkroom procedures. Emphasis on photo essay for communications media. Laboratory facilities and supplies provided. Students provide cameras and accessory equipment.

CMM 252–Digital Cinema (4)

Prerequisite: CMM 152

Focus on television field production and nonlinear editing through individual and group projects. Students will develop production skills in film-style television programming. Instruction includes professional standards of camera work, lighting, audio and digital editing. The discipline necessary for quality television production is developed through hands-on experiences, individual instruction and project critiques. Students will develop editing and effects skills using Final Cut Pro and Adobe After Effects.

CMM 254–Principles of Film and Video Editing (4)

Prerequisite: CMM 152 or CMM 252

Develops practical skills in digital editing through a series of demonstrations and intensive hands-on exercises. Students study various editing styles and philosophies while designing and completing assigned editing projects using Final Cut Pro software. Effective media management and post-production processes are emphasized.

CMM 256–Television Studio Directing and Operations (4)

Prerequisite: CMM 152

Develops managerial and technical skills of directing television productions in a multi-camera studio. Script formats, scene blocking, managing cast and crew and technical aspects required to create successful programming are emphasized in a series of hands-on production sessions.

Drama (DR)

DR 101–Introduction to Theater (3)

Prerequisites: EN 50A, EN 52

Introduces the history of drama and the theater through reading, viewing and discussing plays.

DR 102–Introduction to Acting (3)

Offers a basic study of acting, through both a historical perspective and in-depth exercises.

DR 121–Stagecraft (3)

Explores all technical aspects of play production, with emphasis on set construction, scene painting, properties and stage lighting. Provides laboratory experience in conjunction with campus theater productions.

DR 203–Fundamentals of Directing (3)

Addresses problems in playwriting, directing and acting. Students work on scenes and/or one-act plays.

DR 204–Production Survey (1)

Students participate in a campus theater production as a member of the production crew. May be taken for credit three times.

DR 205–Acting Survey (1)

Prerequisite: Permission of the instructor

Students participate in a campus theater production as a member of the cast. May be taken for credit three times.

DR 206–Advanced Acting (3)

Concentrates on characterization and dramatic improvisation.

DR 212–Summer Theater Internship (3)

Offers an intensive study of theatrical performance, including both acting and stagecraft assignments. Students prepare a theatrical production for presentation during the summer.

DR 214–Readers Theatre (3)

Includes the principles, preparation, performance, direction, criticism and field study of various forms of group performance of literature.

DR/EN 229–Modern Drama (3)

Prerequisite: EN 101

Presents selected works of drama that have gained prominence during the late nineteenth and twentieth centuries.

Early Childhood Development (ECD)

ECD 101–Introduction to Early Childhood Education (3)

Prerequisites: EN 52

Examines conceptual framework for understanding the role of the early childhood education professional. Content focuses on the profession of early childhood education in the context of historical, philosophical, and social influences. Units of study also review contemporary trends, issues and practices in the field of early childhood education.

ECD 104–Activities I for Children (3)

Prerequisite: EN 52

Corequisite: ED 100

This course is designed to teach the methods and proper use of materials in presenting creative learning experiences to young children in the areas of language, creative dramatics, art, music, movement, math, science, emergent literacy and outdoor activities. This course meets the Maryland State Department of Education Teaching Methodology requirements for an initial certificate in Early Childhood Education. This course is also 45 hours of the 90 hours of Child Care Training required for Senior Staff. ECD 104 is required to complete the 90 Hour Letter of Recognition in Early Childhood.

ECD 106–Infants & Toddlers Development and Care (3)

Prerequisite: EN 52

Examines the child's growth and development from conception to age two. The course investigates normal stage development, health, feeding, play, rest, abuse as well as appropriate activities for socialization, positive guidance techniques and skills to enhance parent/caregiver communication. This course meets the State requirement's approved training for Infant/ Toddler Senior Staff qualification.

ECD 108–Activities for the School-Age Child (3)

Prerequisite: EN 52

Examines developmentally appropriate principles, materials and methods used with school-age children ages 6 to 12. Specific consideration given to planning activities for school-age child care. Students plan and present lessons in the areas of physical, intellectual and social development. This course meets the state requirements training for group leader.

ECD 110–Early Childhood Special Education (3)

Prerequisites: EN 52

Designed to provide an introduction to students in the field of special education focusing on children birth to five years old. Students will explore theories and techniques for caring for and teaching children who have been identified as exceptional. The course content focuses on inclusive education, referral process, early intervention, interdisciplinary community services, effects on family, and adaptations to curriculum, materials, and environment.

ECD 210–Directed Practicum in Early Childhood (3)

Prerequisites: Successful completion of at least 45 credits including ED 100, ECD 101, and ECD 104

Offers students an opportunity to conduct structured observation and participate in activities in an early childhood setting. Students will provide assistance to the classroom instructor and may be required to assume major responsibility for the full range of teaching and care giving duties for a group of young children. In addition, students will complete a course portfolio. Students will participate in 60 hours of directed practicum at an assigned site (4 hours per week).

ECD 212–Administration of Child Development Centers (3)

Prerequisites: Successful completion of at least 45 credits including ED 100, ECD 101, ECD 104, ECD 106 before enrollment

Presents management practices and the administrative functions of child development center directors. Covers state requirements for physical facilities, staffing and designing programs. Covers budgeting and financing of child development centers.

ECD 213–Understanding and Guiding the Young Child's Behavior (3)

Prerequisite: ED 100

Designed for adults who are responsible for the care and development of young children from birth to eight years of age, primarily in an early childhood setting. This course will focus on developmentally appropriate child guidance philosophies, methodologies of discipline, and guidelines for the responsible adult.

ECD 230–Language and Literacy Development in Early Childhood (3)

Prerequisites: ED 100, ECD 104

Designed for adults who are responsible for the care, development and teaching of young children from birth to eight years in primarily an early childhood setting. This course is a study of the development of oral language by the young child, the relationship between language development and emerging literacy, and the structuring of the learning environment for the child birth to eight years. A variety of quality early childhood literature will be reviewed along with methods for using children's literature to enhance language development.

Early Childhood Development (CHI) (Continuing Education/Noncredit)

CHI 113–Child Development & Behavior

Introduces basic growth and developmental principles necessary to work effectively with young children from ages birth to 12 years. Emphasizes the social, emotional, physical and intellectual developmental stages of the young child. This course satisfies one-half of the 90-hour State requirement for Day Care Certification. (Also offered for credit as ED100) All licensees must attend all hours of Child Care Administration approved courses. Those who arrive late, leave early or do not meet course performance requirements as detailed in the course outline do not receive a certificate.

CHI 114–Activities I for Children

Introduces the principles, materials and methods used with young children ages birth to six, including advancing physical, cognitive, communicative, creative and social skills. Students plan and present lessons in the area with young children. This course satisfies one-half of the 90-hour state requirement for day care certification. Corequisite: Child Development & Behavior. Meets training requirement for Senior Staff. (Also offered for credit as ECD104) All licensees must attend all hours of Child Care Administration approved courses. Those who arrive late, leave early or do not meet course performance requirements as detailed in the course outline do not receive a certificate.

CHI 130–Activities for the School Age Child

Examines developmentally appropriate principles, materials and methods used with school-age children ages 6 to 12. Specific consideration given to planning activities for school-age child care. Students plan and present lessons in the areas of physical, intellectual and social development. This course meets the state requirements for training for group leader. (Also offered for credit as ECD 108.)

CHI 131–Administration of Child Development Centers

Presents management practices and the administrative functions of child development center directors. Covers state requirements for physical facilities, staffing and designing programs. Covers budgeting and financing of child development centers. Prerequisites: Child Development & Behavior; Schools & Society; Observing, Recording, & Assessing Behavior; Activities I for Children; Child Health, Safety & Nutrition. (Also offered for credit as ECD 212)

CHI 136–Infants & Toddlers Development and Care

Examines the child's growth and development from conception to age two. The course investigates normal stage development, health, feeding, play, rest, abuse as well as appropriate activities for socialization, positive guidance techniques and skills to enhance parent/caregiver communication. This course meets the State requirement's approved training for Infant/Toddler Senior Staff qualification.

CHI 138–Special Education in Early Childhood

Designed to provide an introduction to students in the field of special education focusing on children birth to five years old. Students will explore theories and techniques in caring for and teaching children who have been identified as exceptional. The course content focuses on inclusive education, referral process, early intervention, interdisciplinary community services, effects on family, and adaptations to curriculum, materials and environment. (Also offered for credit as ECD 110.)

CHI 140–Understanding & Guiding the Young Child's Behavior

Designed for adults who are responsible for the care and development of young children from birth to eight years of age, primarily in an early childhood setting. This course will focus on developmentally appropriate child guidance philosophies, methodologies of discipline, and guidelines for the responsible adult.

Economics (EC)

EC 103–Contemporary Economic Problems (3)

Prerequisite: EN 52

Explores the economic problems of society, welfare, revenue-sharing, inflation, unemployment, taxation, basic economic concepts and theories of micro-economics and macro-economics.

EC 201–Principles of Economics (3)

Prerequisite: EN 52

Introduces basic concepts, the national accounts, national income analysis, business cycles and the monetary system with an essentially macro-economic approach.

EC 202–Principles of Economics (3)

Prerequisite: EC 201

Emphasizes price theory, distribution, international trade and economic development with an essentially micro-economic approach.

EC 210–Money and Banking (3)

Prerequisite: EC 201

Imparts an integrated understanding of the monetary process within the modem economy, with particular emphasis to the United States. Emphasizes the relationship between money, credit and the banking system in the United States.

Education (ED)

ED 100–Child Development & Behavior (3)

Prerequisite: EN 52

Introduces basic growth and developmental principles necessary to work with young children from birth to 12 years. Emphasizes the social, emotional, physical and intellectual developmental stages of the young child. This course is 45 hours of the 90 hours of Child Care Training required for Senior Staff. ED 100 is required to complete the 90 Hour Letter of Recognition in Early Childhood.

ED 102–Schools and Society (3)

Prerequisite: EN 101

Examines the historical, philosophical, and social development of American education. Students will learn methods, concepts, and principles of education. They analyze and reflect on the processes of teaching and learning. They explore the interrelationships of education, social institutions, and pluralistic culture. Students will also reflect on ways that values, skills, and experience shape and are shaped by schooling and society. Observations, teaching, and a portfolio are required.

ED 202–Educational Psychology (3)

Prerequisite: PS 101

Introduces the nature and theories of learning processes. Focuses on classroom interaction and its influence upon the learning process and the growth and development of the child. (This course satisfies the Maryland State Department of Education professional education course work in human learning.)

ED 203–Foundations of Special Education (3)

Prerequisite: EN 52

Provides an overview of critical issues and strategies related to educating students who have been identified as exceptional. The course content focuses on historical and legal foundations of special education, inclusive education, developmental characteristics of exceptional students, and strategies for accommodating students. (This course satisfies the Maryland State Department of Education professional education course work in inclusion of special populations.)

ED/PS 208–Human Growth & Development (3)

Prerequisite: EN 52

Presents central concepts related to parameters of human development through the life span. Includes physical, social, emotional and mental development at the various stages of life. Considers the influence of culture as well as individual differences. (This course satisfies the Maryland State Department of Education professional education course work in child or adolescent development.)

ED 214–Processes and Acquisition of Reading (3)

Prerequisites: 30 credits including EN 101, PS 101 or teacher certification

Assists pre-service and in-service teachers in understanding the reading acquisition process through observation and analysis of reading and written language development and the study of current issues in reading research. The course is organized around current, accepted, research-based theoretical models that account for individual differences in reading. The course includes an introduction to language structures, including spoken syllables, phonemes, graphemes, and morphemes. Participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development, and exceptionalities. Participants will be introduced to current scientific research related to literacy acquisition.

ED 215–Instruction of Reading (3)

Prerequisite: ED 214

Facilitates understanding and use of a representative array of research-based instructional techniques and strategies in the area of reading. The course emphasizes instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency; vocabulary development; and comprehension) suitable for various age and ability groups. Throughout the course, students will demonstrate their skill with instructional routines and strategies through role-play, live demonstrations, and critique of models, and review the research evidence relevant to those approaches.

ED 216–Materials for Teaching Reading (3)

Prerequisite: ED 214

Assists pre-service and in-service teachers in understanding and using the findings of scientific research to select, evaluate, and compare instructional programs and materials for teaching reading. Participants will learn strategies for enabling students to become strategic, fluent, and independent readers using a variety of texts and other materials. They will develop techniques to involve parents, school staff, and members of the community in children's reading development and enjoyment.

ED 217–Assessment for Reading Instruction (3)

Prerequisites: ED 214, ED 215

Assists pre-service and in-service teachers in becoming proficient consumers and users of classroom-based assessments and assessment data. Instruction focuses on the purposes of assessment, types of assessment tools, administration and use of several valid, reliable, well-researched formal and informal assessments of reading and related skills, effective interpretation of assessments results, and communication of assessments results in a variety of contexts. Participants will show that they can use assessment data to guide instructional decisions. Participants will demonstrate their abilities by selecting, administering, and/or interpreting assessments appropriate for screening, diagnosis, monitoring of progress, and measurement of outcomes.

ED 218–Teaching Reading in the Content Areas, Part I (3)

Prerequisites: 30 credits including EN 101, PS 101 or teacher certification

Provides students with an understanding of the essentials of reading processes necessary for secondary students to become proficient readers. Participants gain an understanding of the following five areas: purposes and types of reading, methods of assessing reading, strategies and skills in reading, student-centered reading instruction, and affective dimensions of reading. (This course can be used to partially satisfy the Maryland State Department of Education reading requirement for secondary teachers.)

ED 219–Teaching Reading in the Content Areas, Part II (3)

Prerequisite: ED 218

Expands on Part I, focusing on types of reading, skills in reading, and instruction. The emphasis will be on teaching secondary student to learn from text. Participants will formulate research questions, complete a literature review, and implement and evaluate a coherent literacy plan. Participants will also implement reading and writing strategies that promote student mastery of subject content. (This course can be used to partially satisfy the Maryland State Department of Education reading requirement for secondary teachers.)

Emergency Medical Services (EMS)

EMS 107–Emergency Medical Technician - Basic I (8)

Prerequisite: Current CPR for Healthcare Providers Certification

Develops the knowledge and skills necessary to recognize signs and symptoms of illness and injuries encountered in the pre-hospital setting. This course follows the current DOT EMT-Basic National Standards curriculum modules for Preparatory, Airway Management, Patient Assessment and Trauma. A grade of 'C' or better must be earned to be eligible to enroll in EMS 108.

EMS 108–Emergency Medical Technician - Basic II (9)

Prerequisite: EMS 107 with a grade of 'C' or better

Develops the knowledge and skills necessary to recognize signs and symptoms of illness and injuries encountered in the pre-hospital setting. This course follows the current DOT EMT-Basic National Standards curriculum modules for Trauma, Medical Emergencies, Younger and Older Patients. A grade of 'C' or better must be earned to be eligible to take EMT-B Certification Exams.

EMS 200–Introduction to the Pre-hospital Environment (2)

Prerequisite: Current Maryland/National Registry EMT-B certification, Current Healthcare CPR certification, MA 91 or MA 81, EN 52, EN 50A

Presents National Standard Curriculum-Division 1 program content including EMS systems, well being of the paramedic, injury prevention, medical/legal issues, ethics, communications, therapeutic communications, documentation and death & dying.

EMS 210–EMS Operations (3)

Prerequisites: EMS 218

Presents National Standard Curriculum-Division 8 program content including ambulance operations, medical incident command, rescue awareness & operations, crime scene awareness, hazardous material awareness, and OSHA bloodborne pathogens.

EMS 211–Patient Assessment & Airway Management (4)

Prerequisite: Current Maryland/National Registry EMT-B certification, Current Healthcare CPR certification, MA 91 or MA 81, EN 52, EN 50A

Provides students with National Standard Curriculum-Division 2 & 3 program content including: airway management & ventilation, history taking, techniques of physical examination, patient assessment, and clinical decision making.

EMS 212–Pharmacology (3)

Prerequisites: EMS 211

Introduces National Standard Curriculum-Division 1 program content including pharmacology, venous access & medications administration, and fluids& electrolytes.

EMS 213–Trauma (5)

Prerequisites: EMS 211

Examines National Standard Curriculum-Division 4 program content including trauma systems & mechanism of injury, hemorrhage & shock, soft tissue & face trauma, burns, head trauma, spinal trauma, thoracic trauma, abdominal trauma, musculoskeletal trauma, pediatric trauma, geriatric trauma, and OB trauma.

EMS 214–Respiratory (3)

Prerequisites: EMS 211

Explores National Standard Curriculum-Division 5 program content including pulmonary, allergies and anaphylaxis.

EMS 215–Environmental (3)

Prerequisites: EMS 214

Examines National Standard Curriculum-Division 5 program content including environmental conditions, infectious & communicable diseases, hematology, toxicology and weapons of mass destruction.

EMS 216–Cardiac (9)

Prerequisites: EMS 215

Focuses on National Standard Curriculum-Division 5 program content of cardiology.

EMS 217–Metabolic (4)

Prerequisites: EMS 215

Examines National Standard Curriculum-Division 5 program content to include: neurology, endocrinology, gastroenterology, urology, renal, behavioral and psychiatric disorders.

EMS 218–Special Considerations (4)

Prerequisites: EMS 217

Focuses on National Standard Curriculum-Division 5 & 6 program content including gynecology, obstetrics, neonatology, pediatrics, geriatrics, abuse & neglect, patients with special challenges, acute interventions for the home health care patient.

EMS 219–Paramedical Clinical I (1)

Prerequisites: EMS 214

Provides an opportunity to synthesize cognitive, affective and psychomotor skills within a variety of hospital and actual field clinical settings. Students will complete 100 hours of clinical time.

EMS 220–Paramedical Clinical II (1)

Prerequisites: EMS 219

Provides an opportunity to synthesize cognitive, affective and psychomotor skills within a variety of hospital and actual field clinical settings. Students will complete 125 hours of clinical time.

EMS 221–Paramedical Clinical III (1)

Prerequisites: EMS 219

Provides an opportunity to synthesize cognitive, affective and psychomotor skills within a variety of hospital and actual field clinical settings. Students will complete 100 hours of clinical time.

EMS 222–Paramedical Clinical IV (1)

Prerequisites: EMS 221

Provides an opportunity to synthesize cognitive, affective and psychomotor skills within a variety of hospital and actual field clinical settings. Students will complete 125 hours of clinical time.

EMS 223–Paramedical Clinical V (1)

Prerequisites: EMS 221

Provides an opportunity to synthesize cognitive, affective and psychomotor skills within a variety of hospital and actual field clinical settings. Students will complete 125 hours of clinical time.

EMS 224–Patient Care Scenarios (2)

Prerequisites: EMS 216

Provides an opportunity to synthesize cognitive, affective and psychomotor skills within a variety of practical patient care assessment and treatment scenarios.

EMS 225–National Registry Exam Preparation (1)

Prerequisites: EMS 216

Provides an opportunity to synthesize cognitive, affective and psychomotor skills within a variety of practical patient care assessment and treatment scenarios in preparation for the National Registry Written & Practical examinations.

EMS 226–Clinical Research Paper (1)

Prerequisites: EMS 210

Focuses on the research, preparation and writing of a documented EMS topic research paper.

Engineering (EG)

EG 100–Introductory Engineering Science (3)

Prerequisites: EN 50A, EN 52, MA 111

Develops basic concepts of engineering approaches to problem solving and the skills for the design and timely fabrication of the designed product.

EG 110–Engineering Statics (3)

Prerequisite: MA 210

Investigates that branch of physical science called mechanics. Mechanics deals with the state of rest or motion of bodies that are subjected to the action of forces. Statics is one branch of mechanics that deals with the equilibrium of bodies, i.e., those that are at rest or that move with a constant velocity. Includes theory and applications with an emphasis on developing ability to analyze problems.

EG 210–Mechanics of Materials (3)

Prerequisites: MA 211, PY 203

Includes analysis of systems of forces on a deformable body. Tools covered include geometrical relationships, free body diagrams, equilibrium equations and stress and strain properties of materials. Concepts are applied to beams, columns, shafts and covers other machine and structural parts.

EG 211–Engineering Dynamics (3)

Corequisite: MA 212

Includes the study of the motion of bodies relative to each other in two dimensions and in three dimensions. Analyzes systems both at rest and in motion. Includes force acceleration, work energy and impulse-momentum relationships.

EG 214–Engineering Thermodynamics (3)

Prerequisites: CH 102, EG 211, MA 212, PY 204

Examines basic thermodynamic principles including energy, entropy and free energy, and describes the macroscopic properties of various systems such as equilibrium states and phase transitions. Emphasizes applications to metals, polymers, ceramics and electronic materials.

English & Literature (EN)

** Students in developmental courses may receive a "Z" grade at the end of a semester's work. The "Z" designates in progress toward the proper competency level to exit the course.*

***EN 50–Writing Skills I (0) [4]**

Develops basic writing skills. Emphasizes writing correct sentences and effective paragraphs. Includes English usage, punctuation and spelling. Placement based on the writing placement exam.

***EN 50A–Writing Skills II (0) [4]**

Develops writing skills in preparation for EN 101. Emphasizes writing well-organized paragraphs and essays. Includes review of grammar and punctuation and development of proofreading and editing skills. Placement based on the writing placement exam.

***EN 51–Effective College Reading I (0) [4]**

Promotes the development of active reading approaches for use with a variety of materials. Stresses the development of background knowledge and its role in reader-text interaction. Upon satisfactory completion of EN 51, students will enroll in Effective College Reading II (EN 52). Placement based on the reading placement exam.

***EN 52–Effective College Reading II (0) [4]**

Promotes the development of active reading strategies for the tasks and texts students encounter in college. Stresses the interaction among the reader, the text and the context as applied to a variety of disciplines. Guides students to become independent readers who process information to enhance learning. Placement based on the reading placement exam.

EN 101–English Composition (3)

Prerequisites: EN 50A or satisfactory performance on writing assessment and EN 52 or satisfactory performance on reading assessment.

Presents the basic techniques of exposition through the writing of essays and the study of prose models.

EN 101S–English Composition with Supplementary Instruction (3) [5]

Presents the basic techniques of exposition through the writing of essays and the study of prose models. This variation of English Composition includes three credits of EN 101 and two noncredit hours of supplementary instruction and practice in course skills and concepts as well as additional feedback at early stages of the writing process. Prerequisite: EN 52 or satisfactory performance on reading assessment. Students are recommended for this course based on their writing assessment or their performance in EN 50A. This variation of EN 101 is assigned 5 credits for the purpose of charging tuition, 3 credits of EN 101 and 2 non-credit hours of supplementary instruction.

EN 102–English Composition and Literature (3)
Prerequisite: EN 101
Through an examination of literature, reinforces the reading, writing, critical thinking, and information literacy skills introduced in freshman composition. By exploring literary texts from fiction, poetry, and drama, students learn to clarify their own values and identities as well as develop a better understanding of ideas and cultures beyond their own experience.

EN 104–Workshop in Writing (A,B,C..) (3)
Offers a series of workshops in several genres of creative writing for students who have already created a portfolio of work, published or unpublished. The particular genre focus (fiction, poetry, drama, exposition, etc.) will be indicated each semester.

EN 115–Technical Writing (3)
Prerequisite: EN 101
Develops the skills necessary for effective business, scientific and technical communication through situational writing. Includes work in audience analysis, letter and resume writing, informal and formal reports, graphics and presentations.

EN 117–Fast Reading (2)
Prerequisite: EN 52 or satisfactory placement on reading assessment
For able readers. Develops reading speed and comprehension simultaneously. Includes concentration, phrase reading, eye movement, matching rate to purpose, pen-as-pacer technique and reading attitudes.

EN 201–British Literature (3)
Prerequisite: EN 101
Surveys the literature of Great Britain from the Anglo-Saxon period to the eighteenth century.

EN 202–British Literature (3)
Prerequisite: EN 101
Surveys the literature of Great Britain from the eighteenth century through the present.

EN 203–American Literature (3)
Prerequisite: EN 101
Surveys the literature of the United States from the Colonial period to the Civil War.

EN 204–American Literature (3)
Prerequisite: EN 101
Surveys the literature of the United States from the Civil War period through the present.

EN 205–World Literature (3)
Prerequisite: EN 101
Surveys selected works of world literature from its beginnings through 1650 CE.

EN 206–World Literature (3)
Prerequisite: EN 101
Surveys major world writers from 1650 CE through the present.

EN 210–Creative Writing I (A,B, etc.) (3)
Prerequisite: EN 101
Introduces skills of writing narrative fiction and/or poetry and/or drama. The complexities of creative writing as a craft and an art are explored through analysis of representative works, study of techniques and extensive practice.

EN 212–Journalism I (3)
Prerequisite: EN 101
Introduces principles of good reporting.

EN 213–Journalism II (3)
Prerequisite: EN 212
Focuses on advanced reporting (features, interpretive stories, specialized assignments) and basic editing (reading copy, writing headlines) combined with practical experience on the college newspaper.

EN 214–The Poem (3)
Prerequisite: EN 101
Surveys a wide variety of poems that explore themes relevant to life experiences.

EN 215–The Novel (3)
Prerequisite: EN 101
Surveys a variety of novels. Analyzes the elements of the novel with emphasis on thematic development and relevance of the novels to life experiences in a variety of cultures and nations.

EN 216–The Short Story (3)
Prerequisite: EN 101
Surveys a wide variety of short stories that explore themes relevant to life experiences. Analyzes the elements of the short story with emphasis on thematic development and relevance of the stories to life experiences in a variety of cultures and nations.

EN 218–Journalism Practicum (1/2)
Prerequisite: EN 212
Provides opportunities for students to work on the college's student newspaper for credit. May be repeated for up to four credits.

EN 222–Creative Writing Workshop (A,B,C..) (3)
Prerequisite: EN 211
Offers a series of writing workshops in narrative fiction and/or poetry and/or drama designed to further skills developed in EN 211 (Creative Writing II).

EN 223–Classical Mythology (3)
Prerequisite: EN 101
Surveys Greek and Roman mythology, emphasizing the impact it has had on Western literature, art, music and human culture throughout the ages. Attention will also be paid to the sites of the ancient world that have gained special significance through these myths.

EN 224–Special Topics in Literature (A,B, etc.) (3)
Prerequisite: EN 101
As an umbrella course, consists of a series of three-credit courses dealing with various themes in literature. (Subdivisions in this course will be added to the curriculum as they develop.)

EN 224J–Mystery Fiction (3)
Prerequisite: EN 101
Seeks to find guideposts to the fact of mystery in human life through reading classics in the genre of the mystery story.

EN 226–Film as Literature (3)
Prerequisite: EN 101
Surveys selected films and their counterparts in literature. Emphasizes narrative abilities of film.

EN 227–Literature: Multicultural Perspectives (3)
Prerequisite: EN 101
Examines the diverse views of humankind and the human condition through the reading of selected works from a variety of cultures, both Western and Non-Western.

DR/EN 229–Modern Drama (3)
Prerequisite: EN 101
Presents selected works of drama that have gained prominence during the late nineteenth and twentieth centuries.

English as a Second Language (ESL)

ESL 93–American English Pronunciation (0) [3]
Prerequisite: ESL 97 or placement on ESL Assessment
Designed for students whose native language is not English and who wish to improve their pronunciation of standard American English. Includes a wide variety of instructional methods: lecture, independent work, small group work, and whole class discussion. Course content focuses on both segmental and super-segmental elements of pronunciation: English phonemes and patterns of stress and intonation.

ESL 94–English Grammar I for ESL (0) [3]
Prerequisite: Placement on ESL Assessment
Examines the basic elements of English grammar and usage with an emphasis on the fundamentals of the English sentence, including an in-depth study of the parts of speech. The course includes instruction in mechanics, punctuation, and usage and is designed for students whose native language is not English but who have some prior training in English. Placement is based upon the college's ESL assessment. Students may take this course simultaneously with ESL 93, ESL 96, ESL 97, or any credit course for which they meet the prerequisites.

ESL 95–English Grammar II for ESL (0) [3]
Prerequisite: ESL 97 or placement on ESL Assessment
Builds upon sentence skills with a continued focus on English sentence structure and verb forms, including ESL instruction in mechanics, punctuation, and usage. Designed for students whose native language is not English but who have some prior training in English. Placement is based upon the college's ESL assessment. Students may take this course simultaneously with ESL 93, ESL 98, ESL 99, or any credit course for which they meet the prerequisite.

ESL 96–Beginning Reading and Writing for ESL (0) [5]
Prerequisite: Placement on ESL Assessment
Designed for students whose native language is not English but who have some prior training in using the English language. Includes integrated instruction in listening, speaking, reading, and writing. Emphasizes reading and writing everyday English, understanding spoken English, and increasing conversation ability. Likely to take more than one semester to complete. Placement is based upon students' performance on the college's ESL assessment. Students who successfully complete this course may enroll in ESL 97: Low-Intermediate Reading and Writing for ESL.

ESL 97–Low-Intermediate Reading and Writing for ESL (0) [5]
Prerequisite: ESL 96 or placement on ESL Assessment
Designed for students whose native language is not English, but who have some prior training in using the English language. Includes integrated instruction in listening, speaking, reading, and writing with emphasis on effective spoken and written language for subsequent ESL courses. Likely to take more than one semester to complete. Placement is based upon students' performance on the college's ESL assessment or successful completion of ESL 96: Beginning Reading and Writing for ESL. Students who successfully complete this course may enroll in ESL 98: High-Intermediate Reading and Writing for ESL.

ESL 98–High-Intermediate Reading and Writing for ESL (0) [5]

Prerequisite: ESL 94 or placement on ESL Assessment, ESL 97 or placement on ESL Assessment

Designed for students whose native language is not English but who have a working knowledge and understanding of the English language. Includes integrated instruction in listening, speaking, reading, and writing with emphasis on academic writing for subsequent ESL courses. Likely to take more than one semester to complete. Placement is based upon students' performance on the college's ESL placement or successful completion of ESL 94: English Grammar I and ESL 97: Low-Intermediate Reading and Writing for ESL. Students who successfully complete this course may enroll in ESL 99: Advanced Reading and writing for ESL.

ESL 99–Advanced Reading & Writing for ESL (0) [5]

Prerequisite: ESL 98 or placement on ESL Assessment

Designed for students whose native language is not English but who have some prior training in using the English language. Includes integrated instruction in listening, speaking, reading, and writing. Likely to take more than one semester to complete. Placement is based upon students' performance on the college's ESL assessment or successful completion of ESL 98: High-Intermediate Reading and Writing for ESL. Students who successfully complete this course may enroll in EN 101: English Composition.

Federal Emergency Management (FEM)

See page 13 for more information on these courses.

FEM 102–Radiological Emergency Response (IS 301) (1)

Provides a learning experience in which participants demonstrate a comprehensive understanding of radiological protection and response principles, guidelines, and regulations.

FEM 103–An Orientation to Community Disaster Exercises (IS 120) (1)

Provides an opportunity to learn about Community Disaster Exercises and introduce the skills required to successfully design exercises that test a community's disaster response capabilities.

FEM 104–Building for the Earthquakes of Tomorrow: Complying with Executive Order 12699 (IS 8) (1)

Provides individuals in state and local governments, and the building and financial industries, with information about the requirements of the Executive Order and how they will be implemented. This course also provides the student with basic knowledge about earthquakes and how buildings can be built to be safe during an earthquake.

FEM 105–Engineering Principles and Practices for Retrofitting Flood Prone Residential Structures (IS 279) (1)

Provides essential, non-technical information about retrofitting existing flood-prone residential structures. The retrofitting measures presented are creative and practical, comply with applicable floodplain regulations, and are satisfactory to homeowners.

FEM 106–Emergency Operation Center (EOC s) Management and Operations Course (IS 275) (1)

Provides a general introduction to the role of the Emergency Operations Center (EOC), the emergency manager's responsibilities, and the roles of the person(s) responsible for EOC management and operations. This course also provides an overview of the type of standard operating procedures required for effective EOC operations.

FEM 107–An Orientation to Hazardous Materials for Medical Personnel (IS 346) (1)

Designed to prepare hospital personnel to analyze hazardous materials situations, take the necessary steps to assure medical providers safety, and identify appropriate resources for decontamination and medical care. Additional training is required in order to diagnose and treat patients who have been involved in hazardous materials incidents.

FEM 108–A Citizen's Guide to Disaster Assistance (IS 7) (1)

Provides a basic understanding of the roles and responsibilities of the local community, state, and the federal government in providing disaster assistance, This course is appropriate for both the general public and those involved in emergency management who need a general introduction to disaster assistance.

FEM 109–Animals in Disaster: Module A, Awareness and Preparedness (IS 010) (1)

Intended to increase awareness and preparedness among animal owners and care providers. This course includes sections on typical hazards, how these affect animals and what can be done by responsible owners to reduce the impact of disasters. The course is also intended to help animal owners, care providers and industries to better understand emergency management. Module A will heighten awareness of the special issues that emergency managers need to consider when incorporating animal-care annexes into their emergency operations plans.

FEM 110–Animals in Disaster: Module B, Community Planning (IS 011) (1)

Intended to guide emergency management officials and animal owners, care providers, and industries in preparing community disaster plans. The goal of Module B is to provide sufficient information for both groups to meet and develop meaningful and effective plans that improve the care of animals, their owners, and the animal-care industries in disasters. This course provides the basic background knowledge needed to develop a coordinated response to a disaster in which animals and their owners are affected.

FEM 113–The Emergency Program Manager (IS 1) (1)

Provides an introduction to Comprehensive Emergency Management (CEM) and the Integrated Emergency Management System (IEMS). This course includes an in-depth look at the four phases of comprehensive emergency management: mitigation, preparedness, response, and recovery.

FEM 115–Radiological Emergency Management (IS 3) (1)

Designed to familiarize the student with radiological emergencies, including radiological transportation accidents, nuclear power plant accidents, nuclear terrorism threat and other radiological hazards. This course introduces the nature, degree of hazard, and general emergency response strategies associated with each type of emergency.

FEM 116–Hazardous Materials: A Citizen's Orientation (IS 5) (1)

Provides a general introduction to hazardous materials that can serve as a foundation for more specific research. The course introduces and identifies personal and community hazardous materials problems, and explains the role of regulation and citizen preparation for hazardous material incidents.

FEM 119–The Role of Voluntary Agencies in Emergency Management (IS 288) (1)

Provides awareness of the roles and responsibilities of voluntary agencies in emergency management.

FEM 121–Emergency Response to Terrorism, (Q-534) (1)

Provides a general introduction to the basic concepts for the first responder awareness at the scene for a potential terrorist incident. The course introduces terrorism, provides an overview of potential threats, identifies incidents and indicators, and provides information on self-protection, scene control and notification and coordination procedures.

FEM 122–Community Hurricane Preparedness (Version 1.0) (IS 324) (1)

Provides emergency managers and decision makers with basic information about how hurricanes form, the hazards hurricanes pose, how the National Weather Service forecasts future hurricane behavior, and what tools and guiding principles can help emergency managers prepare their communities.

FEM 126–Introduction to the Public Assistance Process (IS-630) (1)

Introduces the process of the Public Assistance program that awards grants to assist state and local governments and private, non-profit entities with the recovery process from a disaster. This CD-ROM, computer-based training is an introductory-level course designed for all audiences including federal, state, tribal and local emergency management staff with responsibilities in FEMA's Public Assistance program. The course is recommended for non-public assistance personnel who need a basic understanding of the process. Four units of instruction provide the student with information on such topics as an overview, eligibility, kickoff meeting, project formulation, and small project validation.

FEM 127–Anticipating Hazardous Weather and Community Risks (IS-271) (1)

Designed to give students the tools to anticipate, rather than react to, weather. The CD-ROM, interactive course gives the student a solid background in understanding hazardous weather and community risks so that the student can communicate effectively with their local National Weather Service office and community. An overview of weather, hazards, forecasting, and warnings is provided.

FEM 128–State Disaster Management (IS-208) (1)

Provides the student with fundamental information on the disaster assistance process and disaster assistance programs from FEMA and other sources, and the state's role associated with accessing those programs. This independent study course is also a prerequisite for state coordinating officers (SCO) who wish to take the resident FEMA State Coordinating Officer Course (E208).

FEM 130–Introduction to Residential Coastal Construction (IS-386) (1)
Introduces the student to basic information about residential coastal construction in an effort to ensure that residential structures built along coastal or lakeshore waters are well sited, designed and constructed. Completion of this course will prepare the student for successful completion of the resident course entitled Residential Coastal Construction.

FEM 131–Principles of Emergency Management (IS-230) (1)
Provides an introduction to the fundamentals of emergency management as an integrated system. Surveys how the resources and capabilities of organizations at all levels can be networked together in emergency management phases for effective hazard response.

FEM 132–Leadership and Influence (IS-240) (1)
Provides an introduction to leadership and influence skills by addressing the following topics: leadership from within, how to facilitate change, how to build and rebuild trust, how to use personal and political influence, and how to foster an environment for leadership development.

FEM 133–Decision Making and Problem Solving (IS-241) (1)
Provides advanced methods to improve decision-making skills by addressing the decision-making process, decision-making styles, attributes of an effective decision, and ethical decision-making.

FEM 134–Effective Communication (IS-242) (1)
Provides an introduction to communication and interpersonal skills needed by local emergency managers, planners, and responders. Develops communication skills needed in emergency management situations.

FEM 135–Developing and Managing Volunteers for Emergency Management Programs (IS-244) (1)
Provides an introduction for working with volunteers and volunteer agencies (VOLAG) on emergency management projects. The need to work with volunteers before, during, and after emergency situations will be stressed.

FEM 136–Debris Operations (IS-632) (1)
Provides an introduction to the fundamentals of Debris Operations in an emergency management environment. Defines and describes the functions of individuals and organizations in debris operations. Identifies and discusses critical debris operations issues. Surveys funding, eligibility, and contracting issues related to debris operations.

FEM 138–Livestock in Disasters (IS-111) (1)
Provides an introduction to the issues farmers and emergency managers must deal with during an emergency management environment. Examines approaches that will mitigate the impact of disasters on livestock. Discusses emergency planning for farming communities. Defines different types of disasters and how each affects livestock.

FEM 139–Disaster Basics (IS-292) (1)
Provides a wide range of personnel with basic knowledge to describe the major requirements, important features, and dynamics of FEMA disaster programs and activities. This course is a prerequisite for designated or higher-level FEMA disaster management courses.

FEM 140–Emergency Planning (IS-235) (1)
Introduces the fundamentals of the emergency planning process, including the rationale behind planning. Presents reasons for effective participation in the all-hazard emergency operations planning process to save lives and protect property threatened by disaster. Designed for emergency management personnel who are involved in developing an effective emergency planning system.

FEM 141–Exercise Design (IS-139) (1)
Introduces the fundamentals of exercise design and prepares students to design and conduct a small functional exercise for an organization. Addresses the value of conducting exercises and the components of a comprehensive exercise program. Reviews the exercise development process including development tasks, organization of the design team, exercise documentation, and the steps in designing an exercise.

FEM 142–Introduction to Community Emergency Response Team (CERT) (IS-317) (1)
Provides foundation concepts for key Community Emergency Response Team (CERT) operations. Explains principles and guidelines for CERT activities. The individual taking this course will benefit by being better prepared to respond to and cope with the aftermath of a disaster. The CERT training is advantageous not only to individuals but to community groups, businesses and civic associations as well.

FEM 143–Building Partnerships with Tribal Governments (IS-650) (1)
Provides basic knowledge to build effective partnerships with tribal governments to increase understanding and effectiveness during emergency management operations. Explores methods of working in concert with tribal governments to protect native people and property against all types of hazards.

FEM 144–Coordinating Environmental and Historic Preservation Compliance (IS-253) (1)
Provides students with the background and practical knowledge needed to participate in FEMA's environmental and historic review process. The course will also cover how the environmental/historic preservation review process applies to various job responsibilities within FEMA's programs.

FEM 145–Hazardous Materials Prevention (IS-340) (1)
Introduces the Hazardous Materials (HazMat) planning process. Discusses types of HazMat and methods of dealing with HazMat. Identifies some of the resources that are available to assist in HazMat mitigation.

FEM 146–Introduction to Radiological Preparedness (REP) Exercise Evaluation (IS-331) (1)
Provides an understanding of FEMA's Radiological Emergency Preparedness (REP) planning and preparedness procedures. Introduces the regulatory basis, philosophy, and methodology of exercise evaluation and an evaluator's role in the process. Describes the responsibilities of an evaluator before, during, and after an exercise. Explores the six evaluation areas that are examined during exercise evaluation.

FEM 150–Introduction to Incident Command System (ICS) and Incident Command for the Single Resources and Initial Action Incidents (IS-100 & IS-200) (1)
Introduces the Incident Command System (ICS); history, features, principles and organizational structure. Also provides the foundation for higher level ICS training, enabling the student to operate efficiently within the ICS during an incident or event with the focus on the management of a single resource.

FEM 151–Introduction to the National Incident Management System (NIMS), the NIMS Public Information Systems and NIMS Resource Management (IS-700, IS-702 & IS-703) (1)
Provides a comprehensive understanding of the National Incident Management System (NIMS); purpose, principles, key components and benefits, in conjunction with the Incident Command System (ICS). Provides specific instruction as to the Planning, Public Information and Resource Management functions of NIMS.

FEM 152–Introduction to the National Response Plan (NRP) and the Operations of the National Disaster Medical System (NDMS) Federal Coordinating Center (IS-800 & IS-1900) (1)
Provides a comprehensive understanding of the National Response Plan (NRP); purpose, roles, responsibilities and the organizational structure used in its coordination. Provides training to address the role and utilization of the National Disaster Medical System (NDMS) and Federal Coordinating Centers (FCC's) specific to their interaction with federal, state and local agencies, when activated.

FEM 154–Introduction to the Continuity of Operations Plan (COOP) and the Awareness of Continuity of Operations Planning (IS-546 & IS-547) (1)
Provides a fundamental understanding of Continuity of Operations Planning (COOP); terms, objectives, effects and benefits to public sector agencies and their employees. Provides an overview of what COOP is and is not, detailing the implementation of the specific components and objectives of a viable COOP plan.

FEM 155–Emergency Radiological Response Transportation Training (IS-302) (1)
Provides an understanding of radiological basics and biological effects from radiation exposure. Details a comprehensive introduction into potential hazards and mitigation procedures in resolving Radiological Transportation related incidents including radioactive product packaging and containment, survey instruments, decontamination and disposal modalities.

FEM 156–Multi-Hazard Emergency Planning for Schools (IS-362) (1)
Explains how to assess potential hazards that schools may face. Provides a comprehensive understanding of emergency management operations utilizing the Incident Command System (ICS) detailing roles and responsibilities in the school setting. Explains how to develop and test an Emergency Operations Plan that addresses potential hazards.

FEM 157–Introduction to Hazard Mitigation (IS-393 A) (1)
Explains how to develop community support, identify potential hazards, assess risk, and utilize outside agency assistance with mitigation planning. Details the economic impact to communities that suffer disasters resulting in the need to address risk through the development and implementation of a Hazard Mitigation plan. Presents actual examples of successful hazard mitigation planning.

FEM 158–Protecting Your Home and Small Business from Disaster (IS-394 A) (1)
Presents in a non-technical format specific protective measures that can reduce the negative consequences of disasters upon homes or small businesses.

Geography (GG)

GG 101–Elements of Geography (3)
Explores elements of man's environment and the changes resulting from natural and human agents. Includes map reading and interpretation.

GG 102 Cultural Geography (3)
Studies man in his regional settings, with emphasis on the interrelationships of physical and cultural phenomena.

Health Education (HE)

HE 100–Elements of Nutrition (3)
Presents the basic principles of human nutrition with emphasis on the nutrients and factors that affect their use in the human body.

HE 101 Survey of Pharmacology (3)
Presents the basic pharmacologic principles according to therapeutic applications. Serves the needs of potential students who desire content-specific information related to pharmacology. Emphasis is placed on current drug therapy. Various drug classifications, including drug action and effects, site of activity, recommended dosages and toxicity will be presented.

HE 200–Principles & Application of Nutrition (3)
Prerequisites: One semester of college biology either BI 100, BI 101, BI 103 or BI 107
Introduces the principles of nutrition and their application for the maintenance of good health throughout the life-cycle. Presents recent nutritional concepts and theories.

HE 201–Stress Management (3)
A wellness course designed to aid students in understanding the nature and sources of stress. Stress management coping strategies and relaxation techniques will be introduced.

HE 204–Health Education (3)
Covers basic areas of health, including mental health, fitness, nutrition, weight control, sexual health, drugs and alcohol, disease and consumer and environmental health.

History (HI)

HI 101–History of Western Civilization (3)
Prerequisites: EN 50A, EN 52
Surveys the development of Western civilization from ancient times to 1500.

HI 102–History of Western Civilization (3)
Prerequisites: EN 50A, EN 52
Covers Western history from 1500 to the present.

HI 103–History of Maryland (3)
Prerequisites: EN 50A, EN 52
Covers Maryland history from its establishment as an English colony to the present, with emphasis on the political, economic and social and cultural developments.

HI 201–History of the United States (3)
Prerequisites: EN 50A, EN 52
Examines the economic, political and social forces that have shaped the patterns of life, institutions and thought in the United States through the Civil War.

HI 202–History of the United States (3)
Prerequisites: EN 50A, EN 52
Covers United States history from Reconstruction to the present.

HI 203–History of the African American (3)
Prerequisites: EN 50A, EN 52
Surveys African origins, with a concentration on the major economic, political and social forces that have helped shape the role of the African American in the history of America.

HI 204–Twentieth Century History (3)
Prerequisites: EN 50A, EN 52
Presents a concentrated study of the historic world events since the turn of the century.

HI 205–Contemporary Latin America (3)
Prerequisites: EN 50A, EN 52
Explores twentieth-century movements for social change and political liberalism in selected countries of Latin America. Emphasizes the relationship of the continent's historic past to present revolutionary movements.

HI 206–Diplomatic History of the United States (3)
Prerequisites: EN 50A, EN 52
Includes historical and critical treatment of American foreign policy, its purposes, achievements and shortcomings from the Colonial period through the Nixon administration. Emphasis on the twentieth century and the role of the United States in world affairs.

HI 212–Civil War (3)
Prerequisites: EN 50A, EN 52
Examines the causes of the Civil War, the constitutional crisis confronting the Union, the conduct of the war by both the Union and Confederacy, the economic and social conditions of the homefront, the status and condition of African Americans and the wartime origins of Reconstruction.

HI 213–History of the South (3)
Prerequisites: EN 50A, EN 52
A history of the South from the Colonial period to the present. Examines the Golden Age of the Chesapeake, antebellum society, the institution of slavery, development of a regional identity, the War for Southern Independence, Reconstruction, readjustment of racial patterns and the rise of the New South and the Sun Belt.

HI 214–The Civil Rights Movement (3)
Prerequisites: EN 50A, EN 52
Explores the history of the Civil Rights movement in twentieth-century America. It begins with an overview of segregation, examines in detail the efforts of the movement to overcome Jim Crow discrimination, and concludes with an assessment of the movement's legacy.

HI 215–Constitutional History of the United States (3)
Prerequisites: EN 50A, EN 52
Examines the Constitution and its impact within the context of the government, law, and politics. Topics covered include the origins of the Constitution, the development of judicial nationalism, the impact of slavery, the conflict leading up to the Civil War, reconstruction, the 1890s, the creation of the modern state, the New Deal era, the 1960s, and the movement toward a conservative constitutionalism.

Honors College (H)

Many courses available at Frederick Community College (FCC) are offered in an Honors format. The courses have the same approved core learning outcomes and content requirements as regular courses. Honors courses are smaller, emphasize critical thinking/research projects, and typically stress a high level of reading, writing, and discussion.

In addition to prerequisites listed for individual Honors courses, prerequisites for all Honors courses include testing placement or the recommendation of a faculty member or the student's advisor.

Course descriptions and prerequisites for courses being offered in a given semester are listed under their academic area in this catalog. Courses offered only in the honors format are as follows:

EN 224MH–Honors Special Topics in Literature: Women's Journal Writing as Literary History (3)
See description for EN 224. Focuses on selected works of women journal writers and reflections of social issues, problems and values with some analysis of literary and historical perspectives.

ID 104H–The Individual and Society: Liberty & Freedom (3)
Prerequisite: Admission to the honors program
Corequisite: EN 101
Investigates liberty and freedom in the relationship between the individual and society.

ID 109H–Culture and Conflict (3)
Prerequisite: EN 101 or EN 101H
Offers inquiry into the nature and function of culture, the ways in which it both fosters and reflects conflict individually and socially in history and in our own time and methods that might help resolve such conflict in the future. May be used as a social science or a humanities elective.

ID 111H–Science, Literature, Technology: Bridges and Bonds (3)
Explores the interrelationships and interdependencies of science, literature and technology. Examines definitions of the three disciplines through the eyes of early investigators, discoveries and inventions made in the ensuing years and implications for our present and future world. May be used as a humanities or social science elective.

ID 200H–Honors Seminar: Special Topics in Interdisciplinary Studies (3)
Prerequisites: EN 101, MA 92 or MA 82
Operates as an interdisciplinary seminar designed for honors students and open to other qualified students with permission of instructor. Topics vary from semester to semester but will synthesize work from at least two different academic content areas and focus on issues of importance to society.

MA 109H–Foundations of Geometry (3)
Prerequisites: MA 92 or MA 82 or one year of high school algebra
A non-traditional mathematics course intended for honors students. Emphasizes class discussion. Rather than taking tests, students write two brief papers. Covers elementary Euclidean and non-Euclidean geometrizes; readings are from primary sources.

Honors Independent Study (IS)

Provides in-depth study of a particular subject. Students work closely with a faculty mentor to conduct original research or produce an artistic work, which is presented to the campus community at the end of the semester. See honors coordinator for guidelines and course permission. Honors independent study courses currently available include the following:

IS 900H IS: Biology Honors (3)
IS 901H IS: Communication Honors (3)
IS 902H IS: English Honors (3)
IS 903H IS: Mathematics Honors (3)
IS 904H IS: Psychology Honors (3)
IS 905H IS: Sociology Honors (3)
IS 909H IS: Art Honors (3)
IS 910H IS: Physical Science Honors (3)
IS 911H IS: History Honors (3)
IS 912H Honors Forum (1)

Prerequisites: Completion of honors course in discipline of independent study and completion of 15 credits at FCC. Corequisite: IS 912H. Contact the honors coordinator for admissions standards, 301.846.2535.

IS 91H–Elementary Principles and Techniques of Tutoring in Biology (1)
IS 251H–Elementary Principles and Techniques of Tutoring in English (1)
Students work on a one-to-one basis with students who need academic assistance in biology or English. Cover methods of teaching basic skills, principles involved in the learning/teaching situation and techniques for developing sound interpersonal relationships. See honors coordinator for course permission.

Hospitality (HOS)

See page 94 - Culinary Arts & Supervision

Humanities (HU)

HU 201–Humanities I: Culture & Human Experience (To the Renaissance) (3)
Prerequisites: EN 50A, EN 52
Surveys Western culture through a study of philosophy, the visual, literary and performing arts from the Ancient World to the Renaissance.

HU 202–Humanities II: Culture & Human Experience (Renaissance to the Present) (3)
Prerequisites: EN 50A, EN 52
Surveys Western culture through study of art, music, literature and philosophy from the sixteenth century to the present.

HU 203–Special Topics in the Humanities (3)
Prerequisites: EN 50A, EN 52
An intra-disciplinary umbrella course consisting of a series of three-credit courses that address timely topics in the humanities.

HU 203A–Civilization & Culture: Japan (3)
Explores the uniqueness of Japanese civilization and culture, with emphasis on politics, economics, philosophy, religion, art and architecture, drama and literature as ongoing and evolving traditions.

HU 203B–Civilization & Culture: Britain (3)
Corequisite: Participation in London Work/Study Abroad
Discover key social, cultural, and political characteristics of contemporary British society. Compare and contrast British and American assumptions and practices. The course structure is based on a series of seminars led by the core instructor with complementary lectures delivered by guest speakers specializing in specific topics.

Human Services (HS)

HS 101–Introduction to Human Services (3)
Prerequisite: EN 52
Surveys the philosophies of the field of human services. Examines the historical and theoretical approaches to the understanding of human services and the agencies that deal with delivery of services to members of society. Includes the interrelationship of human services and examines the skills needed for the paraprofessional and professional.

HS 102–Human Relations (3)
Prerequisite: EN 52
An experiential course. Provides insight into one's own and others interpersonal behavior. Includes the socio-psychological basis for interpersonal relationships and emphasizes the social and communication skills needed for successful human relationships.

HS 203–Introduction to Counseling & Interviewing (3)
Prerequisite: PS 101
Presents an overview of counseling theory, with focus on the development of specific helping behaviors.

HS 204–Ethics and Practice Issues in the Human Services (1)
Prerequisite: HS 203
Corequisite: INTR 102
Integrates a study of ethical and practice issues in the human service field with the student's experience in the internship education practicum. Special attention will be given to the special ethical issues in the addictions field.

HS 205–Fundamentals of Addictions (3)
Prerequisite: HS 203
Presents major theoretical approaches to the field of addictions, and introduction to the twelve core functions of the alcohol and drug abuse counselor. This course will include skill development training for the beginning alcohol and drug counselor.

HS 206–Pharmacology of Psychoactive Drugs (3)
Prerequisite: PS 101
Presents the basic pharmacological and neurophysiological fundamentals of licit and illicit drug use. The primary focus of the course is the explanation of how drugs may alter body and brain function and how these alterations influence and mediate human behavior. Suggested for human service majors, especially those interested in addictions, current or potential health care professionals.

HS 207–Theory and Practice of Group Counseling (3)
Prerequisite: HS 203
Presents the theory and practice of using groups as a counseling intervention in the human services. There will be a presentation of types of groups, general principles of groups, stages of evolution of groups, ethical and professional issues, and special emphasis on the use of groups in the drug and alcohol field.

HS 208–Human Service Work with Older Adults (3)
Prerequisite: EN 52
Addresses the professional issues involved in working with older adults in a variety of settings. Students will learn how to conduct assessments, construct care plans and design activities for older adults. Professional issues such as communication, team building, conflict resolution, ethical issues, job burnout and dealing with loss will be discussed. (Although this course is especially useful for students planning to go directly into the work force and work with older adults, it may not transfer to a baccalaureate institution.)

Information Technology (Continuing Education/Noncredit)

CNS 209–CompTia Security +
The CompTIA Security+ certification tests for security knowledge mastery of an individual with two years on-the-job networking experience, with emphasis on security. The exam covers industry wide topics including communication security, infrastructure security, cryptography, access control, authentication, external attack and operational and organization security. CompTIA Security+ curricula are being taught at colleges, universities and commercial training centers around the globe. Prerequisites: Networking Fundamentals or equivalent knowledge, and nine to twelve months experience in networking.

MC 2005–Networking Fundamentals
Network+ is a vendor neutral certification that measures the technical knowledge of networking professionals with 18-24 months experience in the IT industry. Earning the Network+ certification means that an individual possesses the knowledge needed to configure and install the TCP/IP client. The exam covers a wide range of vendor and product neutral networking technologies that can also serve as a prerequisite for vendor-specific IT certifications.

MC 2273–Managing and Maintaining a MS Windows Server 2003 Environment
Provides students with the knowledge and skills that are required to manage accounts and resources, maintain server resources, monitor server performance, and safeguard data in a Microsoft Windows Server™ 2003 environment. This is the first course in the Systems Administrator and Systems Engineer tracks for Windows Server 2003 and serves as the entry point for other courses in the Windows Server 2003 curriculum. Prerequisite: General computer knowledge of personal computer operating systems.

MC 2276–Implementing a MS Windows Server 2003 Network Infrastructure: Network Hosts

Provides students with the skills and knowledge necessary to configure a Windows-based computer to operate in a Microsoft Windows Server™ 2003 networking infrastructure. The course reviews the suite of TCP/IP protocols and explains each of their functions. Explains how to construct and assign IP addresses and how to isolate addressing issues. Describes how to configure an IP address for a client computer running Microsoft Windows Server 2003. Describes the various types of name resolution mechanisms provided by the Windows operating systems, and explains how to isolate common connectivity issues. Prerequisite: MC2273: Managing and Maintaining a MS Windows 2003 Server Environment or equivalent knowledge and skills.

MC 2277–Implementing, Managing, and Maintaining a MS Windows Server 2003 Network Infrastructure: Network Services

Provides students with the knowledge and skills to implement, manage, and maintain a Microsoft Windows Server™ 2003 network infrastructure. The course is intended for systems administrator and systems engineer candidates who are responsible for implementing, managing, and maintaining server networking technologies. These tasks include implementing routing; implementing, managing, and maintaining Dynamic Host Configuration Protocol (DHCP), Domain Name System (DNS), and Windows Internet Name Service (WINS); securing Internet Protocol (IP) traffic with Internet Protocol security (IPSec) and certificates; implementing a network access infrastructure by configuring the connections for remote access clients; and managing and monitoring network access. Prerequisite: MC2273: Managing and Maintaining a MS Windows 2003 Server Environment or equivalent knowledge and skills.

MC 2272–Implementing and Supporting MS Windows XP Professional

This course addresses the implementation and desktop support needs of customers that are planning to deploy and support Microsoft Windows XP Professional in a variety of stand alone and network operating system environments. It provides in-depth hands-on training for Information Technology (IT) professionals responsible for the planning, implementation, management, and support of Windows XP Professional. Prerequisite: MC2277 or equivalent knowledge.

MC 2400–Implementing and Managing MS Exchange Server 2003

Provides students with the knowledge and skills that are needed to update and support a reliable, secure messaging infrastructure. This infrastructure is used for creating, storing, and sharing information by using Microsoft Exchange Server 2003 in a medium-sized to large-sized (250 to 5,000 seats) messaging environment. This course offers a significant amount of hands-on practice, discussions, and assessments that assist students in becoming proficient in the skills that are needed to update and support Exchange Server 2003. Prerequisite: MC2272.

MC2071–Querying Microsoft SQL Server 2000 with Transact - SQL

Students learn to write basic transact-SQL queries for Microsoft SQL Server 2000. This course is intended for SQLServer database administrators, implementers, system engineers, and developers who are responsible for writing queries.

MC2072–Administering a Microsoft Server 2000 Database

Students study and practice installing, configuring, administering, and troubleshooting the client-server database management system of Microsoft SQL Server 2000. This course is intended for database administrators who install, configure, and support Microsoft SQL Server and databases. Prerequisite: students must have an understanding of basic relational database concepts and knowledge of basic SQL syntax as well as experience using the Ms Windows 2000 operating system or Microsoft 2071 SQL Querying course.

MC2073–Programming a Microsoft SQL Server 2000 Database

Students learn to program a database solution by using Microsoft SQL Server 2000. This course is intended for those who are responsible for implementing Microsoft SQL Server 2000 and writing transact-SQL code. Prerequisite: students must have taken the 2072 class or have a working knowledge on administering a SQL server.

Interdisciplinary Studies (ID)

ID 102–Environmental Action (3)

Explores current developments in the field of environmental law. Covers legal resources and strategies available to citizens concerned with defending the quality of the environment. Surveys ecological problems involving water and air pollution, thermal and radiation hazards of power plants, solid waste disposal, conservation of natural resources, public land use control and similar problems in relation to the statutory framework of federal, state and local laws and regulations.

ID 103–Evolution & Human Behavior (3)

Considers thinking, talking, fantasizing, fighting, loving, breeding, maturing and other activities of the human animal in evolutionary perspective, using material drawn from a variety of biological and behavioral sciences.

ID 104H–The Individual and Society: Liberty & Freedom (3)

Prerequisite: Admission to the honors program
Corequisite: EN 101
Investigates liberty and freedom in the relationship between the individual and society.

ID 109H–Culture and Conflict (3)

Prerequisite: EN 101 or EN 101H
Offers inquiry into the nature and function of culture, the ways in which it both fosters and reflects conflict individually and socially in history and in our own time and methods that might help resolve such conflict in the future. May be used as a social science or a humanities elective.

ID 110–Media and Human Values (3)

Prerequisite: EN 101 or EN 101H
This team-taught honors seminar explores media and human values as interdisciplinary concepts. These concepts will be examined in their social, literary and visual environments, and an emphasis on synthesizing conclusions reached. Students will be expected to conduct independent study and present results of research to the class.

ID 111H–Science, Literature, Technology: Bridges and Bonds (3)

Explores the interrelationships and interdependencies of science, literature and technology. Examines definitions of the three disciplines through the eyes of early investigators, discoveries and inventions made in the ensuing years and implications for our present and future world. May be used as a humanities or social science elective.

ID 113–Introduction to Leadership (3)

Prerequisite: EN 52 and EN 50A
Examines leadership through an analysis of various leadership qualities and styles in the fields of business, government, the law, and the military. By utilizing a wide variety of sources, including readings, films, and experiential exercises, students will explore the concept of leadership as well as developing/improving their own leadership skills.

ID 208–Politics and the Novel (3)

Examines political phenomena through the medium of the novel. Covers work in politics, political sociology and political history.

ID 209–Ethnic Diversity (3)

A survey of the status and treatment of ethnic groups in the United States; patterns of dominant and subordinate relations, prejudice and discrimination; historical and current problems, demographic and social background, political and social policies.

ID 214–Introduction to Gerontology: Issues of Aging and Mature Adulthood (3)

Prerequisite: EN 52
Examines the psychological, sociological, and physiological aspects of adulthood and aging. Emphasis is on the theories of why and how we age, lifestyles and factors that influence health and aging, personal needs, self-actualization and crises of the later years.

ID 220–World War II Through Film (3)

Prerequisites: EN 50A, EN 52
Surveys the major military and social developments of WWII through films and selected readings. Multicultural and multinational perspectives are included.

ID 222–The Sixties (3)

Prerequisites: EN 52, EN 50A
Examines one of America's most turbulent decades: the 1960s. This course explores the Civil Rights Movement, the Vietnam War, the Anti-War Movement, and changing cultural and social mores. Emphasis will include an examination of the history, politics, literature, and music of the era.

ID 224–Physical Aspects of Aging (3)

Prerequisite: EN 52
Focuses on selected aspects of human aging from an interdisciplinary perspective. Intended for students who plan to work with older adults as part of their profession.

Internship (INTR)

INTR 101,102,103–Internship (1,2,3)
Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. In addition to meeting Core Learning Outcomes, jointly developed Specific Learning Outcomes are selected and evaluated by the Faculty Internship Advisor, Work-Site Supervisor, and the student. Internship placements are directly related to the student's program of study and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experiences, and workplace competencies that employers value when hiring new employees. Internships may also be used as an opportunity to explore career fields. Students must meet with the Internship Coordinator prior to registering.

Languages (LF, LG, LI, LL, LR, LS)

LF 101–Introductory French I (3)
Presents study of French grammar and vocabulary with selected readings in contemporary literature. Develops competence in and knowledge of French language and culture.

LF 102–Introductory French II (3)
Prerequisite: LF 101
A continuation of LF 101 with increased emphasis on literature and idiomatic speech.

LF 201–Intermediate French I (3)
Prerequisite: LF 102
Covers advanced grammar and composition with selected readings.

LF 202–Intermediate French II (3)
Prerequisite: LF 201
A continuation of LF 201. Readings in representative French prose and poetry form the basis of class discussion.

LF 224–Readings in French Literature (3)
Prerequisite: LF 202
Offers an in-depth look at the culture, history and fine arts of France through a study of French literature.

LG 101–Introductory German I (3)
Introduces German grammar and vocabulary. Develops oral and reading skills in the language and competence in answering basic questions. Through the reading of lifelike dialogs, students gain insight into German culture, thought and expression.

LG 102–Introductory German II (3)
Prerequisite: LG 101
Continuation of LG 101. Introduces more complicated readings.

LG 201–Intermediate German I (3)
Prerequisite: LG 102
Covers advanced grammar and composition with selected readings.

LG 202–Intermediate German II (3)
Prerequisite: LG 201
A continuation of LG 201. Introduces and discusses readings in representative German prose and poetry.

LI 101–Introductory Italian I (3)
Presents the fundamentals of the Italian written and spoken language. Develops a firm foundation in the language with emphasis on the development of vocabulary, grammar, reading and conversational skills. Offers insight into Italian culture and customs.

LI 102–Introductory Italian II (3)
Prerequisite: LI 101
Serves as a continuation of the previous introductory course in Italian, with intensive oral work and a study of grammar with emphasis on reading and comprehension.

LI 201–Intermediate Italian I (3)
Prerequisite: LI 102
Presents advanced grammar and composition with selected readings pertinent to intermediate level. Group discussions in Italian.

LI 202–Intermediate Italian II (3)
Prerequisite: LI 201
Provides a continuation of LI 201. Readings in contemporary Italian prose and poetry form the basis of class discussion.

LL 101–Introductory Latin I (3)
Introduces classical Latin language. Presents the study of Latin grammar and vocabulary with the goal of developing reading skills in the language. Offers insight into Roman literature, thought and expression through the reading of Latin sentences and passages derived from ancient authors.

LL 102–Introductory Latin II (3)
Prerequisite: LL 101
Provides a continuation of LL 101. Introduces elementary readings in Latin literature.

LL 201–Intermediate Latin I (3)
Prerequisite: LL 102
Presents Latin grammar through lecture, practice, review and the reading of ancient authors. Includes medieval Latin and the Vulgate Roman and Greek culture appropriate to the readings. Increases English vocabulary by recognition of English words derived through Latin.

LL 202–Intermediate Latin II (3)
Prerequisite: LL 201
Reviews Latin grammar. Presents Virgil's Aeneid, Books I, II, IV and VI. Includes Roman and Greek culture and mythology appropriate to the readings.

LR 101–Introductory Russian I (3)
Covers fundamentals of the Russian written and spoken language. Offers a strong foundation in the language through development of vocabulary, grammar, reading and conversational skills. Offers insights into Russian culture and customs.

LS 101–Introductory Spanish I (3)
Introduces Spanish grammar and vocabulary. Develops oral and reading skills in the language and competence in answering basic questions. Through the reading of lifelike dialogs, students gain insight into Spanish culture, thought and expression.

LS 102–Introductory Spanish II (3)
Prerequisite: LS 101
Serves as a continuation of Introductory Spanish I. Introduces more complicated readings.

LS 201–Intermediate Spanish I (3)
Prerequisite: LS 102
Presents advanced grammar and composition with selected readings pertinent to the intermediate level. Group discussions in Spanish.

LS 202–Intermediate Spanish II (3)
Prerequisite: LS 201
A continuation of LS 201. Students discuss readings in representative Spanish prose and poetry.

LS 211–Spanish Conversation I (3)
Prerequisite: LS 102
Develops oral fluency and language skills through interpretation and discussion of select readings, videos, songs and cultural experiences.

Massage Therapy (MT)

MT 200–Massage Therapy Practicum (20)
Incorporates a minimum of 550 clock hours of therapeutic massage coursework at a state approved massage therapy program, proof of program completion and national certification (National Certification Examination for Therapeutic Massage and Bodywork [NCETMB]). 20 credits will be granted for this practicum.

Mathematics (MA)

Students may substitute higher level mathematics courses in their programs with advisor permission.

MA 1–Learning to Learn Math (0) [2]
Enhances learning efficiency of math. Covers math study skills, along with practice using developmental math, to master the following reading and studying math textbooks, time management, note-taking strategies, computer- and video-assisted math practice, math memory strategies, systems for solving math problems and test-taking strategies.

MA 2–Building Math Confidence (0) [1]
Helps students who are apprehensive about taking math to gain needed confidence.

MA 81–Introductory Algebra (0) [4]
Develops introductory algebra skills. Topics include variables and algebraic expressions, order of operations, graphing and solving linear equations, like terms, the distributive law, applications of linear equations, systems of linear equations, polynomials, factoring, and rational expressions. Technology is integrated with traditional skill practice throughout the course.

MA 82–Intermediate Algebra (0) [4]
Prerequisite: MA 81 or MA 91 or appropriate score on placement exam
Develops intermediate algebra skills with a graphing approach. Topics include linear equations, systems of equations, quadratic equations, functions, exponents, radical functions, exponential functions, logarithmic functions, polynomial functions, and rational functions. Technology is integrated with traditional skill practice throughout the course.

MA 103–Foundations of Mathematics (3)
Prerequisite: MA 92 or MA 82
Covers various topics within mathematics for those whose need is a survey of mathematical principles rather than the in-depth analysis required for a mathematics or science-related program. Depending on instructor preferences, areas covered may include: problem-solving strategies, logic, numeration systems, set theory, classification of numbers, algebra, financial management, geometry, measurement and right triangle trigonometry, probability, statistics, graphs, systems of equations, linear programming.

MA 105–Fundamental Concepts of Mathematics I (4)

Prerequisite: A grade of "C" or better in MA 92 or MA 82 or appropriate score on placement test

A study of the real number system for early childhood education and elementary education students. Provides a comprehensive conceptually based background in elementary mathematics. Topics include historical development of numeration systems, decimal notation, arithmetic algorithms in decimal and other bases, elementary set theory and number theory. Emphasizes problem-solving strategies.

MA 106–Fundamental Concepts of Mathematics II (4)

Prerequisite: A grade of "C" or better in MA 92 or MA 82 or appropriate score on placement test. It is recommended that students pass MA 105 before taking this course.

A study of the fundamentals of geometry for early childhood education and elementary education students. Provides a conceptually based background in geometry including plane and solid, metric and non-metric, dimensional analysis, congruence and similarity, coordinate and transformational geometry. Emphasizes problem-solving skills and the appropriate use of technology including calculators and computers.

MA 109H–Foundations of Geometry (3)

Prerequisite: MA 92 or MA 82 or one year of high school algebra

A non-traditional mathematics course intended for honors students. Emphasizes class discussion. Rather than taking tests, students write two brief papers. Covers elementary Euclidean and non-Euclidean geometry; readings are from primary sources.

MA 111–Precalculus (4)

Prerequisite: Minimum grade of "C" in MA 92 or MA 82

Covers college algebra and trigonometry topics with a graphing approach. Topics include right triangle trigonometry, circular trigonometric functions, inverse trigonometric functions, exponential functions, power functions, logarithmic functions, and polynomial functions and their zeros.

MA 115–Mathematics of Finance (3)

Prerequisite: MA 92 or MA 82

Covers simple interest and discount, compound interest, bank discount, annuities certain, deferred annuities, extinction of debts, bond investments, depreciation and depletion and perpetuity and capitalization.

MA 201–Applied Calculus (3)

Prerequisite: Minimum grade of "C" in either MA 92 or MA 82

A one-semester course for students in business, biology, social sciences, electronics and technical programs. Covers methods for finding the derivatives and integrals of algebraic and transcendental functions with applications in each program.

MA 202–Introduction to Discrete Mathematics (3)

Prerequisite: MA 92 or MA 82

For the mathematics and computer science student. Develops problem solving skills. Topics include sets and logic, elementary number theory, graph theory, matrices, algorithm design, mathematical induction and recursion.

MA 206–Elementary Statistics (3)

Prerequisite: Minimum grade of "C" in MA 92 or MA 82

An introductory non-calculus statistics course. Topics include descriptive analysis and treatment of data, probability, statistical inference, linear regression and correlation, chi-square tests and non-parametric tests.

MA 207–Elementary Statistics with Probability (4)

Prerequisite: Minimum grade of "C" in MA 92 or MA 82

An introductory non-calculus statistics course with additional topics in elementary probability. Statistical topics include descriptive analysis and treatment of data, statistical inference, linear regression and correlation, and chi-square tests. Topics from Elementary Probability include basic event and outcome concepts, fundamental rules of probability, random variables and their distributions, and expectation. Practical applications of the course concepts are explored through team projects. Students may not take both MA 206 and MA 207 for credit.

MA 210–Calculus I (4)

Prerequisite: Minimum grade of "C" in MA 111

Presents the first course in the three-semester calculus sequence (MA 210, MA 211, MA 212). Designed for students in mathematics, science, engineering, medical and other technical programs. Topics covered include: functions, limits, continuity, the derivative concept, differentiation techniques (including produce rule, quotient rule, chain rule and implicit differentiation), applications of the derivative, and definite and indefinite integral concepts. The Fundamental Theorem of Calculus is discussed and used in the context of introductory integration.

MA 211–Calculus II (4)

Prerequisite: MA 210

Presents the second of three courses in the calculus sequence. Topics include methods and applications of integration, improper integrals, sequences and series, Taylor approximations, polar functions, introduction to differential equations.

MA 212–Calculus III (4)

Prerequisite: MA 211

Presents the final course in the three-semester calculus sequence. Topics include functions of several variables and their graphs, vectors, parametric equations, partial derivatives, multiple integrals and applications, Green's Theorem, Stokes Theorem and the fundamental theorem of line integrals.

MA 213–Differential Equations (3)

Prerequisite: MA 211

Presents differential equations of order one; linear differential equations with constant coefficients; non-homogenous equations with undetermined coefficients; variation of parameters; inverse differential operators; Laplace Transform; systems of differential equations; nonlinear equations; elementary applications.

MA 218–Linear Algebra (3)

Prerequisite: MA 210

Includes systems of linear equations, determinants, vectors in 2- and 3-space, vector spaces, linear transformations, eigenvalues and eigenvectors and applications.

Medical Assistant (MDA)

MDA 101–Foundations of Medical Assisting I (2)

Prerequisite/Corequisite: MDA 109

Introduces the professional responsibilities of the administrative and clinical medical assistant. Emphasizes interpersonal communication, records management, administrative responsibilities, financial administration and patient care activities for the physician's office.

MDA 102–Foundations of Medical Assisting II (2)

Prerequisite/Corequisite: MDA 109

Introduces the theory and skills necessary for a clinical medical assistant. Skills include (but are not limited to): medical asepsis, knowledge and/or performance of blood borne pathogens/OSHA regulations, general patient care, assisting with patient care activities, position and measurement of vital signs, health histories.

MDA 104–Medical Assisting Clinical I (1)

Prerequisites: Grade of C or better in MDA 101 and MDA 102

Provides supervised placement in a contracted facility for guided experience in application of knowledge and skill of business and administrative skills in a medical office. Emphasis is placed on enhancing competence in medical skills necessary for comprehensive patient care and strengthening professional communications and interactions.

MDA 109–Medical Terminology (3)

Prerequisite: EN 52

Teaches the basic principles of building and defining medical words. Students use techniques learned to develop an extensive medical terminology vocabulary. No previous knowledge of anatomy, physiology or pathology is necessary.

MDA 112–Medical/Administrative Office Applications (3)

Prerequisite: CIS 101 or CIS 116D

Covers the general flow of information in a medical office and prepares students to handle administrative tasks in health care practices. Students will use a widely accepted medical administrative software package to input patient information, prepare reports, schedule appointments, and handle billing. Students will be expected to manage insurance forms both manually (in paper form) and electronically.

MDA 201–Medical Assisting Laboratory Procedures (4)

Prerequisite: MDA 102

Introduces the basic routine laboratory skills and techniques required for assisting with patients in the medical office. Emphasizes laboratory activities and responsibilities of the medical laboratory technician for a physician's office. Skills include (but are not limited to): collection, handling, and examination of laboratory specimens and phlebotomy procedures according to OSHA regulations. Students are required to complete a minimum of 32 hours of clinical work in a physician's office.

MDA 202–Medical Assisting Clinical Skills (4)

Prerequisite: MDA 201

Presents proper clinical techniques and theory behind each technique. Provides hands-on experiences with the clinical skills required for assisting with patient care. Skills include (but are not limited to): patient preparation for selected diagnostic and minor surgical procedures, electrocardiograms, autoclave, and spirometry. Students are required to complete a minimum of 32 hours of clinical work in a physician's office.

MDA 204–Medical Assisting Clinical II (2)
Prerequisite: Grade of "C" or better in MDA 201 and MDA 202
Provides students with supervised patient-care experience in the medical office. Emphasis is placed on enhancing competence in clinical and laboratory skills necessary for comprehensive patient care and strengthening professional communications and interactions.

MDA 210–Medical Transcription (3)
Prerequisite: MDA 109
Emphasizes medical transcription, medical office management skills, and completion of routine tasks performed in the medical office. Throughout the course, medical terminology and communication skills are reinforced using simulated office experiences.

MDA 216–Introduction to Medical Coding (3)
Prerequisite: MDA 112
Introduces the structure and conventions of diagnostic ICD (International Classification of Diseases) and procedural CPT (Current Procedural Terminology) coding. Covers a variety of medical specialties and coding issues encountered in healthcare providers offices. Broadens medical coding knowledge and enhances medical coding skills with hands-on simulations using a widely accepted medical coding software package.

Music (MU)

MU 101–Introduction to Music History & Appreciation (3)
Prerequisites: EN 52, EN 50A
Presents a study of music masterpieces of the past and present through reading, listening and analysis.

MU 103–Fundamentals of Music (3)
Covers the basic elements of music for the interested student or prospective classroom teacher. Includes study of musical notation, terminology, major and minor scales, simple and compound meters, familiarity with the piano keyboard, intervals, triads, sight-singing, ear-training and simple dictation.

MU 104–Music Listening & Literature I (3)
Provides an in-depth study of a limited number of musical works selected from the genres of overture, dance music, keyboard literature, chamber music, symphonic literature and program music. Includes a core work from each genre with appropriate spin-off works to enhance understanding of the genre. Offers insights into compositional techniques, musical meanings, expressive musical elements and the relationship of the composer to society. Includes some nomenclature, elementary theory and music reading.

MU 105–Music Listening & Literature II (3)
A continuation of MU 104, with musical works selected from the genres of concerto, opera, oratorio and suite, along with twentieth-century styles.

MU 106–Aural & Keyboard Skills I (1)
Prerequisite: MU 103
Converts theoretical knowledge into practical application through sight-singing, ear-training, keyboard work and rhythmic exercises. Study concepts are derived from material introduced in Music Theory I, including major and minor scales, intervals, sequential patterns and simple melodies, rhythmic patterns, tempos, cadences, harmonization and figured bass.

MU 107–Aural & Keyboard Skills II (1)
Prerequisite: MU 106
A continuation of Aural and Keyboard Skills I, coordinated with material presented in Music Theory II, including more difficult triad types and seventh chords, non-harmonic tones, part-singing, syncopated rhythms, cadences, harmonic progressions and modulations.

MU 111–Music Theory I (3)
Prerequisite: MU 103
Presents a study of diatonic harmony through four-part writing and analysis of music. Includes sight-singing, rhythmic and melodic dictation. Private instruction is recommended concurrently.

MU 112–Music Theory II (3)
Prerequisite: MU 111
A continuation of Theory I, with more advanced harmony. Introduces contrapuntal technique. Offers more advanced dictation skills, beginning composition using course skills.

MU 117-118–Choral Ensemble I (2,2)
Presents a variety of choral literature as the basis for study and presentation. Students participate as members of the Choral Arts Society of Frederick. Three rehearsal hours weekly. Open to all students.

MU 119-120–Jazz Ensemble I (2,2)
Prerequisite: Permission of instructor
Presents great jazz literature as the basis for study and presentation. Three rehearsal hours weekly. Applied music in chosen instrument recommended concurrently.

MU 121-122–Orchestral Ensemble I (2,2)
Prerequisite: Permission of instructor
Presents great orchestral music of the Baroque, Classical, Romantic and/or Contemporary musical eras. Applied music in chosen instrument recommended concurrently. Students participate as members of the Frederick Orchestra. Two rehearsal hours weekly.

MU 123-124–Wind Ensemble I (2,2)
Prerequisite: Permission of instructor
Presents a variety of wind ensemble literature as the basis for further study and presentation. Three rehearsal hours weekly. Applied music instruction in chosen instrument recommended concurrently.

MU 141–Class Voice I (1)
Offers class instruction in singing with emphasis on basic techniques of voice production, including correct breathing, posture, vowel production and vocal problems. Various repertoire will be studied. Open to beginners. One class hour per week.

MU 142–Class Voice II (1)
Prerequisite: MU 141
A continuation of Class Voice I, including more advanced techniques of vocal production and technique. Repertoire from classical, folk and Broadway styles included.

MU 151–Class Piano I (1)
Offers beginning piano study in a classroom-lab setting. An electronic piano is available for class use. Introduces basic keyboard and musicianship skills, including selected elementary pieces. Enrollment is limited to ten people.

MU 152–Class Piano II (1)
Prerequisite: MU 151
A continuation of the material presented in Class Piano I. Explores elements of theory, technique and improvisation. Topics include major and minor scale building, harmonizing scale degrees, accompaniment patterns, cadences and more. Includes solo and ensemble pieces and standard scale fingerings.

MU 171–Class Strings I (1)
Offered first semester for beginning students. One hour weekly.

MU 206–Aural & Keyboard Skills III (1)
Prerequisite: MU 107
Corequisite: MU 211
A continuation of Aural and Keyboard Skills II, coordinated with material presented in Music Theory III, including secondary dominants, Neapolitan sixth chords, augmented sixth chords, ensemble work, conducting and more complex chord progressions.

MU 207–Aural & Keyboard Skills IV (1)
Prerequisite: MU 206
Corequisite: MU 212
A continuation of Aural and Keyboard Skills III, coordinated with material presented in Music Theory IV, including synthetic scales, quartal and quintal harmonies, tone rows, chromaticism, changing meters and polychords.

MU 211–Music Theory III (3)
Prerequisite: MU 112
Corequisite: MU 206
A continuation of Music Theory II, with further work on modulations, dominant relationships, cadential identifications, extended part-writing procedures, four-part chorale analysis and writing, leading tone triads and diatonic seventh chords. Includes binary and ternary forms, characteristics of instrumental writing, the Neapolitan sixth chord and augmented sixth chords, harmonizations with all types of chords and figured bass symbols.

MU 212–Music Theory IV (3)
Prerequisite: MU 211
Corequisite: MU 207
A continuation of Music Theory III. Includes chords of the ninth, eleventh and thirteenth, evaded cadences, complex harmonic progressions, whole-tone scale and pentatonic scale, impressionistic techniques, twelve-tone writing, atonality, new sound sources, twentieth-century uses of melody, rhythm, harmony and form, extended uses of chromaticism, new notational methods, score reading and listening.

MU 217-218 Choral Ensemble II (2,2)
Continuation of MU 117-118. Three rehearsal hours weekly.

MU 219-220–Jazz Ensemble II (2,2)
Prerequisite: Permission of instructor
Continuation of MU 119-120. Three rehearsal hours weekly.

MU 221-222–Orchestral Ensemble II (2,2)
Prerequisite: Permission of instructor
A continuation of MU 121-122. Three rehearsal hours weekly.

MU 223-224–Wind Ensemble II (2,2)
Prerequisite: Permission of instructor
A continuation of Wind Ensemble I. Three rehearsal hours weekly. Applied instruction in chosen instrument recommended concurrently.

MU 251–Class Piano III (1)

Prerequisite: MU 152

A continuation of the material presented in Class Piano II. Students will work on greater hand independence and facility, arpeggios, chord progressions, new types of scales and secondary dominants. Includes a study of easy classics.

MU 252–Class Piano IV (1)

Prerequisite: MU 251

A continuation of Class Piano III, emphasizing development of a greater repertoire and enhancement of performance skills. Students become more fluent in hand control, rhythmic ability and accompaniment patterns. Includes a study of standard national and holiday pieces, as well as additional drills in functional piano playing.

Applied Music Courses

First Year Courses

Fall Semester

MU 172 First Year Piano (1,2)
MU 174 First Year Voice (1,2)
MU 178 First Year Brass (1,2)
MU 180 First Year Woodwinds (1,2)
MU 182 First Year Strings (1,2)
MU 184 First Year Guitar (1,2)
MU 186 First Year Percussion (1,2)

Spring Semester

MU 173 First Year Piano (1,2)
MU 175 First Year Voice (1,2)
MU 179 First Year Brass (1,2)
MU 181 First Year Woodwinds (1,2)
MU 183 First Year Strings (1,2)
MU 185 First Year Guitar (1,2)
MU 187 First Year Percussion (1,2)

Second Year Courses

All second-year courses carry a prerequisite of corresponding first-year courses.

Fall Semester

MU 272 Second Year Piano (1,2)
MU 274 Second Year Voice (1,2)
MU 278 Second Year Brass (1,2)
MU 280 Second Year Woodwinds (1,2)
MU 282 Second Year Strings (1,2)
MU 284 Second Year Guitar (1,2)
MU 286 Second Year Percussion (1,2)

Spring Semester

MU 273 Second Year Piano (1,2)
MU 275 Second Year Voice (1,2)
MU 279 Second Year Brass (1,2)
MU 281 Second Year Woodwinds (1,2)
MU 283 Second Year Strings (1,2)
MU 285 Second Year Guitar (1,2)
MU 287 Second Year Percussion (1,2)

Description of Applied Music Courses

1. Thirteen half-hour lessons for one credit, thirteen hour lessons for two credits. Instruction includes technique, theory, style, interpretation and performance of selected literature.

2. Two repertoire and performance classes each semester, conducted by a member of the applied music faculty. Student performers are selected at the discretion of the faculty. Specific dates for the classes are announced at the beginning of each semester. Attendance is required of students registered for college credit. Students failing to meet the attendance obligation or an approved alternative are penalized one letter grade. Students registered for college audit are welcome and encouraged to attend.

3. Jury examination to be held on the last Saturday of the semester and to be regarded as the final exam. Students perform for the applied music faculty one composition they have studied during the semester. Jury exam times are made by appointment. Students in their first semester of applied music study are exempt from the jury exam requirement.

4. A student recital is to be held at the end of each semester. Participants are selected at the discretion of the faculty.

5. Additional instructor fee: see fee schedule in the credit schedule.

Nuclear Medicine (NM)

NM 100–Physics for Nuclear Medicine Technology (4)

Prerequisites: CH 101, MA 111, MA 206, BI 103, BI 104, CIS 101, PY 101 with a grade of "C" or better

Introduces the atom and its structure within the context of nuclear medicine. Includes topics in radioactivity, modes and kinetics of radioactive decay, and radiation detection and protection.

NM 101–Nuclear Medicine Technology I (4)

Prerequisites: NM 100

Introduces the concepts of nuclear medicine. Includes radiation physics, radiation detection, instrumentation, and clinical applications of radionuclides.

NM 102–Nuclear Medicine Technology II (4)

Prerequisite: NM 100

Orientation to clinical nuclear medicine, includes medical terminology, professional ethics and conduct, patient care, and radiation safety.

NM 103–Nuclear Medicine Techniques I (3)

Prerequisite: NM 100

Provides materials related to clinical procedures, instrumentation, diagnostic computer systems, and advanced imaging techniques, including tomography.

NM 104–Clinical Nuclear Medicine Technology I (2)

Prerequisite: NM 101, NM 102, NM 103

Directed practice in a clinical affiliate hospital. Emphasizes routine diagnostic and therapeutic procedures. Daily image critiques by a licensed/certified technologist. On-site lectures by board certified nuclear medicine physicians supplement clinical experience.

NM 105–Nuclear Medicine Techniques II (3)

Prerequisite: NM 101, NM 102, NM 103

Focuses on clinical procedures, instrumentation, diagnostic computer systems, and advanced imaging techniques, such as SPECT. This course will provide a basic review of A&P and pathology of various organs and systems.

NM 106–Nuclear Medicine Instrumentation (2)

Prerequisite: NM 101, NM 102, NM 103

Introduces nuclear medicine and radiation detection instrumentation. Covers gas-filled detectors and basic scintillation detectors as well as gamma spectroscopy. Covers the design, operation and quality control of these instruments. Discusses quality control procedures that must be performed to test equipment for accurate function.

NM 201–Medical Radiobiology (2)

Prerequisite: NM 104, NM 105, NM 106

Offers comprehensive coverage of the effects of radiation in living organisms. Discusses the difference between stochastic and nonstochastic effects of radiation. Discusses the effects of radiation at the subcellular and cellular levels, progressing through the effects of radiation on the whole organism, and culminates in the medical application of ionizing radiation.

NM 202–Clinical Nuclear Medicine Technology II (3)

Prerequisite: NM 104, NM 105, NM 106

Provides directed practice in a clinical affiliate hospital/imaging center. Students will develop their individual clinical techniques. Daily imaging critiques by licensed/certified technologists and on-site lectures by board certified nuclear medicine physicians supplement clinical experiences.

NM 203–Radiopharmacy and Radiation Chemistry (2)

Prerequisite: NM 104, NM 105, NM 106

Presents basic skills necessary for the operation of a radiopharmacy. Includes production of radionuclides, FDA approval, quality control, adverse reactions, and transportation of radiopharmaceuticals.

NM 204–Clinical Nuclear Medicine Technology III (4)

Prerequisite: NM 201, NM 202, NM 203

Provides directed practice in a clinical affiliate hospital/imaging center. Students continue to develop their individual clinical techniques and create a clinical procedures manual. Daily imaging critiques by licensed/certified technologists and on-site lectures by board certified nuclear medicine physicians supplement clinical experiences.

NM 205–Professional Development in Nuclear Medicine (1)

Prerequisite: NM 201, NM 202, NM 203

Prepares students for their board certification exam. Teaches students how to develop a resume and prepare for an interview.

Nursing (NU)

NU 50–Preparation for Nursing (0) [1]

Offers a basis for developing proficiency and accuracy in dosage calculations. Teaches computations of oral and parenteral medications for adults and children using the apothecaries, metric and household systems. Includes an introduction to pharmacology.

NU 51–Transition to Registered Nursing - Introduction to Clinical Nursing (0) [2]

Prerequisite: Permission of director of nursing education

Presents basic concepts of the practice of registered nursing for the licensed practical nurse who has been accepted into the LPN transition program. The Neuman Systems Model is used as a framework for client system care in the lectures, campus labs, and clinical setting. Offered in summer session only.

NU 52–Transition to Registered Nursing - Reproductive Health Nursing (0) [1]

Prerequisite: NU 51

Presents the study of childbirth and alterations in female reproductive health in the family client system for the LPN who is a student in the LPN transition program. The Neuman Systems Model is the framework for the study of family client system care in seminars, in the campus laboratories and in acute care settings.

NU 54–Transition to Registered Nursing - Medical-Surgical Nursing I (0) [3]

Prerequisite: NU 51

Presents the study of adult client systems with acute and chronic alterations in wellness for the licensed practical nurse who is a student in the LPN transition program. The Neuman Systems Model is the framework for the study of client care in the seminars, in the campus laboratories, and in the acute and rehabilitative facilities. Offered in the summer session only.

NU 100–Success Tools for Nursing (2)

Prerequisite: Admission into the nursing (PN or RN) clinical component

Corequisite: NU 101

Assists the beginning nursing student in developing successful study and test-taking skills. Assignments and classroom activities are designed to encourage the development of critical thinking skills required in nursing classroom and clinical settings.

NU 101–Introduction to Clinical Nursing (6)

Prerequisites: BI 103, BI 104, BI 120; passing score on nursing dosage calculations exam

Introduces concepts of professional nursing. The Neuman Systems Model is the framework for the study of client care in the lectures, in the campus laboratories, and in the subacute and long-term care facilities.

NU 210–Reproductive Health Nursing (3)

Prerequisite: NU 101

Introduces the study of childbirth and alterations in reproductive health in the family system. Normal conditions and complications of childbirth and female reproduction are addressed. The Neuman Systems Model is the framework for the study of family client system care in lectures, in the campus laboratories, and in acute and community settings.

NU 211–Medical-Surgical Nursing I (7)

Prerequisite: NU 101

Introduces the study of adult client systems with acute and chronic alterations in wellness. The Neuman Systems Model is the framework for the study of client care in the lectures, in the campus laboratories, and in the acute and rehabilitative facilities.

NU 212–Medical-Surgical Nursing II (4)

Prerequisites: NU 210, NU 211

Continues the study of adult clients with acute and chronic alterations in wellness. The Neuman Systems Model is the framework for the study of client care in the lectures, in the campus laboratories, and in the acute and perioperative settings.

NU 213–Medical-Surgical Nursing III (4)

Prerequisites: NU 212, NU 214

Involves the student in the nursing care of clients with life-threatening situations or complex health problems. Focus moves from maintenance and promotion of health to utilization of emergency measures, monitoring devices and life-support equipment. Clinical experiences are provided in hospitals, nursing homes and various community health care settings.

NU 214–Psychiatric/Mental Health Nursing (4)

Prerequisites: NU 210, NU 211

Introduces the study of adult, child and adolescent client systems experiencing acute and chronic alterations in mental health. The Neuman Systems Model is the framework for the study of client care in the seminars, in the campus laboratories, and in the acute and community settings.

NU 215–Nursing Care of Children (3)

Prerequisites: NU 212, NU 214

Introduces the study of pediatric client systems experiencing acute alterations in wellness. The Neuman Systems Model is the framework for the study of client care in the lectures and in acute care settings.

NU 216–Preparation for Practice (2)

Prerequisites: NU 212, NU 214

Introduces current trends in nursing practice and leadership. Facilitates the graduate's entry into nursing practice at the generalist level. The Neuman Systems Model is the framework for the study of nursing issues and leadership in the classroom and the management practicum.

NU 220–Parish Nursing (3)

Prerequisite: Must be a Registered Nurse

Provides information on the role of the Parish Nurse, concepts and application of the theory of healing through the integration of mind-body-spirit and overviews community health nursing as a standard of practice for Parish Nursing. Designed to help the RN to synthesize previous knowledge and apply new concepts of holistic nursing practice in order to begin a Parish Nurse practice within a congregation. Evidence of RN licensure will be required at the first class.

Paralegal (LA)

LA 100–Introduction to Law (3)

Prerequisites: EN 50A and EN 52

Presents an overview of the legal profession. Covers responsibilities of the legal assistant professional. Includes structure of the American Legal System, law office management, standard operating procedures, office automation and computerization, interviewing and investigation, and basic legal theories, concepts, research and writing.

LA 103–Ethics for the Legal Professional (3)

Prerequisite or Corequisite: LA 100

Concentrates on the ethical responsibilities that have been established by statutes, courts decisions, court rules, and professional associations affecting legal assistants/paralegals and lawyers. Includes conflict of interest, confidentiality, competence, solicitation, fees and billing, obligations of attorneys to clients, and protection of client funds. Covers the nature of supervision in order to avoid unauthorized practice of law.

LA 104–Contracts (3)

Prerequisites: EN 50A and EN 52

Covers the fundamental principles of contract law; the manner in which contracts are formed; the elements of a valid contract; the rights and obligations of various parties to a contract, as well as the rights of third parties; and available remedies when a contract is breached.

LA 105–Torts (3)

Prerequisites: EN 50A and EN 52

Covers the fundamental principles of tort law. Includes intentional torts, negligence, and strict liability. Examines the various types of damages that can be awarded and what needs to be established to collect such damages.

LA 106–Law & Technology (3)

Prerequisites: LA 100, CIS 103A

Prepares students for the increasing levels of computer literacy demanded by the legal profession. Covers the basic features of at least one commonly used word processing program, database program, spreadsheet program and legal specific programs for calendaring, timekeeping and billing. Offers basic features of computer-assisted legal research and other electronic resources. Incorporates current technological trends used by the legal profession.

LA 110–Legal Research (3)

Corequisite: LA 100

Offers working knowledge of techniques of legal research. Includes assigned problems in legal research and basic knowledge of Shepard's Citation, West's Digest System and Key Numbers; American Law Reports; legal periodicals; federal and state statutes; legislative history resource materials; and other legal research tools. Stresses proper citation forms, along with briefing of cases and memo preparation. Includes the use of computers in legal research.

LA 120–Legal Writing & Documents (3)

Prerequisites: EN 101, LA 110

Offers working knowledge of techniques of legal writing in the preparation of legal documents. Specifically for the legal assistant, course covers various types of legal documents including leases, contracts, wills, memoranda, pleadings, trial briefs, legal correspondence and legislative drafting.

LA 210–Estates and Probate (3)

Prerequisite: LA 100

Covers basic legal concepts and fundamental principles of law as applied to the more common forms of wills, trusts, and intestacy, as well as organization and jurisdiction of the probate court.

LA 220–Evidence & Procedure (Civil) (3)

Prerequisite: LA 100

Covers rules governing the admission of evidence at a trial or administrative proceeding. Considers both federal and Maryland law. Explores procedural aspects of civil actions.

LA 230–Law of the Real Estate Business (3)

Prerequisite: LA 100

Reviews the essentials of real estate law and the processes and procedures for which the paralegal is responsible, including discussion of landlord/tenant matters; easements and covenants; analysis of real estate contracts; types and sources of mortgage financing; ordering title work; preparation of closing documents; settlement statements; closing; and coordination of closing.

LA 240–Family Law (3)

Prerequisite: LA 100

Develops skills necessary to become an effective legal assistant/paralegal working with family law matters. Explores the fundamentals of family law including: the regulation of marriage; law of divorce; annulment and legal separation; child custody and support; children of unmarried parents; child abuse and neglect; domestic violence; and adoption.

Philosophy (PH)

PH 101–Introduction to Philosophy (3)
Prerequisites: EN 50A, EN 52
Surveys the major intellectual problems faced by great philosophers of all ages.

PH 204–World Religions (3)
Prerequisites: EN 50A, EN 52
Introduces the historical background, beliefs, scriptures and practices of the world's major religious traditions including Hinduism, Jainism, Buddhism, Sikhism, Taoism, Confucianism, Shintoism, Judaism, Zoroastrianism, Christianity and Islam.

PH 205–Ethics (3)
Prerequisites: EN 50A, EN 52
Introduces the problems and possibilities of moral philosophy and ethical decision making.

PH 206–Logic (3)
Prerequisite: EN 52
Introduces basic problems in the use of logic and language. Improves the use of language and sound principles of reasoning.

PH 207–Biomedical Ethics (3)
Prerequisites: EN 50A, EN 52
Explores some of the most troubling problems that health care professionals, physicians and lawyers as well as individual patients and their families are called upon to solve. Examines principles in biomedical ethics, as well as general ethical theories in major problem areas, including euthanasia and prolongation of life, genetic intervention, behavior control, experimenting with human subjects, etc.

PH 208–Business Ethics (3)
Prerequisites: EN 50A, EN 52
Introduces business ethics. Clarifies moral obligations and ethical dilemmas for managers who make business decisions.

PH 209–Environmental Ethics (3)
Prerequisites: EN 50A, EN 52
Identifies the most troubling ethical dilemmas in the field of environmental protection and explores the applicability of traditional ethical theories in areas such as the depletion of non-renewable resources, population growth, responsibilities to the non-human world, responsibilities to future generations and environmental cost/benefit analysis.

Physical Education (PE)

PE 100–Series Physical Education (1,1)
Includes orientation, instruction and participation in specific skills, rules and etiquette in a variety of selected team and individual carry-over activities.

PE 108–Body Mechanics (1)
Examines the application of physical laws to the human body at rest or in motion, including concepts of effective, efficient and aesthetic postures, both static and dynamic. Emphasizes joint motions, care of the back and components of fitness including body compositions, flexibility, strength, muscular endurance and cardiovascular endurance.

PE 126–Fitness and Conditioning (1)
Introduces through participation the importance of physical conditioning and various ways to achieve it.

PE 127–Bowling (1)
Provides orientation, instruction and participation in specific bowling skills, rules, and etiquette of the sport.

PE 131–Aerobics (1)
Offers muscular and cardiovascular endurance exercises performed to music.

PE 153 Introduction to Physical Education (3)
Theory course for physical education majors. Includes an orientation to the profession, including the relationship of physical education to education, current trends and practices, career opportunities and areas of research.

PE 154–Fitness for Living (3)
Covers the components of physical fitness, stress, care of the back, nutrition and weight control. Evaluations in all areas included through laboratory experiences.

PE 160–Elementary Fencing (1)
Introduces the history, safety, rules and etiquette of fencing. Teaches basic skills required to participate in a fencing match, as well as skills in directing and scoring a match.

PE 161–Psychology of Sport (3)
An exploration of the personality factors, including, but not limited to, motivation, aggression and emotion as they affect sports participation and motor skill performance.

PE 165–Volleyball (1)
Includes orientation, instruction and participation in specific skills, rules and etiquette of the sport.

PE 166–Weight Training (1)
Provides orientation, instruction and participation in specific weight training skills, rules, safety and etiquette of the sport.

PE 173–Backpacking (1)
Includes buying and selecting the proper equipment, clothing and meals; campsite selection; setup; and enjoying the outdoors in relative comfort. Suitable for a beginner who wants to learn campcraft or a current backpacker wishing to refine basic skills. Includes a three-day backpacking trip. Extra fees required..

PE 174–Basic Canoeing (1)
Covers the basics of canoeing. Includes paddling techniques, equipment, water reading safety and logistics. Features flat water, moving water and white water. By the end of the course, student will be certified in Class II white water. Extra fees required.

PE 175–Mountaineering I (1)
Presents basic skills of rock climbing and mountain climbing. Includes instruction on equipment, its care and purchase, tie-ins, anchors, belaying, ascending and descending and rappeling. Includes field experiences. Extra fees required.

PE 177–Karate I (1)
Introduces the Korean art of Tae Kwon Do. Students learn the basic kicks, punches, stances and form of this popular martial art as well as be introduced to the rules of behavior and code of conduct of the form. Students will also learn basic self-defense strategies.

PE 178–Karate II (1)
Prerequisite: PE 177
A continuation of Karate I. Introduces more advanced techniques of Tae Kwon Do. Includes advanced hand and foot techniques and practical application of Hap Ki Do self-defense.

PE 179–Tennis I (1)
Presents orientation, instruction and participation in specific skills, rules and etiquette of the sport.

PE 180–Tennis II (1)
Prerequisite: PE 179
Provides instruction in consistency in the basic tennis shots. Teaches advanced techniques, including the lob, overhead smash and drop-shot. Covers advanced singles and doubles strategies.

PE 181–Golf (1)
Includes orientation, instruction and participation in specific skills, rules and etiquette of the sport. Extra fees required.

PE 182–Golf II (1)
Prerequisite: PE 181
Provides instruction in maintaining a consistent golf swing. Teaches advanced golf shots, correction of golf swing flaws, and techniques of reading greens. Extra fees required.

PE 183–Beginning Snow Skiing (1)
Introduces terms, rules, equipment and pre-skiing exercises, along with instruction in the basic skills. Includes walking, side-stepping, wedge, wedge turn, use of lifts, linked turns and varying terrain. Fees: based on actual rental costs

PE 184–Intermediate Snow Skiing (1)
Must be capable of wide track parallel turning. Includes parallel turns, step christies, steeper terrain, edge control, sequential and simultaneous leg rotations and long and short radius turns. Fees: based on actual rental costs

PE 185–Advanced Snow Skiing (1)
Prerequisite: PE 184
For skiers capable of basic parallel turning. Includes instruction in dynamic parallel turns, both short and long radius, higher performance in the parallel turn, powder tactics, variable conditions and bump skiing with refined pole usage and carving techniques for mountain skiing. Fees: based on actual rental costs

PE 186–Volleyball II (1)
Prerequisite: PE 165
Provides advanced instruction for students who have the basic volleyball skills: forearm pass, set, spike and serve. Covers advanced defensive and offensive strategies.

PE 187–Social Dance (1)
Provides instruction in the basic partner dance forms including such dances as the waltz, swing, two-step, cha-cha, polka and fox-trot. Other contemporary dances may be included.

PE 188–Yoga (3)
Provides a holistic approach to understanding some of the fundamental principles and philosophies of yoga while also providing a weekly experiential Hatha (physical) practice.

PE 236–Coaching Principles (3)
Provides student with the knowledge to become an effective coach. Foundational areas of coaching are presented, including coaching philosophy, sport psychology, sport pedagogy, sport physiology and sport management. Coaching certification is possible through the American Sports Education Program.

PE 240–Methods of Golf (1)
Includes orientation, instruction and participation in specific golf skills, rules and etiquette of the sport. Includes teaching techniques for use in schools and recreational programs.

PE 241–Methods of Fitness and Conditioning (1)
Introduces through participation the importance of physical conditioning and the various ways to achieve it. Includes teaching techniques for use in schools and recreational programs.

PE 242–Methods of Aerobics (1)
Presents muscular and cardiovascular endurance exercises performed to music. Includes teaching techniques for use in schools and recreational programs.

PE 243–Methods of Beginning Swimming (1)
Offers orientation and instruction in swimming skills, physical laws governing swimming and practice swimming of elementary strokes. Includes teaching techniques for use in schools and recreational programs.

PE 246–Methods of Elementary Fencing (1)
Introduces the history, safety, rules and etiquette of fencing. Teaches basic skills required to participate in a fencing match, as well as skills in directing and scoring a match. Includes teaching techniques for use in schools and recreational programs.

PE 247–Methods of Weight Training (1)
Orientation, instruction and participation in specific weight-training skills, rules, safety and etiquette of the sport. Includes teaching techniques for use in schools and recreational programs.

Physical Science (PC)

PC 103–Elements of Physical Science (3)
Prerequisites: EN 50A, EN 52, MA 82 or MA 91
Covers selected aspects of earth science, physics, chemistry and the quantitative relationships involved in the behavior of matter. Uses simple experiments to introduce scientific topics as needed. Restricted to non-science majors. Students cannot receive credit for both PC 103 and PC 114.

PC 104–The Water Planet: Introduction to Oceanography (3)
Prerequisites: EN 50A, EN 52, MA 82 or MA 91
Presents a study of the ocean as a dynamic and changing entity. Emphasizes connections among disciplines in and outside the areas of science. Provides a basic understanding of scientific questions, complexities and uncertainties involved with the study and use of oceans.

PC 105–Introduction to the Science of Weather (3)
Prerequisites: EN 50A, EN 52, MA 82 or MA 91
Surveys the basic physics of the atmosphere and the diagnostic tools of the meteorologist. Includes some discussion of applied meteorology, forecasting, pollution, aviation and agriculture. Students cannot get credit for both PC 105 and PC 106.

PC 106–Introduction to Meteorology (4)
Prerequisites: EN 50A, EN 52, MA 82 or MA 91
Surveys the basic physics and chemistry of the atmosphere and applies the diagnostic tools of the meteorologist. Includes some discussion of applied meteorology, forecasting, pollution, and climatology. This course includes a lab. Students cannot get credit for both PC 106 and PC 105.

PC 107–Introductory Astronomy (4)
Prerequisites: EN 50A, EN 52, MA 82 or MA 92
Presents a survey of astronomy that includes a study of the physical nature of the universe, the solar system, stars, nebulae and galaxies. The laboratory includes sky observations for collection and analysis of data, photographic analysis and laboratory experiments.

PC 108–Historical Geology (4)
Prerequisites: EN 50A, EN 52, MA 82 or MA 91
Traces the evolution of the earth and life through time. Presents scientific theories of the origin of the earth and life. Provides students with the tools to interpret the rock and fossil record. Saturday field trips focus on the geologic history of Maryland and Virginia.

PC 109–Physical Geology (4)
Prerequisites: EN 50A, EN 52, MA 82 or MA 91
Presents an introduction to the physical and chemical processes that shape the surface of the earth. The laboratory includes rock and mineral identification, map construction and interpretation, analysis of geophysical data and local field studies.

PC 110–Contemporary Energy Issues (3)
Prerequisites: EN 50A, EN 52, MA 82 or MA 91
Provides an analysis of the technical, economic and environmental issues related to energy, including energy resources, energy conversion, environmental effects, cost implications and governmental involvement.

PC/BI 112–Introduction to Environmental Science (3)
Prerequisites: EN 50A, EN 52, MA 82 or MA 91
Fundamentals of the environmental sciences as a basis for understanding the impact of technology on the environment. Topics include the Earth as a unique island in space; structure of the solid Earth, atmosphere, oceans and lakes; and atmospheric and oceanic weather. Also covered are development of life; biochemical cycles, terrestrial ecosystems, biological oceanography; atmospheric and oceanic pollution and environmental impacts of industrial processes.

PC 114–Contemporary Physical Science (4)
Prerequisites: EN 50A, EN 52, MA 82 or MA 91
Presents basic principles of physics and chemistry as they relate to our modern technological society. An activities-oriented approach is used that focuses on model building. These models are developed as a method of building both conceptual and quantitative understandings of the physical world. Students cannot receive credit for both PC 114 and PC 103.

PC 115–Introduction to Geoscience (4)
Prerequisites: EN 50A, EN 52, MA 82 or MA 91
Presents an overview of the solid and fluid parts of the earth system and investigates their interactions with human culture and society. The course follows a constructivist approach to learning.

Physics (PY)

PY 101–Survey of Physics (3)
Prerequisites: EN 50A, EN 52, MA 82 or MA 91
Gives students a general background in physics and prepares those who must take a two-semester physics course who have not had high school physics.

PY 201–Fundamentals of Physics (4)
Prerequisites: Completion of high school physics or PY 101 strongly recommended & EN 50A & EN 52 & MA 111
Presents an introductory study of physics, with the fundamental principles of mechanics, dynamics and mechanical waves. Emphasizes problemsolving and modeling of physical systems.

PY 202–Fundamentals of Physics (4)
Prerequisite: PY 201
Continues the study of basic principles of physics. Topics include thermodynamics, electricity and magnetism, optics and modern physics.

PY 203–Introductory Physics I (4)
Prerequisites: Completion of high school physics or PY 101 strongly recommended & EN 50A & EN 52 & MA 210
Presents an introductory study of physics covering the fundamental principles of mechanics, dynamics and mechanical waves. Emphasizes problem solving and modeling of physical systems. Physical laws and theories are developed by the application of calculus. Prepares students for advanced work in the physical sciences. An analytical course primarily for majors in science or mathematics.

PY 204–Introductory Physics II (4)
Prerequisites: PY 203, MA 211
Continues the study of fundamental principles of physics. Topics include thermodynamics, electricity and magnetism, optics and modern physics. The theoretical approach and use of calculus are continued.

PY 205–Modern Physics (4)
Prerequisite: PY 204
Continues from the calculus-based sequence PY 203-204, with emphasis on modern physics. Includes topics in relativity, electromagnetic theory, physical optics, quantum theory and atomic and nuclear physics.

Political Science (PI)

PI 104 American Government: National (3)
Prerequisite: EN 52
Covers basic principles of the national government: structure, powers and operations of Congress; the presidency and the Supreme Court; citizenship, elections, political parties and pressure groups.

PI 105–American Government: State and Local (3)
Prerequisite: EN 52
Presents a study of the function and problems of state and local government in the United States, with illustrations from Maryland jurisdiction.

PI 206–Civil Liberties (3)
Prerequisite: EN 52
Provides historical background, social and political issues and leading cases establishing the present rules regarding civil liberties today.

PI 220–Africa Today (3)
Prerequisite: EN 52
Examines contemporary Africa, including issues of representative government, state-building, civil war, human rights, ethnic identity, and changing cultures, economic development, and foreign relations. Select countries will be studied in-depth to illustrate key challenges facing the continent.

Practical Nursing (PN)

PN 112–Nursing Throughout Developmental Stages (8)

Prerequisites: NU 210, NU 211
Corequisite: PN 113
Prepares practical nursing students to provide care for adult and pediatric clients systems with commonly recurring physiological, psychological and developmental health problems. The Neuman Systems Model is used as the framework for the course. Supervised clinical experiences on medical-surgical and pediatric units in the hospital as well as observation in community-based centers are provided.

PN 113–Issues in Practical Nursing (1)

Prerequisites: NU 210, NU 211
Corequisite: PN 112
Focuses on the effective transition from student to licensed practical nurse. Emphasis is on the responsibilities associated with licensure, ethical and legal issues, employment strategies, continuing professional growth and leadership and management principles. Relevant trends in the development of the discipline of practical nursing are also emphasized.

Allied Health (Continuing Education/ Noncredit)

CAH 130–Certified Nursing Assistant I: Theoretical Applications

CAH 114–Certified Nursing Assistant II: Clinical Practicum

Qualifies participants to apply for CNA status with the Maryland Board of Nursing (newly required for employment in all settings), and prepares those wishing to be employed as Geriatric Nursing Assistants for the GNA licensing examination. Classroom, nursing laboratory and supervised clinical experience with experienced and certified nursing faculty are provided. Requirements: Evidence of a negative TB test or chest X-ray within the last six months. Student must obtain watch with second hand, stethoscope, uniform, textbooks. Students must register for both classroom/lab and clinicals. Prerequisite: GED and current Healthcare Provider CPR card. Students must successfully complete assessment testing at the Testing Center prior to registration. To register for Part II only, proof of successful completion of Part I: Theoretical Applications must be presented.

CAH 428–Pharmacology Technician

Prepares you to enter the pharmacy field and to prepare them to sit for the Pharmacy Technician Certification exam. Includes medical terminology specific to pharmacy, reading and interpreting prescriptions and defining drugs by generic and brand names. Learn dosage calculation, I.V. flows, drug compounding, dose conversions, and dispersing of prescriptions, inventory control, billing and reimbursement.

CAH 449–Introduction to Dental Assisting

This course provides a complete foundation for a career in dental assisting. Topics include dentistry team and specialties, dental anatomy and terminology, equipment and procedures, OSHA regulations, and office responsibilities. Upon successful completion, students will have entry-level skills as a dental assistant. Handouts and materials included in tuition cost. Limit 22 students. This course is cosponsored by the Maryland State Dental Association (MSDA). For prerequisite information, call Joyce Maher-Burke, MSDA Education Director, 410.964.2880.

CAH 470–Expanded Functions

Successful completion of this course prepares the assistant for the Maryland Board qualification examination (QDA/QOA). The student must have experience in a dental office to participate in the course and have a working knowledge of basic oral anatomy, dental terminology and basic infection control. Radiology certification preferred but is not mandatory. The majority of your clinical practice takes place at the student's place of employment. The employing dentist must send a letter verifying employment and a commitment to your direct clinical supervision.

CAH 447–Oral Radiography Techniques

Prepares dental assistants who are employed in a dental office to sit for the DANB Dental Radiation Health and Safety Certification exam. All clinical practice takes place at the student's place of employment (including full-mouth series and two bitewing x-rays). Course requirements: High school graduate or equivalency, successful completion of CAH444 Introduction to Dental Assisting, a letter from the employing dentist verifying employment and a commitment to your direct clinical supervisor. Those interested who are not employed in a dental office must contact Joyce Maher-Burke to arrange clinical practice, which will require lab fees. Must have working knowledge of basic oral anatomy, basic infection control and basic dental terminology. (Limit 22 students). This course is cosponsored with the Maryland State Dental Association (MSDA). For prerequisites and course information, call Joyce Maher-Burke, MSDA education director, 410.964.2880.

CAH 453–Phlebotomy/IV Technician Classroom Part I

CAH 454–Phlebotomy/IV Technician Classroom Part II

CAH 451–Phlebotomy/IV Technician Clinical I

CAH 452–Phlebotomy/IV Technician Clinical II

Prepares you to collect blood specimens from clients for the purpose of laboratory analysis. Become familiar with all aspects related to blood collection and develop comprehensive skills to perform venipunctures completely and safely. Classroom work includes terminology, anatomy and physiology. This course prepares you to take the American Society of Clinical Pathologist exam. The IV Technician training is a comprehensive course, which concentrates on theory and hand-on lab training in intravenous therapy. Topics to be covered include infusion methods, fluids and electrolytes, equipment and assembly, and intravenous puncture. Innovative teaching strategies will be utilized to enhance adult learning. Requirements: Evidence of a negative TB test or chest X-ray, and physical exam within the last six months must be provided at the first classroom session. Students must register for both classroom and both clinical sessions. Students must successfully complete assessment testing at the Testing Center prior to registration and show evidence of successful completion of a medical terminology course.

CAH 431–Physical & Occupational Therapy

This course is designed to provide you with the basic theory and hands-on applications involved in the field of physical and occupational therapy as they relate to the patient care technician, therapy aide and the occupational therapy aide. You will perform basic procedures required of physical and occupational therapy aides and identify various therapeutic modalities used in both physical and occupational therapy.

CAH 461–EKG Technician

A comprehensive course that presents all the essential concepts you need to master the skills of this challenging field. Prepares you to function as EKG/Cardiovascular Technicians and take a national EKG Technician Certification Exam.

SAF 101–Heartsaver Pediatric CPR

Pediatric Basic Life Support is for those who have a requirement for child and infant CPR training. Approved for 3.5 clock hours by the Maryland Child Care Administration. MIEMSS contact hrs. awarded.

SAF 103–CPR: Healthcare Provider

Designed to teach the skills of CPR for victims of all ages, including ventilation with a barrier device, bag-valve mask device, and oxygen, use of an automated external defibrillator (AED) and relief of foreign body airway obstruction. It is intended for participants who work in a healthcare setting and those who are required to take a healthcare provider course for their employment. Course completion card is issued for all participants in a BLS for Healthcare Provider course who successfully complete the written examination and demonstration. Required for all FCC nursing students. Limit 12

SAF 105–Advanced Cardiac Life Support (ACLS)

Utilizes American Heart Association guidelines to provide a systematic approach to dealing with a cardiopulmonary emergency or sudden death. Includes, but not limited to, myocardial infarction, respiratory arrest with a pulse, witnessed VF adult cardiac arrest, airways management and testing, mega VF:refractory VF/pulseless VT, pulseless electrical activity, strip recognition and testing, asystole, bradycardia, unstable tachycardia-cardioversion, and stable tachycardia. Money collected for this course does not represent income for the American Heart Association. Enrollment deadline is one week prior to course start date.

SAF 106–Advanced Cardiac Life Support (ACLS) Refresher

Utilize American Heart Association guidelines to provide a systematic approach to dealing with a cardiopulmonary emergency or sudden death. Includes, but not limited to myocardial infarction, respiratory arrest with a pulse, witnessed VF adult cardiac arrest, airway management and testing, mega VF/refractory, VF/pulseless, VT/pulseless electrical activity, strip recognition and testing, asystole, bradycardia, unstable tachycardia-cardioversion, and stable tachycardia. Money collected for this course does not represent income for the American Heart Association. Enrollment deadline is one week prior to the course start date.

Note: A copy of a current ACLS Pocket Card must accompany the registration form. There is no grace period. Registration deadline is one week prior to course start date. (The American Heart Association Text: Advanced Cardiac Life Support is required and may be purchased at the FCC Bookstore.)

SAF145–Pediatric Advanced Life Support (PALS)

This course is designed to provide you with the latest guidelines for resuscitation, including but not limited to basic scientific studies, pharmacology, dysrhythmial identification, pertinent equipment and recommended therapeutic intervention and the cognitive & psychomotor skills need to resuscitate and stabilize infants and children in respiratory failure, shock or cardiopulmonary arrest.

SAF 146–Heartsaver CPR/First Aid (Adult)

Heartsaver Plus courses teach CPR and relief of foreign body airway obstruction to all lay rescuers, and is specifically designed for lay rescuers who are required to obtain a course completion card, a credential documenting completion of a CPR course. Designed for the layperson to learn techniques and procedures to provide immediate care to the injured or suddenly ill person until professional help arrives. Topics include legal aspects, patient assessments, types of shock, controlling bleeding, heat/cold emergencies, and accessing the emergency medical system and use of the automated external defibrillator. Student manual included.

SAF 147–Heartsaver Pediatric First Aid & CPR

Teaches CPR and relief of foreign body airway obstruction in an infant and child up to 8 years old. Designed for child caregivers, parents, grandparents, and relatives of infants and children. Upon successful completion of the course you receive a course completion pocket card. Student manual included.

SAF 131–CPR for Family and Friends

Designed for all lay rescuers, school children, family members of patients at risk for sudden cardiac death, and other laypersons who want to learn rescue skills for loved ones. Provides information about the American Heart Association adult, child, and infant chain of survival; signs of heart attack; cardiac arrest; stroke and choking; prevention of sudden infant death syndrome; and prevention of the most common fatal injuries in infants and children.

SAF 132–Heartsaver CPR

Heartsaver Plus courses teach CPR and relief of foreign body airway obstruction to all lay rescuers, and is specifically designed for lay rescuers who are required to obtain a course completion card, a credential documenting completion of a CPR course. Student manual included.

SAF 134–Heartsaver AED (or Heartsaver AED-Spanish)

Designed for the layperson and first responder. Presents basic techniques of CPR and how to use an automated external defibrillator. Learn to use barrier devices during rescue breathing, give first aid for choking, and recognize the signs of four major emergencies: heart attack, stroke, cardiac arrest,and choking. Students who successfully complete the course knowledge and skills evaluations are eligible to receive a course completion card. Student manual included.

SAF 135–Heartsaver First Aid

Combines training in adult CPR and use of an automated external defibrillator (AED) with basic first aid procedures. This is a joint program of the American Heart Association and the National Safety Council. Learn to give adult CPR, relieve choking, use a barrier device, operate an AED, and provide first aid for bleeding, shock, burns, and poisoning. Upon successfully completing the course knowledge and skills evaluation and meeting the criteria set by the AHA and National Safety Council you are eligible for a course completion card. Student manual included.

SAF 137–CPR: Healthcare Provider Renewal

Designed to upgrade the current Healthcare Provider to the new 2000 AHA guidelines. New information is provided on ventilation with an automated external defibrillator and barrier device, bag-valve mask device, and oxygen. You must present current AHA Healthcare Provider BLS/CPR card at the beginning of class, which cannot be more than 1 month past the recommended renewal date, and must have a student manual.

Psychology (PS)

PS 101–General Psychology (3)

Prerequisite: EN 52

Emphasizes the major factors that influence human behavior, including behavioral neuroscience, perceptual processes, consciousness, intelligence, personality and psychological disorders.

PS 104–Issues of Drug/Alcohol Use (3)

Prerequisite: EN 52

Presents a comprehensive study of the use of legal and illegal drugs; an analysis of the addictive and recovery process for individuals and families; a study of treatment modalities and 12-step groups; a study of the physiological and legal consequences of substance use and abuse.

PS 202–Social Psychology (3)

Prerequisite: EN 52

Explores the effects of the social environment upon the human organism through the study of interpersonal relationships, and the social influences on cognitive processes such as social perception, attribution, persuasion, prejudice and discrimination, aggression, prosocial behavior and group interaction.

PS 204–Psychology of Adolescence (3)

Prerequisite: PS 101

Explores physiological, psychological and social dilemmas of the adolescent. Considers relevant contemporary research and behavioral determinants.

PS 205–Psychology of Aging (3)

Prerequisite: EN 52

Introduces the normal physiological, psychological and sociological changes that occur during the life span. Emphasis on consequent behavior patterns and changing needs of the elderly. Includes study of adaptive processes, intervention techniques, strategies and availability of services.

PS 206–Abnormal Psychology (3)

Prerequisite: PS 101

Explores the nature, etiology, diagnosis, prognosis, treatment and possible prevention of the major classifications of psychological disorders including anxiety, mood, eating, substance-related, schizophrenic, dissociative, personality and childhood disorders.

PS 207–Death and Dying (3)

Prerequisite: EN 52

Introduces the origins and development of death attitudes and behavior. Topics include euthanasia; suicide; grief and mourning processes; the funeral system; legal rights; and coping strategies. Emphasis on death as a normal developmental event.

ED/PS 208–Human Growth & Development (3)

Prerequisite: EN 52

Presents central concepts related to parameters of human development through the life span. Includes physical, social, emotional and mental development at the various stages of life. Considers the influence of culture as well as individual differences.

PS 209–Women's Studies: A Multicultural Perspective on the Psychology & Sociology of Women (3)

Prerequisite: EN 52

Introduces the scientific study of women as a multicultural group. Reviews material from the fields of psychology, sociology, anthropology, and medicine as it related to women. Particular effort will be made to address the experiences of women of varied races, ethnic groups, classes, national origins, and sexual orientations so that the whole concept of gender may be broadened to take these different experiences and different concerns into account.

Real Estate (Continuing Education/ Noncredit)

REA 203–Principles and Practices of Real Estate for Maryland

If you are planning to take the Maryland Real Estate Licensing Examination, you need this course. If you attend all of the classes and receive a 70% or better on the final examination, you will receive a certificate that enables you to take the state examination. 100% attendance will be required to earn the CEU's for this course. Textbooks are required for this course.

REA 209–Real Estate: Principles of Appraising

This state-approved course is the first course in a series of three prelicensure courses designed to meet the requirement for real estate appraisal trainee licensure as required by the Maryland Real Estate Appraisers Commission. With an overall focus on the basics of appraisals, topics include appraisal ethics, economic principles, legal considerations, types of value, and influences on real estate values. Textbook required at first class is available at the Campus Bookstore,. All hours of the course must be attended and course exam passed to receive class certification.

REA 221–Real Estate: Basic Appraisal Procedures

This state-approved course is the second in a series of three prelicensure courses designed to meet the requirement for real estate appraisal trainee licensure as required by the Maryland Real Estate Appraisers Commission. With an overall focus on the basics of appraisals, topics include appraisal process, methods to value land/site, understanding market data, and describing land/sites. Textbook required at first class is available at the Campus Bookstore, All hours of the course must be attended and course exam passed to receive class certification.

REA 206–Real Estate: Appraisal Standards and Ethics

This state-approved course is the final pre-licensure course designed to meet the requirements for real estate appraisal licensure and certification as required and approved by the Maryland Real Estate Appraisers Commission. Topics include state licensing and certification requirements, examination contents, federal and state laws and agencies, appraisal organizations, and uniform standards of professional appraisal practice. Text required at first class is available by calling the Appraisal Foundation at 202.347.7722. All hours of the course must be attended and course exam passed to receive class certification. Textbooks are required for this course.

CPD 325–Home Inspection Training

The home inspection profession has grown rapidly over the last several years. More and more homebuyers use home inspectors to evaluate the condition of their prospective purchases. Curriculum used in this training consists of several content modules, with component tasks in each module. Definitions, descriptions, inspection methods, and health and safety concerns are covered comprehensively. All hours of the course must be attended and course exam passed to receive class certification.

TRD 200–Maryland Home Improvement Contractors License Exam Prep

For individuals planning to sit for the MHIC exam. Covers laws, regulations, Home Improvement Law, Door-to-Door Sales Act, business & employee laws.

CPD 312–Mortgage Loan Officer Training

Join the boom in home purchase and refinancing by training to become a mortgage loan officer. This course is intended for those who are entering or seeking to acquire the new required credential in the mortgage-lending field. It meets the new 40 clock hour criteria for training mortgage originators who are employed by mortgage lenders or brokers. Approval is pending with the Maryland Commissioner of Financial Regulation of the Department of Labor, Licensing & Regulations. For more information regarding the new regulations, contact www.dllr.state.md.us/finance. The focus of this course is on loan origination, processing, underwriting, and closing, as well as different types of mortgages. Mortgage marketing will also be explored. A background in marketing or sales is a plus. Calculator use and early registration is required (deadline April 22). This course is a live interactive distance learning class.

Respiratory Care (RC)

RC 100–Introduction to Respiratory Care (2)

Prerequisite: BI 103

Introduces respiratory care as a profession, including the healthcare environment and the respiratory care practitioner's role on the healthcare team. Specific topics include the holistic concept of patient care, psychosocial issues with particular attention to death and dying, medicolegal and ethical considerations of respiratory care, and professional interpersonal relationships. Topics also include medical terminology, infection control techniques, and physical assessment methods.

RC 102–Fundamentals of Respiratory Care (4)

Prerequisite: BI 103

Introduces basic respiratory care modalities, including medical gas therapy, aerosol and humidity therapy, hyperinflation therapy, and bronchial hygiene therapy. Laboratory portion of the course provides practical experience performing procedures presented in the didactic portion of the course in a controlled laboratory setting.

RC 103–Pharmacology (3)

Prerequisites: RC 102, RC 104

Introduces the various classifications of drugs, including drug action and effects, site of activity, recommended dosages and toxicity. Emphasis on anesthetics, bronchodilators, mucokinetics, cardiovascular agents and drugs affecting the nervous system as they apply to respiratory therapy.

RC 104–Gas Exchange Physiology (2)

Prerequisite: BI 103

Focuses on the structure and function of the lung as related to gas exchange, diffusion, perfusion and ventilation-perfusion relationships. Emphasizes oxygen and carbon dioxide transport abnormalities in the gas exchange mechanisms. This will lead to and be integrated with clinical applications and interpretations of arterial blood-gas analysis.

RC 105–Cardiopulmonary and Renal Anatomy and Physiology (3)

Prerequisites: BI 104, RC 104

Emphasizes the structure and function of the pulmonary, cardiovascular and renal systems as they relate to respiratory therapy.

RC 107–Principles of Mechanical Ventilation (4)

Prerequisite: RC 102

Explores general principles of gas physics, principles of airway management, intubation and the theory and operation of mechanical ventilators. Includes special problems associated with both short-term and long-term care of patients requiring artificial ventilation. Integrates arterial blood gas studies with course topics. The laboratory portion of the course takes the principles and procedures presented in lecture and apply them via procedure competency testing and simulated clinical situations.

RC 109–Clinical Practicum I (2)

Prerequisites: RC 100, RC 102, RC 104

Introduces the hospital environment and patient care, including patients charts and record-keeping. Includes practical experience in using basic respiratory therapy equipment and applying it to patient care. Students perform basic respiratory therapy modalities such as oxygen therapy, aerosol therapy, IPPB, incentive spirometry and chest physiotherapy and postural drainage.

RC 110–Clinical Practicum II (2)

Prerequisite: RC 109

Teaches proficiency in administering basic respiratory care procedures and handling every aspect of general care. Introduces the intensive care environment and the theory and practical use of mechanical ventilators. Includes practical experience in obtaining arterial blood gases.

RC 202–Neonatal and Pediatric Respiratory Care (3)

Prerequisites: RC 107, RC 110

Provides an in-depth perspective of pediatric and neonatal respiratory care. Includes high-risk deliveries, abnormalities and diseases, and the interventions used. Discusses mechanical ventilation for the neonatal and pediatric patient. Students must satisfactorily complete competency tests on the operation of neonatal and pediatric ventilators.

RC 203–Pulmonary Rehabilitation and Home Care (2)

Prerequisite: RC 208

Reviews all of the assessment skills, equipment, and interventions presented throughout the program, and applies them to the care of patients in alternative settings. Focus is on teaching patients to live with their diseases. A capstone course for the respiratory care program.

RC 204–Cardiac Monitoring and Diagnostics (4)

Prerequisites: RC 105, RC 110

Presents the theory, equipment, and techniques involved in cardiac monitoring. Recognition of normal values and normal waveforms will be emphasized as a reference for identifying abnormal and life threatening changes. Students must satisfactorily complete competency tests, including EKG monitoring and assembly of fluid filled monitoring systems.

RC 205–Professional Seminar (2)

Prerequisite: RC 208

Prepares students for entry into clinical practice. Emphasizes preparation for the entry level and registry examinations given by the National Board for Respiratory Care. Provides familiarization with the prospective test matrices and uses both text and computer review materials. Reviews and discusses assigned current readings from various journals related to respiratory therapy.

RC 206–Pulmonary Diagnostics (2)

Prerequisites: RC 105, BI 104

Includes a detailed analysis of all major parameters of ventilatory measurement as well as diagnostic significance of deviations from predicted normal values.

RC 207–Cardiopulmonary and Renal Pathophysiology (3)

Prerequisites: RC 105, RC 208

Examines the effects of various diseases upon the cardiopulmonary and renal systems. Discusses both acute and long-term aspects of ventilatory-circulatory impairment. Emphasis on diseases that cause insult to the respiratory system.

RC 208–Clinical Practicum III (2)

Prerequisite: RC 110

Develops advanced skills in the critical care environment regarding management of the patient dependent upon mechanical ventilation. Practical experiences gained in hemodynamic monitoring. Students will rotate through operating rooms to observe thoracic and cardiovascular surgeries and intubations.

RC 209–Clinical Practicum IV (2)

Prerequisite: RC 208

Provides clinical experience in the pediatric/neonatal environment as well as advanced adult critical care. Students rotate through neonatal and pediatric intensive care units and gain practical experience with mechanical ventilator management and various therapeutic techniques for this patient population. Students also rotate through various adult critical care areas.

Sociology (SO)

SO 101–Introduction to Sociology (3)

Prerequisite: EN 52

Introduces the student to the study of society and the impact of society upon the individual. Exemplifies social processes in cultural patterns and institutions. Examines group values at various levels of human relationship.

SO 102–Social Problems (3)

Prerequisite: EN 52

Offers the study of community problems and sociological processes involved in the analysis of universal and local sociological phenomena.

SO 201–Criminology (3)

Prerequisite: EN 52

Explores criminal behavior and the methods of its study, causation, types of criminal acts and offenders, punishment, correction and incarceration and prevention of crime.

SO 202–Marriage and Family (3)

Prerequisite: EN 52

Presents a comparative analysis of family organization in different societies, with reference to the urban family of Western society. Explores basic causes of change and trends in family structure and function. Topics include mate selections, marriage vows, marital prediction and child-rearing practices.

SO 203–Social Survey Workshop (3)

Prerequisite: EN 52

Introduces basic methods, principles and processes of the social survey. A semester project to introduce survey design, administration and analysis is included.

Student Development (SD)

SD 100–Career Assessment & Planning (3)

Prerequisites: EN 50, EN 51

Develops critical methods needed to make a satisfying career decision based on research and goal setting strategies that lead to personal and professional success. By the conclusion of the course, students acquire the skills needed to make informed choices about their education and career. Students evaluate their strengths, values, interests, and personality in order to identify possible career options. Students learn techniques for researching career options and making decisions about their future. Students also begin creating a learning/career portfolio upon which they can build throughout their college career.

SD 102–A Multicultural and Global Society: First Year Seminar (3)

Prerequisites: EN 50, EN 52

Promotes a skilled appreciation of multiculturalism and diversity in the modern world. Advances critical thinking skills through the exploration of multicultural contexts, problem solving, and community involvement. Emphasizes college as a cultural experience and preparation for a global, multicultural society.

SD 103–College Survival Skills (1)

Promotes the successful transition of students into college. Covers techniques to facilitate personal and interpersonal success of college students to solve problems, use college resources, and set goals. Uses individual student's background, community involvement, and current college experiences to teach course content.

SD 107–Human Potential Seminar (2)

Increases self-confidence, self-motivation, self-determination, caring and regard for other people. Focuses primarily on positive feedback and potential.

SD 112–Learning Strategies (2)

Prerequisite: EN 52

Emphasizes learning strategies for improving academic performance in college courses. Students learn how to select, monitor and evaluate learning strategies based upon analysis of individual strengths and weaknesses as learners. Instruction is closely linked to the demands of content area courses in which students are enrolled.

SD 113–Portfolio Development: Assessment of Prior Learning (1)

Prerequisite: EN 50A, EN 52

Provides the opportunity for students to examine past experiences, identify and clarify college-level learning within those experiences, and document the learning in a portfolio format suitable for assessment and the potential granting of equivalent course credit. The students will apply college-level learning gained from life experiences to specific courses offered by the college and related to their educational goals.

SD 114–Job Search and Workplace Basics (1)

Prerequisites: EN 52, EN 50A

Develops key strategies to help students find satisfying work. Techniques provided in the class assist students in drawing the connection between their employment objectives and what they have learned from their education and work experience. Topics include resume writing, interviewing, job search skills, and workplace basics.

SD 115–Introduction to Career Planning (1)

Prerequisites: EN 50, EN 51

Introduces the career planning process, focusing on students abilities to assess their career planning needs and to plan appropriate actions. Emphasis is placed on assessing varied career resources, including the Internet.

Surgical Technology (ST)

ST 100–Fundamentals of Surgical Technology I (6)

Corequisite: ST 101

Introduces concepts, skills and attitudes needed by students to perform as members of a surgical team. Provides opportunities for job shadowing and observation of the surgical technologist's role. Simulated practice time in FCC's lab and in operating room settings along with didactic instruction prepare the student for the clinical practicum component of this course. The development of competency in basic skills is essential during this 17-week course.

ST 101–Introduction to Surgical Technology (6)

Corequisite: ST 100

Provides an overview of the functions of the surgical technologist in the perioperative environment. Develops the fundamental concepts and principles of microbiology, asepsis, pharmacology, anesthesia, ethical and legal considerations, patient care and teamwork. Application of concepts is augmented by small group discussions, job shadowing experiences, field trips, and guest speakers.

ST 105–Clinical Practicum (5)

Prerequisites: ST 100, ST 101; BI 103 or BI 115

Develops surgical technology skills introduced in ST 100. Proficiency to be demonstrated in selected skills during the perioperative phases of surgical procedures.

ST 200–Fundamentals of Surgical Technology II (12)

Prerequisites: ST 105

Provides the student with theory and practice related to the dynamic role of the surgical technologist. Preceptored clinical experiences will focus on aseptic technique, independence, speed, accuracy, critical thinking and patient safety as the student performs in the first scrub role.

Vocational/Technical (Continuing Education/Noncredit)

AUT 102–Autobody: Painting & Refinishing

Learn the basic principles and practices of autobody painting and refinishing. Instruction and hands-on lab include: spraying equipment, surface preparation, primers and sealers, colors, and color mixing. Students must provide their own safety goggles. CEUs, Limit 12. Prerequisite: Minimum age 18. (Liability form required)

AUT 101–Restoration Techniques

Learn the basic principles and practices of autobody restoration. Instruction and hands-on lab include materials, metal straightening, corrosion repair and welding. Students must provide their own safety goggles. Prerequisite: Minimum age 18.

TRK 201–Professional Truck Driver Program (full time)

Train to be a professional truck driver. Program consists of 120 hours of classroom training and 200 hours behind the wheel. Students are trained in preparation for obtaining a commercial driver's license. Safety, driver courtesy and proper use of equipment are emphasized. This is a PTDI certified course. Students are responsible for the cost of a DOT physical and drug test (approx. $80). Call 301.698.5364 for more information.

TRK 301–Professional Truck Driver Program (part time)

Designed for the person who needs to get their Commercial Driver's License in the shortest amount of time possible and yet maintain a full-time job. Students get the basic information necessary to sit for the Maryland Class A Commercial Driver's License Test. Defensive driving, pre-trip inspection and CDL skills training are covered extensively. Primarily designed for a person to upgrade an existing CDL or to obtain a CDL and continue their advanced driver training with a local carrier. Students are responsible for the cost of a DOT physical and drug test (approx. $80). Call 301.698.5364 for more information. Book provided.

TRK 101–Truck Driver Refresher

A refresher course offered for drivers who hold a CDL but have not driven in six months. Call 301.698.5364 for scheduling information.

TRK150–Truck Driver Class B (Classroom)

This class is designed for the student who would like to become a class B professional truck driver. Part one of a two part program will consist of 80 hours of classroom and range training. Students will learn to perform a pre-trip inspection, maintain a log book, identify system parts and troubleshoot system failures.

TRK152–Truck Driver Class B (Range)

This class is the second part of a Class B Truck Driver program. Students will spend 40 hours training on the road obtaining real driving experience in a Class B vehicle. Students will learn to safely drive a truck, back up, parallel park and practice for the Class B driver's test.

TRK160–Truck Driver: Class B to Class A Transition

This class is designed for the student that would like to become a class "A" professional truck driver who already possess the class "B" license.The course will consist of 70 hours of an open range continuum plus a 10 hour road lab for a total of 80 hours of training. All students will have to obtain their respective state's learner's permit and pass a DOT physical before being permited to attend the class.

VET 101–Veterinary Assistant Training I: Outpatient Care

Initial course consists of 21 classroom hours and 12 clinical hours. Topics covered include: an overview of the veterinary profession, office procedures, client relations, biology and exam room procedures.

VET 102–Veterinary Assistant Training II: Diagnostics & Pharmacy

Prerequisites: Vet Assist I

This course consists of 15 classroom hours and 12 clinical hours. Topics covered are laboratory, pharmacy, radiology and ultrasound imaging.

VET 103–Veterinary Assistant Training III: Patient Care and Treatment

Prerequisites: Vet Assist I & II

Course consists of 18 classroom hours and 12 clinical hours. Topics covered are: inpatient care and clinical procedures.

VET 105–Veterinary Assistant Training IV: Surgery, Anesthesia & Emergency Care

This course consists of 21 classroom hours and 8 clinical hours. Topics covered are anesthesia, surgery, emergency medicine and critical care. The course concludes with a wrap-up seminar day.

Academic Regulations

Check the college Web site, www.frederick.edu, for updated student policies and procedures.

Classification of Students

A course load of 12 credit hours in the fall and spring semesters constitutes full-time status at FCC. Full-time status in the summer session consists of the sum of at least 12 semester hours of credit taken in any combination of the various summer terms. Most curricula, however, require students to complete more than 12 hours each semester in order to graduate in two years. Students wishing to carry more than 18 hours of credit in the fall or spring must receive approval from their advisor. Students carrying more than 12 credit hours during summer session are required to obtain their advisor's approval. Audited courses do not count towards status.

Grading System

Grade	Evaluation	Quality Points
A	Excellent	4
B	Good	3
C	Average	2
D	Passing	1
F	Failing	0
I	Incomplete	0
W	Withdraw	0
AU	Audit	0
S	Satisfactory	0
U	Unsatisfactory	0
Z	In Progress	0
P	Pass	0

A grading system using "S" and "U" for some not-for-credit courses is used.

A grade of "W" is recorded for students who drop a course during the published withdrawal period. See the academic schedules for specific dates. Faculty may not assign a grade of "W".

Incomplete

The grade of "I" (incomplete) is exceptional and must be arranged by the instructor. "I" is only given if work has been satisfactory, but because of illness or other extreme circumstances a student does not satisfy the full course requirements. Students have eight weeks following the last day of classes for each semester to make up incomplete work, four weeks after the last day of classes for each summer session, two weeks after January term.

If the work is not completed in the prescribed time, the grade will automatically become an "F".

Audit

Students are welcome to register for academic courses on an audit basis. Courses taken for audit do not receive a grade or credit and do not satisfy course or program prerequisite and graduation requirements. Regular tuition and fees are charged when auditing a course. Audited courses do not count towards full-time status.

Courses can be changed from audit to credit up to the last day to add courses, and from credit to audit up to the last day of the withdrawal period of any semester.

Withdrawal from a Course

To withdraw in good standing from the college, students must complete a withdrawal form and submit it to the Welcome & Registration Center. Students may withdraw from the college up to and including the tenth week from the beginning of a 15-week course. See the academic schedule for specific dates for other courses. Forms are available from the Counseling & Advising Office and Welcome & Registration Center.

In-Progress

A notation of "Z" (in progress) may be given in certain courses when the full requirements are not satisfied and when an "I" is not appropriate. Departments may establish reasonable criteria for awarding of the "Z" notation.

Pass/Fail

Students taking courses on a pass/fail basis are allowed a maximum of 9 such credits to be counted toward their degree. Pass/fail course credits are not computed in the student's overall grade point average (GPA).

Grade Point Average (GPA)

Quality points are a numerical equivalent of grades (see grading system table). Grade point average is computed by multiplying the number value of the grade by the number of semester hours attempted, then dividing the number of quality points by the number of credits attempted.

For example, for five courses of three credits each with the following grades:

Two A s, one B and two C s

A - 4 quality pts. x 3 credit hrs.	=	12
A - 4 quality pts. x 3 credit hrs.	=	12
B - 3 quality pts. x 3 credit hrs.	=	9
C - 2 quality pts. x 3 credit hrs.	=	6
C - 2 quality pts. x 3 credit hrs.	=	6
15 credit hrs.		45 quality pts.

Total of 45 quality points divided by 15 credit hours equals 3.0 GPA.

Grade Change

Faculty may change a grade until the end of the semester following the semester in which the course was taken.

Grade Reports

Grade reports are available on the FCC Web site. Grades are not mailed to students except upon written request. Grades are posted approximately 48 hours after the last day of the session.

Repeating Courses

The higher grade of a repeated course will apply as the final grade and will be used in computing GPA and is indicated as RI. However, the repeated course and grade remains on the transcript and is indicated as "RP". If the two grades are the same, the last grade will count. Students who repeat a course for which they have received transfer credit will have the transfer credit removed.

Academic Progress

Frederick Community College is committed to assisting students in the pursuit of their academic goals. While students at the college are expected to take responsibility for their own progress, the college, in support of the student's development, periodically reviews the academic progress a student is making. The primary purpose of this review is to identify and assist students who are making little or no academic progress.

Academic Probation

Students who are identified as not having made satisfactory academic progress will be placed on academic probation status. Continued lack of satisfactory academic progress will result in academic restriction or academic dismissal according to the procedure below. These students will be required to review their program plans with a counselor or an approved faculty advisor and, when appropriate, to restrict their academic loads in the upcoming term.

A student is placed on probationary status and required to have academic progress reviewed for any semester in which the student has not achieved a semester grade point average of at least 2.0 and a cumulative grade point average of at least a 2.0.

Developmental course work is subject to satisfactory academic progress standards.

In most situations the college will require students to limit their course loads only if they have not made academic progress in consecutive reviews. Satisfactory academic progress is considered to be at least 2.0 GPA for all courses attempted in that particular semester. Specifically, students will be required to take the following actions:

1. At the first instance of not making satisfactory academic progress, students will be required to review with a counselor or faculty advisor their academic program and progress prior to finalizing registration for the following term. Because of the importance of this review with a counselor or advisor, the Welcome & Registration Center will not process a registration for probationary students unless the registration form is signed by the counselor or advisor.

2. At the second consecutive instance of not making academic progress, students will be required to see a counselor or an approved faculty advisor as above and will be restricted to a six-credit load in the following semester. Appropriate academic support course (e.g., Learning Strategies, Reading Improvement, etc.) may be required as part of the six-credit limit.
3. At the third consecutive instance of not making satisfactory academic progress, students will be placed on academic restriction and required to consult with a counselor or faculty advisor as above and will be limited to registration for only one course for the following semester.

This procedure is under review. Changes will be posted under the Current Students link at www.frederick.edu as they are approved.

Academic Alert

In an effort to appraise students early of potential academic difficulty, Academic Alert status is issued when a student's semester performance falls below the threshold of satisfactory academic progress. Academic Alert status is also issued to students previously on academic probation who show evidence of academic progress.

A student is placed on Academic Alert status according to the following schedule:

a. When the student has a cumulative grade point average less than 2.0 but has achieved a semester grade point average of at least 2.0.

b. When the student has a cumulative grade point average of at least 2.0, but has not achieved a semester grade point average of at least 2.0.

Students placed on Academic Alert are encouraged to consult with a counselor or faculty advisor to develop an intervention plan to assist the student in reaching their academic goals; however they are not required to have their registration approved.

Academic Dismissal

A student who does not make satisfactory progress as indicated by final grades for four consecutive semesters will be dismissed from the college for the subsequent fall or spring semester. Prior to re-enrollment, the student must develop a plan to remediate his/her academic deficiencies and meet with the associate vice president, student development.

A student's course load may be restricted upon re-enrollment until satisfactory academic progress is made. If satisfactory progress is not made in the first semester upon his/her return, the student will not be readmitted until a formal written request for reinstatement is submitted to and approved by the associate vice president, student development. Students dismissed for the first time may appeal through the associate vice president, student development.

Change of Major

Students who wish to change their major must complete a Change of Major form in the Welcome & Registration Center (A-102). If you transferred credits into FCC from other schools and/or the military, be sure to check that box on the form so that your credits can be re-evaluated under the new major.

Course & Program Offerings

Courses are offered at times considered most appropriate to their intended audiences. Because all programs are not offered during day and evening hours, students should review their curriculum to ensure that it is available at acceptable times.

Courses are offered in fall, January, spring and summer terms. There may be short sessions within the longer terms (e.g., 8-week, 5-week, 3-week sessions). The college also offers a Weekend College format, with courses offered on Saturdays.

Summer/January Semesters

Students may accelerate their programs or reduce course loads in other semesters by enrolling in summer or January classes. FCC offers 3-week, 5-week, 6-week, 7-week, and 8-week sessions during June, July and August. A two-week January term is also available. Admission procedures for summer and January classes are the same as for regular semesters.

Weekend College

The college offers courses on the weekend in two formats. Some courses are offered over a 15-week period with shorter session times. Other courses are offered in a fast track format. Fast track courses meet seven or eight consecutive weekends with longer session times. The college offers two consecutive fast track terms during a 15-week semester. Fast tracking provides an opportunity for students to complete two or more courses on the weekends during a semester by enrolling in consecutive seven- or eight-week terms. Students should consult the academic schedule for more specific information.

Distance Learning

See Ways to Earn Credit at FCC, page 11, for information about distance learning opportunities. Go to http://courses.frederick.edu to find the list of online and hybrid courses offered each semester.

Schedule of Classes

The college distributes schedules of classes offered at all locations for the fall, spring and summer semesters. In addition, the schedule is mailed to all Frederick County households. Students should be aware that not all courses are offered every semester.

Some courses are offered irregularly due to inconsistent demand. Students interested in a course which is offered irregularly should inform the appropriate department chair of their interest.

Registration

New students, those with developmental English requirements, and those on academic probation are required to have an advisor's approval before registering for classes. All other students are encouraged to meet with an advisor when selecting classes.

Specific information regarding each academic term is published in the credit schedule. Registration dates and schedule adjustment dates are listed in the calendar section of the credit schedule. Students should refer to this publication for dates, times, course offerings and other details regarding academic registration. A student may make schedule adjustments only during the period designated in the college calendar.

Adding/Dropping Courses

Courses may be added during the first week of the 15-week semester. After the first week, dropped courses will appear with a grade of "W". During the 15-week fall and spring semesters, courses may be dropped through the tenth week of the semester. Students must submit an add/drop form to the Welcome & Registration Center or use the college's Website. Forms are available in the Welcome & Registration Center and Counseling & Advising Office. Failure to officially withdraw from a course will result in a grade of "F". Academic terms shorter than 15 weeks have separate add/drop schedules, published in the schedule of classes. See the schedule of classes for dates for individual classes.

Students who attend class without registering and paying are not eligible to earn a grade or credits.

Prerequisites

Many courses have stated prerequisites, the criteria for admission to a course. The intent of prerequisites is to ensure that students have the level of skill and knowledge that will assure them reasonable success in the course. Prerequisites may be specific high school or college courses, certification from a particular organization or agency, successful completion of a developmental course, or employment in a certain field. Prerequisites may be waived, however, with permission of the instructor in cases where the student has obtained the skill or knowledge outside of the classroom or at other institutions.

Full and Canceled Courses

Seats in classes are available on a first-come, first-served basis. Students should plan to register early to ensure that they are able to enroll in the course or section of their choice.

Courses or sections may be canceled due to insufficient enrollment. In the event that a course or section is canceled, all enrolled students will be notified immediately by the appropriate academic department. Those students may elect to enroll in another open course or section, or they may request a refund.

Graduation Applications

Students who anticipate completing the requirements for an associate's degree, certificate of accomplishment or letter of recognition are required to file a graduation application with the Welcome & Registration Center. The deadlines for submitting graduation applications are published in the academic schedules.

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

A graduation ceremony is held in May each year. Students who completed degree and certificate requirements the previous August or December, as well as those who complete their requirements in May, are invited to participate.

Honors & Academic Recognition

Honors College

The Honors College allows high-performing students to pursue learning through intensive coursework and research projects. Students who complete 12 honors credits with an overall grade point average of 3.5-3.74 earn a silver medallion. Twelve honors credits with an overall grade point average of 3.75 or above garners honors recognition and a gold medallion. The medallions are worn at graduation ceremonies, and a notation is recorded on the student's transcript. For more information, call the honors coordinator at 301.846.2535.

Dean's List

Students who have earned 12 or more credits at FCC are eligible to be considered for the dean's list. At the end of the fall and spring semesters, the vice president for learning will publish a list of those full- and part-time students who have completed at least six credits during the semester and have earned a grade point average of 3.5 or better.

Honor Society

The Phi Theta Kappa National Honors Society, with over 500 chapters in 48 states, the Canal Zone and Puerto Rico, is the national honorary scholastic fraternity for community colleges. Founded in 1918, Phi Theta Kappa was recognized officially by the American Association of Junior Colleges in 1929.

Membership in the college's chapter is by invitation only. To be considered, students must be enrolled in a degree-seeking program at FCC, accumulated a minimum of 18 credit hours, achieved a GPA of 3.7 or better, and be of good moral character, evidencing qualities of citizenship. Membership is official recognition of intellectual achievement throughout the student's academic career. Opportunities for service and leadership development are provided at the national and regional levels. Information about Phi Theta Kappa may be obtained from the student life office, 301.846.2489.

Graduation with Honors

Associate degree recipients who have accumulated a cumulative GPA of 3.5 - 3.749 are awarded a degree with Honors. A degree with High Honors is awarded to those students who have accumulated a cumulative GPA of 3.75 or better. The certificate of accomplishment will be awarded with distinction to all students with a cumulative GPA of 3.75 or higher. All honors designations will be printed on the diploma or certificate.

Student Support Services

Academic Advising

Learning Outcomes:

- Students will become self-directed learners.
- Students will articulate an educational goal(s)
- Students will develop an educational plan to attain their identified educational goal(s)

The Counseling & Advising Office has a wide range of services and resources to assist, encourage, and guide students as they experience the many challenges and rewards of college life. For more information, or to schedule an appointment, call 301.846.2471, 301.846.2625 TDD.

The goal of FCC's academic advising system is to assist students in developing academic plans consistent with their degree and/or career objectives. Advisors are able to assist students in meeting requirements for degree programs both at FCC and transfer institutions, provide advice on good combinations of courses to take each semester to balance academic load, and make sure that students have the necessary prerequisites for courses to help ensure that students are successful.

Students who have been placed on probationary status and those with developmental English requirements are required to have an advisor's approval before registering for classes. In addition, students enrolling in college for the first time are expected to participate in the college's new student orientation program where they will have the opportunity to meet with staff to learn more about the college's offerings and resources and receive information pertaining to college policies and services. During the orientation program, students will meet individually with an advisor to plan their semester schedule and register for their classes. To register for a new student orientation or to schedule an advising appointment, contact the Counseling & Advising Office at 301.846.2471.

Allied Health Advising

Students interested in the college's allied health programs (respiratory therapy, associate degree nursing, practical nursing certificate, emergency medical services program, surgical technology program or nuclear medicine technology) are encouraged to meet with the allied health advisor. Individual appointments are available for new students considering these academic programs. For more information, call 301.846.2471.

Alumni Services

Alumni services are housed in the institutional advancement office. The office maintains a database of active alums and holds an annual Homecoming to kick off the basketball season.

Athletics

Student athletes may compete in men's and women's soccer, women's volleyball and softball, men's and women's basketball, golf and baseball. Frederick Community College athletic teams compete in two conferences Maryland Junior College Conference (MD JUCO) and Region XX Conference of the National Junior College Athletic Association (NJCAA). The Maryland JUCO encompasses the seventeen Maryland community colleges, while Region XX of the NJCAA is comprised of Maryland, Western Pennsylvania and eastern West Virginia. Athletes have the opportunity to compete for All-JUCO, All-Region XX and All-American honors. Teams that win the regional tournament may participate in national competition. Information on graduation/transfer rates of student athletes can be found under the Student Right to Know section.

Eligibility

Students who are interested in sports should check with the athletics office before completing registration to discuss establishing eligibility. Under NJCAA rules, developmental courses can be used to establish and retain athletic eligibility. All passing grades in developmental courses such as 'S' and 'Z' will be calculated as a 'C' and will carry the number of credits that were paid at registration. A passing letter grade of A, B, C, D in a developmental class will be calculated as the grade earned and will carry the number of credits that were paid for at registration on your athletic transcript for athletic eligibility purposes only. For further information, contact the athletics office at 301.846.2500.

Bookstore

The FCC Bookstore is open year-round, Monday from 8:30am until 7pm, Tuesday through Thursday from 8:30am until 5pm and Friday from 8:30am until 4:30pm to serve FCC students, faculty, staff and the community. Evening hours are expanded for three weeks before and three weeks after the beginning of the fall and spring semesters. The Bookstore sells course textbooks, general reference books, educationally priced software, school and art supplies, backpacks, snacks, school-related clothing and other items. New and used graphing calculators used in elementary statistics (MA 206) are available for purchase.

The Bookstore makes course books available starting two to three weeks before the beginning of each semester. The Bookstore provides a book buy-back service at the end of each semester and each summer session.

Visit the FCC Web site to find out what books will be used for your courses. Click on the College Information link and then on the Bookstore link for information about your course books.

The FCC Bookstore accepts cash, checks and credit cards (MasterCard, Visa and Discover).

Campus Safety and Security

FCC places a high priority on maintaining a safe, secure learning and working environment. The security office is committed to the safety and welfare of all students, employees and visitors. For safety and protection, security staff are on campus during open hours of operation. Emergency phones are in the front parking lot adjacent to the Academic Hall and Library Building.

Press the button and security will respond immediately. Help phones are throughout all buildings; they may be used to dial campus numbers only. Call 2453 for the security office or '0" for the switchboard.

Campus Crime Report

In compliance with Title II of the Crime Awareness and Campus Security Act of 1990, information related to crime statistics and security measures is posted throughout the college and is available to students in the most current Student Handbook and on the college's Internet web site. Individuals may also request a paper copy of either the college's safety and security policies or campus crime statistics at the colleges security office located in the Administration Building on campus (301.846.2453). The report contains information about campus security issues and ways students and staff can help ensure their personal safety. It also contains statistics on crime rates for the past three years.

Career Services

Learning Outcomes:

- Students will become self-directed learners.
- Students will identify and clarify career goals.
- Students will develop an educational plan consistent with their career goals.
- Students will successfully transition into the workforce based on their career goals.

Career Counseling Services

The college offers many types of career planning assistance to help students make the right choices. Students who are not sure where to begin their career and college major exploration can visit the Career & Transfer Center or make an appointment to meet with an advisor. The advisor may suggest a structured approach to career planning such as the course SD 100-Career Assessment and Planning, SD 114-Job Search & Workplace Basics, or SD 115-Introduction to Career Planning. To make an appointment with an advisor, call 301.846.2594. For more information, visit the Career & Transfer Center Web page at www.frederick.edu.

Career Assessment and Planning

The three-credit course, Career Assessment and Planning (SD 100), is beneficial to students who need a comprehensive, structured approach to career planning. In this elective course, students will first assess their skills, interests, needs and values. Not only will they uncover many hidden talents, they will also identify what they need to be satisfied in a job. After completing this self-assessment, they will explore the occupational world for careers that match their attributes. Besides developing decision-making skills, students will learn how to develop objectives and action plans to help achieve their goals.

Career & Transfer Center

FCC has both an on campus and an online career center which contains resources to help students with career planning. For students who want to explore careers on their own, the on campus or online career center is an excellent place to start.

Students are able to engage in self-assessment activities to determine career fields which best match their unique attributes, interest, abilities, and work values.

As students progress through the career development process, a variety of resources are available to help them develop and reach career goals. The Career & Transfer Center library houses a collection of books and materials on specific career fields, job-seeking skills and job-keeping skills.

Students are also encouraged to utilize the varied resources of the online career center. For more information, visit the career center Web page at www.frederick.edu.

Center for Teaching & Learning

The Center for Teaching and Learning supports and enhances high-quality instruction and responds to the individual learning, teaching, and support needs of the Frederick Community College community, students, teachers, and staff. The Center for Teaching and Learning encourages exploration and innovation in a variety of learning environments by sharing knowledge and providing tools and resources.

The center supports student learning through a comprehensive and systems approach to all functions within the center: first year initiative for students, the library, the Writing Center, tutorial services, the Testing Center, professional development for faculty, portfolio course, distance learning, learning technologies, study skills workshops, and college survival skills.

First Year Student Initiatives

As students begin their college experience, support is available to enhance their transition and promote academic success. The First Year Initiatives program includes summer courses and experiences to improve study skills, first-year seminar courses, and workshops related to the learning demands of all students. Study skills assistance for individuals is provided through the office of the Learning Consultant, 301.846.2616.

The Library

The FCC Library blends traditional library collections and new technologies into a comprehensive information service program. Resources include 30,000 books and media, 5,000 periodicals, 22 electronic databases, and the Internet. Materials are selected to support the curricula and the research needs of the college. Memberships in local, state and national information networks provide extended research capabilities.

The Library employs several information technologies to enhance information access on campus and beyond. The Library pages on the college's Web site (www.frederick.edu/library) provide the Library catalog, special research databases, a selected set of reference-oriented Web sites, service request forms, and information about the Library. Other electronic resources are available in the Library, which is wireless capable.

The Library occupies the north end on the top floor of the Library Building, in the center of campus. There are 36 computers for public use and space for individual or group study. For information on hours, collections and services, please call 301.846.2444, or consult the college Web site.

London Work Study Abroad

Provides students with a unique experience in a cross-cultural setting. Unlike more traditional study abroad, this 12-credit, spring semester experience will include a paid or unpaid work component to provide students the opportunity to immerse themselves in the British culture and to improve their marketability and workplace competencies. To apply for the London Experience, call 301.846.2616 or email pmauzy@frederick.edu.

The Writing Center

The ability to create and understand written communication is one of the most important skills that college graduates take into the workplace. The Writing Center, located in L-106, enables students to become more effective writers, readers, and critical thinkers through a variety of learning experiences and resources.

Writing Coaches and Professional Writing Consultants– Students, as well as faculty and staff, can learn how to organize their writing, revise their most common grammatical problems, or make sense of their reading assignments in one-to-one sessions with a writing coach or professional writing consultant. Coaches and consultants do not proofread but teach strategies to help students revise and edit their own writing or make sense of reading assignments. Sessions are free and offered on a drop-in basis.

Writing across the curriculum–For faculty and staff, professional development workshops on writing across the curriculum and consultation on assigning writing and writing strategies are available through the Writing Center and the professional writing consultant.

Workshops & Quickshops–The Writing Center offers a variety of workshops each semester including thirty-minute, intense Quickshops. Topics include organizing an essay, grammar and punctuation, and how to avoid plagiarism.

Videos, DVDs, software and handouts–The Writing Center's videos, DVDs, software, and handouts are available to student, faculty and staff. These resources offer both traditional and hands-on programs that teach outlining, essay writing, grammar, punctuation, speed reading and other skills.

The DECK–(Developing and Enriching through Collaborative Knowledge) The DECK is space devoted to collaborative learning experiences. Four tables and ten chairs can be configured for multiple tutoring/consulting sessions, workshops, or study groups.

Tutorial Student Support Services

Frederick Community College's Tutorial Services provides free tutoring to students currently enrolled in FCC courses. Tutorial services clarify, supplement, and enhance individual study and classroom instruction. Tutoring is available for most courses and students can work with a tutor individually, in small groups, or online. Drop-in tutoring is also available for math and writing across the curriculum. All in-person tutoring takes place on campus. To obtain a tutor, a "request for tutoring" card must be completed and returned to the Tutorial Services Office in the Library, L-223A. The tutors are paid by the college and range from professional tutors to peer tutors who have successfully completed the courses they tutor and are recommended by faculty. Students who are interested in working as a tutor should contact the tutorial services office. Call 301.846.2523 for further information.

The Testing Center

FCC's Testing Center, in the Library Building (L-104), is the central hub for campus-wide testing needs. The center is open six days a week. Call 301.846.2522, or check our Web page for specific hours and school closing schedule. Testing Center services include:

Placement Testing–All new students take placement testing in the Testing Center, unless exempted through SAT, ACT, or AP scores. Placement testing review materials and information on test taking strategies are available in the Testing Center.

ESL Placement Testing–All incoming students whose native (first) language is not English must take an initial placement test to determine English language proficiency at the time of enrollment. Students will then be referred to the ESL Coordinator at 301.846.2558.

Departmental Make-up Exams–In the event of a missed test, the Testing Center provides proctoring for departmental make-up exams by arrangement with the instructor.

Distance Learning Exams–The Testing Center has responsibility for distance learning exams scheduled on campus. Individual instructors will communicate schedules and locations.

Students with Disabilities–The Testing Center has provisions for ADA accommodations. Students with disabilities who need accommodations for placement testing or departmental exams must contact the Director of Services for Students with Disabilities (SSD) at 301.846.2409 before coming in for a test.

CLEP and DANTES–Both credit-by-examination exams provide individuals the opportunity to receive credit for college-level achievement. Examinations are fee based and are administered in the Testing Center by appointment by calling the Testing Center at 301.846.2522.

External Distance and Professional Certification Exams–External distance exam proctoring is a fee-based service that extends the Testing Center services into the community. Examinations are arranged through the Testing Center in conjunction with the student's educational institution or employer. Please contact the Testing Center manager for further information.

Professional Development of Faculty

Frederick Community College provides adjunct and full-time faculty a responsive, innovative system of professional development of teaching and learning reflecting the characteristics and need of the FCC student and faculty.

Distance Learning and Learning Technologies

Students can expect that technology is utilized to enhance learning and promote information literacy. Online courses provide distance learning options for students. For more information, see page 11.

Study Skills Workshops & College Survival Skills

Free study skills sessions are offered throughout the semester on topics geared to either study skills hints, test-taking hints, or final exams hints. SD 103, College Survival Skills, is a one-credit course that promotes the successful transition of students into college.

College Closing

During inclement weather, the following area radio and television stations will be notified by 5:30a.m. to broadcast announcements concerning cancellations, closings and delays:

- WFMD (AM 930)
- WFRE (FM 99.9)
- WAFY (FM 103.1)
- WJZ-TV (CH. 13)
- WARX (FM 106.9)
- WUSA-TV (CH. 9)
- WTTG (CH. 5)
- WHAG-TV (CH. 25)
- NEWS4 (CH. 4)
- ABC (CH.7)
- NEWS Channel 8
- WBAL (CH. 11)

Students and staff may also call the FCC switchboard, 301.846.2400, tune in to FCC's College of the Air, TV Channel 23, or visit the Web site (www.frederick.edu) for the latest FCC inclement weather announcement. See the Student Handbook for more information.

College Publications

Student Handbook–Includes college activities and resources, school policies and regulations, etc. Copies are available from the student life office or on the Web at www.frederick.edu.

Transfer Guides–Provide information transfer students need. Continually updated information on specific transfer requirements for colleges most often selected by FCC students are included. Transfer guides are available through the Counseling & Advising Office.

Advising Guide–Published at the start of registration for fall and spring semesters, the Advising Guide provides students useful information to assist them in the course selection process. Resources include general education course lists, schedule planners, directions on accessing degree audits, and contact information for advisors for each program of study. Advising Guides are available from the Counseling & Advising Office or on the Web at www.frederick.edu.

A variety of other publications and brochures is available from different departments throughout the college to meet student needs.

Developmental Education

FCC offers a range of support services as well as developmental courses in English, reading, mathematics, and science. These courses are designed to help students who are identified through the college's assessment testing as needing additional preparation for college-level coursework.

Dining Services

The mission of the FCC Dining Services Department is to provide premier dining services to the college community and campus guests through outstanding quality and choice of food and superb customer service.

Dining Services operates three venues on campus including the Cougar Grille, the Sara Lee Sandwich Shoppe and A Taste for All Seasons Catering. All three venues are open to all students, faculty, staff and the general public. Dining Services also monitors the vending operations on campus. The management office is in the Arts & Student Center, room F-108B. For information on any of our services call Donna Sowers at 301.846.2466 or email dsowers@frederick.edu or call Sandy Toms at 301.624.2738, or email stoms@frederick.edu or drop by our office. Suggestions or comments about any of our venues are always welcome. Menus for the Cougar Grille, the Sara Lee Sandwich Shoppe and A Taste for All Seasons Catering are on the college Web site, www.frederick.edu under dining services.

Cougar Grille

Open: fall & spring semesters, Monday-Thursday, 8:30am-2:00pm; Summer, Monday-Thursday, 11:00am-1:30pm

The Grille is located in the Arts & Student Center (F building) next to the Bookstore. The Cougar Grille features fresh made-to-order salads, Sara Lee Deli with custom made sandwiches and specialty subs gently warmed through our oven, Campbell's soups, Tyson chicken tenders, made-to-order hot sandwiches fresh from the grill, french fries, onion rings, mozzarella sticks, hot daily featured specials made fresh in our kitchen, Coca-Cola and Minute Maid beverages. Stop by between 8:30am-10:30am for a hot breakfast feature. The Cougar Grille has a comfortable dining room with plenty of seating.

Sara Lee Sandwich Shoppe

Open fall & spring semesters: Monday-Thursday, 8:00am-7:30pm, Friday 8:00am-1:30pm; Summer: Monday-Friday, 8:00am-1:30pm

The Sara Lee Sandwich Shoppe is located on the 2nd floor of C building in the B/C Knuckle. The Sara Lee Sandwich Shoppe features top-of-the-line Sara Lee Deli meats. Enjoy a custom made deli sandwich or a specialty sub or wrap gently warmed through our oven. Stop by for breakfast and enjoy a hot sandwich. Need something fast? Drop by for a fresh baked cookie, brownie, grab-n-go salad, or a Coca-Cola drink or a cool Big Train iced coffee or tea blast smoothie. Limited seating is available.

Stay on Campus and Save Money!!!

Meal Cards–You can purchase a meal card for any denomination five dollars and up that is valid at the Cougar Grille and the Sara Lee Sandwich Shoppe. Use your meal card to purchase food at either of the venues and receive 5% off each purchase. See the cashier at either location for further details.

Frequent Diner Program–Enroll at the Cougar Grille or the Sara Lee Sandwich Shoppe to participate in the frequent diner program. You will need your college I.D. card to participate.

Save two ways:

- For every $150.00 you spend, receive a coupon for $3.00.
- Purchase 15 salads and receive a coupon for $2.00 off your next salad.
- Frequent diner program purchases accumulate and are redeemable at the Cougar Grille or the Sara Lee Sandwich Shoppe.

The Cougar Grille and the Sara Lee Sandwich Shoppe all accept Visa, MasterCard and Discover.

Check the college Web site (www.frederick.edu under dining services) for:

- A map of our locations
- Daily features for the Cougar Grille and the Sara Lee Sandwich Shoppe
- Menus for the Cougar Grille, the Sara Lee Sandwich Shoppe and A Taste for All Seasons Catering
- Our yearly operating schedule
- Special and fun events happening in the Cougar Grille.

Also check the FCC Channel at cable channel 23.

A Taste for All Seasons Catering

A Taste for all Seasons Catering services special events for internal and external groups using campus facilities. A Taste for All Seasons Catering offers everything from coffee services to boxed lunches to fully catered buffets for groups of 10 - 1000. Call Donna Sowers at 301.846.2466 or email dsowers@frederick.edu or call Sandy Toms at 301.624.2738 or email stoms@frederick.edu. The brochure with pricing information is located on the college Web site, www.frederick.edu, then click on dining services on the left side of the home page, scroll down to A Taste for All Seasons Catering and click on the link to the brochure.

Vending

Vending is monitored by dining services, but is maintained by Coca-cola of Frederick and Bill's Vending of Thurmont. Vending machines are conveniently located in the Conference Center, Arts & Student Center, Gym, Library Building, A/B knuckle and B/C knuckle. If you encounter problems with a machine please notify the dining services management office at 301.846.2466 or 301.624.2738 so that a repair call can be placed. Refunds are available at the Sara Lee Sandwich Shoppe, second floor of C building.

English as a Second Language

FCC offers a series of English as a Second Language (ESL) courses that focus on listening, speaking, reading, writing, pronunciation and grammar. Contact the ESL program manager at 301.846.2558 to determine which courses meet specific needs. See instructions on how to apply and register for ESL classes on page 8.

Grievance Procedure

The purpose of the Grievance Procedure for Students is to provide a method of recourse to students who feel that a particular action on the part of a college staff member has violated institutional practices and standards. See the Web site, www.frederick.edu, or page 133 for details and procedures.

Help Desk

The IT Help Desk, located in F-104, provides student support for myFCC, the wireless network, online registration and Blackboard. The Help Desk is open for walk-ins Monday–Friday from 8:30am–4:30pm. Students may also call the Help Desk at 301.846.2400, ext. 3333.

Job Search Assistance

The Career & Transfer Center at FCC offers job search assistance to graduates and those students seeking part-time or full-time employment.

The Career & Transfer Center houses a variety of materials that can assist students in the job seeking process including reference books, videos, and information on area employers. Students can access job openings via the online Career & Transfer Center job board.

Students seeking job search assistance services can call 301.846.2594. For more information, visit the career center Web page at www.frederick.edu.

Math Learning Center

In the Math Learning Center, students may review math skills, get help with math classes, and work to improve math study skills. Students can access drop-in tutoring at this location and pick up information on other tutoring opportunities. The Math Learning Center hours are posted outside B-112 every semester.

The Math Learning Center hosts the workshop component of all developmental mathematics classes. In these workshops students collaborate each week on active learning tasks which enhance the concepts presented during regular class time.

Multicultural Student Support Program

Learning Outcomes:

- Students will become self-directed learners
- Students will make a successful transition to college
- Students will persist toward their career and educational goals
- Students will achieve academic success

The multicultural student support program provides students with caring mentors, academic support services, academic advising, career counseling, student leadership, and a series of activities which enhances or develops strategies for success. The program focuses on the success of multicultural students, but it is open to all interested students. The purpose of this program is to ensure a smooth transition to the college, to promote college attendance, and to increase the probability of success for each student. The multicultural student support program office is located in A-107. Call 301.846.2531 for additional information.

Office of Adult Services

Learning Outcomes:

- Students will develop/demonstrate a realistic appreciation of self and others
- Students will become self-directed learners
- Users of the Women's Center will be aware of and have access to college and community events, programs, and services
- Students will be able to identify barriers to beginning or continuing their education and develop strategies to assist them in achieving academic success

The Office of Adult Services (A-107) offers a variety of services for adults returning to college. Designed to ease the transition into the classroom for those who are returning to begin or complete a degree, acquire marketable skills or retrain for a new career, the office offers information and referrals to college and community resources, workshops on topics of interest for adult students, and special services for single parents and displaced homemakers and residents of Frederick City Public Housing. Please call 301.846.2483 for additional information.

Project Forward Step

Project Forward Step is a counseling, information and referral program designed to meet the needs of returning adult students. Funded by Frederick Community College and special project support from the Division of Career Technology and Adult Learning, Maryland State Department of Education, the program provides special services for the following:

Single Parents–(working or non-working) who are unmarried or legally separated with custody or joint custody of a minor child or children.

Displaced Homemakers–adults who are unemployed or underemployed and experiencing difficulty in obtaining employment or suitable employment or have worked primarily without pay to care for home and family and need to upgrade or refresh marketable skills.

Program services are designed to help individuals increase and upgrade skills leading to employment or a career change. Services provided include intake interview and needs assessment; career counseling and academic advisement; support during transitions; workshops for adult students; referral to college and community services; financial assistance with tuition, books, child care and transportation; and job placement referrals. Call 301.846.2483 for more information.

Women's Center

The Women's Center (A-107B) is a partnership between the Office of Adult Services and the Frederick County Commission for Women that provides Frederick County citizens with a centralized place to access information about and referrals to community resources and services, attend workshops , and be exposed to social and professional networking opportunities. In March, the Women's Center sponsors special events for Women's History Month. The Anne-Lynn Gross Breast Cancer Resource Center is now open in the Women's Center. Information about early detection, treatment and aftercare is available as well as community resources and referrals. A breast cancer support group meets in F-104A, Arts and Student Center, at 7:00pm the second Thursday of each month. Call 301.846.2483 for more information.

Project ALIVE

The Office of Adult Services in partnership with the Housing Authority of the City of Frederick provides advising, referrals and scholarships to individuals residing in public housing units. Scholarships may be used for tuition, books, materials, child care and transportation. For more information, please contact the Office Of Adult Services, 301.846.2483, or Project ALIVE coordinator, at 301.696.1874.

Parking Stickers

All students are required to have a parking sticker. Stickers are issued by the Welcome & Registration Center once registration is completed.

Personal and Social Counseling

FCC offers limited counseling services to assist students with the many choices confronting them as they enter and progress through college. Short term counseling is offered to assist in addressing personal problems that interfere with goal achievement. When more specialized professional help is needed, the advisors make referrals to appropriate community resources. In addition, the advising staff offer workshops on a variety of topics. Counseling services are available both day and evening. Contact the Counseling & Advising office at 301.846.2471.

Services for Students with Disabilities

Learning Outcomes:

- Students will become self-directed learners
- Students will make a successful transition to college
- Students will persist toward their career and educational goals
- Students will achieve academic success

Frederick Community College is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). The college provides support services to maximize independence and encourage the integration of students with disabilities into all areas of college life through the Office of Services for Students with Disabilities. The particular needs of each student are considered on an individual basis. Reasonable accommodations are provided for qualified students with disabilities who self identify and provide documentation. Course standards are not altered but various support services are offered to ensure that students with disabilities can demonstrate their educational potential. Students with disabilities are encouraged to contact the office as early as possible after applying for admission. Call 301.846.2409, 301.846.2408, (or TDD 301.846.2625). Reasonable accommodations, based on documentation, are then offered to qualified students for courses and for placement testing. Students in need of interpreting services should contact the office two weeks prior to the beginning of classes to ensure services are in place.

Assessment testing in reading, writing and mathematics is required for all students as part of the admissions and registration process. Students with disabilities should contact the Services for Students with Disabilities office (301.846.2409) prior to testing so that accommodations can be provided if needed.

Students with disabilities may apply for the same types of financial aid available to all eligible students. The college waives course tuition for individuals who are retired from employment by reason of a permanent and total disability. Additionally, the Division of Rehabilitation Services (301.631.3075) may be able to provide other support services as well as financial assistance. A TTY is available in the Counseling & Advising Office for student use. After-hours access is available by contacting campus security.

Student and Advisor Responsibilities in the Advising Process

Knowing what is expected of students by their advisors and, in turn, knowing what they can expect from their advisors, will help both parties involved to have a successful experience.

Student Responsibilities

1. The student has the responsibility to meet with an advisor during the early registration period of each semester.
2. The student is an active participant in the advisor/advisee relationship. As such, the student communicates concerns, needs, and problems in an effort to keep the advisor apprised.
3. The student accepts responsibility for making decisions and the consequences of those decisions.
4. The student is knowledgeable about college policies, procedures, and regulations, as well as program and graduation requirements. Sources of information include the academic catalog, the student handbook, and the catalogs of the transfer colleges, if appropriate.
5. The student schedules a preregistration advising appointment with an advisor to discuss program development in relation to course selection, major/career goals, and scheduling of classes.
6. The student has prepared in advance for the preregistration advising appointment; has reviewed courses suggested on the program page of the catalog for his/her major; has read course descriptions of these suggested courses and has reviewed the general education course requirements appropriate for his/her major; has reviewed the catalogs or guides for transfer requirements; has thought about course selections; and has made a tentative outline of courses and class meeting times.
7. The student understands the advisor is an information source. (When appropriate, the advisor may serve as a referral agent, helping the student to obtain assistance in areas of concern.)
8. The student has the responsibility to maintain a personal advising file which includes program requirements, advising notes, and other information disseminated by the advisor.
9. The student knows the office hours and location of the advisor.
10. The student is responsible for developing a realistic schedule that allows adequate time for studying, reading, writing research papers, etc., and takes into consideration the student's work schedule, commuting time, family responsibilities, and other noncollege demands.

Advisor Responsibilities

1. The advisor meets students during the registration period to help them formulate appropriate educational plans.
2. The advisor creates a caring relationship conducive to open communication and trust.
3. The advisor assists students in identifying educational and career goals.
4. The advisor assists students in developing an academic plan which actualizes goals and objectives consistent with the students abilities and interests.
5. The advisor is knowledgeable about college policies, procedures, prerequisites, and college regulations, as well as program and graduation requirements. Familiar with academic requirements of receiving institutions for transfer purposes.
6. The advisor encourages students to take an active role in planning their academic programs, and guides in the selection of courses which fulfill the liberal arts core requirements, major course of study requirements, and appropriate electives.
7. The advisor serves as a primary communication source for students, providing current information about academic policies, procedures, regulations, and programs.
8. The advisor has knowledge of college referral sources and services (such as tutoring, developmental support courses, study groups, or counseling) which may assist students in their educational, career, and/or personal development. When appropriate, the advisor may act as a referral agent.
9. The advisor listens and facilitates students growth in the areas of academic, career, and personal concerns.
10. The advisor confronts students openly and honestly on issues of integrity, academic honesty, behaviors, rights, and responsibilities.
11. The advisor ensures that a record of the advising notes is entered in a timely fashion.

Student Health Form

Students are asked to provide the college with health information that may be helpful in responding to emergency medical situations and, where appropriate, referral to campus resources. Completion of the form is voluntary. Contact the Learning Support Office, 301.846.2469, to request a copy of the form.

Student ID

All students will be assigned a student identification number when they are admitted to FCC. ID cards are issued by the Welcome & Registration Center once a student has registered. ID cards are required for library services, registration, and admission to college events.

Student Publications

FCC has two major student publications. The FCC Commuter is the college's student newspaper and the Tuscarora Review is our magazine of the creative arts.

The FCC Commuter is a student publication and is a designated forum for student voice and opinion on campus events and related issues. The FCC Commuter is also a cocurricular program working cooperatively with FCC journalism classes. However, all students are welcome to work on the paper regardless of previous experience. Working on the paper offers practical experience for writers, photographers, graphic designers, marketers and public relations students. For more information, contact the advisor, Dr. Ken Kerr at 301.846.2646.

The Tuscarora Review consists of literary (poetry, fiction, essay, one-act plays) and fine arts (ceramics, mixed-media, 2D and 3D art, graphic design) contributions from students and staff. The Tuscarora Review has recently won several national awards. Student contributions are encouraged. For more information, contact the English department at 301.846.2600.

Transcripts

All transcripts issued by the college are free of charge.

Official Transcript

An official transcript is issued only by the Welcome & Registration Center and mailed directly to the receiving party. Under special circumstances an official issued-to-student transcript may be provided in a sealed envelope. Students must show identification to obtain an official transcript. It is provided on security transcript paper containing the college's seal and the authorizing signature. A raised seal is not required. The college reserves the right to impose a reasonable waiting period for providing official transcripts. Forms may be downloaded from the college's Web site www.frederick.edu.

Unofficial/Issued to Student Transcripts

Unofficial transcripts are available on the Web. An unofficial student transcript may be issued by the student development division and the Welcome & Registration Center. Students must show proof of identification to obtain an unofficial transcript. The unofficial transcript is printed on plain white paper and is not considered official for the purpose of transfer credit.

Transfer Advising

From the time students select their first course, they are making decisions that greatly affect their transfer plans. For this reason, it is important that students work closely with an advisor for course scheduling and transfer planning.

The Career & Transfer Center, in B/C Knuckle, has a variety of resources available to help with transfer planning. College Source, a collection of college profiles and catalog information for colleges across the nation, is available online. College Source also allows students to do a college search by major, size of enrollment, geographic location, cost and available student activities.

The Career & Transfer Center also has Internet access so that students can view college Web sites. ARTSYS, a computerized information system created especially to help community college students transfer to Maryland four-year institutions, is also available, http://artweb.usmd.edu.

A library containing in-state and many close-by out-of-state college catalogs is available for student use and check out. Brochures and applications for area colleges, as well as transfer guides outlining the majors offered and requirements of the colleges to which our students most frequently transfer, are maintained in the transfer center. Resource books such as *Peterson's Guide to Four-Year Colleges*, *The College Handbook for Transfer Students* and *The College Board Guide to 150 Popular College Majors* are also available.

Transfer workshops covering topics such as how to select a transfer school, the application process, how credits transfer, as well as practical information on the transfer process, are offered throughout the year. Transfer advisors are available to meet individually with students to help develop individualized transfer plans.

Throughout the year, opportunities are available for students to meet with representatives of four-year schools who visit the FCC campus. Both Transfer Day and the FCC-sponsored Frederick County College Night provide opportunities to explore potential transfer schools.

The college makes every possible effort to provide access to the most current and accurate transfer information. However, students should always verify information with the intended transfer school. For more information, visit the Career & Transfer Center Web page at www.frederick.edu.

For information on transfer planning, or to schedule an appointment with a transfer advisor, contact the Counseling & Advising Office at 301.846.2471.

Transfer Evaluation for Students Transferring into FCC

Students who earned credit at other institutions and/or the military should provide an official transcript to the Welcome & Registration Center prior to the completion of their first semester at FCC. The student will receive written evaluation of transfer credit earned and how the courses apply to their FCC curriculum. Transfer credit will be adjusted if the student later takes the same course at FCC.

Voter Registration

Frederick Community College encourages all students, faculty, and staff to exercise their privilege and right to vote in national and local elections. Voter registration forms are available in the Student Life Office, F-102 (Arts & Student Center), or in the Welcome & Registration Center, A-102 (Administration Hall).

Student Life

At FCC we know your time in the classroom is only one part of your "college experience." Our student life program offers you exciting opportunities to interact with other students, cultivate your leadership skills in a variety of ways, and strengthen your knowledge and understanding of academic disciplines through applied co-curricular activities.

Student life incorporates much more than classroom instruction. As a supplement to the academic experience, the student life program offers students the opportunity to acquire or further develop leadership skills through participation in a broad array of co-curricular programs. Clubs and organizations on campus are as diverse as the student population, offering students the opportunity to participate in program events, meet students with similar interests, or simply enjoy quality entertainment both on and off campus.

Participation in leadership conferences and service projects provides students with hands-on experience and is a dynamic and vital component of the student life program. Information about leadership development, campus clubs and organizations, how to start a new club or organization and a current calendar of special events can be obtained by visiting the Student Life Office, Arts & Student Center, F-102, or by calling 301.846.2488.

Campus Clubs

FCC campus clubs and organizations are student generated and student run. While faculty advisors are on hand to assist with logistics, students program and direct all club activities and events. With over 30 student organizations currently recognized, there are social, recreational, and academic clubs that supports almost any interest. If there is an interest in starting a new organization, students are welcome to stop by the Student Life Office for information and support. A current list of all active clubs and organizations can be found in the Student Life Office or on the FCC Web site under clubs and organizations.

Community Service

With community as our middle name, FCC values opportunities to engage all learners in valuable service to others. Not only does volunteer service benefit the community, it builds outstanding skills and strong resume interest for engaged students. To support this active student engagement, the Student Life Office houses a service learning center that provides volunteer and community service placement opportunities for all members of our campus community. Students are welcome to utilize our free placement service to help match interest to need for a long term community service commitment or simply stop by to participate in monthly service projects on campus. Regardless of the level of commitment to service, FCC's Student Life staff will work with you to find your perfect placement.

Co-curricular Programs

Because FCC values the profound learning opportunities that exist outside of the classroom, programs, events and activities are specifically designed by a diverse planning team to give students an opportunity to relate academic subject matter to real life situations. These co-curricular programs serve as a compliment to in-class instruction, and engage students in exciting, thought provoking, and multi-discipline activities. Students play a critical role in shaping these offerings by recommending workshops, lectures, trips, and experiences that enhance classroom knowledge and most faculty recognize the value of these learning opportunities by offering extra credit for student participation. Co-curricular events and activities are posted in the student/faculty calendar, which can be found in the Student Life Office, or can be found on the FCC Web site under Activities.

Leadership Development

FCC values shared governance, meaning all members of the campus community have a voice in the decision making process at FCC. The student voice is channeled through the Student Government Association, and every student on campus is considered a member by virtue of enrollment. While suggestions and opinions can be shared openly without organized involvement in SGA, opportunities exist for students who wish to take their leadership to the next level.

The SGA holds elections each year to solicit leadership on many levels. Officers are needed for service on all-college committees and task forces, leadership within campus clubs and organizations and within the SGA itself. No prior leadership experience is necessary, only the desire to make a difference, and the commitment to see the responsibility through.

Leadership is rewarded through nomination for national recognition, letters of recommendation, and resume interest. Students who are involved on campus are also highly sought after by four-year transfer institutions, local businesses, and community service providers.

To further support student leadership, FCC is a proud participant in the Maryland Community College Activities Directors Association and the Association of College Unions International. Through membership, student leaders participate in a series of high quality, state, regional and national leadership workshops, seminars, and retreats. These leadership experiences are underwritten by the office of student life to further support and acknowledge volunteer service and leadership.

Recognition and Awards

Celebration of achievement is one of our core values! And, each May, at our annual Spring Recognition and Awards Ceremony, students are publicly recognized and lauded for academic achievement, volunteer service, and campus leadership. Students may earn distinction for their contributions through faculty or staff nominations and may be eligible for nomination to several internationally recognized honors and awards programs such as Who's Who Among Students in American Community Colleges; Phi Theta Kappa International Honors Society; the USA Today Academic All Americans; and the United States Achievement Academy's Academic All American Scholars and Leaders. Specific criteria for national honors can be found in the Student Life Office, in the student handbook, or on the FCC Web site under Student Life.

Graduation Awards

During Commencement week, numerous awards are made by various organizations in recognition of outstanding achievement by the year's graduates. Among those of recent years have been the following:

- Dr. Lee John Betts Student Leadership Award
- Marjorie Betts Citizenship and Family Award
- Dr. Henry P. and M. Page Laughlin Annual Distinguished Scholarship Award
- Phyllis Hamilton Award for Academic Excellence in English Literature
- Award for Academic Excellence in the Business Transfer Curriculum
- Award for Academic Excellence in the Business Career Curriculum
- Career & Technology Awards
- Frederick County Medical Society Award for Academic Excellence in Clinical Nursing
- Frederick Memorial Hospital Board of Directors Award for Highest Academic Average in Nursing
- Frederick Woman's Civic Club Award for Academic Excellence in History
- Martin Kalmar Award for Academic Excellence in Mathematics
- Dr. Patricia Stanley Exemplary Community Service and Leadership Award

Service Learning/Community Service Opportunities

The Student Life Office employs a part-time volunteer service coordinator who can refer students to service agencies in the community. Whether you ve been assigned a service learning project in a class or you simply want to give back to the community, placement opportunities are abundant.

Students who have received a Meritorious Service Certificate from a Frederick County Public School are invited to apply their meritorious service hours for recognition at FCC. The Student Life Office acknowledges outstanding student service at the annual Recognition Awards Ceremony in May.

For more information on any of the above student life programs, students should contact the Student Life Office at 301.624.2793.

Student Government Association

The student government association (SGA) is designed to represent student opinions and concerns on campus. SGA is the students voice on issues concerning campus life and a relay system of information between college committees and the general student body. Leadership opportunities exist for students interested in serving as officers to the student government association and/or students wishing to take part in campus-wide committees and task forces. The executive committee of the SGA consists of president, vice president for public relations, vice president for administration, secretary, and treasurer. Students interested in leadership positions are invited to stop by the SGA office, F-103.

An essential component to the success of the SGA is active participation in the college governance process. The SGA appoints interested students to serve as representatives to the college senate and college-wide committees and task forces. While previous student government experience is helpful, all students with interest, commitment and enthusiasm are encouraged to participate. In addition to the leadership skills student representatives develop, indication of active participation is always an excellent highlight on résumés and applications for admission to four-year colleges.

Student Clubs and Organizations

Student clubs and organizations contribute to the development of the student and enrich campus life. The college supports student participation in clubs and organizations and encourages students who are interested in establishing an organization to contact the director of student life. The Student Handbook includes information on the clubs and organizations active on campus. In addition, student organizations share offices and an activities suite located in F-103. A meeting room is available for student organizations and services are provided for recognized clubs.

Wellness

FCC promotes wellness in both its students and staff through on-going programming and access to healthy exercise programs. The weight room is open day and evening hours for all registered students, faculty and staff. Assistance in developing programs to help with cardiovascular and muscular functions is also available. FCC offers courses in yoga, aerobics, weight training, tennis, golf, volleyball, and fencing, along with fitness for living and health education theory courses.

Continuing Education & Workforce Development

Continuing Education & Customized Training

FCC's continuing education and customized training teams provide programs that reflect the needs, interests and trends in business and industry, and that promote the personal and professional growth of the community.

Courses tailored to the applications of individual businesses are offered through customized training contracts within parameters convenient to the companies. A wide range of noncredit courses is offered in day, evening and weekend formats that appeal to people of all ages with busy lifestyles. Continuing education courses represent leading-edge curricula and quality instruction. Instructors are generally field practitioners who bring first-hand knowledge to the classroom. Courses provide students hands-on training and state-of-the-art equipment.

Partnerships and Institutes

The continuing education/customized training division has developed numerous partnerships and collaborative groups providing the community greater resources and access to training.

The Workforce Partnership of Frederick County

The Workforce Partnership of Frederick County assembles the finest area agencies involved in workforce development and competitiveness, all collaboratively committed to the economic prosperity of Frederick County and its businesses. The partnership includes the Frederick County Workforce Services, Frederick Community College and Frederick County Office of Economic Development. The partnership provides needs assessments, customized performance training, custom-designed curricula and courses, and workforce development consulting and assessment. For further information, see the section on customized business training or call 301.846.2404.

Workforce Development & Career Training

Today's work environment requires each person to have a broader range of skills and communication abilities than ever before. With fewer people being called upon to do more, keeping skills current and assuring core competencies provides greater assurance of career success.

Workforce development courses are designed in conjunction with professional organizations, area businesses and industries. Programs are intended to enhance and update skills or provide entry-level career training. Many courses are offered as preparation for national licensing examinations or for recertification/relicensing. For more information, call 301.846.2419.

Workforce development programs include:

Information Technology

- Computer Technician Training (A +)
- CompTIA Network +
- CompTIA Security +
- Microsoft Certified Systems Administrator (MCSA)

Allied Health

- Certified Nursing Assistant
- Dental Assistant
- EKG Technician
- Pharmacology Technician
- Phlebotomy Technician
- Physical & Occupational Therapy

Business

- American Management Association (AMA)
- Certified Bookkeeper
- Professional Project Manager (PMP)
- Small Business
- Society for Human Resources (SHRM) PHR/SPHR

Real Estate

- Real Estate Agent
- Real Estate Appraisal
- Home Inspector
- Maryland Home Improvement Contractors License Exam Prep
- Mortgage Loan Officer

Construction

- Basic AutoCAD
- Electricity
- Heating Ventilation Air Conditioning and Refrigeration (HVAC)
- Plumbing
- Welding

Professional Truck Driver

- Class A
- Class B

Child Care

Autobody

Veterinary Assistant

Equine

Small Business Development

Whether considering starting a small business or expanding a current business, FCC offers a wide array of short courses to get people started or to provide necessary business skills. A variety of 'how to start' courses help you select a new business and get the process under way. Other courses cover employee relations, customer service, advertising, etc. For information on small business courses, call 301.846.2684.

FCC Customized Training

As an integral part of Frederick Community College, FCC Customized Training shares the college's vision of being a premier Learning College, a customer/student centered system of relationships that facilitates, values and measures learning. Our mission is to prepare customers/students to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning. We are a customer/student-centered, community focused organization.

Customized Training has been a successful partnership between Frederick Community College and Frederick County Workforce Services under a formal agreement called The Workforce Partnership since 1996. This joint venture combined the resources of each partner such as materials, facilities, instructors, and contacts to form FCC Customized Training. The unique partnership allows any business/employer to quickly and efficiently access training that is tailored to their specific needs; training that is of professional quality, competitively priced and is delivered by local workforce development professionals. Over the past year, we have trained over 6,000 employees.

FCC Customized Training begins with a focus on six steps of successful training.

- Consultation
- Assessment
- Training Program Development
- Training Program Implemented
- Evaluation
- Follow-up

Customized Training offers levels of learning in these training programs, which include:

- Awareness
- Learning and Practicing
- Mastery

Business/employers may access customized training courses on a wide variety of topics. FCC Customized Training's four quadrants of training are:

- Leadership Skills
- Individual Employee Skills
- Computer Skills
- Job Specific Skills

By examining what our customers need through six steps of successful training, level of learning that is most appropriate and the area of skills that needs improvement, Customized Training has been able to establish itself as Frederick County's local training provider.

We have trained over 5,800 local employees in 2006. We offer noncredit and credit courses. Call 301.846.2404 for more information.

Personal Enrichment

The Personal Enrichment program offers opportunities for people of all ages to explore new interests and hobbies, become more self-reliant, develop healthier lifestyles and enhance life experiences. Course lengths range from several hours to several weeks.

Courses that accommodate the vast and diverse needs of the community include:

- Arts, crafts & hobbies
- Culinary arts
- Drawing & painting
- English as your second language
- Health, fitness & the great outdoors
- Home decorating
- Languages
- Music & dance
- Personal finance
- Personal growth & self help
- Photography
- Test preparation
- Writing

Kids On Campus

Our Kids on Campus program offers extensive course selections for children and adolescents. Courses build on existing skills while exploring interests and introducing new ideas, and at the same time fostering new friendships. Course lengths range from several hours to several weeks.

Our creative and interactive course subjects include:

- Languages
- SAFE Sitter
- Computers
- Home-School Enrichment
- Media and the Arts
- Hands-On Science
- Boost Your Imagination
- Sports and Fitness
- Kids Cuisine
- Parents and Kids Together

Institute for Learning in Retirement (ILR)

The ILR program at FCC offers a broad range of affordable courses and field trips designed by and for adults age 55 and better. There are no tests or grades in ILR, only stimulating ways to tickle the brain and indulge the curiosity in the company of other lifelong learners.

ILR offers casual classes in the following subjects:

- Art and music
- Computers and digital photography
- Golf, bridge and other hobbies
- Health and fitness
- History, government and world cultures
- Personal finance and elder law
- Science and nature
- Social issues and current events

A lifetime membership in ILR is available for $20 and provides discounted courses. Non-members are also welcome to take ILR classes. To receive a course schedule for the Institute for Learning in Retirement, call 301.624.2732.

Driver Education and Traffic Safety

The DETS area provides instruction in the safe operation of motor vehicles. This includes:

- a traditional driver education program for adults and teens interested in obtaining a Class C Maryland Driver's License (passenger cars)
- National Safety Council Defensive Driving Classes and basic traffic safety (for individuals/corporate fleets)
- MVA Approved Driver Improvement/Point System Conference and Drug & Alcohol Awareness classes

Motorcycle Safety Program

Our Motorcycle Safety programs are taught by Motor Vehicle Administration and Motorcycle Safety Foundation certified instructors. Basic Rider and Basic Rider II prepare students for a Class "M" license.

Riders can elect to use a program training motorcycle, or they may use their personal motorcycle if it is street legal and they transport it to the training site legally. Personal motorcycles must be in good operating condition and pass a routine pre-ride check given as a part of the course. Riders are to provide their own riding gear, which includes a DOT certified helmet, eye protection, jacket, full-fingered gloves, long pants and sturdy over-the-ankle footwear. To complete a course, riders must pass a knowledge and skill test administered at the end of the course.

- Basic Rider Course (BRC)
- Basic Rider Course II (BRC II)
- Experienced Rider Course (ERC)
- Advanced Rider Clinic

Check the Continuing Education schedule of classes or call 301.846.2431 for the most current schedules.

College Policies & Procedures

Selected policies and procedures are currently under college-wide review. Please check the Student Policies and Procedures under Current Students on the college's Web site (www.frederick.edu) for revisions.

Attendance

Students are expected to attend all class sessions except in an emergency, religious holidays or participation in official college functions. In these cases, notification or verification, if requested, will be given to the instructor by the student. Guidelines for expected attendance in each course are set and published by the instructor.

Academic Assessment and Placement Policy

Academic Assessment is essential to assist students in making choices that will enable them to obtain their educational goals. To assure appropriate advising, all new students, regardless of status and unless otherwise exempted, must undergo a comprehensive basic skills assessment in the areas of reading, writing, mathematics, and study skills prior to their initial class registration at the college. Students who lack necessary prerequisite skills for academic requirements of college-level courses will be required to enroll in, and satisfactorily complete, developmental course work designed to provide these skills. (See page 10)

Admissions and Academic Policy Committee

The Admissions and Academic Policy Committee considers written appeals from students who are requesting an exception to policy in the area of records and registration. Forms are available in the Welcome & Registration Center. Documentation is required. The Committee, part of the College Senate, meets once a month and students are notified in writing of the results.

Classroom Behavior

Policy

Faculty members have the right and responsibility to maintain an environment conducive to learning where discussion and expression of all views relevant to the subject matter of the class are recognized as necessary to the educational process. Students, however, do not have the right to interfere with the freedom of the faculty to teach or the rights of students to learn. The following procedure is designed to provide an efficient and informal process for resolving student/instructor classroom conflicts.

Procedure

1. If a student's behavior, in the judgment of the instructor, willfully disrupts the teaching and learning process, the instructor should explain that such behavior is unacceptable and describe the consequences if the behavior does not cease. If the behavior continues, the student may be asked to leave the room for the remainder of the class time. If the student does not do so willingly, the instructor may request the assistance of the Frederick Community College security office. The instructor should inform his/her immediate supervisor.

2. The instructor and student should then meet to resolve the issue as soon as possible but prior to the time the student is permitted to attend class again. If, after this discussion, the student refuses to comply with the stated standards of classroom behavior, the instructor should complete a written report and submit it to his/her supervisor. The supervisor will then initiate disciplinary procedures in accordance with the Standards of Student Conduct and Disciplinary Policies and Procedures. (See page 137).

3. Examples of behaviors which may be considered disruptive to the teaching and learning process include, but are not limited to, the following:

a. Smoking in the classroom.
b. Persistently speaking without being called upon.
c. Refusing to be seated.
d. Disturbing class by leaving and entering without authorization.
e. Sleeping.
f. Maintaining private conversation during class time.

Code of Academic Honesty

A. Procedure

1. If a faculty member has reason to believe that an act of academic dishonesty has occurred, he/she must meet with the student, present the evidence of alleged dishonesty, afford the student an opportunity to respond to the allegations, and, if warranted, impose a sanction.

a. If another member of the college community has reason to believe that an act of academic dishonesty has occurred, he/she should report the alleged incident to the appropriate faculty member or academic administrator.

2. The faculty member may choose to impose a penalty deemed appropriate for the offense. The minimum sanction imposed by the faculty member is a reprimand or warning to the student. A faculty member may, however, choose to impose a different sanction. The maximum sanction is to award an "F" for the course in which the dishonesty occurred. Faculty members may, at their discretion, impose an intermediate sanction, such as awarding an "F" on a portion of a course.

3. If a sanction is imposed, the faculty member must inform the student of the sanction in writing and include the reasons for the sanction and the procedure for appeal. A copy of the letter must be sent to the faculty member's supervisor, the chief academic officer, and the chief student affairs officer.

B. Appeal

1. The student will have seven working days in which to appeal the penalty imposed. The appeal must be submitted in writing to the faculty member's supervisor, who may choose to hear the appeal, or may refer the appeal, with the concurrence of the chief academic officer, to the college's Student Discipline Committee in accordance with Procedure 5.11. 2. Failure to appeal within the time frame indicated will result in the student's waiver of the right to further appeal.

C. Sanctions

1. Students determined to have been engaged in any act constituting academic dishonesty or misconduct are subject to any and all sanctions deemed appropriate by the classroom instructor.

2. Depending on the severity of the violation and other circumstances, penalties will progress in severity as follows: a reprimand or warning; a failing grade for that assignment; and/or an "F" grade for the course.

3. If a faculty member, with concurrence of his/her supervisor or the chief academic officer, believes that more severe penalties should be imposed (e.g., suspension or expulsion from the college), the case will be referred to the chief student affairs officer.

4. If a case is referred to the chief student affairs officer for sanctioning under the Standards of Student Conduct, disciplinary files and records will be maintained in accordance with Policy 5.11.E.

5. Definition. The term "Academic Dishonesty" means the misrepresentation of one's academic work which includes, but is not limited to:

a. Cheating. The intentional use or attempted use of unauthorized materials, information, or study aids in any academic exercise. Following are several common forms of cheating:

i. Copying or using notes, examinations, or instructional material during examinations, tests, or quizzes.

ii. Using another person to write a paper or having another person substantially write a paper.

iii. Obtaining, using, or possessing copies of an examination or providing or receiving information contained therein.

iv. Submitting another's project as one's own.

v. Having an examination taken by a second party.

vi. Altering or falsifying examination results after they have been evaluated by the instructor and returned to the student.

vii. Writing the answer to an exam question outside of class and submitting that answer as part of an in-class exam.

b. Plagiarism. The presentation as new and original an idea or product derived from an existing source without properly citing the source of the material. Following are several common forms of plagiarism:

i. Duplicating an author's work (in part or whole) without quotation marks and/or accurate citations.

ii. Duplicating an author's word or phrases with accurate citations, but without quotation marks.

iii. Using an author's ideas in paraphrase without accurate citations.

iv. Submitting a paper in which exact words are merely rearranged even though cited.

c. Facilitating academic dishonesty. The intentional or knowing help or attempt to help another to commit an act of academic dishonesty. Several common forms are:

i. Completing an examination or project in the name of someone else.

ii. Permitting another student to copy one's work during an examination.

iii. Furnishing another student with unauthorized notes during an examination.

iv. Illicitly collaborating with other individuals in the completion of course assignments.

v. Taking an examination for someone else.

vi. Giving test questions to students in another class.

vii. Writing a term paper for another student.

viii. Selling or purchasing examinations, papers, or other assignments.

d. Other Forms of Academic Dishonesty.

i. Submitting or resubmitting the same paper for two different classes/courses without the explicit authorization and approval of the faculty members teaching those classes/courses.

ii. Fabrication. Intentional and unauthorized falsification or invention of any information, data, or citation in an academic exercise.

College Closings for Inclement Weather

Policy:

The president of the college or his/her designee will decide when classes are to be cancelled, or when the college is to be closed because of inclement weather or other emergency conditions.

Procedure:

The college will provide inclement weather announcements concerning cancellations, closings, and delays by 5:30am. Please refer to the following sources:

Primary sources:

- FCC switchboard, 301.846.2400
- TV Channel 23, College of the Air Bulletin Board
- FCC Web site www.frederick.edu
- New Web site www.schoolsout.com

Other sources:

- Radio Stations: WFMD (AM 930)
  WFRE (FM 99.9)
  WARX (FM F106.9)
  WAFY (FM 103.1)
- Television Stations: NEWS4 (CH. 4)
  WUSA-TV (CH. 9)
  WJZ-TV (CH. 13)
  WTTG FOX-5 (CH. 5)
  WBAL (CH. 11)
  WJLA (CH. 7)
  WHAG-TV (CH. 25)
  Newschannel 8

Note: Radio and TV stations might not use the exact words we provide them, so please be aware that announcements could differ from station to station.

The announcements are:

1. FCC is open

FCC and the Children's Center will follow normal schedules. All faculty, staff, and students are expected to come to work/class per their normal schedules.

2. FCC will open at "X"

FCC and the Children's Center will open at the designated time and will follow normal schedules after the delay. This applies to all faculty, staff, and students. [For example, when the college opening is delayed until 9:30am, 8:00am - 9:15am classes are cancelled and instruction will begin with regularly scheduled 9:30am classes. If a class is scheduled to run later than 9:30am (for example, 8:00am - 10:30am), the class will begin at 9:30am]

3. FCC is open; classes are delayed until "X"

All administrative and support staff are expected to come to work at their normal time (e.g., 8:00am - 8:30am). The Children's Center will be open. Faculty and students should report after the delay. [For example, when classes are delayed until 9:30am, 8:00am - 9:15am classes are cancelled and instruction will begin with regularly scheduled 9:30a.m. classes. If a class is scheduled to run later than 9:30am (e.g., 8:00am - 10:30am), the class will begin at 9:30am.

4. FCC is closed

Only essential personnel (emergency maintenance and clerical personnel) who have been designated by the Vice President for Administration should come to work. No students, faculty, or other staff members will be allowed at the college. The Children's Center will also be closed. When the college is closed only those personnel designated to work are allowed on campus.

When in doubt, call the switchboard or check the web sites for the most current updates before you head to the campus. Students should not arrive on campus until 15 minutes prior to the announced opening.

The above announcements and procedures apply to FCC's main campus, and Truck Driver Program facilities. Career & Tech Center classes, along with any other FCC classes held at Frederick County Public School facilities, follow FCPS procedures.

Communicable Diseases

The Board of Trustees of Frederick Community College is committed to providing a healthful environment for all students and employees of FCC. In fulfilling that commitment, the Board shall seek the guidance of appropriate medical, legal, and governmental authorities regarding communicable diseases when required. The college shall follow guidelines promulgated by the Maryland State and Frederick County Health Departments to prevent the spread of a communicable disease in the school setting.

Actions taken with respect to students or employees shall be consistent with rights afforded individuals under state and federal statutory regulations.

Decisions regarding students or employees will be made on a case-by-case basis, taking into consideration all available information on the specific case at hand.

First consideration shall be given to returning the student to the classroom and the employee to his/her regular assignment upon receiving assurance from the physicians and public health officials that the individual should not pose a health risk to staff or students in a school or work setting.

The determination of whether an AIDS infected child shall be permitted to attend a college child care center shall be made on a case-by-case basis by college personnel, after consultation with a team composed of the child's parent or guardian, appropriate health personnel, and the child's physician, with the final decision to be made by college personnel and with particular attention being paid to minimizing the exposure of other children to blood or body fluids or to behavior which may warrant a more restrictive environment.

The president shall be responsible for determining what information will be disseminated to staff, parents, and the community when a communicable disease is identified or suspected at the college. Guidelines will be established by the president to ensure strict confidentiality regarding infected individuals.

Drug and Alcohol Policy

Policy:

A fundamental purpose of Frederick Community College is to support and encourage the pursuit and dissemination of knowledge. All members of the college community–students, faculty, and staff share the responsibility for protecting an environment that supports that goal and all are expected to exemplify high standards of professional and personal conduct.

Frederick Community College is committed to a workplace and campus environment free of substance abuse and is committed to full compliance with the Drug-Free Workplace Act of 1988, the Drug-Free Schools and Communities Act of 1986, as amended in 1989, the Maryland Drug and Alcohol Abuse Plan, and all other applicable local, state, and federal laws. The Board of Trustees authorizes the college administration to establish, repeal and/or modify regulations and procedures related to ensuring compliance with these laws.

Procedures:

Standards of Conduct

1. The unlawful manufacture, distribution, dispensing, possession or use of controlled substances, and the use or abuse (e.g. being intoxicated) of alcohol by anyone on College property (including any facilities leased or used by the college) or in College vehicles is prohibited. The President, however, may approve upon special request the serving of alcoholic beverages at specific events to individuals 21 years or older. The use of alcohol by anyone under 21 years of age or the abuse of alcohol by anyone at any College sponsored or supervised activity off campus is also prohibited.

2. The College reserves the right to refuse any advertising or promotional activities which focus on the consumption of alcoholic beverages that might encourage under-age drinking or alcohol abuse.

Student Drug Free Pledge

1. The College will include on its admissions application, a statement of the drug and alcohol related policy and procedures. Each student will be required to sign this statement acknowledging agreement to comply with the college's drug and alcohol abuse policy and procedures. The college's drug and alcohol policy and procedures will be posted on the college's Web site and all students will be sent a postcard notifying them of its availability on the Web site and directions on how to access the information. Copies of the college's drug and alcohol procedure will be available in information racks on campus as well as in various College offices.

College Sanctions

1. Any member of the college community who violates the standards of conduct will be subject to disciplinary proceedings by the college, and may be referred for prosecution by civil authorities. Depending upon the severity of the offense, the college will impose one or more of the following disciplinary sanctions as may be appropriate: for students – reprimand, warning, or dismissal from the institution (a complete list of disciplinary penalties for students is included in the Standards of Student Conduct/Disciplinary Policies and Procedures – 5.11); for employees – reprimand, warning, suspension with or without pay, or discharge from employment. The College may also require the completion of an appropriate rehabilitation program.

2. Frederick Community College's interest in identifying violators of the drug and alcohol policy and procedures is not intended to be punitive, but rather to establish clear limits of conduct for member of the campus community. The policy and procedures is designed to encourage those person habituated to drugs and/or alcohol to seek rehabilitation.

3. Conscientious efforts to seek such help will not jeopardize a student's academic standing or employee's job, and all information related to such efforts will be confidential. However, efforts to obtain assistance will not preclude other disciplinary action for any of the usual reasons including policy violation or unacceptable job performance. Students or employees seeking or receiving assistance are subject to all College policies and procedures.

Federal, State and Local Penalties

See the college's Web site, www.frederick.edu, for a complete listing of penalties associated with drug possession, use or sales.

Getting Help

The College provides resources and referral services for students, faculty and staff confronted with a problem of drug and/or alcohol abuse. Information related to these services will be made available to all students as part of the substance abuse awareness program. In addition, students may obtain information or referrals from the counseling and career services department or the vice president for learning support – employees may obtain information on referrals from the associate vice president for human resources. See the college's Web site, www.frederick.edu, for a complete listing of services available in the County.

Family Educational Rights & Privacy Act (FERPA)

Frederick Community College complies with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended and any regulation promulgated thereunder. A copy of the Frederick Community College institutional compliance statement is located in the Welcome & Registration Center and will be made available to students or alumni upon request.

Notification of Student Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access.

Students should contact the associate vice president for operations. If necessary, the student may complete a student request to inspect and review their education records. Upon receipt of the request, an appointment will be scheduled with the associate vice president for operations to review the education records and receive an explanation and interpretation of the records requested.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the college to amend a record that they believe is inaccurate or misleading. Students requesting to amend directory or personally identifiable information shall submit the appropriate request form in the registrar's office. Those students requesting to challenge the contents of their education records should contact the vice president for learning support or the vice president of learning, who will refer to the college's grievance policy.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a member of the institution who acts in the student's educational interest within the limitations of their need to know. These may include faculty, administration, clerical and professional employees and other persons who manage student education record information including work study students. This also includes a person employed by or under contract to the institution to perform a special task, such as an attorney or auditor, a person serving on an institutional governing body or officials from other colleges in the University of Maryland systems for purposes of recruitment and research. However, school officials, including those designated contractors, may not re-disclose the information to any other party by any means.

Frederick Community College does not release personally identifiable information or education record information by any means without the written consent of the student, except in those cases exempted by FERPA. Frederick Community College will release directory information unless a student requests otherwise. Students seeking non-disclosure of directory information should contact the registrar's office and complete a request for non-disclosure of directory information form.

Directory information-Includes the student's name, date of birth, email address, major, dates of attendance, full/part-time status, degrees/awards/honors earned or anticipated, participation in recognized activities/sports, photographs, weight/height of members of athletic teams.

Personally identifiable information-Includes student ID, social security number, address/phone, place of birth, name/address of student's parents or family members, student account information.

Education record information-Includes academic standing/ probation/dismissal, advising notes, assessment scores, courses registered/completed, credits or grades earned, GPA.

(Refer to the FCC institutional compliance statement for more detailed information.)

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Frederick Community College to comply with the requirements of FERPA. Anyone who believes his or her rights have been abridged may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605.

Students and others who wish specific information regarding their rights of access to institutional education records maintained in their name should contact the Welcome & Registration Center at 301.846.2433.

Confidentiality of Student Records

Frederick Community College accords all rights under the Family Educational Rights and Privacy Act (FERPA).

The college does not release personally identifiable information or education record information by any means without the written consent of the student, except in those cases exempted by FERPA. FCC releases directory information unless a student requests otherwise. Directory information includes: name, date of birth, anticipated graduation date, dates of attendance, degrees, honors, awards, scholarships earned, major, curriculum, participation in recognized activities/sports, photographs, status (full/part-time), and weight/height of members of athletic teams. Students seeking non-disclosure of directory information should contact the Welcome & Registration Center and complete a request for nondisclosure of directory information form.

A complete text of the college's institutional compliance statement is available in the Welcome & Registration Center. Inquiries regarding compliance should be directed to the registrar.

Solomon Amendment

The Solomon Amendment is a federal law that mandates that institutions receiving federal funding must give military recruiters access to campus and to lists of students, including personally identifiable student information. The Solomon Amendment supersedes FERPA.

Financial Obligations

A. All past financial obligations must be paid at the time of registration.

B. All tuition and fees must be paid by the deadline established in the course schedule each semester except for amounts expected to be covered by financial aid, third party reimbursement, or the college's approved deferred tuition payment plan.

1. Credit cards. Currently the college accepts payment via Visa, Mastercard and Discover.

   a. No credit card payments will be accepted over the phone.

   b. Web payments can be made at www.frederick.edu> online services >student system access > Login

2. Cash, check and debit cards.

3. Payment can be made at our cashier office between the hours of 8:30 a.m. and 7:00 p.m. Monday through Thursday and 8:30 a.m. to 4:30 p.m. on Fridays.

C. When payment is not made by established dates, accounts will be processed as outlined below.

1. Finance will review the accounts placed on hold with appropriate departments to determine the validity of all holds.

2. The first past due notice will be sent approximately two weeks after the beginning of the semester. A financial obligation indicator is placed on the student's account at this time. A second past due notice is sent approximately thirty days later. A third and final notice is sent thirty days after the second notice. The accounts will be forwarded to the Maryland Central Collection Unit (MDCCU) by the end of the semester if payment-in full has not been received.

3. Once the account balance is paid in full, all collection indicators will be removed. In the event financial aid is later removed from a student account causing a balance to be reinstated, the collection process will begin with a first past due notice.

D. If an account has been sent to the MDCCU, the college will not accept payment on that account. Once proper documentation of payment is provided by the student showing payment in full to MDCCU, registration will be allowed. Proper documentation is web payment confirmation from MDCCU that clearly identifies the account paid in full. The web address for MDCCU is https://www.paybill.com/payccu.

Grievance Procedures for Students

Introduction

The purpose of the Grievance Procedure for Students is to provide a method of recourse to students who feel that a particular action on the part of a College staff member has violated institutional practices and standards.

Student concerns appropriate to this procedure include, but are not necessarily limited to, concerns regarding ethical and professional behavior of staff, arbitrary application of current College policies by College staff members, and perceived violations by College staff members of Board policy with regard to students. This procedure is also to be used to provide a method of recourse to a student who feels that his/her grade in a particular course has been unnecessarily compromised as a result of an action or series of actions on the part of a specific instructor.

While the use of this procedure is most appropriate in those instances where a student may feel that the instructor in question has applied arbitrary, prejudicial or capricious judgment, it is not necessarily limited to those conditions.

Procedures–Informal Level

The parties involved in the grievance should try to resolve the dispute through discussion. Preceding this discussion, it may be helpful for the student to consult with a member of the counseling staff to clarify the issues involved. If, after meeting with the faculty member or staff member involved in the grievance, the student remains unsatisfied, the next step in the informal process is to meet with the staff or faculty member and his/her supervisor. This meeting must take place within 14 calendar days of the alleged violation or in the case of an academic grievance no later than 14 calendar days following the beginning of the subsequent semester (summer excluded). If a satisfactory outcome is not reached, a formal grievance can be initiated. A formal grievance must be initiated within seven days of meeting with the staff or faculty member and his/her supervisor.

Initiation of Grievance

A formal grievance is initiated with the Initiation of Grievance Form which must be signed by the student, the staff or faculty member involved, and that person's supervisor. Should the staff member refuse to sign the form, that refusal shall be noted by the supervisor and should not inhibit the process from continuing.

The form is sent from the supervisor to the appropriate grievance ombudsman who will oversee the grievance process. The Initiation of Grievance Form may be obtained from the Office of the Vice President for Learning Support.

Grievance Ombudsman

Two members of the college staff will serve as College grievance ombudsman.

1. A member of the full-time permanent professional academic staff, appointed by the Vice-President of Learning will oversee student grade grievances.

2. A full-time permanent member of the college staff, appointed by the Vice-President for Learning Support will oversee all other student grievances.

Roles of the Ombudsman

a. Attempt to mediate the dispute to the satisfaction of both parties.

b. If mediation is not successful, prepare the "Outline of Student Complaint and Response" to be forwarded to the next level of the grievance process, the Grievance Committee.

Grievance Process

1. The grievance must be initiated within 7 calendar days of meeting with the supervisor. The "Initiation of Grievance Form" must be forwarded to the appropriate ombudsman by the supervisor.

2. The ombudsman will arrange a meeting with the parties involved within 14 calendar days of receipt of "Initiation."

3. The purpose of this meeting is to outline the issues, collect information, and record the perspectives of the parties involved.

4. After first meeting with the parties, the ombudsman may arrange additional meetings together or separately. He/she has 14 calendar days to mediate a resolution that is satisfactory to both parties. The ombudsman will file a written report of that resolution which will be kept in the Office of the Vice President for Learning Support.

5. In the absence of a mutually satisfactory outcome, the student may appeal to the Grievance Committee.

6. The next step in the grievance process will be initiated when the chairperson of the Grievance Committee receives the "Outline of Student Grievance and Response" from the appropriate ombudsman. This must be sent within 20 calendar days of the ombudsman's first meeting with the parties involved.

7. The committee shall meet to hear the appeal within 14 calendar days subsequent to receipt of the student's written request. A written record shall be made of the appeal hearing.

   a. A confidential written explanation of the committee's decision shall be given to the student, faculty/staff member, the supervisor(s) of the employee involved, and the President.

   b. The written recommendation of the committee shall be available within 14 calendar days following the scheduled hearing.

   c. The faculty/staff member shall then respond to all parties as to whether he/she accepts the recommendation within 14 calendar days of receipt of the recommendation. In the event that the faculty/staff member is no longer employed by the institution, the appropriate Vice President shall respond in his/her place.

   d. Decisions will be made by a majority vote of the Committee.

8. The final report is to be presented to the President. If one of the parties to the grievance disagrees with the Committee's decision, he/she may appeal, in writing, to the Board of Trustees through the President no later than 14 calendar days after receiving the Grievance Committee's decision. The Board of Trustees may or may not decide to hear the appeal.

Grievance Committee

The Grievance Committee is administered jointly by the Vice Presidents of Learning and Learning Support and reports to the President of the College.

1. Membership

   a. Two faculty members

   b. Two staff members

   c. Two students

   d. Grievance hearings will consist of five members of the Committee in the following configuration:

      1) grievance against a faculty member - two faculty members, one staff member, and two students; 2) grievance against a staff member - one faculty member, two staff members, and two students.

2. Method of Selection

   a. The faculty representatives shall be appointed by the Vice President for Learning in consultation with the Faculty Association.

   b. The staff representatives shall be appointed by the Vice President for Learning Support in consultation with the appropriate affinity groups.

   c. The student representative shall be appointed by the President of the Student Government Association (SGA) in consultation with the Executive Council of the SGA.

   d. The Committee will select a chairperson who will hold voting privileges.

   e. Members will serve for one year terms and may serve unlimited terms.

   f. If a member of the Grievance Committee is involved in the grievance, a substitute will be appointed.

Procedural Requirements for Grievance Committee

1. The Grievance Committee, in hearing the grievance, shall observe the principles of due process, as defined in the Standards of Conduct Code (Section 5.11, D. 4.) in its proceeding, including the right of students and staff members to hear and present evidence, and the right to present and confront witnesses.

2. The deliberation of the committee shall be confined to those points set forth in the student's written request. The student must prove his/her case.

3. The failure of the student to appeal a decision to the next stage within the designated time period shall constitute a withdrawal of the grievance and bar further action by the student on this grievance.

4. The failure of the appellant body to communicate the decision within the above mentioned designated time period shall permit the student to proceed to the next stage of the grievance process.

5. The student may withdraw the grievance at any time by written notice to the appropriate Vice President/Dean.

6. Records of all formal grievances will be retained by the vice president for learning support.

Intercollegiate Athletics

A. The Board of Trustees of Frederick Community College supports intercollegiate athletics as a part of the total educational program.

B. Students participating in intercollegiate athletics must have a statement of good health from a physician and should be enrolled in a medical insurance plan.

C. This college supports programs of intercollegiate athletics. The administration of the college is directed to ensure that all activities and functions of the college that deal with athletics are operating to support the needs of its student athletes and that these activities and functions are sound educationally.

Non-discrimination Policy

The college prohibits discrimination against any person on the basis of race, religion, gender, color, national origin, ancestry, age, sexual orientation, marital status, veteran status, physical or mental disability of otherwise qualified individuals and any other category protected by federal state or local law. This nondiscrimination policy applies to and includes, but is not necessarily limited to, employment practices, educational programs, student admissions, and access to services. The college will abide by all applicable requirements of state and federal law prohibiting discrimination.

For purposes of this and all other policies, and consistent with applicable law, "discrimination" includes harassment of an individual on the basis of a protected classification. For example, harassment based on race, religion, age, disability, veteran status or sexual orientation.

This policy prohibits disparate treatment or harassment of individuals because of their protected characteristics even if the conduct does not rise to the level where it is actionable under federal or state law. For example, the college reserves the right to discipline discriminatory treatment or harassment of employees that does not constitute "adverse employment actions" or does not rise to the level of a hostile work environment .

All members of the college community are expected to abide by this nondiscrimination policy and to abide by state and federal requirements. Those persons charged with a violation of this policy, if substantiated, may be subject to disciplinary action, including discharge, in addition to the penalties imposed under state and federal law.

The president of the college will implement this policy and notify administrators, professional staff and employees about the policy. The president will also establish procedures to investigate and to process complaints made under the policy. Such procedures will provide that in all cases, the college will attempt to respect the confidentiality of the complainant, the respondent and witnesses, to the extent possible consistent with the college's legal obligations, the necessity to investigate allegations of misconduct and to take corrective action when discrimination has occurred, and with the due process rights of respondents. In addition, the college will go beyond avoiding overt discrimination and will, through educational programs, help faculty and staff to become aware of and to recognize more covert and subtle forms of discrimination and to remove those institutional barriers to equality. Supervisors must promptly report suspected violations of this policy.

The college also prohibits any person from engaging in retaliation against any person who exercises in good faith, his or her own rights under college policy or other law, to complain of alleged discrimination, or who participates in or assists others in any investigation charge or proceeding related to alleged discrimination. All students and employees are expected to cooperate in the investigation of complaints of discrimination. Making knowingly false statements in such a proceeding, or intentionally failing to disclose material information, whether as a complainant, a respondent or a witness, is serious misconduct that could subject the individual to disciplinary action.

Posting of Information on Campus

Policy:

The Board of Trustees approves the posting on campus of relevant notices appealing to the general college community and consistent with the stated mission of the institution. All civil laws regarding the public display of information shall apply to the campus.

Procedure:

Students with a message to share, an event to promote, a service to offer or an item to sell may use the bulletin boards throughout campus. Fliers must be approved by the student life office, located in the Arts & Student Center (room F-102), before posting. Limit posters to a half sheet of tag board. Posters must be in good taste as well as dated. Classified ads should be no larger than an index card. Please do not use staples to post fliers on boards. Job announcements should be posted on the job board in the job placement office, located in the Administration Hall (room A-106).

Safety & Security Policy

Frederick Community College is committed to providing a safe and secure learning and working environment for all students, employees, and visitors on campus. Campus safety and security procedures comply with Title II of the Crime Awareness and Campus Security Act of 1990, as amended, the Health Insurance Protection and Portability Act of 1996, and other appropriate local, State and federal regulations.

Sexual Assault Policy

Policy

Frederick Community College is committed to preventing incidents of sexual assault on campus and to taking prompt action to support victims, involve police and take appropriate disciplinary steps should an incident occur. Sexual assault is a serious crime which has a major impact on the campus community as well as on the individual who is victimized. For purposes of this policy, "sexual assault" includes those sexual offenses as defined in the Maryland Annotated Code, Article 27.

Frederick Community College will not tolerate sexual assault in any form, including date or acquaintance rape. Making reports and taking action in response to a sexual assault against a student or employee will be limited to incidents occurring on college property or facilities or at college-sponsored functions. The institution will do everything feasible to reduce the risk of sexual assault in the college environment. An annual review will be conducted to identify areas that might pose such a risk, and corrective recommendations will be made to the vice president for administration. The vice president will review all reports and direct the action to be taken by the appropriate office.

False Accusations

The college condemns the deliberate filing of false accusations of sexual assault. If the complainant is a college employee or student and it is determined that he/she deliberately filed a false accusation, he/she will be subject to disciplinary measures which may range from reprimand to suspension or dismissal.

Counseling Services

Upon request, the FCC Counseling & Advising Office will notify victims of sexual assault about existing on and off campus counseling, mental health, or student services for victims of a sex offense.

Education Programs

Frederick Community College provides education programs to promote awareness of rape, acquaintance rape, and other sex offenses for students and staff members on a regular basis. The college encourages students and staff to participate in workshops on sexual assault and related topics during Wellness Week held annually. Staff members may also take advantage of workshops held during regularly scheduled staff development activities.

Response Procedures

If a student or employee believes a sex offense has occurred, he or she should report it to campus security or to the vice president for administration. Sex offenses should be reported as promptly as possible in order to preserve evidence of the events and to better facilitate investigative procedures. When an alleged crime is reported, campus security is required to notify the Frederick City Police. An individual charged with sexual assault may be prosecuted under the Maryland State Criminal Codes. The victim has the right to file charges with the Frederick City Police, Maryland State Police or the Frederick County Sheriff's Department.

Campus security will notify the FCC environmental health and safety officer (safety officer) and the counseling office and, where a student is involved, the chief student affairs officer. If the victim so chooses, the counseling office representative will provide assistance in working with appropriate law enforcement authorities. At the request of the victim, campus security personnel will assist in obtaining appropriate medical attention, including transportation to the nearest designated hospital, by calling for emergency medical assistance.

Any individual reporting a sexual assault will be treated with respect and sensitivity. Every effort will be made to minimize the number of times the victim is interviewed and required to repeat a preliminary description of the incident. Contacts and conversations relating to the incident will be held in confidence.

Whether or not criminal proceedings are initiated, the college may investigate and initiate disciplinary proceedings if the evidence warrants. An investigation will be conducted by the safety officer or his designee who will report the findings to the vice president for administration.

Throughout the process, the vice president for administration will apprise the president of the circumstances, and will also involve the vice president for learning support, when the accused is a student, and the director of human resources when the accused is an employee.

During the investigation, the safety officer and/or his designee shall meet with the accuser. During such meetings, the accuser may request the presence of other appropriate persons who may participate in the review but not as legal counsel.

If the accused is a student or staff member, the safety officer and/or his designee shall also meet with that person and present the allegations made by the accuser. The allegations need not be presented in writing. The accused shall be provided with an opportunity to respond to the allegations. During any such meeting, the accused may request the presence of other appropriate persons who may participate in the review but not as legal counsel.

During the investigation, the safety officer shall interview other witnesses who are believed to have information potentially relevant to the allegations. The safety officer will then report the evidence adduced during the investigation to the chief administrative officer and to the chief student affairs officer if the accused is a student (hereafter referred to as the vice president(s)).

Pending the outcome of an investigation of the alleged incident, the vice president(s) may take temporary actions to promote safety, security and a harmonious working and learning environment. Such actions may include, but are not limited to, suspension, transfer, alterations to academic or working schedules or locations, or other steps deemed appropriate.

The vice president(s) shall review the evidence as presented by the safety officer and may also consider determinations made by law enforcement agencies. A decision by criminal justice authorities not to prosecute does not preclude the college from pursuing disciplinary action.

If the vice president(s) determine that a violation of college policy has occurred, they may recommend disciplinary steps that may include written warnings or reprimands, referral for counseling, suspensions or expulsion, denial of student privileges, suspension with or without pay, denial of salary increase, termination, or other actions as deemed appropriate. If the accused is an employee, disciplinary action will be coordinated with the employee's supervisor, vice president and the director of human resources; and if a student, with the vice president for learning support. Both the accuser and the accused shall be informed in writing of the outcome of any college disciplinary proceeding based upon an alleged sexual assault.

The accused party may appeal the vice presidents' recommendation to the president. A written statement of the basis of the appeal should be submitted within 15 working days following receipt of the vice presidents' recommendation.

NOTE: If the recommended sanction against an employee is suspension or dismissal from employment, the employee may continue the appeal process as outlined in college procedure T1, Termination Employee Rights of Appeal. The substitution of this procedure may occur at any time prior to appeal of a charge to the board of trustees.

A special hearing board will be appointed by the president to review the findings and hear testimony from the parties. The hearing board will consist of five members, to include faculty and administrators and a support staff and/or student representative, based upon whether the involved parties are students and/or employees. The hearing process will be facilitated by the director of human resources.

A confidential written explanation of the hearing board's recommendation shall be given to the president within 10 working days following the meeting of this board. Within 15 working days, the president will communicate the decision of the special hearing board to the involved parties.

The accused party may appeal the hearing board's decision to the board of trustees through the president no later than 15 working days after receiving the hearing board's decision. The board of trustees may or may not decide to review the appeal. (However, in the event that the recommended disciplinary action against the employee is either suspension or dismissal, the board of trustees will consider the employees' appeal as outlined in college procedure "Termination Employee Right of Appeal," Section 3.14a.B.3.f).

The decision of the board of trustees will be the final administrative measure. Should the board of trustees decide not to review the appeal, the decision of the president will stand.

A student who is a victim of sexual assault may request a change in classes, and the vice president for learning support will assist with making appropriate changes where options are reasonably available.

Hospitals Equipped with Maryland State Police Sexual Assault Evidence Kit

- Frederick Memorial Hospital
- Washington County Hospital Center
- Carroll County Hospital
- Gettysburg Hospital
- Montgomery General Hospital
- Howard County General Hospital

Sexual Harassment

Policy:

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

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

Definitions

Unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature when made by a member of the college staff to a student or another employee or when made by a student to another student constitute sexual harassment when:

1. submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's education or employment;

2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or

3. such conduct has the purpose or effect of substantially interfering with an individual's academic, professional or employment performance or creating an intimidating, hostile or offensive academic or employment environment.

Sexual harassment, as defined above, may include but is not limited to the following:

1. verbal harassment or abuse;

2. pressure for sexual activity;

3. repeated communications to a person, with sexual or demeaning implications;

4. unwelcome touching;

5. suggesting or demeaning sexual involvement accompanied by implied or explicit threats concerning one's grades, job, etc.

The president of the college will implement this policy and will establish procedures to handle complaints made under the provisions of this policy. The procedures will provide: 1) that the right to confidentiality, both of the complainant and of the accused, will be respected consistent with the college's legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred; 2) that persons filing complaints of sexual harassment will be protected against reprisals, but that the deliberate filing of false accusations of sexual harassment will be condemned and may lead to possible disciplinary action.

A substantiated charge against an employee of the college will subject that employee to disciplinary action, which may include dismissal. A substantiated charge against a student of the college will subject that student to disciplinary action including suspension or expulsion.

Procedures:

Students who feel that they have been sexually harassed under the definition as set forth in the Sexual Harassment Policy and who wish further information or assistance in filing a complaint should contact the Associate Vice President, Student Development

The following procedures are to be followed when the accused party is a student. If the accused party is an employee, the complaint is referred to the Associate Vice President, Human Resources.

1. Informal Process

   a. The complainant should discuss the situation with the Associate Vice President, Student Development. These discussions will be handled in a professional and confidential manner. The Associate Vice President will advise the student on informal and formal procedures to follow, and will assist the student as needed in pursuing his/her options. This may include preparation for a formal hearing, referral to a Vice President or other appropriate College official, or assistance in negotiating with the alleged offender.

   b. When a complaint is received, the Associate Vice President will discuss the complaint with the accused party who will have an opportunity to respond. The Associate Vice President will record the complaint in a confidential log but will not disclose the complainant's identity to the accused party without the consent of the complainant. Furthermore, no disciplinary action against an accused person will be initiated without disclosure of the complainant's identity unless there are repeated charges from different individuals.

   c. In addition, the Associate Vice President may judge that no action is warranted; arrange for a written agreement acceptable to both parties without an indication of findings; investigate in order to present a case for formal hearing when appropriate; or investigate and then present recommendations to an appropriate administrator/manager for sanctions.

   d. Care will be exercised to affect an informal resolution of the complaint that is acceptable to the parties. If a resolution cannot be found through informal procedures, then the formal procedures defined below should be followed.

2. Formal Procedures

   a. The complainant must document in writing all events leading to the complaint. The statement must include what allegedly happened, what steps had been taken prior to the submissions of the written grievance, and what action the complainant is requesting. Assistance in writing the complaint will be provided to the complainant if needed.

   b. The written document should be submitted to the Associate Vice President, Student Development. The document will be distributed to appropriate parties (e.g., the accused party, the Vice President for Learning Support), and the accused party will have an opportunity to respond in writing.

   c. NOTE: The timetable set forth below is approximate. The President or President's designee may, at his/her discretion, allow additional time for any of the steps noted.

   d. Within 10 working days after submission of the written statement, the Vice President for Learning Support shall meet with the complainant, the accused party and the Associate Vice President. Within 15 working days following the meeting, the complainant and the accused party will be informed, in writing, of the Vice President's findings; and the accused party will be informed of any sanctions to be applied.

   e. Either the complainant or the accused party may appeal the Vice President's decision to the Associate Vice President, Human Resource and the basis of the appeal should be submitted within 15 working days following receipt of the Vice President's decision.

   f. A special hearing board will be appointed by the Associate Vice President, Human Resources to review the written findings and, if appropriate, hear testimony from the parties. The hearing board will consist of five members, at least one of whom shall be selected from each of the following groups: faculty, administration and students.

   g. A confidential written explanation of the hearing board's recommendation shall be given to the President within 10 working days following the meeting of this board.

   h. Within 15 working days, the President will communicate his or her decision to the complainant, the accused party, and the Vice President for Learning Support.

   i. Any of the parties may appeal the Presidents' decision to the Board of Trustees through the President no later than 15 working days after receiving the President's decision. The Board of Trustees may or may not decide to review the appeal.

   j. The decision of the Board of Trustees will be the final administrative measure. Should the Board of Trustees decide not to review the appeal, the decision of the President will stand.

3. Procedural Requirements

   a. At any step of the process, any participant may request the presence of a College representative of his/her choice who may participate in this review but not as legal counsel.

   b. No person named in the allegations shall sit on the hearing board. If any of the parties specified above is the accused party or the complainant, then an appropriate alternate will be appointed.

   c. The deliberations of the hearing board shall be confined to those points set forth in the written complaint.

   d. If either party fails to appeal a decision within the specified time period (without an approved extension), the findings shall be final, and no further action shall be taken.

   e. The complainant may withdraw the grievance at any time by written notice to the Vice President for Learning Support.

Smoking Policy

Because smoking is highly addictive, has serious harmful effects when used, and because medical studies have emphasized recently the dangers of passive smoking, smoking will be prohibited in all college buildings and vehicles. Smoking is permitted only in designated areas.

All faculty, staff, students and visitors will be required to comply with this policy. The security office is responsible for monitoring and maintaining compliance with smoking regulations. Problems of noncompliance should first be presented to appropriate supervisors (for students, the chief student affairs officer) for resolution.

Standards of Student Conduct and Disciplinary Policies

A. Purpose and Application

1. Frederick Community College has a responsibility to clarify standards of behavior that are considered essential to its function as an educational institution. Students are expected to obey the law, show respect for properly constituted authority, perform contractual obligations, maintain integrity and high standards in academic work, and observe a standard of conduct appropriate for the college. Proper conduct is expected while on campus, off campus at college leased or owned facilities, attending college-sponsored activities or any activities which are initiated, authorized, or supervised by Frederick Community College or when representing the college.

2. Disciplinary action will be taken when any student, group of students, or student organization:

a. fails to observe the general standards of conduct or any specific policy, rule, regulation, or college procedure adopted by the college; or

b. acts in a manner not in the best interest of the college community. In all proceedings, the principle of due process is guaranteed to the student.

3. A student who violates criminal or civil laws while on campus, off campus at college-leased or owned facilities, attending college-sponsored activities or any activities which are initiated, authorized, or supervised by Frederick Community College, or when representing the college will be subject to prosecution and punishment by the civil authorities. In addition, the student may be subject to disciplinary proceedings by the college. The college reserves the right to take immediate action should the presence of the student on campus be considered a serious danger to the operation of the college or to the welfare of the college community. (See Procedure 5.11,C,2).

4. Certain criminal or civil offenses, although not committed while a student is on campus, off campus at college-leased or owned facilities, attending college-sponsored activities or any activities which are initiated, authorized, or supervised by Frederick Community College, or when representing the college, may by their very nature pose a serious and substantial danger to the college community. In such cases, the college reserves the right to take appropriate disciplinary action.

5. Persons not enrolled officially in the college, who by their actions on campus violate their status as invited guests, are subject to the relevant sanctions of the penal code of Maryland.

B. Records

1. Disciplinary action may result in the establishment of a disciplinary file in the name of the accused student. If the student is found innocent of charges, the file shall be voided and shall not leave the student with a disciplinary record. In addition, disciplinary files may be voided for good cause. Factors to be considered include, but are not limited to:

a. present demeanor;

b. conduct of student subsequent to the violation;

c. nature of the violation (e.g., severity of any damage, injury, or harm resulting from it).

2. Files of students who have been disciplined will be retained for three years from the date sanctions were imposed. The files will then be destroyed. Information contained in the files is confidential and may be released only in accordance with applicable federal and state laws.

3. If a student is expelled, complete records of the hearing proceedings and all pertinent documents shall be maintained permanently by the vice president for learning support.

4. Records of all disciplinary actions will be filed in the office of the vice president for learning support.

Sources: Much of the language utilized in these revisions has been derived from the following sources: Anne Arundel Community College Policy and Procedures for Disruptive Behavior of Students; Essex Community College's Code of Student Conduct; Montgomery Community College's Code of Conduct; Issues and Prospectives on Academic Integrity, 2nd edition, NASPA; Academic Dishonesty Among College Students, U.S. Department of Education; Standards of Behavior and Disciplinary Proceedings, Donald D. Gehring and William R. Bracewell; The Dismissal of Students with Mental Disorders, Gary Pavela, J.D.; Coping with the Disruptive College Student, Gerald Amada, Ph.D. Specific documentation is on file in the office of the vice president for learning support.

Student Disciplinary Procedures

A. Standards of Student Conduct

1. The following shall constitute unacceptable behavior on campus, off campus at college-leased or owned facilities, when attending college-sponsored activities or any activities which are initiated, authorized, or supervised by Frederick Community College, or when representing the college, and subject offenders to disciplinary action.

a. Academic dishonesty, which includes, but is not limited to, cheating on a test, plagiarism, and collusion (See Section 4.13.).

b. Disruption, obstruction of, or interference with college or college-sponsored activities, including, but not limited to teaching, research, studying, administration, cultural events, fire, police, or emergency services, or other college functions.

c. Unlawful use, possession, manufacture, sale, or distribution of any illegal or controlled substance, the abuse of alcohol, and the use of alcohol by anyone under 21 years of age.

d. Drinking or possession of alcoholic beverages except as expressly permitted by the president.

e. Unauthorized entry to or use of college property, including the failure to leave any of the college buildings or grounds after being requested to do so by an authorized employee of the college.

f. Molestation, assault and battery, physical and/or psychological abuse, threat, or harassment of any member of the college community or visitor to the college, or conduct which threatens or endangers the health or safety of any such person.

g. Theft or attempted theft of college or personal property of a member of the college community or campus visitor, or knowingly possessing such stolen property.

h. Illegal gambling; disorderly, lewd, indecent, or obscene conduct or expression.

i. Forging, unauthorized altering, falsifying or unauthorized use of any college documents, records, keys, or instruments of identification.

j. Failure to comply with the reasonable directions of authorized college officials, including campus security personnel, acting in the performance of their duties, including refusing to furnish identification upon request.

k. Using, possessing, or storing illegal or unauthorized arms classified as weapons, fireworks, explosives, or dangerous chemicals.

l. Smoking in campus buildings or vehicles.

m. Acts of harassment, written, verbal or physical, that stigmatize or victimize an individual on the basis of, but not limited to, the following: race, ethnicity, religion, sex, sexual orientation, creed, national origin, ancestry, age, mental status, or disabilities. In instances of alleged sexual harassment, the college's Sexual Harassment Policy and Procedures takes precedence (see Section 5.19 of the FCC Policy Manual).

n. Engaging in any form of forcible or non-forcible sexual offense (See Section 6.25 of the FCC Policy Manual for adjudication procedures).

o. Damaging, defacing, destroying, or misusing college property or property under its jurisdiction or the property of a member of the college community or campus visitor.

p. Furnishing false information to the college or to members of the college community who are acting in the exercise of their official duties.

q. Unauthorized or fraudulent use of the college's facilities and/or equipment, including, but not limited to, the telephone system, mail system, computer system, transportation system, and/or equipment, or use of any of the above for any illegal act.

r. Using sound amplification equipment, systems or devices, except as permitted by the college.

s. Abuse of computer usage and network access (see Use of Computer and Electronic Information Resources by Employees and Students Policy, Section 6.27.B).

t. Violating fire or safety regulations, including the misuse or damage of fire safety equipment.

u. Knowingly violating the terms of any disciplinary sanction imposed in accordance with the Standards of Student Conduct.

B. Definitions

1. Following are definitions of terms used in the Standards of Student Conduct:

a. Distribution. Any form of sale, exchange, or transfer.

b. Student. Any currently enrolled student in credit or noncredit courses offered by Frederick Community College, including all credit, noncredit, and developmental courses offered on or off campus.

c. Group of students. A number of persons who are associated with each other, but who have not been officially recognized by the Student Government Association.

d. Student organization. A student organization officially recognized by the student government association of Frederick Community College.

e. Institution and College. Frederick Community College and all of its sites, divisions, and programs.

f. College-sponsored activity. Any activity on or off the college campus which is initiated, authorized, or supervised by the college.

g. Weapon. Any object or substance designed to inflict a wound, cause injury, or incapacitate, including, but not limited to, all firearms, explosives, pellet guns, sling shots, martial arts devices, brass knuckles, star knives, razors, sand clubs, nonchakus, Bowie knives, daggers or similar knives, switchblades, and chemicals such as tear gas.

C. Disciplinary Penalties

1. Student disciplinary action may be imposed for a violation of the standards of behavior or other college policy, rule or regulation. Severity of the penalty will be in relation to the severity of the violation. The goal of this disciplinary action is generally to rehabilitate or deter rather than to punish.

2. Penalties will be applied consistently so that students violating the same standard, policy, rule, regulation or procedure receive similar penalties. The following types of disciplinary sanctions may be imposed:

a. Disciplinary reprimand, verbal or written. This notifies the student that the behavior resulting in the reprimand is unacceptable and a violation of the standards of student conduct. Continuation or repetition of this conduct could result in further disciplinary action.

b. Educational project or community service assignment project or assignment on campus or in the community which will provide the student with an opportunity to observe and learn specific valued human behaviors related to his/her own conduct (e.g., participation in a leadership seminar, alcohol/drug seminar, personal development class). Evidence of satisfactory completion will be required.

c. Probation or deactivation of SGA recognized group. This may involve loss of all privileges, including college recognition.

d. Suspension/expulsion from participation in college related activities (e.g., participation in intercollegiate athletics, student government, student clubs and organizations, etc.).

e. Withholding of transcript or degree. This may be imposed on a student who fails to pay a debt owed the college or who has a disciplinary case pending final disposition.

f. Restitution requires the student to repair damages or reimburse the afflicted for damage to (or misappropriation of) property. This may take the form of monetary payment or payment of time and services

g. Disciplinary warning, always a written notice, indicates that (a) a serious violation has occurred, or (b) a repeated violation has occurred. Further violations could result in additional disciplinary action.

h. Disciplinary probation, always a written notice, indicates that (a) an extremely serious violation has occurred, or (b) a violation has occurred after the issue of a reprimand or warning. Further violations could result in additional disciplinary action.

i. Interim suspension (see Section 5.11, D, 2).

j. Disciplinary suspension indicates that (a) a critical violation has occurred or (b) the conditions of disciplinary probation have been violated. Disciplinary suspension prohibits the student from participation in college-related activities, registering for credit or noncredit classes, or entering the campus except in response to an official summons by a college official. This penalty may be applied only with the recommendation of the president and approved by the board of trustees.

k. Expulsion, the most serious of all sanction, indicates that a most serious violation of the Standards of Student Conduct has occurred. Expulsion results in an indefinite or permanent separation from the college. This penalty may be applied only with there commendation of the president and approved by the board of trustees.

3. In certain circumstances, a student may be referred for specialized help (e.g., psychological assistance, consultation with a counselor and/or social service agencies) in lieu of the aforementioned penalties. The student will be expected to meet with the vice president for learning support to periodically review the student's progress.

4. Denial of readmission may be imposed upon a student who has violated the Student Conduct Code and has withdrawn from the college prior to or during disciplinary proceedings.

5. The college reserves the right to pursue any and all legal remedies and such rights and remedies are specifically reserved.

D. Initiation of Disciplinary Action

An alleged violation of a college policy, rule, regulation, procedure, or standard of student conduct should be reported to the vice president for learning support. An alleged violation of criminal or civil law, however, should be reported immediately to the Frederick Community College security office. The vice president for learning support, in consultation with the Frederick Community College security office, will investigate alleged violations and may request that a written report be filed. In addition, the vice president for learning support may:

1. Dismiss the allegation(s) as being unfounded or irrelevant; or

2. Request a conference with the student within five working days after receiving notice that the student may have been in violation of the Standards of Student Conduct. After conferring with the student, the vice president for learning support may dismiss the allegation or proceed with disciplinary procedures. It is the responsibility of the vice president for learning support:

a. to inform the student of the violation charge(s) against him/her, and if he/she denies them, to give an explanation of the evidence the vice president has; and

b. to provide the student an opportunity to present his/her side of the story.

c. If the student fails to respond to the vice president's request for a meeting within five working days after receiving notice of the request, the vice president may institute an appropriate sanction as outlined in Section 5.11, E.

3. The vice president for learning support may administratively dispose of any violation if, in his/her judgment, it is in the best interest of the college and the student concerned. If the student consents to the administrative disposition, the student shall sign a statement that he/she understands the violation charge, the penalty imposed, and his/her rights to a hearing or to waive the same.

4. If the student refuses administrative disposition, the student is entitled to a hearing before the student discipline committee and must request so in writing within five working days of receipt of the administrative disposition. Failure to file a written appeal within the specified time presumes the student's acceptance of the administrative disposition and waiver of his/her right to appeal.

5. All written correspondence will be sent by certified mail and the timetable for response determined by the date the student receives the certified letter.

E. Emergency Disciplinary Procedures

If, in the opinion of the vice president for learning support (or in his/her absence, an appointed representative), and with concurrence of the president (or in his/her absence, the acting president), the presence of the student on campus is considered to be an apparent immediate danger to the health or safety of members of the college community or the public, or involves serious disruption of normal college operations, the student may be suspended from classes and/or campus as an interim measure. Financial and academic consequences of this suspension are the responsibility of the student.

F. Student Discipline Committee

1. The student discipline committee shall be a standing committee of the college Senate.

a. Duties. The duties of the committee are to hear student disciplinary cases, decide on the merits of the charges based on the evidence presented, and, if appropriate, recommend a penalty to the vice president for learning support.

b. Membership. Membership of the committee shall be represented by a chair person elected by the college senate, and two (2) representatives from learning, two (2) representatives from learning support, and three (3) representatives appointed by the student government association. When appropriate, alternates will be appointed by the senate chairperson.

i. The chairperson will vote only in the case of a tie. A quorum shall consist of the chair and four members of the committee, at least one from learning, one from learning support, and one from the student government association.

2. When a student refuses administrative disposition of a violation, the student is entitled to a hearing before the student discipline committee. The request for a hearing must be made by the student, in writing, within five working days of receipt of the administrative disposition. The chief student affairs officer shall notify the student, in writing, of the date, time, and location for the hearing. The hearing shall be scheduled no more than 15 days after receipt of the written notice. In addition, the student will be:

a. provided with a written statement of the charges.

b. provided with a list of potential witnesses against him/her and the nature of their proposed testimony, unless it is determined that providing the names of witnesses might be a threat to the witnesses welfare.

c. advised of the right to appear alone or with an advisor who may advise the accused but not question witnesses; legal counsel is permitted only when the student faces concurrent criminal charges or the institution proceeds through counsel.

d. allowed to examine, in advance, any written evidence or exhibits which the college plans to submit; reciprocally, the student will allow the college to examine, in advance, any written evidence or exhibits the student plans to submit.

e. advised of the right to argue in his/her behalf, present evidence and witnesses, and question witnesses present.

f. advised of the right to appeal the decision.

G. Hearing Procedure

1. The hearing shall be closed to the public. The chairperson of the student discipline committee shall have the duty of maintaining order at the hearing and, therefore, shall have the right to exclude any disruptive party or witnesses from the hearing. If the student fails to appear for the hearing, provided adequate advance notice of the hearing time, date, and location has been given, he/she waives the right for further appeal and the disciplinary action taken by the college stands. All meetings of the student discipline committee will be taped or transcribed. In addition, the following will be observed:

a. Order of Presentation

i. opening statements of accuser (vice president for learning support or his/her designee) and accused, if desired by each

ii. presentation of evidence by accuser, then accused

iii. closing statements by each side

iv. private deliberation by the discipline committee

b. Only that tangible evidence which the parties have had an opportunity to review in advance will be permitted to be introduced at the hearing.

c. The vice president for learning support or his/her designee and the accused student will be given the opportunity to question witnesses and offer evidence in support of their position(s). The accused student will be given the opportunity to speak on his/her behalf.

d. Witnesses will be excluded from the hearing room and brought in individually before the committee.

e. Committee members may ask questions of the witnesses after examination and cross examination have taken place.

f. At the close of all testimony and after admission of all evidence, each side shall be allowed a closing statement.

g. The burden of proof shall rest with the college. Its burden of proof will be met by a preponderance of the evidence. Evidence shall include, but is not limited to, facts based on oral and/or written testimony and tangible evidence.

h. A simple majority vote of the committee shall determine a student's disciplinary penalty, if any.

i. The student will be notified of the committee's decision and reasons for the determination in writing within five working days and will be required to meet with the vice president for learning support.

j. The committee shall recommend to the vice president for learning support a penalty in accordance with Section 5.11.E, if a penalty is considered appropriate.

k. The decision of the discipline committee shall be final, subject only to the student's right of appeal to the president and ultimately the board of trustees.

2. Hearings During the Summer Semester Period

a. For violations which occur during the summer semesters, a special summer student discipline committee will be established. The committee shall consist of at least two full-time faculty, two representatives from learning support, and two representatives from the student government association.

b. The special summer student discipline committee shall conduct the hearing according to procedures established herein.

3. Appeal

a. The student may appeal to the President the decision of the student disciplinary committee or the disciplinary penalty imposed. This appeal must be submitted in writing to the president's office within seven working days following the committee's decision.

b. Failure to file a written appeal within the time period presumes the student's acceptance of the committee's decision and waives his/her rights to further appeal.

i. If a student files a written appeal with the president, the president will be furnished a copy of the hearing file and records of the student.

ii. Within seven working days of receipt of the student's appeal, the president will notify the student of the date, time, and place of a meeting for the appeal.

iii. Within seven working days following the meeting between the student and the president, the student will be notified in writing of the president's decision regarding the appeal.

iv. If all administrative processes have been exhausted, a student is entitled to appeal in writing to the board of trustees through the president. The appeal must be filed within seven working days following receipt of the president's decision. The board may or may not decide to hear the appeal.

Sources: Much of the language utilized in these revisions has been derived from the following sources: Anne Arundel Community College Policy and Procedures for Disruptive Behavior of Students; Essex Community College's Code of Student Conduct; Montgomery Community College's Code of Conduct; Issues and Prospectives on Academic Integrity, 2nd edition, NASPA; Academic Dishonesty Among College Students, U.S. Department of Education; Standards of Behavior and Disciplinary Proceedings, Donald D. Gehring and William R. Bracewell; The Dismissal of Students with Mental Disorders, Gary Pavela, J.D.; Coping with the Disruptive College Student, Gerald Amada, Ph.D. Specific documentation is on file in the office of the vice president for learning support.

Statement of Students' Rights and Responsibilities

The Board of Trustees of Frederick Community College recognizes that students have the following rights and responsibilities:

A. Students have the right to freedom of expression, assembly, advocacy and inquiry. Students are responsible for complying with all college rules, regulations, policies and procedures.

B. Students have the right to offer opposing opinions and to reserve judgment about matters of personal opinion. Students are responsible for exercising their right of expression in a manner that is not disruptive.

C. Students have the right to offer opposing opinions and to reserve judgment about their views, beliefs, academic evaluations, political affiliations, and educational records. Students are responsible for respecting this right of others.

D. Students have the right to participate in, or receive the benefits of any educational program or activity provided by the college without discrimination. (See Policy 3.17)

E. Students have the right to participate in any student group without discrimination and to form such groups according to the Student Government Association's policies. Student groups are responsible for not discriminating against others. (See Policy 3.17)

F. Students have the right to form a student government which shall be governed by a Constitution approved by the president of the college and the president's cabinet. Students are responsible for abiding by that Constitution. The actions of the student government may be reviewed only through prescribed procedures.

G. Students have the right to participate in the formulation of institutional, academic and student policies. Opportunities for such participation will be provided through representatives to the college senate and appropriate committees. As participants in the institutional process, students are responsible for complying with all published and prescribed procedures, attending meetings, and participating in the decision-making process with the welfare of the entire student body in mind.

H. Students have the right to recommend allocation of funds collected from student fees. Organizations receiving such funds are responsible for opening all programs and events to the entire student population without exception.

I. Students have the right to participate in the evaluation process of academic courses. Students are responsible for rendering fair and accurate evaluations.

J. Students have the right to fair evaluation by instructors, based upon clearly defined criteria presented at the beginning of the course. Students are responsible for meeting all established requirements of the course in which they enroll.

K. Students have the right to expect that the college's published procedures will be followed in any disciplinary action. Students are responsible for following all rules, regulations, policies and procedures that apply to student conduct.

L. Students have the right to file academic or general grievances against any faculty or staff member who has, in a student's opinion, displayed inappropriate behavior. Students are responsible for following the college's procedures.

Student Right to Know

In compliance with the Student Right to Know and Campus Security Act, Public Law 101-542, persistence rates of the freshman cohorts are available upon request in the research office, 301.846.2451.

Traffic Control Procedures

Parking Policy

The President of the College is responsible for publishing the necessary parking and traffic regulations to ensure safe and efficient operation of the College.

Speed limit–The speed limit on campus is 20mph.

Restricted areas–Restricted areas (fire lanes, loading areas, and no parking areas) are marked by signs, yellow painted curbing, or painted hash marks. Parking is prohibited in these areas. No parking is permitted on campus roads, road shoulders, or grass areas.

Student parking–Student parking lots are located in the following areas: Lots 2 and 4 are adjacent to Administration Hall (A), lots 5 and 6 are adjacent to the Conference Center (E), lot 7 is adjacent to the Science and Technology Hall (C), lot 8 is adjacent to the baseball field, lots 9 and 10 are adjacent to the softball field, lot 14 is adjacent to the Arts and Student Center (F), and after 5:00pm lot 13 adjacent to the Field House (D). Parking stickers are available in the Welcome & Registration Center.

Visitor parking–The visitor parking area (lot 1) adjacent to Administration Hall (A) is for visitor use only. The three thirty minute spaces in the visitor lot are for library book drop off or other short term visits to the campus. Student parking is prohibited in the visitor lot.

Staff parking–Staff parking is available in the gated lot. Lots 7, 13, and 14 have reserved spaces marked staff. No student or visitor parking is permitted in spaces reserved for staff parking. Special permits are issued annually for reserved spaces. Vehicle registration forms and stickers are available from the security office in Administration Hall. Spaces marked "Reserved for College Vehicles" are for college-owned vehicles only.

Handicapped parking–Parking in spaces designated for the handicapped will be restricted to vehicles with properly displayed, valid motor vehicle tags or temporary permits issued by the Maryland Department of Motor Vehicles.

Temporary parking permits–Students and staff who are temporarily disabled may park in visitor and handicapped spaces. Temporary permits must be issued by the security office and displayed on the vehicle's dash board.

Parking and Fines Procedures

A. Purpose and Application

1. To provide adequate as well as safe parking for everyone visiting, working, or attending classes at Frederick Community College. Pedestrians have the right-of-way at all times.

2. All students, faculty and staff who park in spaces such as yellow painted curbs, hash marks, reserved spaces, handicap spaces, or unauthorized parking on grass or sidewalks (excluding loading and unloading of vehicles, with approval from the security office) will be issued one of the following fines. Note: Written warning will be issued; however, only one warning will be issued per violator.

- $25.00 – All areas except handicap spaces
- $100.00 – Handicap spaces

3. If the fine is paid at the Cashier's office by the end of the fifth working day, it will be reduced by 50 percent.

4. Students: If the fine has not been paid by the end of the fifth working day, the student record will be flagged with a negative service indicator. Students ill not be allowed to register for the next semester's classes or request their transcripts until the fine is paid in full.

5. Staff: If the fine has not been paid by the end of the fifth working day, the full amount will be due and must be paid within 30 days. If the fine has not been paid in full within the 30-day period, the staff member's immediate supervisor will be notified and the appropriate action will be taken.

6. Disabled Parking: Parking is available throughout the campus to all persons displaying a valid state handicap vehicle registration plate or permit, or a temporary FCC disabled permit. Temporary FCC disabled permits are available in the campus Security Office for students and staff. The fine for illegally parking in a reserved disabled parking space is $100.00.

7. Vehicles parked illegally, disrupting traffic flow, or creating a safety hazard, will be towed immediately, at the owner's expense.

8. Appeals: Appeals of parking citations must be submitted in writing within five working days to the Executive Director of Risk Management and Public Services (who acts on the appeal), 7932 Opossumtown Pike, Frederick, Maryland 21702. If further appeal is desired by students, the grievance procedures contained in the Student Handbook must be followed. If further appeal is desired by faculty or staff, the written appeal should be forwarded to the chief administrative officer and the lead administrator of Human Resources.

Use of College Facilities

A. Members of the college faculty and staff and student body are entitled to use the college facilities when they are not in use during the normal college schedule. Requests for the use of facilities by college staff members are to be submitted to the president's office in advance.

B. The Board of Trustees recognizes that college facilities belong to the people and encourages their use by the public when they are not being used for their principle purpose. The president of the college is authorized to establish administrative procedures and regulations which will provide for use of college facilities by non-college groups without profit to the Board of Trustees. However, the actual costs of operation must be defrayed by the users.

C. Fees as established by the Board of Trustees shall be charged for use of college facilities by noncollege groups.

Acceptable Use of Information Technology Resources

Policy:

A. Frederick Community College provides students, faculty, and staff an array of information technology resources to support the learning mission of the College. Access to these resources is a privilege, not a right or guarantee, and as such, imposes certain responsibilities and obligations on the user. All users (students, faculty, staff, and non-College individuals and entities specifically authorized to use these resources) herein referred to as the College community are expected to act responsibly, ethically, and legally, and limit their use of these resources to the educational purpose and legitimate business of the College and agree to abide by the College's Acceptable Use of Information Technology Resources Procedures. The College reserves the right to extend, limit, restrict or deny privileges and access to its information technology resources.

B. All members of the College community are bound by all applicable local, State, and federal laws including, but not limited to, those related to copyrights, security, privacy (including the provisions of the FERPA – Family Educational Rights and Privacy Act) and other statues regarding electronic media and technology in general.

Procedures:

Frederick Community College reserves the right to monitor its information technology resources (i.e., hardware, software, networks, peripheral devices, data, and any other components connected to or associated with these resources) to ensure compliance with acceptable use procedures and related policies and procedures.

A. Access to Technology Resources

Access to technology resources is a privilege, not a right or guarantee, and as such imposes certain responsibilities and obligations upon the user. The College reserves the right to extend, limit, deny privileges and access to its information technology resources based upon relevant policies and procedures, laws, and contractual obligations, the users need to know, the risk of damage to or loss by the College, and the users previous history of use.

B. Privacy and Use of Information

Employees of the College are expected to attempt to access, through any system, only information that relates to the performance of their duties and to exercise good judgment in the use of such information, particularly, confidential or demographic data. Confidential or demographic data must be used in a manner that protects rights of privacy and institutional liability. Safeguards to authorize, review, and monitor appropriate user access to the PeopleSoft system are outlined in section E -"PeopleSoft System Access."

C. Standards of Acceptable Use

These standards apply to the operation of Frederick Community College's information technology resources and are based upon two primary principles: 1) information technology resources exist to support the learning mission of the College; 2) the College is committed to ensuring a positive learning environment for all members of the College community. The following list cannot completely catalogue all acceptable uses but is intended to be as comprehensive as possible.

1. Users represent the College while using internal and external information technology resource and as such must comply with all College policies and procedures, as well as all federal, State, and local laws and regulations.

2. Use of information technology resources is for the purpose of facilitating the exchange of information to support the learning mission of the College and is to be used for legitimate College business except as otherwise provided by the College's "Intellectual Property Rights" policy (number to be determined) and procedure (number to be determined).

3. Users and system administrators will respect the privacy of person to person communication in all forms, including voice (telephone), text (electronic mail and file transfer), and image (graphics and video), although privacy can never be guaranteed. (See section D – "General E-mail Procedures").

4. Users will observe existing copyright, licensing, and legal restrictions on the use of software or information. All work created on the College's network is the property of the College except as otherwise provided by the College's "Intellectual Property Rights" policy (number to be determined) and procedure (number to be determined).

5. Users will respect the rights and property of all others and will not improperly access, misappropriate or misuse the files and data that belong to another individual or that are not publicly available.

6. Users will not transmit any communication in any form (e.g., text, images, sound) where the content, meaning, transmission, and/or distribution of the message would violate any applicable law or regulation.

7. Users shall use e-mail in a responsible manner in compliance with the College's general e-mail procedures (see section D – "General E-Mail Procedures").

8. Users may not purchase, install, or download any applications without prior authorization by the Director of Learning Technologies and/or Director of Network Services and IT Security unless granted administrative access rights (see section F – "Administrative Access Rights"). Certain applications may not be authorized because they represent a security risk and/or violate State/federal copyright and entertainment downloading statutes.

9. Users may not use the network for gambling or any other illegal activity, or any activity prohibited by the acceptable use procedures, to include violations of software agreements and other contracts.

10. Users may not alter software systems (including unauthorized modification of hardware/software configurations; unauthorized copying of copyrighted software), engage in hacking in any form, gain unauthorized access to resource entities [including the use or divulging of someone else's password and sharing individual user account(s)], post anonymous messages, and create and/or display threatening, obscene, racist, sexist, or harassing material (including broadcasting unsolicited messages or sending unwanted mail).

11. Users may not connect any personally owned computer or computer equipment to any device on the College's networks without the specific authorization of the Director of Learning Technologies or Director of Network Services and IT Security. Users granted permission may connect to College networks only with equipment/computers meeting the College's technical and security standards.

12. Users will adhere to classroom laboratory policies and procedures.

13. Users may not intentionally abuse, disrupt, endanger, or threaten the viability and security of any College computer system, or network facility including those at the College and those on networks to which the College's systems are connected. This includes, but is not limited to, intentionally bypassing security, inserting inappropriate objects into disk drives, tampering with cables, adding or deleting files or software without authorization, changing network settings, introducing or creating invasive software, such as worms or viruses.

14. Users will promote the efficient use of the network to minimize, and avoid, if possible, intentionally creating congestion within or upon the networks thereby interfering with the work of other users of the network. Users may not intentionally interfere with or disrupt network users, services, or system resources. Disruptions include, but are not limited to, distribution of unsolicited advertising, creation and/or propagation of computer viruses, transmission of slanderous or harassing materials, chain letters, and using the College's facilities to gain unauthorized entry to any other facility, internal or external to the Frederick Community College network.

15. Students' work created using the College network(s) must be saved on approved reusable media or a pre-specified and approved network folder. Students may not save information on College networks without permission.

16. Users may not misrepresent one's identity in electronic communication for purposes of fraud or other illegal acts.

17. Users may not engage in illegal trading of copyright protected music and movie files on the College's network.

D. General E-mail Procedures

Employees shall use e-mail in a responsible and lawful manner in compliance with Frederick Community College policy and procedures and all applicable State and federal laws. Employees are advised that e-mail messages are no more confidential than a postcard and may be monitored without prior notification. It is therefore important that employees are aware of the legal risks of e-mail. If you send or forward e-mails with libelous, defamatory, offensive, racist or obscene remarks, you and the College can be held liable. If you unlawfully forward or copy messages without permission, you and the College can be held liable for copyright infringement.

The following procedures are intended to promote e-mail as an efficient tool for all academic and administrative operations and to minimize the legal risks involved in the use of e-mail. Violators of the procedures are subject to disciplinary action as outlined in section H – "Violations of Acceptable Use of Information Technology Resources."

1. E-mail on College servers is the property of Frederick Community College, and the disposition of such is at the discretion of the administration. There are times when the College needs access to an employee's e-mail.

2. E-mail is used to facilitate the exchange of information in support of the learning mission of the College. Although incidental use of e-mail for personal use is permitted when it does not interfere with work, this does not include using e-mail for personal profit or conducting a personal business.

3. Employees should not transmit confidential information or files to a third party not expressly entitled to such information. If confidential information must be transmitted by e-mail, it should be encrypted or password protected.

4. E-mail is intended for communication between individuals and clearly designated groups of individuals and should not be used for mass broadcasting or the wide distribution of large attachments.

5. Only authorized users (e.g., the President, Safety & Security) may send e-mail to "All Faculty/Staff." General announcements intended for the campus community should be posted on Communication Central.

6. E-mail may not be used for spamming (i.e., sending unsolicited e-mail messages).

7. E-mail may not be used for virus alerts, chain letters, or junk mail.

8. E-mail may not be used to harass or intimidate another person, e.g., by broadcasting unsolicited messages, by repeatedly sending unwanted mail, or by using someone else's name or user ID. Harassment of any kind should be reported to your supervisor or to the lead administrator of Human Resources.

E. PeopleSoft System Access

The administrative computer information system is a vital resource. It allows the College to conduct business both for students and employees. It is the repository for all student academic history, financial and payroll information, and human resource records. The nature of this data requires concern for data integrity and confidentiality. In compliance with federal regulations (e.g., Family Educational Rights and Privacy Act (FERPA), Gramm-Leach-Bliley Act (GLBA), and accepted best business practices, access to this data is to be controlled. Described below is the administrative practice for establishing safeguards to authorize, review and monitor appropriate user access.

1. Data Ownership. System data can be segmented into several categories, depending on the nature of the information. The major College administrator having primary functional responsibility for the collection and use of that information is considered to be the "owner" of that information, and thus have authority to determine access to it. The Associate Vice President of Operations/Registrar is responsible for student information related to admissions, biodemographics, academic records, and advising notes. The Director of Financial Aid is responsible for information related to student financial aid. The Associate Vice President, Finance is responsible for all information related to student billing and payments, purchasing, institutional financial and budget matters. The lead administrator of Human Resources is responsible for all employee-related data.

2. Access. The administrators named above are considered to be the "Data Owners." They have responsibility for determining that College employees have sufficient access to the system to complete job tasks successfully and efficiently. Additionally, they will take action to ensure College employees do not have access to computer based information unnecessary to the requirements of their specific job. Current access lists are maintained and available by request from the IT Group.

3. Process

a. Current Employees.

i. Using reports generated by the IT Group, the Data Owners will periodically review the list of individuals and nature of access for the data in their area of responsibility.

ii. The supervisor of any employee needing access to the student administrative system will contact the Data Owner for the particular area of information needed. The Data Owner will then discuss with the supervisor the type of information required and purpose for which it will be used. The Data Owner will then notify the IT Department of the type of access and role to assign to the employee. The Project Director, PeopleSoft, may assist in resolving any issues related to differing perceptions of need and access rights.

iii. Also, as part of the annual employee performance evaluation, supervisors of employees having access to the computer information system will be alert for changes in job descriptions which would impact an employee's current access role. In such cases where employee tasks have changed and they no longer require access to data previously required, supervisors will request a modification of access by submitting the electronic form found at: https://intranet.frederick.edu/it/helpdesk/form.htm.

b. Departing Employees.

i. Access will be terminated immediately upon an employee termination or extended absence (e.g., leave without pay, extended leave for illness, etc.). In such cases, supervisors are responsible for notifying the IT Group by using the electronic form found at: https://intranet.frederick.edu/it/helpdesk/form.htm.

ii. Additionally, the Associate Vice President, Software Development will ensure that the Employee Action Report is processed bi-weekly to compare the names of current employees with those having current system access. Former employees will have their system access immediately terminated.

c. New Employees

i. Supervisors hiring new employees will evaluate the specific nature of the data needed for this position and submit an access request and explanation to the administrator having ownership responsibility for that area (see "Data Ownership" paragraph above). The Data Owner administrator will then notify IT of the type and access role the new employee should have.

ii. This process also includes the hiring of students under the work study program. As part of the Work Study Program Orientation process, all work study students are to be educated about FERPA and the need for confidentiality concerning the information they might have access to as a requirement of their position. Each work study student will sign an agreement acknowledging responsibility in this area. Individual supervisors however are responsible for monitoring work study student compliance with this agreement, as well as defining system access needed for a student to carry out assigned tasks.

F. Administrative Access Rights

1. The operating system used on our desktop and laptop computers allows the creation of user accounts with different levels of permissions. When a user account is given administrative privileges that account can be used to install software. Anyone using administrative access may unintentionally cause problems on the computer itself and possibly on the network or College file servers.

2. Operating system vendors and computer security organizations recommend that administrative privileges be restricted in order to limit the possibility of malicious software infecting the individual machine or the campus network. Before being granted administrative access, employees must read the following and sign a release form.

3. Risks associated with using an administrative account:

a. installing software that, while harmless itself, interferes or is incompatible with other software already loaded on the system

b. inadvertent installation of malicious software transmitted through e-mail or web site browsing

c. installing unlicensed software

4. Guidelines to follow:

a. Your account will be given rights to install software on your machine. Be sure you are using a password that is difficult to guess. Passwords should not be shared or written down.

b. Be prepared for re-imaging the computer by storing data files on the H and I drives and routinely exporting your browser favorites to the H drive. Re-imaging restores a base image that will not contain any personally loaded software.

c. Copies of personally installed software licenses and media must be given to the Director of Learning Technologies.

G. Network Password Security

1. To provide an extra level of data security on the computer systems at the College, the Novell and Microsoft servers enforce password guidelines for all administrative staff and faculty accounts.

a. Password Guidelines. The Novell Netware and Microsoft Windows server password requirements will include the following guidelines:

i. Passwords must be at least eight characters.

ii. Password must include at least one numeric value.

iii. Passwords cannot contain the user name.

iv. Passwords will expire every ninety days.

v. Password history will maintain the most recent password to ensure that users do not reuse the same password.

b. Password Self-service. FCC staff will be able to use an optional self-service password system. A web site located at http: //vo/frederick.edu/vo/servlet/services?NPService-CRSetup will allow staff to create challenge-response answers that will enable them to reset their own forgotten passwords. The Information Technology intranet site on Communication Central will provide a link to this web site.

H. Violations of Acceptable Use of Information Technology Resources

1. Users are expected to notify the College's Information Technology department, classroom instructor, department supervisor, or other responsible parties, as appropriate, of intentional or unintentional violations of these procedures of which they become aware. Violations by employees should be reported to the employee's supervisor and the area vice president. Violations by students should be reported to his/her instructor, and, if appropriate, to the Vice President for Learning Support. Employee or student violators of the guidelines are subject to the College's disciplinary policies and procedures that accord the student, faculty, or staff member appeal rights. Based on the nature of the offense and/or number of violations, employees are subject to appropriate personnel action, up to and including dismissal. Students are subject to disciplinary action in accordance with procedures established under the Standards of Student Conduct Disciplinary Policies and Procedures (5.11), up to and including expulsion. If appropriate, the College may pursue criminal and civil prosecution against violators of the guidelines.

a. Employees must have a signed and dated form on file with the College's Human Resource Office acknowledging receipt and review of the Use of Information Technology Resources Procedures.

b. Students will be sent a copy of the College's Student Handbook that contains all relevant student policies and procedures (including the Acceptable Use of Technology Resources). Each student's application for admission is signed and dated acknowledging his/her agreement to comply with College policies and procedures.

I. Definition of Terms

1. Code: written computer instructions.

2. Computer: are programmable machines that are electronic and digital.

3. Data: distinct pieces of information usually formatted in a certain way; all software is divided into two general categories (data and programs).

4. Disk: a round plate on which data can be encoded.

5. Disk Drive: a machine that reads data from and written data onto a disk.

6. Download: to copy data (usually an entire file) from a main source to a peripheral device; the term is often used to describe the process of copying a file from an online service.

7. E-mail: electronic communications, or e-mail, is available for communication and is intended for communication between individuals and clearly identified groups of interested individuals, not for mass broadcasting.

8. Family Educational Rights and Privacy Act (FERPA): a federal law that protects the privacy of a student's educational records.

9. File: a collection of data or information that has a name, almost all information stored in a computer must be in a file.

10. Hardware: computer hardware consists of computer workstations and their peripherals (monitors, keyboards, mice, printers, scanners, etc.) and the network equipment to which these are connected.

11. Information technology (IT): broad subject concerned with all aspects of managing and processing information, especially within an organization or company.

12. Information technology resources: sum total of all computers, workstations, mainframes, software, cabling, telecommunications systems, video equipment, peripherals, networks, accounts, passwords, ID numbers, and data owned or leased by Frederick Community College.

13. Intellectual Property: a product of the intellect that has commercial value, including copyrighted property such as literary or artistic work and ideational property such as patents, industrial processes, etc.

14. Internet: is a worldwide system of computer networks; a network of networks in which users at any one computer can, if they have permission, get information from any other computer.

15. Intranet: a private network that is contained within an enterprise (e.g., Frederick Community College).

16. Network: a group of computers and peripherals that share information electronically, typically connected to each other by either cable or satellite link.

17. Passwords: are unique alpha/numeric combinations provided only for the user's personal use, not to be shared with anyone else.

18. PeopleSoft: the College's human resources, financial, and student information system.

19. Peripherals: special purpose devices attached to a computer or computer network (i.e., printers, scanners, plotters, etc.).

20. Personal Computer (PC): a small, relatively inexpensive computer designed for an individual user.

21. Programs: collections of instructions for manipulating data.

22. Security: in the computer industry refers to techniques for ensuring that data stored in a computer cannot be read or compromised by an individual without authorization.

23. Server: a computer that contains information shared by other computers on a network.

24. Software: computer software are programs, data, or information stored on removable media (tapes, disks, diskettes, cds, etc.). Consists of programming language/ instruction that enables computer hardware to operate and perform functional tasks, and may be stored on various media.

25. Stored: storage capacity of a device to hold and retain data.

26. Voice mail: advanced phone systems store voice mail messages as data files on a computer system.

27. User: someone who does not have system administrator responsibilities for a computer system or network but who makes use of that system or network. A user is still responsible for his or her use and for learning proper data management strategies.

28. Virus: a program or piece of code that is loaded onto your computer without your knowledge and runs against your wishes; viruses can replicate themselves.

29. Worm: a program or algorithm that replicates itself over a computer network and usually performs malicious actions such as using the computer's resources and possibly shutting down the system.

Visitors & Children on Campus

Frederick Community College is a valuable cultural resource for Frederick County, and the community is invited to attend events, use facilities such as the library, and enjoy other College activities and amenities. Visitors who are not attending classes, activities and events are encouraged to sign in at the reception desk on the first floor of the Administration Building. This enables staff to contact visitors, should the need arise.

College facilities and catering are available to outside organizations on a rental basis. To lease College facilities or conduct business on campus, contact the Risk Management and Public Services Office (see also Use of College Facilities).

The College has a responsibility to enforce standards of conduct, which are considered essential to its function as an educational institution. Visitors are expected to obey the law, show respect for properly constituted authority, and observe a standard of conduct appropriate for the College. Proper conduct is expected while on campus, off-campus at College-leased or owned facilities, attending College-sponsored activities or any activities which are initiated, authorized, or supervised by Frederick Community College.

Action may be taken when any visitor: (1) fails to observe the general standards of conduct or any specific policy, rule, regulation, or College procedure adopted by the College; or (2) interferes with the educational or operational environment of the College. Steps taken by the College could include disciplinary or criminal action, or letters of no trespass.

Considerations for Children

FCC is a family-friendly institution that welcomes children to participate in a number of programs and activities. In addition, the College recognizes that visitors must bring children (defined as persons under the age of 16 who are not students at the College) to campus for other reasons. However, in order for the College to conduct its operations and maintain its facilities as an institution of higher education, arrangements must be made for children to be under the direct supervision of a parent or guardian at all times. Children must observe all Standards of Visitor Conduct.

Students may need to bring children to campus and to class in unusual circumstances, with the understanding that this is a temporary occurrence. Students should first obtain permission from faculty, to assure that the child's presence in the classroom will not interfere with the learning atmosphere.

There are many instances where both supervised and unsupervised children are discouraged from being on campus, due to possible disruption of normal College operations. Examples include visiting classrooms, the library, the fitness center, laboratories, the gymnasium, or any other area where their presence may constitute a danger to themselves or others. Additionally, for their own safety and out of consideration for other testers, under no circumstances are children permitted in the Testing Center or to be left unattended during testing. The Testing Center staff cannot be responsible for children who require care and supervision.

The College does not accept any responsibility or liability for injuries for children who are on College premises in violation of the above procedural guidelines.

Standards of Visitor Conduct

1. Individuals violating acceptable standards of conduct are subject to disciplinary or legal action where appropriate. The following shall constitute unacceptable behavior on campus, off-campus at College-leased or owned facilities, and when attending College-sponsored activities or any activities which are initiated, authorized, or supervised by Frederick Community College:

a. Disruption, obstruction of, or interference with College or College-sponsored activities, including, but not limited to teaching, research, studying, administration, sporting events, cultural events, fire, police, or emergency services, or other College functions.

b. Unlawful use, possession, manufacture, sale, or distribution of any illegal or controlled substance, the abuse of alcohol, and the use of alcohol by anyone under 21 years of age.

c. Drinking or possession of alcoholic beverages except as expressly permitted by the President.

d. Unauthorized entry to or use of College property, including the failure to leave any of the College buildings or grounds after being requested to do so by an authorized employee of the College.

e. Molestation, assault and battery, physical and/or psychological abuse, threat, or harassment of any member of the College community or visitor to the College, or conduct which threatens or endangers the health or safety of any such person.

f. Theft or attempted theft of College or personal property of a member of the College community or campus visitor, or knowingly possessing such stolen property.

g. Illegal gambling; disorderly, lewd, indecent, or obscene conduct or expression.

h. Forging, unauthorized altering, falsifying or unauthorized use of any College documents, records, keys, or instruments of identification.

i. Failure to comply with the reasonable directions of authorized College officials, including campus security personnel, acting in the performance of their duties, including refusing to furnish identification upon request.

j. Using, possessing, or storing illegal or unauthorized arms classified as weapons, fireworks, explosives, or dangerous chemicals.

k. Smoking in unauthorized areas.

l. Acts of harassment, written, verbal or physical, that stigmatize or victimize an individual on the basis of, but not limited to, the following: race, ethnicity, religion, sex, sexual orientation, creed, national origin, ancestry, age, mental status, or disabilities.

m. Engaging in any form of forcible or non-forcible sexual offense.

n. Damaging, defacing, destroying, or misusing College property or property under its jurisdiction or the property of a member of the College community or campus visitor.

o. Furnishing false information to the College or to members of the College community who are acting in the exercise of their official duties.

p. Unauthorized or fraudulent use of the College's facilities and/or equipment, including, but not limited to, the telephone system, mail system, computer system, transportation system, and/or equipment, or use of any of the above for any illegal act.

q. Using sound amplification equipment, systems or devices, except as permitted by the College.

r. Abuse of computer usage and network access (see Use of Computer and Electronic Information Resources).

s. Violating fire or safety regulations, including the misuse or damage of fire safety equipment.

2. The College may take any appropriate measures it feels necessary for violations that can include arrest by proper authorities and/or removal and banishment from campus.

Weapons

Firearms and other dangerous weapons are not allowed on campus except:

In the possession of an employee of a governmental law enforcement organization who is required by his/her employer to possess the weapon on campus.

In the possession of a faculty member or other designated instructor for instructional purposes authorized by Frederick Community College.

Writing Requirements

FCC recognizes that the ability to write clearly and concisely is essential to the personal and professional success of all educated people. Therefore, the college is committed to providing instructional opportunities and services necessary to help achieve competence in writing.

Students can expect to write in any course offered by the college. Grades on papers in college courses will be influenced by the student's ability to meet minimal writing standards.

The minimal standards for written work submitted in all courses are as follows:

1. All written work must demonstrate skills in presenting material in a clear and logical manner.

2. All written work must demonstrate appropriate, college-level word choice.

3. All written work must demonstrate competence in grammar, punctuation and spelling.

Student Right to Know/ Athletic Graduation/Completion & Transfer-out Rates

Frederick Community College is please to provide all students with the following information regarding our institution's graduation/completion and transfer-out rates (i.e., students transferring to another college). This data is complied each year by FCC in compliance with the Department of Education's Higher Education Act of 1965. This disclosure statement is provided for information purposes only.

Questions related to this student enrollment data should be directed to Gohar Farahani, execuive director of outcomes assessment, research & planning, at 301.846.2451.

First-time, full-time, degree/ certificate seeking student during 2003-2004	Students who completed their programs within 3 years	Students who did not complete FCC programs but transferred to institutions within 3 years
703	31%	37%

Characteristics of Fall 2005 Cohort/
Full-Time, Degree-Seeking Students

	Men	Women
Non-resident alien	0	0
Black Non-Hispanic	79	76
American Indian or Alaskan Native	7	4
Asian or Pacific Islander	21	26
Hispanic	24	38
White, Non-Hispanic	710	820
Race/Ethnicity Unknown	22	28
All Students	863	992

Graduation/Transfer-Out Rates of Full-Time, Degree-Seeking Students Receiving Athletic Aid
Academic Year 2004-2005

	Non-Resident Alien		Black Non-Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, Non-Hispanic		Race/Ethnicity Unknown	
General Student Body Cohort	**Men**	**Women**	**Men**	**Women**	**Men**	**Women**	**Men**	**Women**	**Men**	**Women**	**Men**	**Women**	**Men**	**Women**
Graduation Rate	3	6	23	24	0	0	6	5	8	6	274	271	0	0
Transfer-Out Rate*	0	1	4	2	0	0	0	2	0	0	45	55	0	0
Sports Subcohorts														
Basketball Graduation Rate/ Transfer-Out Rate	0	0	14	4	0	0	1	0	0	0	5	1	0	0
Baseball Graduation Rate/ Transfer-Out Rate	0	0	0	0	0	0	0	0	0	0	5	0	0	0
All Other Sports Combined**Graduation Rate/ Transfer-Out Rate	0	0	10	0	0	0	2	0	0	0	13	2	0	0

** Data unavailable*

*** Other sports at FCC include men's soccer and golf, and women's soccer, softball and volleyball.*

MHEC Transfer Policies

TITLE 13B MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 02 Academic Regulation

Subtitle 06 General Education & Transfer Authority: Education Article 11-2-111-206, Annotated Code of Maryland

.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 2 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.

.02-1 Admission of Transfer Students to Public Institutions.

A. Admission to Institutions.

(1) A student attending a public institution who has completed an A.A., A.A.S., or A.S. degree or who has completed 56 or more semester hours of credit, may not be denied direct transfer to another public institution if the student attained a cumulative grade point average of at least 2.0 on a 4.0 scale or its equivalent in parallel courses, except as provided in §A(4) of this regulation.

(2) A student attending a public institution who has not completed an A.A., A.A.S., or A.S. degree or who has completed fewer than 56 semester hours of credit, is eligible to transfer to a public institution regardless of the number of credit hours earned if the student:

(a) Satisfied the admission criteria of the receiving public institution as a high school senior; and

(b) Attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent in parallel courses.

(3) A student attending a public institution who did not satisfy the admission criteria of a receiving public institution as a high school senior, but who has earned sufficient credits at a public institution to be classified by the receiving public institution as a sophomore, shall meet the stated admission criteria developed and published by the receiving public institution for transfer.

(4) If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be:

(a) Based on criteria developed and published by the receiving public institution; and

(b) Made to provide fair and equal treatment for native and transfer students.

B. Admission to Programs.

(1) A receiving public institution may require higher performance standards for admission to some programs if the standards and criteria for admission to the program:

(a) Are developed and published by the receiving public institution; and

(b) Maintain fair and equal treatment for native and transfer students.

(2) If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, admission decisions shall be:

(a) Based on criteria developed and published by the receiving public institution; and

(b) Made to provide fair and equal treatment for native and transfer students.

(3) Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at a receiving public institution granting the baccalaureate degree.

C. Receiving Institution Program Responsibility.

(1) The faculty of a receiving public institution is responsible for development and determination of the program requirements in major fields of study for a baccalaureate degree, including courses in the major field of study taken in the lower division.

(2) A receiving public institution may set program requirements in major fields of study which simultaneously fulfill general education requirements.

(3) A receiving public institution, in developing lower division course work, shall exchange information with other public institutions to facilitate the tranfer of credits into its programs.

.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. degree to include not less than 30 and not more than 36 semester hours, and each baccalaureate degree program to include not less than 40 and not more than 46 semester hours of required core courses, with the core requiring, at a minimum, course work in each of the following five areas:

(a) Arts and humanities,

(b) Social and behavioral sciences,

(c) Biological and physical sciences,

(d) Mathematics, and

(e) English composition; or

(2) Conforming with COMAR 13B.02.02.16D(2)(b)-----(c).

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

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

(1) One course in each of two disciplines in arts and humanities;

(2) One course in each of two disciplines in social and behavioral sciences;

(3) Two science courses, at least one of which shall be a laboratory course;

(4) One course in mathematics at or above the level of college algebra; and

(5) One course in English composition.

D. Interdisciplinary and Emerging Issues.

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

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

(b) Include courses that:

(i) Provide an interdisciplinary examination of issues across the five areas, or

(ii) Address other categories of knowledge, skills, and values that lie outside of the five areas.

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

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

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

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

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

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

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

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

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

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

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

.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. Degrees.

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

(2) An A.A.S. student who transfers into a receiving institution with fewer than the total number of general education credits designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in Regulation .03M of this chapter, the total general education credits for baccalaureate degree-granting public receiving institutions may not exceed 46 semester hours.

H. Student Responsibilities. A student is held:

(1) Accountable for the loss of credits that:

(a) Result from changes in the student's selection of the major program of study,

(b) Were earned for remedial course work, or

(c) Exceed the total course credits accepted in transfer as allowed by this 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) 1/2 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

.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-year and 4-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to effect the change with minimum disruption. Transfer students are not required to repeat equivalent course work successfully completed at a community college.

.08 Transfer Mediation Committee.

A. There is a Transfer Mediation Committee, appointed by the Secretary, which is representative of the public 4-year colleges and universities and the community colleges.

B. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the Committee shall consult with faculty on curricular issues.

C. The findings of the Transfer Mediation Committee are considered binding on both parties.

.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 2-year and 4-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.

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Regulation .03 amended effective July 1, 1996 (23:13 Md. R. 946)
Regulation .05A amended effective July 1, 1996 (23:13 Md. R. 946)

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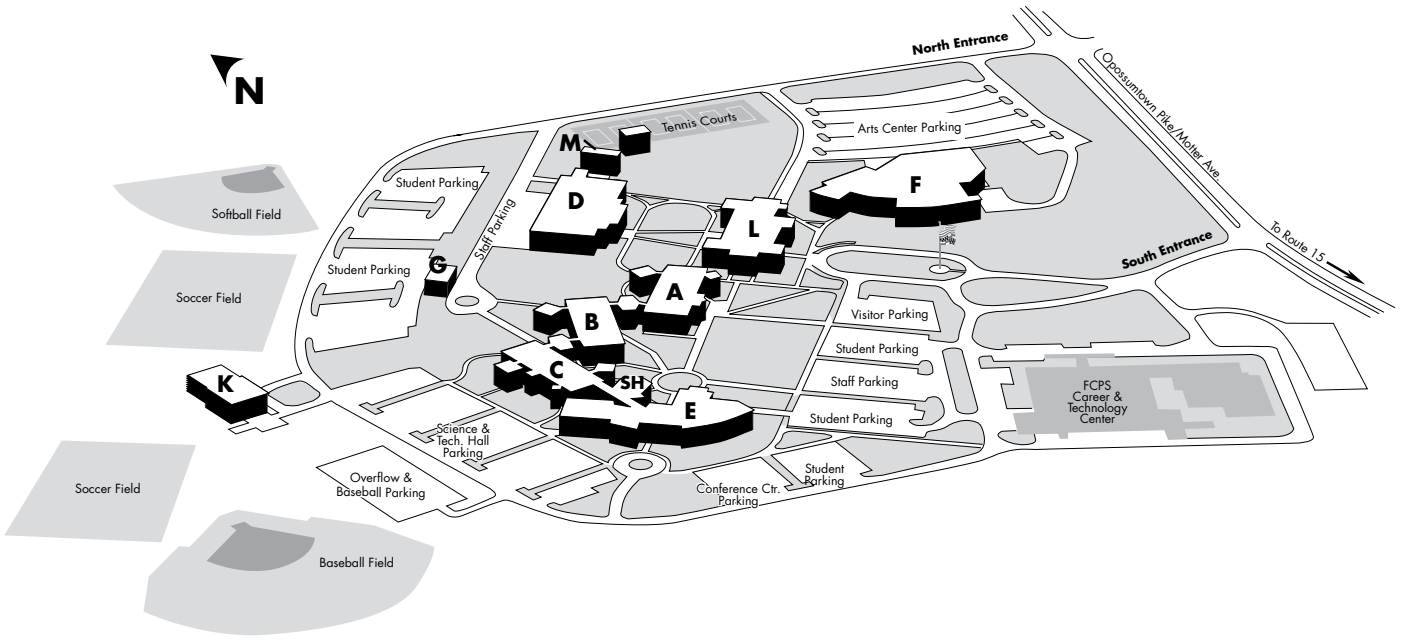
Campus Maps



Administration Hall (A)–Welcome & Registration Center, Cashiers Office, Financial Aid Office, Counseling & Advising Office, Veterans Office, Office of Adult Services, Women's Center, Ann-Lynn Gross Breast Cancer Resource Center, Services for Students with Disabilities Office, Multicultural Student Support Program, receptionist, Security, Presidents Office, Vice President for Administration, Vice President for Learning Support, Human Resources Office, other administrative offices, student lounge in lower A/B Knuckle

Academic Hall (B)–drafting & electronics labs, Math Learning Center, faculty offices, classrooms, Career & Transfer Center in lower B/C Knuckle

Science-Technology Hall (C)–biology & chemistry labs, computer labs, Mac lab, photography darkroom, Vice President for Learning, faculty offices, classrooms, Sara Lee Sandwich Shoppe in upper B/C Knuckle

Field House (D)–gymnasium, weight room, classrooms, Athletic Director, faculty offices, locker rooms

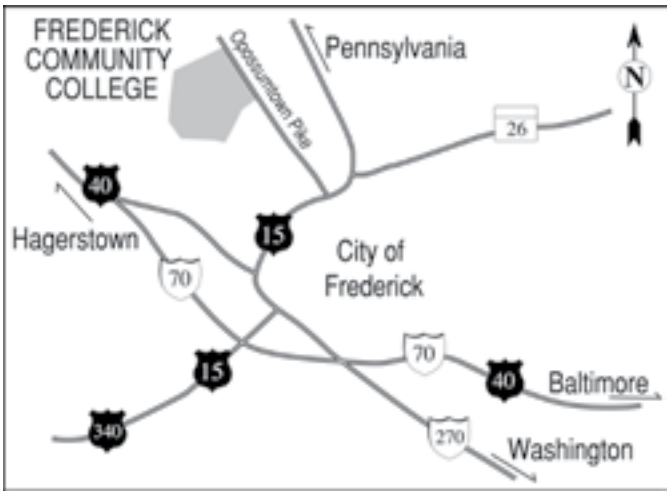
Conference Center (E)–conference rooms, distance learning classrooms, technology labs, Continuing Education & Customized Training

Arts & Student Center (F)–Bookstore, Cougar Grille, JBK Theater, Box Office, MCH Art Gallery, Student Life Office, Student Government Association, music classrooms & practice rooms, art classrooms, faculty offices, student lounge

Administrative Services Building (G)–(opening late 2007) Human Resources Office, Finance Office, Information Technology

Children's Center (K)–child care center

Library Building (L)–Library, allied health/nursing labs, Testing Center, Writing Center, Tutoring Services, video lab, language lab, faculty offices, classrooms, student lounge, administrative offices, Catoctin Center for Regional Studies

Maintanence Building (M)

Sweadner Hall (SH)–lecture hall