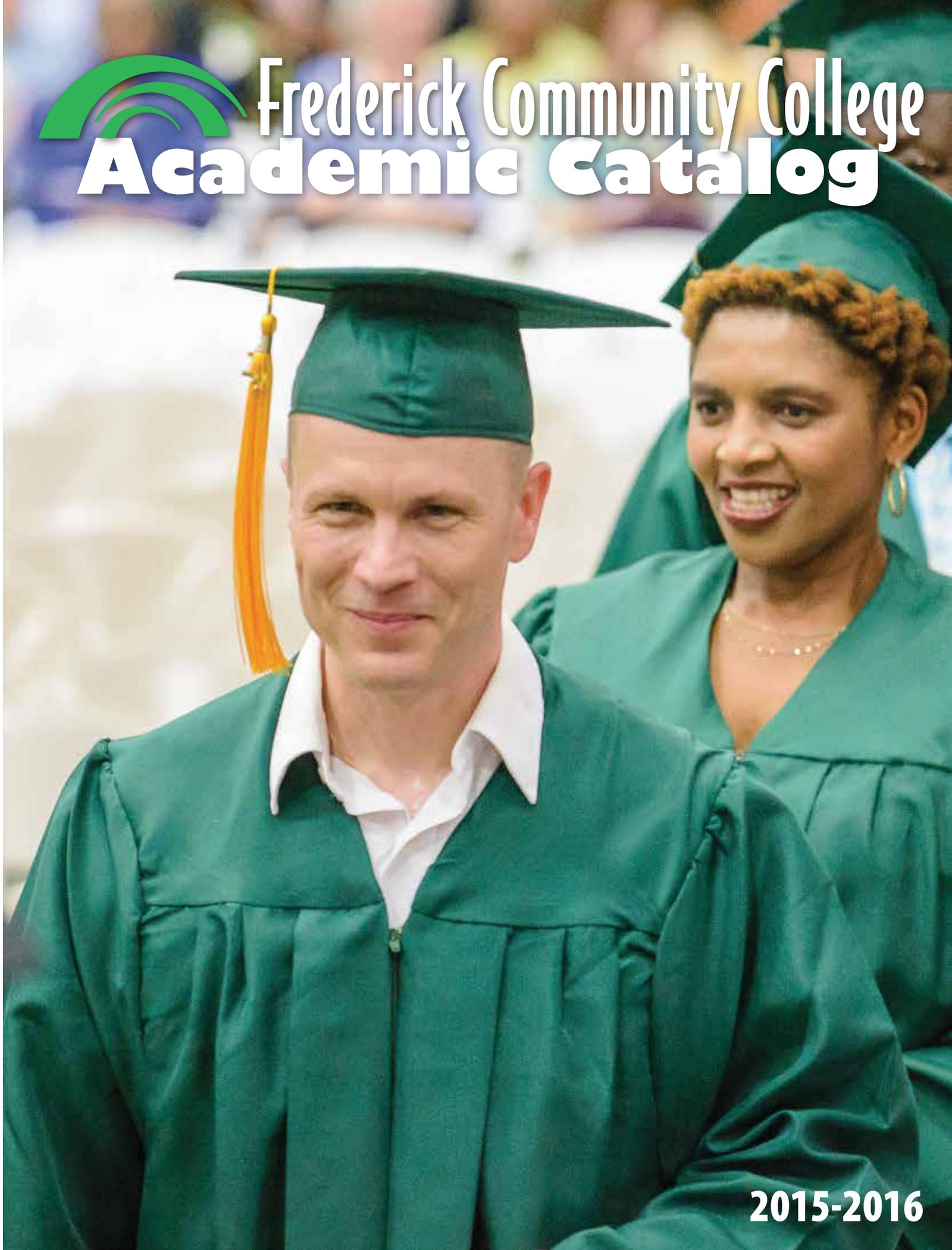




Frederick Community College **Academic Catalog**





Frederick Community College

2015-2016 Academic Catalog

Services Phone List	1	Academic Departments.....	33
The College	4	Allied Health & Wellness	33
History.....	4	Communications, Humanities & Arts	33
The Campus	4	Computing & Business Technology	33
Mission, Vision and Goals.....	4	Continuing Education (Noncredit & Credit)	33
Community Outreach.....	5	English	34
Admission to the College	6	Mathematics	34
Philosophy	6	Nursing	34
Admissions Policy and Procedures.....	6	Science	34
Special Programs of Study	10	Social Sciences	34
Academic Assessment & Placement Policy & Procedures	12	Degree Requirements.....	35
Student Information	13	Description of Degrees.....	35
Ways to Earn Credit at FCC.....	13	Program Requirements	35
Articulation Agreements	16	Completion Note for Degree and Certificate Programs	36
Transferring In Courses	17	Gainful Employment Program Information	36
Transfer Agreements	17	General Education Core.....	37
Online Education Transfer Institutions.....	20	General Education Goals	37
Tuition and Fees	21	General Education Courses	37
Tuition Rates.....	21	Cultural Competence Requirement.....	38
Continuing Education (noncredit) Tuition	21	Programs of Study	40
Books and Supplies.....	21	Accounting A.A.S.	40
Schedule of Payments	22	Business Accounting Certificate.....	40
Tuition Refund Procedure	22	Computerized Accounting Certificate.....	41
Residency	23	Accounting Letter of Recognition.....	41
Waivers and Tuition Reductions	25	CPA Exam Qualification Certificate	41
Financial Aid	29	American Sign Language Studies (ASLS) Certificate	42
Eligibility Criteria.....	29	Architectural Computer Aided Design A.A.S.....	42
How to Apply for Financial Aid	29	Architectural Computer Aided Design Certificate.....	43
When to Apply/Reapply	29	Computer Aided Design Operator Certificate	43
Transfer Students	29	Art A.A.....	44
Financial Aid Eligibility: Satisfactory Academic Progress.....	29	Arts & Sciences A.A. or A.S.	44
Typical Expenses used to Determine Financial Need	29	Transfer Studies Certificate	45
Financial Aid Appeals Process	30	Biology	45
Veterans.....	30	Bioprocessing Technology A.A.S., Certificate, Letter of Recognition.....	46
Scholarships.....	30	Building Trades Certificates	47
Student Consumer Rights and Responsibilities	31	Carpentry Letter of Recognition.....	47
Effects of Withdrawing or Not Attending Class.....	31	HVAC Letter of Recognition.....	47
Financial Aid Programs Chart	32	Welding Letter of Recognition.....	47
		Electrical Letter of Recognition.....	48
		Building Trades (Continuing Education).....	48

2015/2016 fcc catalog

Business Administration A.A.	48	Health & Exercise Sciences A.A.	69
Business Management A.A.S.	49	Fitness/Personal Trainer Certificate.....	69
Business: Entrepreneurship and Small Business Start Up Certificate.....	49	Physical Education, Coaching Letter of Recognition	69
Business Management Certificate.....	49	Health Information Technology A.A.S.	70
Project Management Certificate.....	49	History A.A.	71
Business Basics Letter of Recognition.....	50	Civil War Studies Certificate.....	71
Healthcare Practice Management Certificate.....	50	Honors College	72
Hospitality Management Certificate.....	50	Human Services A.A.	73
Cardiovascular Technology A.A.S.	50	Addictions Counseling Certificate.....	73
Chemistry	51	Gerontology Certificate.....	74
Communications (Speech) A.A.	51	Gerontology Letter of Recognition.....	74
Computer Graphics Certificate	52	Information Systems Management A.S.....	75
Computer Science A.S.	52	Information Technology Option I: Information Technology Specialist A.A.S.	75
Computer Science Studies Certificate.....	53	Information Technology Certificates	76
Construction Management & Supervision A.A.S.	54	Software Specialist.....	76
Construction Management & Supervision Certificate	54	Computer Studies.....	76
Construction Technology Academy Certificate.....	54	Personal Computer Support Specialist	76
Construction Management Basics Letter of Recognition.....	54	Information Security & Assurance.....	76
Criminal Justice A.A.	55	Database Administration Letter of Recognition	76
Corrections Certificate.....	55	Information Technology Option II: Network Engineer A.A.S.	77
Culinary Arts and Supervision A.A.S.....	56	Information Technology (Continuing Education)	77
Culinary Skills Certificate	56	Mathematics A.S.	78
Hospitality Management Certificate.....	56	Medical Assistant A.A.S., Certificate	79
Cybersecurity.....	57	Healthcare Practice Management.....	80
Digital Media Design A.A.	58	Medical Scribe Letter of Recognition.....	80
Television Production Certificate	58	Medical Billing and Coding (Continuing Education)	80
Computer Graphics Certificate	58	Music A.A.....	81
Drama A.A. (see Theatre A.A.).....	96	Nuclear Medicine Technology A.A.S., Certificate	82
Early Childhood Development A.A.S.....	59	Nursing A.S.	84
Early Childhood Development Certificate	59	RN To BSN.....	84
Child Care Preschool and School Age Teacher Training Certificate	59	LPN To ADN.....	84
Child Care Preschool Teacher Letter of Recognition	59	Practical Nursing Certificate	85
Early Childhood Development (Continuing Education)	60	Certified Nursing Assistant (Continuing Education)	85
Education: Associate of Arts In Teaching Early Childhood Education/Special Education	61	Health Care & Wellness Careers (Continuing Education)	86
Associate of Arts In Teaching Elementary/Elementary Special Education	61	Paralegal A.A.S. , Certificate	87
Associate of Arts In Teaching English.....	62	Philosophy	88
Associate of Arts In Teaching Mathematics	62	Physical Therapist Assistant A.A.S.	88
Associate of Arts In Teaching Spanish	63	Police Science A.A.S.....	89
Secondary Education	63	Pre-Nursing A.S.	90
Emergency Management Track 1: FEMA Independent Study A.A.S.	64	Psychology A.A.	91
Emergency Management Track 2: Residency Program A.A.S.....	65	Real Estate (Continuing Education).....	91
Emergency Management, Certificate, Letters of Recognition.....	65	Respiratory Care A.A.S.	92
Emergency Medical Technician/Paramedic A.A.S.....	66	Sociology A.A.	93
Engineering	66	STEM: Science, Technology, Engineering & Math A.S.....	94
General Studies A.A.	68	Surgical Technology A.A.S., Certificate	95
Government & Politics A.A.	68	Theatre A.A.	96
		Veterinary Assistant (Continuing Education/Noncredit).....	96

Course Descriptions	97	Music/Applied Music (MU).....	128
Time Commitment for Academic Success	97	Nuclear Medicine (NM)	130
Course Blackboard Requirements	97	Nursing (NU)	131
Academic and Career Engagement (ACE)	97	Paralegal (LA)	132
Accounting (ACCT)	97	Philosophy (PH)	132
American Sign Language Studies (ASLS).....	98	Physical Education (PE)	133
Anthropology (AN).....	99	Physical Science (PC).....	134
Art (AR)	99	Physics (PY).....	135
Biological Science (BI).....	100	Political Science (PI)	135
Bioprocessing (BPM).....	101	Practical Nursing (PN)	135
Building Trades (BLD)	101	Health Care & Wellness Careers (Continuing Education/Noncredit).....	136
Business Studies (BU).....	102	Psychology (PS).....	137
Accounting (MGT) (Continuing Education/Noncredit)	103	Real Estate (Continuing Education/Noncredit)	138
Chemistry (CH).....	103	Respiratory Care (RC).....	138
Communications (CMSP) Speech.....	104	Sociology (SO).....	139
Computer Aided Drafting (CAD).....	104	Student Development (SD) (see ACE)	97
Computer and Information Sciences (CIS)	105	Surgical Technology (ST)	139
Construction Management (CON)	108	Theatre (THR).....	139
Construction (TRD) (Continuing Education/Noncredit).....	108	Veterinary Assistant (Continuing Education/Noncredit).....	140
CE Professional Development (Continuing Education/Noncredit).....	109	World Languages.....	140
Criminal Justice (CJ).....	109		
Digital Media (CMM)	110	Academic Regulations	142
Drama (DR) (see Theatre)	139	Classification of Students	142
Early Childhood Development (ECD).....	111	Grading System	142
Early Childhood Development (CHI) (Continuing Education/Noncredit) ..	112	Grade Point Average (GPA)	142
Economics (EC)	112	Grade Change.....	142
Education (ED).....	112	Grade Reports.....	142
Emergency Management (EM)	113	Repeating Courses.....	143
Engineering (EG)	114	Time Commitment for Academic Success	143
English & Literature (EN)	114	Academic Progress.....	143
English as a Second Language (ESL).....	116	Academic Standings.....	143
Federal Emergency Management (FEM).....	116	Academic Clemency.....	144
Fire Service Administration (FSA)	120	Change of Major.....	144
Geography (GG).....	121	Course & Program Offerings	144
Health Education (HE).....	121	Catalog Year.....	145
History (HI)	121	Registration.....	145
Honors College (H).....	122	Course Substitutions	145
Honors Independent Study (IS).....	122	Graduation Applications.....	146
Culinary Arts & Hospitality (Hospitality) (HOS)	122	Honors & Academic Recognition.....	146
Human Services (HS).....	124		
Humanities (HU).....	124	Student Support Services	147
Information Technology (Continuing Education/Noncredit).....	124	Alumni Services	147
Interdisciplinary Studies (ID)	125	Athletics	147
Internship (INTR)	126	Career & Transfer Services	147
Mathematics (MA).....	126	Center for Teaching & Learning	148
Medical Assistant (MDA).....	127	Counseling & Advising	149
Medical Billing and Coding (Continuing Education/Noncredit).....	128	Developmental Education.....	149
		English as a Second Language	149

2015/2016 fcc catalog

Job Search Assistance.....	149	Behavior Evaluation and Response Team.....	167
Math Learning Center.....	149	Classroom Behavior.....	168
Multicultural Student Services Program.....	149	Closed Circuit Television (CCTV).....	169
Office of Adult Services.....	149	Code of Student Conduct.....	170
Services for Students with Disabilities.....	150	College Closings for Inclement Weather.....	177
Student and Advisor Responsibilities in the Advising Process.....	150	Communicable Diseases.....	178
Student Technology Help Desk.....	151	Course Participation and Attendance.....	178
Transcripts.....	151	Drug and Alcohol Abuse.....	178
Transfer Evaluation for Students Transferring into FCC.....	151	Family Educational Rights & Privacy Act (FERPA).....	182
Center for Student Engagement.....	152	Grievance Policy for Students.....	184
Campus Clubs.....	152	Grievance Policy for Students: Grade Disputes.....	184
Community Service.....	152	Grievance Policy for Students: Non-grade Complaints.....	186
Co-curricular Programs.....	152	Grievance Policy for Students: ADA Grievances.....	186
Leadership Development.....	152	Intellectual Property.....	188
Recognition and Awards.....	153	Intercollegiate Athletics.....	189
Student Government Association.....	153	Non-discrimination Policy/Procedures.....	189
Student Publications.....	153	Posting of Information on Campus.....	190
Voter Registration.....	153	Safety & Security Policy.....	190
Wellness.....	153	Sexual Assault.....	190
Campus Life.....	154	Sexual Harassment.....	193
Bookstore.....	154	Smoking.....	194
Campus Safety and Security.....	154	Student Right to Know/Athletic Grad./Completion & Transfer-out Rates/Equity in Athletics.....	195
College Closing.....	154	Traffic Control Procedures.....	195
College Information Center.....	154	Use of Force.....	196
College Publications.....	154	Use of College Facilities.....	198
Dining Services.....	154	Visitors & Children on Campus.....	198
Parking Stickers.....	155	Weapons.....	198
Student ID.....	155	Writing Requirements.....	199
Continuing Education & Workforce Development.....	156	MHEC Transfer Policies.....	200
Partnerships.....	156	Trustees, Faculty, Staff & Emeritus.....	204
Workforce Development & Career Training.....	156	Index.....	214
Small Business Development.....	156	Academic Calendar.....	219
FCC Customized Training.....	156	Campus Map.....	220
Adult Education Programs.....	156		
Personal Enrichment.....	157		
Youth Programs.....	157		
Institute for Learning in Retirement (ILR).....	157		
Motorcycle Safety Program.....	157		
Scholarships.....	157		
College Policies & Procedures.....	159		
Academic Assessment and Placement.....	159		
Academic Integrity.....	159		
Acceptable Use of Information Technology Resources.....	161		
Administrative Withdrawal and Evaluation.....	164		
Admissions and Academic Policy Committee.....	167		

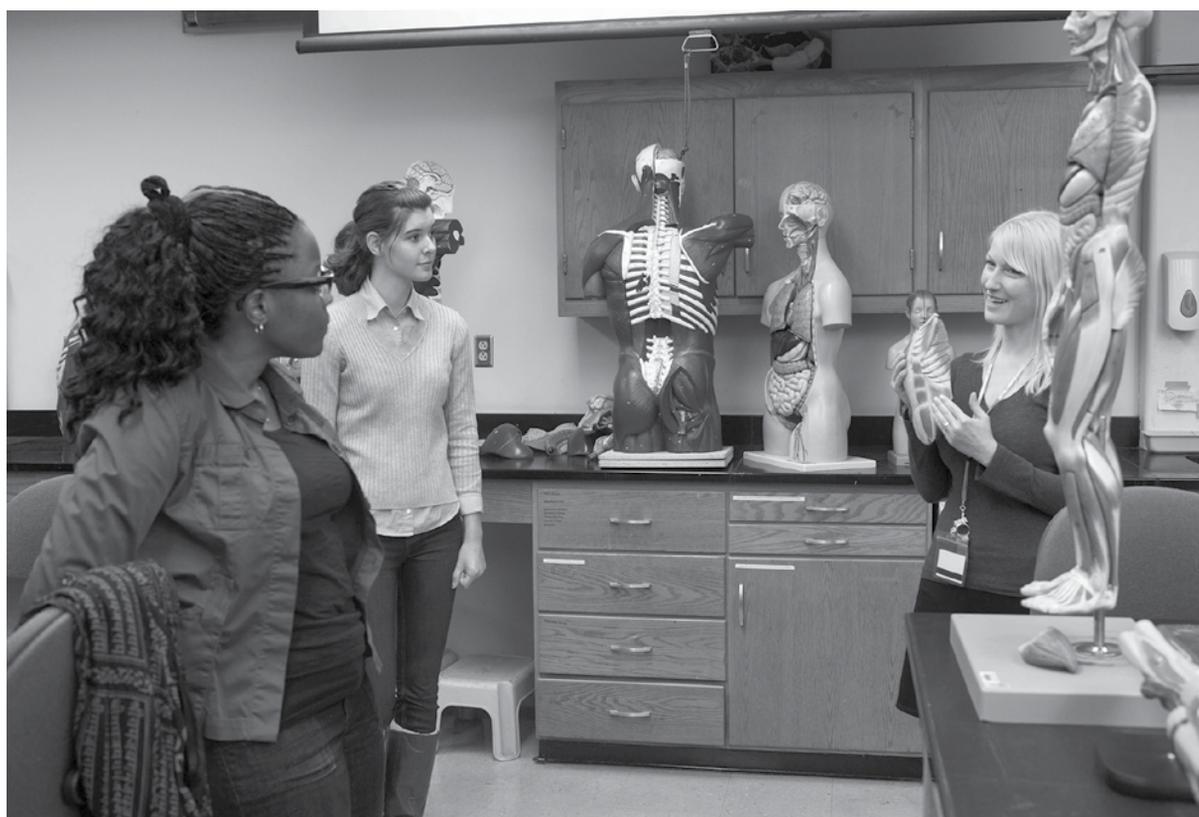
Services Phone List (where to go for assistance)

Academic Departments:		
Allied Health & Wellness	Linganore Hall, L-101A	301.846.2605
Communications, Humanities & Arts	Visual & Performing Arts Center, F-143	301.846.2512
Computing & Business Technology	Catoctin Hall, C-212	301.846.2505
Emergency Management	Conference Center, E-building	301.624.2854
English	Student Center, H-243	301.846.2600
Mathematics	Braddock Hall, B-228	301.846.2530
Nursing	Linganore Hall, L-114	301.846.2524
Science	Catoctin Hall, C-118	301.846.2510
Social Sciences	Student Center, H-242	301.846.2507
Admissions & Academic Policy Appeals	Welcome Center, Jefferson Hall, first floor	301.846.2653
Admissions Information	Welcome Center, Jefferson Hall, first floor	301.624.2716
Adult Education/ESL/GED	Annapolis Hall, A-106	240.629.7960
Adult Services	Annapolis Hall, A-103	301.846.2483
Advisors	Counseling & Advising Office, Jefferson Hall, J-201	301.846.2471
Allied Health Academy	Adult Services, Annapolis Hall, A-103	301.846.2483
Alumni Association	Institutional Advancement Office, Annapolis Hall, A-202	301.846.2438
Anne-Lynn Gross Breast Cancer Resource Center	Adult Services, Annapolis Hall, A-103	301.846.2483
Application for Admission	Welcome Center, Jefferson Hall, first floor	301.624.2716
ARTSYS	Career & Transfer Resource Center, Jefferson Hall, J-201	301.846.2594
Athletics	Athletics Center, D-115	301.846.2500
Books	Bookstore, Student Center, H-117	301.846.2463
Box Office (JBK Theater)	Visual & Performing Arts Center, Theater Lobby	301.846.2514
Bus Schedule (Frederick City)	Adult Services, Annapolis Hall, first floor	301.846.2483
Career Planning Services	Career & Transfer Resource Center, Jefferson Hall, J-201	301.846.2594
Cashier (Student Accounts Office)	Jefferson Hall, J-120	301.846.2456
Center for Student Engagement	Student Center, H-101	301.624.2793
Center for Teaching & Learning	Linganore Hall, L-103	301.846.2521
Chief Development Officer	Annapolis Hall, A-202	301.846.2479
Children's Center	Children's Center, building M on the campus map	301.846.2612
CLEP Tests	Testing Center, Linganore Hall, L-104	301.846.2522
Co-curricular Events	Center for Student Engagement, Student Center, H-101	301.846.2489
College Catalogs (Other Colleges)	Career & Transfer Resource Center, Jefferson Hall, J-201	301.846.2594
Continuing Education & Workforce Development Programs		
Adult Education/ESL/GED	Annapolis Hall, A-106	240.629.7960
Business, Technology & Licensure/Certification	Conference Center, E-118A	301.846.2682
Construction/Building Trades Training	Monroe Center, 200 Monroe Avenue	240.629.7985
Customized Training	Conference Center, E-building CEWD Suite	301.846.2404
Emergency Management	Conference Center, E-building	301.624.2854
Gerontology	Conference Center, E-114	301.624.2732
Health Care Careers	Monroe Center, 200 Monroe Avenue	240.629.7904
Home School Enrichment	Conference Center, E-117	301.846.2661
Institute for Learning in Retirement	Conference Center, E-114	301.624.2732
Kids on Campus Programs	Conference Center, E-117	301.624.2661
Motorcycle Programs	Conference Center, E-116	301.846.2423
Personal Enrichment Programs	Conference Center, E-116	301.624.2820
Vocational Programs	Monroe Center, 200 Monroe Avenue	240.629.7905
Copiers	Learning Commons (L-212) & Bookstore (H-117)	
Counselors	Counseling & Advising Office, Jefferson Hall, J-201	301.846.2471
Deferred Tuition Payment Plan	Student Accounts Office, Jefferson Hall, J-120	301.846.2456

2015/2016 fcc catalog

Developmental Education: English	English Department, Student Center, H-226	301.846.2633
Developmental Education: Mathematics	Mathematics Department, Braddock Hall, B-231	240.629.7835
Developmental Education: Science	Science Department, Catoctin Hall, C-113	301.846.2537
Dining Services	Student Center, H-115G	301.846.2466
Distributed Learning	Center for Teaching & Learning, Linganore Hall, L-204	301.846.2401
Emergency (College Closing)		301.846.2400
English as a Second Language Courses	Annapolis Hall, A-106	240.629.7960
Faculty Professional Development	Learning Commons, Linganore Hall, L-212	301.846.2547
FCC Foundation, Inc.	Annapolis Hall, A-202	301.846.2438
FEMA Transcripts		301.624.2854
Financial Aid Information	Financial Aid Office, Jefferson Hall, J-301	301.846.2480
Financial Assistance & Services for Single Parents, Displaced Homemakers & Public Housing Residents	Adult Services, Annapolis Hall, A-103	301.846.2483
General Information		301.846.2400
Graduation/Certificate Applications	Welcome Center, Jefferson Hall, first floor	301.846.2431
Grievance	Counseling & Advising Office, Jefferson Hall, J-201	301.846.2471
Help Desk for Information Technology	Gambrill Hall, G-122	301.846.2400
Honors College	Student Center, H-245	301.846.2535
Honors Lounge	Student Center, H-247	301.846.2680
Honors Student Association	Student Center, H-245	301.846.2535
Human Resources	Gambrill Hall, G-223	301.846.2622
ID Cards for Students	Welcome Center, Jefferson Hall, first floor	240.629.7934
Institutional Advancement	Annapolis Hall, A-202	301.846.2438
International Education	Center for Teaching & Learning, Student Center, H-227	301.846.2558
Internships	Internship Education Office, Catoctin Hall, C-201	301.624.2724
Jack B. Kussmaul Theater	Visual & Performing Arts Center Lobby	301.846.2513
Job Search Assistance	Career & Transfer Resource Center, Jefferson Hall, J-201	301.846.2594
Learning Commons	Learning Commons, Linganore Hall, L-212	301.846.2444
Learning Lab: Computers	Catoctin Hall, C-207	301.846.2509
Learning Lab: Macintosh Computers	Visual & Performing Arts Center, F-107	301.624.2873
Learning Lab: Writing Center	Learning Commons, Linganore Hall, L-212	301.846.2619
Learning Lab: Math Learning Center	Braddock Hall, B-212	240.629.7839
Library	Learning Commons, Linganore Hall, L-212	301.846.2444
Lost and Found	Security Office, Student Center, H-116	301.846.2601
Macintosh Computer Lab	Visual & Performing Arts Center, F-107	301.624.2873
Mary Condon Hodgson Art Gallery	Visual & Performing Arts Center Lobby	301.846.2513
Math Learning Center	Braddock Hall, B-212	240.629.7839
Multicultural Student Services	Student Center, H-103	301.846.2531
Parking Permits	Welcome Center, Jefferson Hall, first floor	240.629.7934
Parking/Traffic Information	Security Office, Student Center, H-116	301.846.2453
Phi Theta Kappa	Student Center, H-101	301.846.2489
Placement Testing	Testing Center, Linganore Hall, L-104	301.846.2522
President of the College	President's Suite, Annapolis Hall, A-200	301.846.2442
Project Forward Step	Adult Services, Annapolis Hall, A-103	301.846.2483
Refunds	Student Accounts Office, Jefferson Hall, J-120	301.846.2456
Registration	Welcome Center, Jefferson Hall, first floor	301.846.2431
Residency Classification	Welcome Center, Jefferson Hall, first floor	301.846.2434
Scholarship Information	Financial Aid Office, Jefferson Hall, J-301	301.846.2480
Security	Security Office, Student Center, H-116	301.846.2453
Service Learning	Student Center, H-101	301.846.2540
Services for Students with Disabilities	Services for Students with Disabilities Office, Annapolis Hall, A-105	301.846.2408
Sign Language Interpreters	Deaf & Hard of Hearing Services, Annapolis Hall, A-105	240.629.7819

Stamps	Bookstore, Student Center, H-117	301.846.2463
Student Accounts Office (Cashier)	Jefferson Hall, J-120	301.846.2456
Student Activities.....	Center for Student Engagement, Student Center, H-101C	301.846.2488
Student Employment (on campus)	Career & Transfer Resource Center, Jefferson Hall, J-201	301.846.2594
Student Government.....	Center for Student Engagement, Student Center, H-106.....	301.846.2650
Student Engagement.....	Center for Student Engagement, Student Center, H-101.....	301.624.2793
Student Loans	Financial Aid Office, Jefferson Hall, J-301.....	301.846.2480
Student Publications:		
College Newspaper (FCC Commuter)	Newspaper Advisor, Student Center, H-106C	301.846.2640
Student Publications:		
Literary Magazine (Tuscarora Review)	English Department, Student Center, H-243	301.846.2600
Study Skills Workshops	Learning Commons, Linganore Hall, L-212.....	301.846.2521
Student Tech Services	Student Center, H-214	301.846.2509
Testing	Testing Center, Linganore Hall, L-104	301.846.2522
Transcript Services (outgoing)	Welcome Center, Jefferson Hall, first floor	301.846.2653
Transfer Planning Services	Career & Transfer Resource Center, Jefferson Hall, J-201	301.846.2594
Transfer Evaluations	Welcome Center, Jefferson Hall, first floor	301.846.2595
Tuition Payments	Student Accounts Office, Jefferson Hall, J-120	301.846.2456
Tuition Refund Committee	Welcome Center, Jefferson Hall, first floor	301.846.2431
Tutorial Services	Learning Commons, Linganore Hall, L-212.....	301.846.2523
Veteran Services	Annapolis Hall, A-109	301.624.2836
Vice President for Administration	President's Suite, Annapolis Hall, A-200	301.846.2457
Provost/Vice President for Academic Affairs	Learning, Annapolis Hall, A-102	301.846.2491
Vice President for Learning Support.....	Learning Support, Jefferson Hall, J-319	301.846.2469
Woman to Woman Mentoring Program.....	Adult Services, Annapolis Hall, A-103	301.846.2556
Women's Center	Adult Services, Annapolis Hall, A-103	301.846.2483
Work Study Information	Financial Aid Office, Jefferson Hall, J-301.....	301.846.2480



The College

FCC offers associate of arts, associate of arts in teaching, associate of science and applied science degrees, as well as certificates and letters of recognition in career programs. The college's Carnegie Classification is Associate's - Public Suburban-serving Single Campus.

A History

Founded in 1957, Frederick Community College has grown from 77 students to more than 16,000 students registered each year in credit and Continuing Education (noncredit) programs. Started 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.

Today's beautiful campus is a community asset that serves students of all ages and backgrounds. The college's comprehensive mission is to meet the needs of all students, and to maintain high-quality instruction at affordable costs. FCC awards associate of arts, associate of arts in teaching, associate of applied science and associate of 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 bachelor's degree. The college offers an array of career-oriented programs that prepare students for immediate entry into the workforce. The Continuing Education/Workforce Development 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 63 percent attend part time, and 63 percent plan to transfer to a four-year school. The college understands the special scheduling and counseling needs of the adult part-time student and offers convenient evening, weekend and online classes.

The Campus

The development of our 97-acre campus mirrors the growth of our student population. The new Jefferson Hall and a three-story, 350-space parking deck were completed in 2013. Annapolis Hall is the new home to our adult basic education program, adult services, services for students with disabilities, and veteran services. An addition to Catoctin Hall has just been completed to add classrooms and labs, and Braddock Hall will soon reopen after extensive renovation. The campus also includes a Visual & Performing Arts Center that has an art gallery, small studio theater for more intimate productions and a 400-seat theater; Linganore Hall; Athletics Center and gymnasium; several classroom buildings with faculty offices, administrative space, science and computer laboratories; lecture hall; Conference Center;

Children's Center; and Gambrell Hall. The Student Center includes the Cougar Grille, bookstore, student lounges, classrooms, offices, and other student services. The Monroe Center on Monroe Avenue houses the building trades, culinary arts programs and student-run 200 Monroe restaurant that is open on a limited basis. FCC also partnered with Howard and Carroll Community Colleges to open the Mount Airy College Center for Health Care Education. The center brings together high-quality health care programs from all three campuses, allowing students throughout central Maryland to pursue high-demand health care training programs at low cost in one convenient location.

The campus is currently updating its directional signage (traffic and pedestrian) to make it easier for students and visitors to find their destinations. With this project we also renamed some buildings. We appreciate your patience throughout this project as we replace our old signs with new ones.

Mission, Vision & Goals

Mission Statement

With teaching and learning as our primary focus, FCC prepares an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development and personal enrichment with quality, innovative lifelong learning. In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional and global communities.

Vision

We transform individuals and communities through learning.

Values

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

Strategic Goals & Objectives

Promote academic excellence in teaching and learning.

Strategic Objectives:

- Develop and implement standards for learning environments
- Develop a shared vision of a Learning College
- Identify and enhance policies or programs that support completion and goal attainment
- Enhance learning with a variety of student engagement opportunities
- Support innovative instruction

Increase student success and goal achievement

Strategic Objectives:

- Increase interdivisional collaboration and communication to support student success and/or goal achievement
- Improve and enhance data standards for available and future data
- Utilize data available to students and staff to increase student success
- Increase access to programs and services that support goal completion

Enhance access, support, and opportunities that meet the needs of diverse and changing populations

Strategic Objectives:

- Increase diversity of student and employee base
- Infuse global perspectives into programs and services
- Enhance an inclusive climate for students and employees
- Develop and implement policies and procedures that enable efficient access for all students

Expand opportunities for employee excellence and professional development

Strategic Objectives:

- Evaluate the current human resources policies and procedures
- Implement a formal plan for professional development
- Implement a recognition and reward system for cross-divisional achievements
- Increase efficiency and effectiveness of the allocation of human resources (e.g. analysis of workload)
- Implement succession planning for the projected employment demands
- Implement a "Career Ladder" program to increase employee retention

Identify and secure additional funding to meet the College's mission

Strategic Objectives:

- Engage in entrepreneurial resource development
- Increase strategic spending in order to leverage resources (e.g. human and financial)
- Invest in infrastructure to support the application process for grants and support after grants end

Advance the College's commitment to and success in assessing its effectiveness in achieving its mission and goals

Strategic Objectives:

- Implement an improved Institutional Effectiveness Procedure
- Continue to use College resources effectively and efficiently
- Demonstrate a participatory culture of strategic planning and assessment
- Assess activities related to student access and completion
- Demonstrate implementation and decision-making as a result of the planning process

Utilize new and emerging technologies that improve learning and business operations

Strategic Objectives:

- Develop an organized and sustainable plan to manage technology
- Develop technological proficiencies campus wide
- Increase the effectiveness of existing technologies
- Optimize the automation of business processes

Increase programs and services that anticipate and respond to current and future workforce needs

Strategic Objectives:

- Provide effective programs and services in response to business and community needs
- Improve the College's capacity to offer credit and non-credit programs
- Develop a capacity for an institutional response to workforce needs
- Integrate the FCC strategic planning with the strategic planning at the national, state, county, and local levels

Community Outreach

Office of Institutional Advancement and 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 financial aid for eligible students. The Foundation manages more than \$12.8 million in assets. Funds are invested with the University System of Maryland Foundation. The Foundation is governed by a 20-member Board of Directors. This group of college ambassadors remains committed to continuing 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 gifts of cash, securities and bequests including planned giving arrangements. Employer-matched giving programs are also encouraged. Online giving is available on the Foundation's Web page at www.frederick.edu/foundation. Current financial statements will be provided upon request. For more information, please contact the Foundation Office at 301.846.2438 or foundation@frederick.edu.

- Marcelena Holmes, Executive Director
301.846.2479 or mholmes@frederick.edu
- Michelle Nusum-Smith, Assistant Director, Corporate and Business Relations
301.846.2851 or mnusumsmith@frederick.edu
- Verna Bernoi, Senior Accountant/CPA
301.624.2818 or vbernoi@frederick.edu

Alumni Association

Membership in the FCC Alumni Association offers former FCC students an opportunity to network with classmates, honor distinguished and outstanding alumni, and help the college provide scholarship support through various fundraising activities. The association sponsors events and activities that are open to students and members of the community. These activities raise funds for scholarships and financial aid and give the association an opportunity to represent FCC in the community. Contact the Institutional Advancement office at 301.846.2438 or alumni@frederick.edu.

Jack B. Kussmaul Theater

The Jack B. Kussmaul Theater, located in the Visual & Performing Arts 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 six weeks 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. Summer programs offer 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 assist with 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 website, 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 facilities coordinator. 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 in this catalog.

Admissions Policy

(4.10, rev. 2/20/08)

Admission to Frederick Community College shall be granted on a space available basis regardless of the 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.

Admission to the College does not, however, guarantee admission to all programs of study and courses. The President (or his/her designee) is authorized to establish minimum standards for admission to limited-enrollment programs as well as criteria to rank applicants for admission to such programs.

Admission will be granted based on verifiably accurate application materials, which may include the application for admission, academic transcripts, test data, and other appropriate educational or vocational credentials, and/ or where required, evidence of physical exams or test results.

The College administration reserves the right to define the classification of each student at the College. Admission to the College may be denied or revoked for those persons whom the college considers to be a potential danger to the safety, security, and educational environment of the College. Such decisions will be made on a case-by- case basis with individuals being afforded due process as required by law.

1. Admission into credit courses or programs will be granted to those who are 16 years old or older, possess a high school diploma or equivalent, or are enrolled in a program of study leading to a high school diploma or equivalent, and/or demonstrate the ability to benefit from the College's learning programs. Additional criterion has been established to govern the admission of those less than 16 years of age and individuals who are not United States citizens.
2. Admission into Continuing Education courses and programs will be granted to those who are 16 or older or are enrolling in those courses specifically designated for younger ages. Additional criterion has been established to govern the admission of those less than 16 years of age.

Admissions Procedures

(4.10, 3/14/08)

Introduction

Frederick Community College offers credit courses and programs as well as Continuing Education courses and programs. The following procedures govern application and admission into credit and continuing education courses and programs.

A. Procedures for Credit Courses or Programs

1. Application Procedures

- a. Complete and submit an application for admission and submit proof of residency.
- b. Submit copy of high school and/or college transcript(s), ACT and/or SAT scores, Advanced Placement scores, military transcripts, CLEP scores, and/or transcripts from American Council on Education (ACE) recognized organizations.
- c. Complete the Federal Application for Student Aid (FAFSA) if applying for financial aid.

2. Admissions Procedures

- a. All new incoming students, unless otherwise exempted, are required to take assessment tests for reading, writing, and mathematics.
- b. Once placement tests have been completed or materials that exempt a student from placement testing have been submitted, students should arrange to meet with an academic advisor. Students should contact the Counseling and Advising Department or other Student Development program including Multicultural Student Services, Office of Adult Services, or Services for Student with Disabilities.
- c. All new students are expected to attend a new student advising session that is offered to assist students in becoming familiar with academic requirements, college procedures related to course registration, and academic support services available to the student. Office of Adult Services students will participate in the new student advising process through their intake interview; all other students should contact the Counseling and Advising Office to schedule a new student advising session.
- d. Recent high school graduates who plan to attend FCC in the fall semester are required to attend the freshman registration and orientation programs which 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.
- e. Students should bring completed registration forms to the Welcome Center or may register online to complete the registration process.

f. Students may pay their bill at the Student Accounts 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.

g. Students must purchase their books which are available through the FCC Bookstore.

3. Admissions Classification

a. Full-time students are those who enroll in course work of twelve (12) credit hours or more during the fall or spring semesters, or who are enrolled for a total of twelve (12) credit hours cumulatively for the summer sessions.

The College will consider on a case-by-case basis, consideration of requests that students with documented disabilities be considered full time when taking a reduced course load due to their disability. Students provided with a reduced course load accommodation must be aware that this accommodation does not waive the criteria for financial aid or scholarship eligibility, athletic eligibility, vocational funding, etc. Students requesting this accommodation should contact the Services for Students with Disabilities program.

- b. Part-time students are those who enroll in course work of less than twelve (12) credit hours during the fall or spring semesters, or who are enrolled for a total of less than twelve (12) credits cumulatively for the summer sessions.
- c. Freshman students are those who have completed 27 or fewer credit hours.
- d. Sophomore students are those who have completed 28 or more credit hours.
- e. Transfer students are those students who have attended another institution of higher learning prior to their enrollment at Frederick Community College.
- f. Re-admit students are those who attended FCC previously but not during the previous four fall and spring semesters (exclusive of the summer semesters).
- g. Degree-seeking students are those students pursuing an Associate's Degree.
- h. Certificate-seeking students are those students who are pursuing a Certificate.
- i. Courses of interest students are those students who are pursuing neither an Associate's Degree nor Certificate.

4. Special Admissions – the following admission categories have conditions which must be met in order for the individual applying for admission under the category to be admitted into credit courses or programs.

a. Gifted and Talented Students Under 16 Years of Age

(1) The Gifted and Talented program provides an opportunity for students under age 16 who have been identified as having exceptional academic or fine arts talent to enroll in selected college courses. Students must be at least twelve (12) years of age and have completed the seventh grade or equivalent education.

(2) Students must demonstrate exceptional academic or fine arts talent and be deemed able to adhere to the college's standards of behavior. In addition to submitting the standard application for admission, students must submit documentation to enable an appropriate admission decision, which includes, but may not be limited to, an official high school transcript, letters of recommendation, samples of student work, and evidence of meeting criteria of exceptional academic or fine arts talent as described below.

(a) Exceptional academic talent
Documentation of a combined test score of 1200 on the mathematics and critical reading parts of the SAT (with no less than 550 in either the mathematics or critical reading subparts) or a score of 22 on all sections of the ACT. Designation as a PSAT/NMSQT finalist or Semi-finalist will also suffice

or

Placement at the college level in all areas of the college's assessment tests.

(b) Exceptional fine arts talent
In lieu of meeting the criteria for exceptional academic talent, students applying for courses in the fine arts (studio art, studio music, theater performance) may present a recommendation from a professionally qualified individual or entity as having outstanding abilities which qualify them for advanced study in that area. The college reserves the right to determine whether or not it will recognize an individual or professional entity as meeting this criterion. Additionally, the student may be asked to audition or to present a portfolio of work.

3. Procedures

(a) Students must submit an application for admission and complete an interview with the counseling & advising office prior to completing the admissions process.

(b) Students enrolled under the Gifted and Talented program will be limited to a maximum of two courses per semester, with continuance at the college based upon satisfactory performance in the previous semester. Such students will not be allowed to register in consecutive semesters without a grade report from the previous semester.

(c) Admissions decisions for students applying for the fine arts courses on the basis of a professional recommendation will be made in conjunction with the program manager or department chair for that area. Students approved for admission under this criterion may only enroll in those courses related to their particular talent.

(d) Failure to comply with any portion of this process will result in denial of admission. All required documents must be submitted, and all evaluation results in place, no less than two weeks prior to the start of the semester for which the student seeks enrollment.

b. English as a Second Language (ESL) Students

i. Complete and submit an application for admission and submit proof of residency.

ii. Take the ESL placement test in the Testing Center (allow three hours for testing). Obtain a copy of the ESL exam results.

iii. Schedule an appointment with the ESL program manager, and bring a copy of the ESL exam scores to the appointment.

iv. Students must obtain minimum placement scores on the ESL placement test to enroll in credit ESL courses. Students whose scores fall below the established minimum will be limited to enrollment in continuing education ESL courses until such time that they are able to demonstrate proficiency required for enrollment in credit ESL courses.

v. The ESL program manager will assist students in developing an academic plan and schedule. If a student is interested in a specific career program, the career program manager should be notified by the ESL program manager prior to completion of an academic plan. Once the schedule is completed, students should register at Welcome Center.

vi. Students may pay their bill at the Student Accounts Office or pay online within the established timeframe.

c. 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 and college admission requirements, and the requirements for the certificate of eligibility (I-20 Form) prior to applying for the F-1 Student Visa. International students studying at FCC must be pursuing a full course of study (12 credits per semester) toward an Associate Degree other than an Allied Health (Nursing) field or English as a Second Language. A prospective student must:

1. Submit a completed application for admission to Frederick Community College with a local (Maryland) sponsor's address and student's address from their home country.

2. Submit a certified copy of secondary school and/or college/university transcripts with an English translation where necessary.

3. Submit a statement of financial resources that will cover the student's college expenses, including the amount and source of funds. The student must submit proof of a local sponsor who will 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 \$20,027. Students should not expect to find part-time employment on campus.

4. Submit test scores from the Test of English as a 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.

5. Submit all application materials and required documents by June 1 for the subsequent fall semester and October 15 for the subsequent spring semester.

6. 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.

7. 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.

8. 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.

9. 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. For visa types and applicable residency, see page 24.

5. Other Categories of Admission

a. Transfer Students

(1) 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:

- (a) Must complete the college's standard admissions procedures.
- (b) Must arrange for the previous institution(s) attended to send an official transcript directly to the Welcome Center or provide an official copy in an unopened, sealed envelope.
- (c) Should arrange an appointment with the college's counseling and advising office to plan his/her program of study.
- (d) Must complete 15 credits taken in residency at Frederick Community College if the student plans on obtaining the Associate's Degree; must complete three credits at FCC if the student plans on obtaining the Certificate.

(2) Frederick Community College adheres to the general education and transfer policies of the Maryland Higher Education Commission. 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.

(3) 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.

(4) All transcripts received in the Welcome Center are the property of the college and cannot be released to the student; they will not be duplicated, returned to the applicant, or forwarded 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 be available only to an individual involved in the admissions and/or advising process.

b. Readmitted Students

A student who has taken courses at Frederick Community College, but not during the previous four semesters (exclusive of the summer semesters), is required to complete an application for readmission. Advising procedures for a readmitted student are 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 Center, or online at www.frederick.edu. Students will be assigned to the current catalog year.

c. (Non-Native or Transient Students) Transfer Back to Home College or University

Students who are currently enrolled at another college or university but who wish to earn credits at Frederick Community College for transfer back to their home college or university should obtain a "permission to enroll" form from that institution to ensure that the courses taken at FCC are appropriate choices for the student and the student has met the prerequisite(s) for the course(s). Students who do not have this form must present a transcript to prove they have met the FCC course(s) prerequisite(s).

d. Concurrent Enrollment of High School Students (Open Campus Program)

Students sixteen years of age and older may enroll in college courses while concurrently enrolled in high school. Students who are currently enrolled in a Frederick County public high school, and who are taking FCC classes during the normal high school hours of operation, must first obtain approval from their high school under the Frederick County Public Schools' Administrative Waiver Program. High school students who take classes outside the normal high school hours do not need approval from the high school to do so. Students enrolled under concurrent enrollment (Open Campus) are subject to the same assessment and placement policies and procedures as other students. All Open Campus students must also participate in an orientation and meet with a counselor prior to registration.

e. 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 the Frederick County Public Schools. Students must contact their high school guidance office for further information.

f. Home School Students

Students who are home schooled and over the age of 16 follow the college's standard admissions procedures for new students. Home schooled students under the age of sixteen, however, must follow procedures set forth in admission of Gifted and Talented students.

g. 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's degree or certificate program.

h. Non-High School Graduates

(1) 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. Students are admitted and enrolled in accordance with general admissions policies and procedures. Non graduates of high school should meet with an advisor prior to enrolling for classes to discuss career and educational goals.

(2) Some programs of study require a high school diploma or GED. 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 the absence of a high school diploma or GED. Students who wish to seek the GED should contact Frederick Community College's Adult Basic Education program.

6. Special Programs of Study

The college offers several programs that have a selective admissions process. Program faculty are responsible for the criteria and protocols that govern admissions. For each of the selective admissions programs, the most current procedures are included in the college catalog and on the college's website at www.frederick.edu. These programs include: Associate Degree Nursing (ADN); Practical Nursing Certificate; Nuclear Medicine (NM); Respiratory Care (RC); Surgical Technology (ST); and the Honors College.

B. Procedures for Continuing Education Courses and Programs

1. Admissions Procedures

- a. Students should be at least 16 years old to enroll in most continuing education courses, except for those courses specifically designed for younger students. Students who are under the age of 16 and who have completed at least the seventh grade may be permitted to enroll on a case-by-case basis, as described in the section on Special Admissions. Certain programs or courses of study include higher minimum age for participation when the college has determined that age is a factor necessary to the normal operation of the program or activity.
- b. Students seeking admission into continuing education courses should submit a completed registration form. Forms may be submitted in person at the Welcome Center, by fax, or by mail. Online registration is available only to previously-admitted students or students who have requested an online registration identification. Registration for continuing education courses will be accepted up to the scheduled start date of the class. To allow for processing, faxed or mailed registrations should be submitted two weeks prior to the start of the course. Confirmation of registration is mailed within three business days of receipt of faxed or mailed registration.
- c. Some courses or programs require completion of FCC assessment tests, which are administered at the Testing Center. Students should request admission to the college at the Welcome Center to obtain a student ID number, required to take assessment tests.

- d. Some courses or programs require documentation of external certifications (e.g., CPR), physical examinations and/or proof of health status, and/or tools, uniforms, or other equipment. Requirements are noted in the course description.
- e. Payment or purchase order must accompany registration.
- f. Unless otherwise noted, books required for courses must be purchased by the student and are available through the FCC Bookstore.

2. Special Admissions for Continuing Education

a. Gifted and Talented Students Under 16 Years of Age

- (1) The Gifted and Talented program provides an opportunity for students under age 16 who have been identified as having exceptional academic or fine arts talent to enroll in selected college courses. Students must be at least twelve (12) years of age and have completed the seventh grade or equivalent education.
- (2) Students must demonstrate exceptional academic or fine arts talent and be deemed able to adhere to the college's standards of behavior. In addition to submitting the standard application for admission, students must submit documentation to enable an appropriate admission decision, which includes, but may not be limited to, an official high school transcript, letters of recommendation, samples of student work, and evidence of meeting criteria of exceptional academic or fine arts talent as described below.
 - (a) Exceptional academic talent
Documentation of a combined test score of 1200 on the mathematics and critical reading parts of the SAT (with no less than 550 in either the mathematics or critical reading subparts) or a score of 22 on all sections of the ACT. Designation as a PSAT/NMSQT finalist or Semi-finalist will also suffice.

or

Placement at the college level in all areas of the college's assessment tests.

- (b) Exceptional fine arts talent
In lieu of meeting the criteria for exceptional academic talent, students applying for courses in the fine arts (studio art, studio music, theater performance) may present a recommendation from a professionally qualified individual or entity as having outstanding abilities which qualify them for advanced study in that area. The college reserves the right to determine whether or not it will recognize an individual or professional entity as meeting this criterion. Additionally, the student may be asked to audition or to present a portfolio of work.

(3) Procedures

- (a) Students must submit an application for admission and complete an interview with the associate vice president for student development prior to completing the admissions process.
 - (b) Students enrolled under the Gifted and Talented program will be limited to a maximum of two courses per semester, with continuance at the college based upon satisfactory performance in the previous semester. Such students will not be allowed to register in consecutive semesters without a grade report from the previous semester (waived for continuing education courses not utilizing a grading scheme).
 - (c) Admissions decisions for students applying for the fine arts courses on the basis of a professional recommendation will be made in conjunction with the program manager or department chair for that area. Students approved for admission under this criterion may only enroll in those courses related to their particular talent.
 - (d) Failure to comply with any portion of this process will result in denial of admission. All required documents must be submitted, and all evaluation results in place, no less than two weeks prior to the start of the semester for which the student seeks enrollment.
- b. Home School Students
Students who are home schooled and over the age of 16 follow the college's standard admissions procedures for new Continuing Education students. Home schooled students under the age of 16, however, must follow procedures set forth in admission of Gifted and Talented students unless enrolling in a Continuing Education Home School Enrichment course designed for specific age groups.

3. Special Programs of Study
Continuing Education offers several programs that have a selective admissions process. Program faculty are responsible for the criteria and protocols that govern admissions. For each of the selective admissions programs, the most current procedures are included in course and/or program description printed in the schedule of courses.

Special Programs of Study

Associate Degree Nursing and 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:

- i. Complete and submit an application for admission and provide proof of residency.
- ii. Complete and submit a separate application for the ADN clinicals or PN clinicals by February 1 preceding expected fall semester entrance and September 15 for expected spring semester entrance. Clinical applications are available online at www.frederick.edu/nursing. Residents of Frederick County are given priority consideration for admission.
- iii. Register and complete the Test of Essential Academic Skills Version 5 (TEAS V) before application deadline. Information on TEAS Version 5 may be found at www.frederick.edu/nursing.
- iv. Submit official transcripts from all previously attended colleges and universities to the Welcome Center.
- v. Complete FCC's assessment testing unless otherwise exempted.
- vi. Arrange for an appointment with the allied health advisor (recommended).
- vii. To be included in the pool of applicants for admission to the clinical portion of the nursing program (ADN), students must complete all required developmental coursework, complete BI103, BI 104, and BI 120 by the end of the semester in which they are applying and send all official college transcripts from other colleges and universities to the Welcome Center by January 25 for day option and September 15 for evening/weekend option.

viii. A point system is used to select candidates for admission to the clinical portion of FCC's nursing programs (ADN, LPN, and LPN-to-ADN Transition). Each program has its own separate pool of applicants, and students may apply only to one program in any given semester. Points are assigned for non-clinical courses completed, residency, a math aptitude test, cumulative grade point average (GPA) and grades in the prerequisite science courses. Honors courses count for an extra half-point per credit in the cumulative GPA calculation. Any course(s) being repeated must be completed by the end of the January term in order to count in the GPA calculation for the day option or summer semester for the evening/weekend option. If a student is completing a prerequisite science course during the application semester, the midterm course grade will be applied to the point scale (including transfer courses). Students will be allowed to repeat any pre-requisite science course one time only, including withdrawals, audits, and transfer credits. Repeats before Fall 2012 are not counted in the repeat limit. All science prerequisites must be completed within 5 years of application.

ix. The students with the highest point total are offered admission to the clinical portion of the ADN program. Students with equal point totals will be ordered by GPA from highest to lowest. If an accepted student declines his/her seat in the program or fails to meet the spring or summer course requirements, the next eligible student with the highest score is offered admission to the program.

Criteria for Admission to the Fall 2015/Spring 2016 ADN Clinical Class and Summer 2016 LPN to ADN Transition Program

NOTE: BI103/104/120 may each be repeated only once, including withdrawals, audits, and transfer credits. Course attempts from prior to fall 2012 are not counted in the repeat limit. Students repeating any of these courses more than the allowed number of attempts will not be awarded any points for the applicable course, regardless of grades earned.

All sciences must be completed with a grade of C or better within 5 years of the application deadline.

Applicants must score Proficient, Advanced or Exemplary in the TEAS in order for their clinical application to be considered.

	Possible Points
BI103 (Anatomy & Physiology I) • 8 points for A, 7 points for B, 6 points for C • midterm grades are counted for courses in progress • course must have been completed within 5 years of the application deadline	8
BI104 (Anatomy & Physiology II) • 8 points for A, 7 points for B, 6 points for C • midterm grades are counted for courses in progress • course must have been completed within 5 years of the application deadline	8
BI120 or BI203 (Microbiology) • 8 points for A, 7 points for B, 6 points for C • midterm grades are counted for courses in progress • course must have been completed within 5 years of the application deadline	8
Math Aptitude Test • 95% or higher: 2 points, 90% 1 point	1/2
Cumulative GPA (including transfer credits) • 3.500 or higher: 2 points • 3.000 - 3.490: 1 point	2
Prerequisites completed or in progress: • EN101	1
• Mathematics General Education course	1
• PS101	1
• SO101	1
• ED/PS208 (Human Growth & Development)	1
• Arts General Education course	1
• Humanities General Education course	1
• Speech course: CMSP103 or CMSP105 or CMSP107	1
Frederick County Resident • 3 points	3
TOTAL POSSIBLE POINTS:	38/39

Criteria for Admission to the PN Clinical Class

NOTE: BI103/104/120 may each be repeated only once, including withdrawals, audits, and transfer credits. Course attempts from prior to fall 2012 are not counted in the repeat limit. Students repeating any of these courses more than the allowed number of attempts will not be awarded any points for the applicable course, regardless of grades earned.

All sciences must be completed with a grade of C or better within 5 years of the application deadline.

	Possible Points
BI103 (Anatomy & Physiology I) • 8 points for A, 7 points for B, 6 points for C • midterm grades are counted for courses in progress • course must have been completed within 5 years of the application deadline	8
BI104 (Anatomy & Physiology II) • 8 points for A, 7 points for B, 6 points for C • midterm grades are counted for courses in progress • course must have been completed within 5 years of the application deadline	8
BI120 or BI203 (Microbiology) • 8 points for A, 7 points for B, 6 points for C • midterm grades are counted for courses in progress • course must have been completed within 5 years of the application deadline	8
Math Aptitude Test • 95% or higher: 2 points, 90% 1 point	1/2
Cumulative GPA (including transfer credits) • 3.500 or higher: 2 points • 3.000 - 3.490: 1 point	2
Prerequisites completed or in progress • EN101	1
• ED/PS208 (Human Growth & Development)	1
Frederick County Resident • 3 points	3
TOTAL POSSIBLE POINTS:	29/30

- x. Once grades have been posted in May for day option and January for evening/weekend option, transcripts for those accepted conditionally will again be evaluated. Any student who dropped a course or failed to earn a "C" or better will be re-evaluated. If, after re-evaluation, a student's new point total falls below the cut-off score for the ADN clinical class, he/she will not be eligible for the clinical portion of the program and the next qualified candidate will be admitted.
- x. Students not gaining admittance to the ADN clinical class and wishing to be considered for the next clinical class must re-apply and will compete within the general applicant pool.
- xi. A student who fails NU 101 and wants to return to a future clinical class will be offered the opportunity to join the pool of applicants for the following year.

Nuclear Medicine Technology (NM)

Students must submit a Nuclear Medicine Technology application to the Department of Allied Health and Wellness by the posted deadline April 1 for fall admission. In addition, the following must be met:

1. Successful completion of the 8 core courses within 2 attempts of each course (EN 101, BI 103, BI 104, CH 101, PY 101, MA 130, MA 206 and MDA 108) by August prior to the program start date.*
2. Attainment of at least a "C" in all prerequisite coursework within 2 attempts of each course.
** A minimum overall GPA of 2.00 is required for previous core prerequisite college work. Competitive GPAs for accepted applicants are typically much higher than the minimum requirements.
3. Have all official transcripts from colleges/universities sent to the Welcome Center by April 1st.
4. All applicants must document at least four hours of shadowing/observation in nuclear medicine technology, prior to or concurrent with application. ***Additional shadowing (40-50 hrs.) is recommended for applicants who have no prior health care work experience. This experience can be arranged by contacting a convenient institutional imaging or therapy department. Documentation must be submitted on the day of your application interview. Please have the department complete the verification form indicating that the shadowing/observation was conducted.
5. Submission of a 1-2 page paper discussing your shadowing experience. All papers must be typed; double spaced, printed and stapled, and must include your name and FCC Student ID number. *Papers not meeting these criteria will not be accepted or reviewed.* Papers will be due the day of your application interview. Please see rubric for grading guide.

The selection process is based on a point system. The points will only be assigned to those students that have applied to Frederick Community College and also completed and submitted the Application for Nuclear Medicine Technology.

Admission decisions are based on the successful completion of course requirements; college grade point averages from the eight core prerequisites; and assessment of motivation, knowledge of the discipline(s) and personal qualities appropriate for the profession and for successful completion of the program.

Students with the highest point total will be accepted conditionally into the Nuclear Medicine Program and will be informed of their status on or before May 1st. Students with equal point values will be ordered by GPA from highest to lowest. Students not gaining admittance to the Nuclear Medicine Program and wishing to be considered for the next year must reapply. Students not gaining admittance to the Nuclear Medicine Program and wishing to be considered for the next year must reapply.

* Acceptance is contingent upon earning grades of "C" or better in any prerequisites being completed in the spring and summer semesters.

** 2 attempts include transfer credits.

*** This is only a recommendation. It is not mandated for program admission.

Criteria for Selection into the Nuclear Medicine Technology Program

Subject	Point Value
EN101	1
BI103	1
BI104	1
CH101	1
PY101	1
MA130	1
MA206	1
MDA108	1
Frederick, Carroll or Howard County Resident	1
GPA: 4.000-3.500	5
3.490-3.000	4
2.990-2.500	3
2.490-2.000	2
Shadowing Paper	2
TOTAL	16

Respiratory Care (RC)

To be included in the pool of applicants for admission to the clinical portion of the respiratory care program, a student must request consideration through the Allied Health and Wellness Department by June 1. In addition, you must:

- i. Complete all required developmental coursework prior to applying to the program
- ii. Complete Anatomy & Physiology I (BI 103) with a "C" or better prior to applying to the program
- iii. Be in good academic standing (no academic alert, no academic probation)
- iv. Have a GPA of at least 2.000
- v. Have all official transcripts from other colleges/universities sent to the Welcome Center by June 1
- vi. Apply for admission to Frederick Community College
- vii. Meet with the allied health advisor

2015/2016 fcc catalog

Points will be assigned only to those students who have returned the "Student Application for the Respiratory Care Clinical Class" and met the above criteria. The point value for non-clinical courses completed and residency are shown on the "Criteria for Admission to the Respiratory Care Program" sheet.

The students with the highest point total will be accepted conditionally into the clinical portion of the program and will be informed of their status by June 30.

Criteria for Admission to the Respiratory Care Program

Course	Points
EN101	1
PS101	1
BI103 2 points if passed first time course is taken, 1 point if passed second time course is taken, 0 points if passed on three or more attempts. Only "C" grade or better is accepted as passing for Respiratory Care program.	2
BI104 2 points if passed first time course is taken, 1 point if passed second time course is taken, 0 points if passed on three or more attempts. Only "C" grade or better is accepted as passing for Respiratory Care program.	2
BI120	2
Gen Ed Math	2
Gen Ed Communications	1
PE/Health Elective	1
GPA: 3.000 or higher	1
Job Shadow (observe a therapist)	1
*Residency – Frederick County, Carroll County or Howard County	1
TOTAL	15

* Residents of Carroll and Howard Counties are awarded the same point for residency as Frederick County residents, as part of the Mid-Maryland Allied Healthcare Consortium Agreement.

Surgical Technology (ST)

Enrollment in the clinical portion of the program is limited to 20 students in each of two starting dates, fall and spring. To be considered, you must:

- Complete and submit a FCC application for admission and submit proof of residency if required.
- Complete an online application for the ST program. All applications will be reviewed and seats will be offered according to the point scale and application date. First consideration is given to those students who submit an application by the first consideration date for the fall or spring classes. Refer to the online application.

iii. Minimum skill levels in the areas of reading, writing, math, and allied health science are necessary for an application to be considered. Students may meet these requirements by taking the placement assessments and meeting the minimum skill levels or by taking appropriate developmental course work in these subjects.

iv. Students must achieve a "C" or higher in any class they plan to apply toward ST program requirements.

v. Anatomy and Physiology must be completed within three years of the start date—fall or spring.

vi. A point system is used to determine selection to the program. Points will be assigned only to those students who have returned the Application for Admission to the Surgical Technology Class.

vii. When there are more qualified applicants than there are seats in the program, those with the highest points will be offered seats first. Other qualified applicants will be offered seats as they become available. It is highly recommended that you participate in the job shadowing experience. Those with documented job shadowing will be given priority.

Criteria for Student Selection into the Surgical Technology Class

	Possible Points
BI103 (Anatomy & Physiology I) • 8 points for A, 6 points for B, 4 points for C, including spring midterm grades • 1 point for repeat, limit of one repeat • 0 points are awarded if course was completed over 3 years ago	8
BI104* (Anatomy & Physiology II) • 8 points for A, 6 points for B, 4 points for C, or 3 points if course will be completed prior to the beginning of the program, fall or spring • 1 point for repeat, limit of one repeat • 0 points are awarded if course was completed over 3 years ago	8
Medical Terminology Course: 1/3 credits (MDA108/MDA109)**	1
Communications course: CMSP 103 or 105 or 107 (CMSP105 recommended)**	1
Previous degree completion	2
Cumulative GPA (including transfer credits) • 2 points for 3.500 or higher • 1 points for 3.000 - 3.490	2
Original transfer transcript received and read by the FCC Registrar prior to deadline date	1
Job shadowing reflection received prior to the deadline date	2
Frederick County Resident ***	1
TOTAL POSSIBLE POINTS	26

* If BI 104 was completed more than 3 years ago, the course must be repeated or the program manager may approve an acceptable review course.

** Students must achieve a "C" or higher in any class they plan to apply towards the ST Program requirements.

***As part of the Mid-Maryland Healthcare Consortium agreement, 2 seats for competitive Howard Co. transfer students and 2 seats for competitive Carroll Co. transfer students will be reserved

Admission Policy for Honors College

Membership in the Honors College is by invitation. Students automatically qualify with the following test scores: SAT = 1650 overall with at least 550 on verbal, or ACT = Reading 21+, or FCC placement exams = Honors level reading (103) and proficient college level writing. A writing sample may be requested. However, applicants with strong academic records (3.500 GPA) or faculty recommendations are encouraged to apply. We also offer an Open Campus membership for high school or home school students with a 3.500 GPA. To apply, complete the Honors College Application and Honors Goal Survey, which are available in the Honors Office (H-245) and on www.frederick.edu, and submit as directed on the forms.

Academic Assessment & Placement

Policy 4.11 (rev. 4/16/08)

All new incoming students, unless otherwise exempted, must undergo a comprehensive basic skills assessment in the areas of reading, writing, mathematics, and study skills before initial enrollment in credit-level courses, developmental and designated continuing education courses. Assessment scores will be used to determine the proper placement in the appropriate program, based on the individual student's needs. Students whose assessment scores indicate placement in a developmental program will be required to enroll in and satisfactorily complete developmental and/or English as a second language (ESL) course work designed to provide these skills.

Procedure 4.11 (rev. 4/28/08)

- Prior to beginning courses requiring developmental and/or ESL course work, students must satisfactorily complete all applicable developmental and/or ESL prerequisites.
- Degree-seeking students must complete all required developmental English and/or ESL course work before completing their first 15 college-level credits. Degree-seeking students must begin and continue to progress in their developmental mathematics sequence before completing their first 15 college-level credits.
- Students who place in all lowest level reading, writing and mathematics assessments may be limited in the number of courses they are allowed to take.

- D. Students whose assessment scores indicate placement in a developmental program will be required to enroll in and satisfactorily complete developmental and/or English as a second language (ESL) course work designed to provide these skills.
- E. Students who enroll in a developmental reading, writing, and/or mathematics course will not be allowed to retest, without both the instructor and developmental coordinator's approval. If students have enrolled in a developmental course and then withdrawn, they are still considered "enrolled in the sequence of courses" and may not retest in that area even if they have only taken the appropriate placement test one time.
- F. Students not meeting the minimum requirement for developmental course work are required to enroll in an alternative Continuing Education program. To enter developmental course work, students must retest at or above the minimum placement requirement and provide evidence of satisfactory completion of the Continuing Education program.
- G. Maryland Community College placement guidelines include:
1. Placement tests will be valid for two years
 2. Standardized placement cut scores have been determined for reading, writing, and mathematics
 3. Students with disabilities should be accommodated for assessments
 4. 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
 5. High school grades alone will not determine placement
- H. Frederick Community College has a commitment to providing all students with the best chance for academic success. Therefore:
1. Students whose native language is not English must complete an English language assessment test designed for non-native speakers.
 2. Students requesting placement testing accommodations other than extended time should contact the Service for Students with Disabilities Office at least two weeks prior to taking placement tests.
 3. Students who are under the age of 16 are subject to the placement testing guidelines as outlined in the gifted and talented admissions criteria.
 4. Because of the mission of developmental education, a minimum cut score has been developed for students to be eligible to enroll in developmental course work.
 5. Students whose academic assessments meet the criteria for admissions to honors course work will be advised accordingly
- I. Exemptions.
1. Students who transfer from accredited institutions of higher education who present official transcripts indicating successful completion (2.00 grade point average) of the equivalent of at least 12 college credits will be exempted from the reading placement test if 6 credits are general education courses.
 2. Students who have successfully completed the equivalent of FCC's EN101 at an accredited U.S. institution or who have been awarded credit for the equivalent of EN 101 through Advanced Placement or CLEP exams.
 3. Students who have successfully completed a general education mathematics course at an accredited U.S. institution, at the level of college algebra or higher, or who have been awarded credit for the equivalent general education mathematics course through Advanced Placement or CLEP exams.
 4. Students who have provided a copy of their SAT/ACT exemption scores that meet the exemption criteria set by Maryland Community College placement guidelines.
 - a. Students with a 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 are exempted from the math placement test. SAT and ACT scores are valid for five years.
 - b. Students with a 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 are exempted from the writing placement test. SAT and ACT scores are valid for five years.
 - c. Students with a 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 are exempted from the reading placement test. SAT and ACT scores are valid for five years.
 5. Students from Frederick County Public School (FCPS) who have taken Algebra II or higher in their senior year and received a grade of A or B are exempted from taking the math placement test. This exemption expires one year after they graduate from high school.
 6. Students who provide a copy of their official Accuplacer or Compass score(s) and meet the placement criteria for no developmental reading, writing and/or mathematics. Scores will be evaluated and assigned course placement(s) based on FCC standards.
 7. Students who have provided an official transcript indicating satisfactory completion of the highest level developmental course work in reading, writing, or mathematics at another Maryland community college will be exempted from the corresponding placement test(s) at FCC. ESL course work does not apply.
 8. Students from other institutions who present a Permission to Enroll form.
 9. Students who are non-certificate seeking, non-degree seeking and selects Courses of Interest and are enrolling in courses with no pre-requisites.
 10. Students who are otherwise exempted by the Associate Vice President for Teaching & Learning or his/her designee.

Student Information

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

- Legal name
- Permanent address
- Birth date
- County and state of legal residence
- Phone number

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 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 Center or at 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 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, 8:00-10:30 a.m.). Evening classes are generally offered in 2.5 hour blocks, at 5:00 and 7:45 p.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.

CLEP Exams

General Examinations	Score Needed	Credits	Course Equivalent
College Mathematics	50	3	MA103
Humanities	50	6	AR105, EN205
Social Sciences/History	50	6	SO101, HI101
Subject Examinations	Score Needed	Credits	Course Equivalent
Business			
Financial Accounting	50	6	ACCT 100, 101
Information Systems & Computer Applications	50	3	CIS101
Intro Business Law	50	3	BU211
Principles of Management	50	3	BU227
Principles of Marketing	50	3	BU225
Composition & Literature			
American Literature	50	6	EN203, 204
College Composition	50	3	EN101
Foreign Languages			
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
History & Social Sciences			
American Government	50	3	PI104
Human Growth Dev.	50	3	ED/PS208
Intro Educational Psychology	50	3	ED202
Introductory Psychology	50	3	PS101
Introductory Sociology	50	3	SO101
Macroeconomics	50	3	EC201
Microeconomics	50	3	EC202
US History I: Early Colonization-1877	50	3	HI201
US History II: 1865 to the Present	50	3	HI202
Western Civilization I: Ancient Near East-1648	50	3	HI101
Western Civilization II: 1648-Present	50	3	HI102
Science & Mathematics			
Calculus	64	4	MA201
Precalculus	61	4	MA111

Advanced Placement Exams

Test	Score	FCC Credit
Art–History	3 or better	AR 104 (3)
Art–Studio	3 or better	Possible credit for AR 101 or AR 106 (program manager determines whether or not credit can be awarded)
Biology	3 4 or better 5 or better	BI 100 (4) BI 101 (4) BI 101 (4) & BI 102 (4)
Calculus AB	3 or better	MA 210 (4)
Calculus BC	3 or better	MA 210, 211 (8)
Chemistry	3 or better 5 or better	CH 101 (4) CH 101 (4), CH 102 (4)
Computer Science A	3 or better	CIS 106 (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 4 or better	place in EN 101 (0) EN 101 (3)
English Lit/Comp	3 4 or better	placement into EN 101 EN 102 (3)
Environmental Science	4 or better	BI 202 (3)
French–Language	3 or better	LF 101, 102 (6)
German–Language	3 or better	LG 101, 102 (6)
Government & Politics US	4 or better	PI 104 (3)
History–European	4 or better	HI 102 (3)
History–US	4 or better 5 or better	HI 201 or HI 202 (3) HI 201 (3) & HI 202 (3)
Italian–Language & Culture	3 or better	LI 101 (3) and LI 102 (3)
Latin	3 or better	LL 101 (3) and LL 102 (3)
Music Theory	3 or better 4 or better	MU 103 (3) Music majors: credit determined by program manager
Music Listening & Literature	3 or better	MU 101 (3)
Physics B	4 or better	PY 201, 202 (8)
Physics C	see dept	Possible credit for PY 203 or PY 204 (program manager decides 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)

Course Blackboard Requirements

Some course sections may require access to the course Blackboard website. Students enrolled in those courses are expected to participate through the Blackboard format using their own or appropriate college-available computers.

Distributed 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 website 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 e-mail 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 website 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 e-mail. 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 Google Chrome or Mozilla Fire Fox. Some classes also require CD-ROM capability. Students must have an e-mail address.

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 education. 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.

International Education/Study Abroad

The Office of International Education provides opportunities for faculty, staff and students to enhance their understanding of cultural competence and to build global awareness. The Office of International Education strives to offer a wide range of learning experiences both on and off campus that ultimately support internationalization.

One part of FCC's International Education experience is providing off-campus learning environments through international trips and study abroad opportunities offered by the credit and Continuing Education areas of the college. FCC is a part of the state-wide Maryland Community College International Education Consortium (MCCIEC) which offers short-term credit and Continuing Education trips. Check out the www.mcciec.org website to learn more details about these short-term options. For information on all international education choices, consult the college website.

College-Level Examination Program/ DANTES Subject Standardized Tests

CLEP and/or DSST are national credit-by-examination programs 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 and DSST 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, 301.846.2595, at FCC.

FCC also offers CLEP/DSST exams that are not accepted by FCC but may be elsewhere.

Test	Score	Credits	Course Equivalency
Art of the Western World	48	3	AR 105
Introduction to World Religions	48	3	PH 204
Business Ethics and Society	417	3	PH 208
Fundamentals of College Algebra	400	3	MA 103
Financial Accounting	47	6	ACCT 100 & 101

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 Center in Jefferson Hall.

See chart on page 14.

Portfolio Development

The portfolio development process allows 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 50% of the tuition for any credits awarded and entered on the student's transcript. No more than 15 credits total may be earned through a combination of portfolio and departmental examinations. For additional information, call 301.846.2521.

Departmental Examination

If no CLEP exam is available for the subject in which a student is knowledgeable or skilled, students may contact the Registrar at FCC to discuss the possibility for credit for the course by examination. A credit by examination may be taken only once. If the student passes a credit by examination with a grade of "C" or better, he/she 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. If a student is enrolled in a class for which he/she subsequently requests a departmental examination, no refund for the course is available. No more than 15 credits total may be earned through a combination of portfolio and departmental examinations. 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. Independent study honors classes are listed in the schedule of classes each semester.

Students interested in non-honors independent study classes 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. Completed independent study forms must be submitted to the Welcome Center. Details are available from the vice president for learning at 301.846.2490. Students must follow the add/drop dates in the schedule of classes.

International Baccalaureate (IB)

FCC will evaluate International Baccalaureate (IB) subject examinations with scores of 5, 6, or 7. Students must have official results sent to the FCC Welcome Center in Jefferson Hall. Students may be awarded up to 30 credits toward the associate degree, but those planning to transfer need to consult with potential transfer institutions regarding each institution's policy on required scores and credits awarded. To request an official candidate score report be sent to FCC, see the International Baccalaureate website at <http://www.ibo.org>.

IB Exam	FCC Course Equivalent/ Credits Awarded
IB English (HL)	5+ = EN102 5+ and Completion of full-diploma option = EN101 & EN102
IB Math (HL)	5+ = MA206 (3) and MA210 (4); Placement into MA211
IB Math (SL)	5+ = MA111 (4); Placement into MA201 or MA210
IB Math Studies	5+ = MA103 (3)
IB Biology (HL)	6+ = BI101 & BI102
IB Biology (SL)	6+ = BI100
IB Chemistry	5 = CH101; 6+ = CH101 and CH102
IB Physics (SL)	No credit
IB History of the Americas	5= HI 201 or HI 202; 6+ = HI 201 & HI 202
IB History of Europe	5+ = HI 102
IB Economics (SL)	6+ = EC 201 & EC 202
IB Spanish	5+ = LS 101 and LS 102
IB French	5+ = LF 101 and LF 102
IB Latin	5+ = LL101 and LL102
IB Music	Determined by program manager
IB Art	5+ = AR104
IB Computer Science	5+ = CIS106
Full IB Diploma (Indicates successful completion of the Theory of Knowledge course and the Extended Essay)	EN101

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.
3. Obtained approval from the internship coordinator prior to registering for an internship.
4. Followed the add/drop dates in the schedule of classes.

Requirements: Internship credits can be earned through either part- or full-time employment in a position directly related to the student's major. 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, maintain contact with 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.

Articulation Agreements

Air Force Reserve Officer Training Corps (AFROTC)

FCC is a Crosstown Partner with the Air Force ROTC unit at University of Maryland College Park. Air Force ROTC is a college program that allows students to earn their degree while training to become an Air Force officer. AFROTC offers challenges and benefits unique among student organizations and training programs on a college campus. Students receive invaluable leadership training, are involved in community events, and visit active-duty Air Force bases as part of the program. Additionally, all course materials and uniform items needed for the AFROTC courses are provided at no cost, and students can compete for scholarships to help pay tuition. Most importantly, the program can lead to an exciting career in the U.S. Air Force! For more information, visit www.afrotc.umd.edu, send an e-mail to afrotcdept330@umd.edu, or call the UMCP campus at 301.314.3242 or contact Marsha Mason-Sowell at FCC, mmason-sowell@frederick.edu or 301.846.2475.

FCC recognizes the value of AFROTC courses. As a Crosstown Partner with the University of Maryland College Park's AFROTC unit, FCC will accept credit for the following AFROTC courses completed in UMCP's AFROTC program.

UMCP Course	FCC Courses	Credits
ARSC 100	General Elective Credit	1
ARSC 101	General Elective Credit	1
ARSC 200	General Elective Credit	1
ARSC 201	General Elective Credit	1

In addition, FCC will award credit for the following AFROTC courses that do not have a corresponding UMCP course number.

AFROTC Course	FCC Courses	Credits
ARSC 059 (if taken as a single course)	PE 126 – Fitness and Conditioning	1
ARSC 059 (if taken three times)	PE 154 – Fitness for Living	3

FCC/CCPS Agreement

Frederick Community College and the Carroll County Public Schools have an articulation agreement that awards college credit for selected Carroll County Public Schools coursework. To receive credit for these courses, students must have earned a specific grade as designated in the various agreements. The CCPS graduate must initiate the request for credit within two years of his or her graduation from high school. Students must submit an official high school transcript. Additional information is available from the FCC Welcome Center or from Carroll County high school guidance offices.

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. The FCPS graduate must initiate the request for credit within two years of his or her graduation from high school. Students must submit an official high school transcript. Additional information is available from the FCC Welcome 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 \$80 per credit hour. See the FCC website, www.frederick.edu/fema for more information. Also see the Emergency Management degree program, pages 64–65.

Maryland State Department of Education

Frederick Community College and the Maryland State Department of Education have an articulation agreement that awards college credit for course ID 225-Disaster, Crisis and Emergency Management to Maryland Public High School students who successfully complete the CTE in Homeland Security & Emergency Preparedness. Students must submit an official high school transcript. Additional information is available from the FCC Welcome Center or the student's high school guidance office.

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 8 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 non-general education coursework from a USM college, grades of "D" will be accepted only if the calculated GPA for the block of non-general education transfer courses is 2.000 or higher. Grades of "D," however, will not be accepted for any course within a program of study that requires a grade of "C" or higher. A grade of "D" can be used fulfill a prerequisite unless the prerequisite requires a grade of "C" or higher.

Other College Credit

For students transferring from outside of the University System of Maryland, grades of "D" will be accepted only if the cumulative grade point average from that institution is 2.000 or higher. Grades of "D," however, will not be accepted for any course within a program of study that requires a "C" or higher. A grade of "D" can be used to fulfill a prerequisite unless the prerequisite requires a grade of "C" 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. The college recommends the use of AACRAO's International Education Services or WES (World Education Services) for credentialing but does accept evaluations from other credentialing services provided that the credentialing service is a member of the National Association of Credentialing Evaluation Services.

Training in Non-collegiate Institutions and Organizations

Credit may be granted for educational programs which apply to the student's program which have been successfully completed at non-collegiate organizations such as government agencies, corporations and businesses. Non-collegiate 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 (PONS). Official transcripts or supporting documentation for such courses must be submitted to the Welcome Center at Frederick Community College. No more than 30 credits may be earned through training from non-collegiate institutions and organizations.

Military Education & Training

Credits may be granted for a variety of formal military vocational, and educational programs. 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 transcripts, AARTS, SMART, DD214, DD295, or other military transcripts must be submitted to the Welcome Center. No more than 30 credits may be earned through military training and education.

Defense Activity for Nontraditional Educational Support

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

Council for Higher Education in Music – Music Theory Articulation Agreement

The Council for Higher Education in Music (CHEM) includes representatives from two- and four-year institutions in the state of Maryland concerned with facilitating the transfer of music students between institutions. In support of that mission, CHEM has developed an articulation agreement between the institutions to facilitate transfer of credit in Music Theory/Musicianship at the lower-division level to programs at the four-year institutions. For further information, contact the program manager for Music at 301.846.2566.

Frostburg State University Criminal Justice

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.

Frostburg State University Dual Admission

Frederick Community College has entered into an agreement with Frostburg State University which will allow students to complete their associate's degree at FCC while maintaining dual admission to FSU. While enrolled at FCC, Dual Admission students will have access to services at FSU including academic advising, along with the use of library resources and other on-campus facilities at FSU and the University System of Maryland Center in Hagerstown. An application for dual admission can be obtained at the Welcome Center. For more information, contact the Counseling & Advising Office at 301.846.2471.

Frostburg State University Nursing

The purpose of this agreement is to enhance and maintain the relationship between FCC students and FSU by offering dual enrollment to FSU. Students who have been accepted to FCC's Nursing Program or who have completed the Associate Degree in Nursing at FCC and have an unencumbered RN license in the United States or are qualified to complete their state RN licensure exam and have completed the majority of prerequisite course work and general education requirements are eligible for dual enrollment. For further information contact Vanessa Lovato, Director of Nursing at FCC, 301.846.2607.

Hood College: Honors Program

Frederick Community College maintains a Memorandum of Understanding (MOU) with Hood College for students enrolled in the FCC Honors Program. The purpose of this MOU is to acknowledge the scholastic accomplishments of FCC Honors students and to facilitate a seamless transition from the FCC Honors Program to the Hood College Honors Program. Interested students should contact the FCC Honors Program Coordinator for further information.

Hood College: Computer Science

Frederick Community College maintains an articulation agreement with Hood College for students completing their degree at FCC in Computer Science. The purpose of this agreement between Hood College and Frederick Community College is to allow students having completed the Associate of Science in Computer Science, as outlined in the agreement, to transition smoothly into the B.S. in Computer Science at Hood College. Students will matriculate at junior standing. A maximum of 62 credit hours from FCC will be allowed toward fulfillment of the 124 credit hours required for baccalaureate completion. All courses meeting general education requirements at FCC will transfer to Hood College as general education.

Johnson & Wales University Culinary Arts & Food Service Management

Johnson & Wales University and FCC have established an articulation agreement to enable the smooth transfer of FCC graduates in the Culinary Arts & Supervision AAS degree. FCC students must earn a "C" or higher in all transfer courses. The application and distribution of credits transferred may vary depending on the program of study the FCC student chooses to pursue. Please contact the Culinary Arts & Supervision program manager for further details.

L'Academie de Cuisine

L'Academie de Cuisine (LAC) and Frederick Community College (FCC) share a Memorandum of Understanding which allows for in-coming students who successfully complete LAC's 1620 hour Culinary Arts Certificate and Externship to be granted advanced credit at FCC. Students must complete 12 credits in FCC's Associate Degree Program in Culinary Arts & Supervision before articulated credit is awarded. For further information, contact Jon Kimbrough, Program Manager, 301.624.2768.

McDaniel College Honors Program

Frederick Community College maintains a Memorandum of Understanding (MOU) with McDaniel College for students enrolled in the FCC Honors Program. The purpose of this MOU is to acknowledge the scholastic accomplishments of FCC Honors students and to facilitate a seamless transition from the FCC Honors Program to the McDaniel College Honors Program. Interested students should contact the FCC Honors Program Coordinator for further information.

Mid-Maryland Healthcare Consortium

In an effort to facilitate the pursuit of careers in healthcare, Frederick Community College (FCC), Carroll Community College (CCC) and Howard Community College (HCC) formed this partnership to allow residents in the three counties to enroll in selected healthcare programs at any of these colleges at in-county tuition rates. The consortium can benefit FCC students interested in enrolling in the following credit and Continuing Education (noncredit) programs:

- Carroll Community College
- Physical Therapy Assistant
 - Health Information Technology

Frederick Community College

- Bioprocessing Technology
- Nuclear Medicine
- Respiratory Care
- Surgical Technology

Howard Community College

- Cardiovascular Technology
- Emergency Medical Services Programs

The preceding are all of the programs offered through the Mid Maryland agreement. The Mt. Airy College Center programs are:

- Carroll Community College – Health Information Technology
- Frederick Community College- Respiratory Care, Bioprocessing Technology
- Howard Community College- Emergency Medical Services Program

For more information, contact Counseling & Advising at 301.846.2471.

Mount St. Mary's University Criminal Justice

Frederick Community College and Mount St. Mary's University are committed to providing students with the seamless articulation of FCC coursework leading toward completion of the bachelor's degree at MSMU. In support of that commitment, FCC and MSMU maintain an articulation agreement for FCC graduates of the AAS in Police Science. A maximum of 75 credit hours from FCC will be allowed toward fulfillment of the 120 hours required for baccalaureate completion. All courses meeting general education requirements at FCC will transfer to MSMU as general education. For further information, contact Robin Shusko, program manager, Police Science, 301.846.2673.

Northwestern State University of Louisiana Emergency Management

Frederick Community College (FCC) maintains an articulation agreement with Northwestern State University of Louisiana (NSU) for graduates of the Emergency Management program at FCC who wish to transition into the B.S. in Unified Public Safety Administration's concentration in Emergency Management at NSU. A maximum of 62 credit hours from FCC will transfer to NSU. Students must maintain a 2.000 GPA in order to transfer. For further information, contact Kathy Francis, Director of Emergency Management Programs, 240.629.7804.

Pennsylvania College of Technology Construction Management

Frederick Community College maintains an articulation agreement with Pennsylvania College of Technology which will accept FCC graduates in the Construction Management and Supervision program into the Construction Management major at PCT. Students must meet the minimum grade requirement of "C" or higher in listed general education courses and students must maintain an overall GPA of 2.000 or higher. For more information, contact the Counseling & Advising Office at 301.846.2471.

Salisbury University Social Work

In addition to the system-wide articulation with Salisbury University and other Maryland state universities, Frederick Community College and Salisbury University have established a collaborative program in human services areas. This program is designed to enable students with the A.A. in Human Services or Psychology or with the A.A. in Sociology to smoothly transition to the B.A. in Social Work at Salisbury. For more information, contact the Counseling & Advising Office at 301.846.2471.

Shepherd University Dual Admission

Frederick Community College has a dual admission agreement with Shepherd. Students enrolled in the dual admission program will be guaranteed admission to Shepherd with a cumulative FCC GPA of 2.800 or higher and at least 30 FCC college credits. Students will also receive a tuition discount when they continue their studies at Shepherd if they meet these dual admission requirements. For more information about how to enroll in this program, contact the Counseling & Advising Office at 301.846.2471, or the Admissions Office at Shepherd at 304.876.5212, www.shepherd.edu/admweb/apply/FCC.

Shippensburg University Dual Admission

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 e-mail at ad-miss@ship.edu.

St. Mary's College of Maryland Guaranteed Admission

The Guaranteed Admission Transfer Agreement is designed to facilitate FCC students' ease of transfer to St. Mary's College of Maryland (SMCM). FCC students graduating with a minimum cumulative grade-point average (GPA) of 3.000 and meet the criteria outlined in the agreement are guaranteed admission to SMCM. For further information, contact the Counseling & Advising Office at 301.846.2471.

Stevenson University Human Services

Frederick Community College maintains an articulation agreement with Stevenson University for graduates of the Human Services AA Addictions, Developmental Problems, or Gerontology tracks to smoothly transition to the B.S. in Human Services at Stevenson University.

Stevenson University Biotechnology

Frederick Community College maintains an articulation agreement for graduates in the A.A.S. in Bioprocessing Technology program wishing to transfer to the B.S. in Biotechnology at Stevenson. For more information, contact the Counseling & Advising Office at 301.846.2471.

Stevenson University Nursing

Frederick Community College maintains an articulation agreement with Stevenson University for graduates of the Pre-Nursing program at FCC transferring to the traditional Nursing Program at Stevenson University. A maximum of 70 credit hours from FCC will be allowed toward fulfillment of the 125 credit hours required for baccalaureate completion. Only courses in which the students earn a grade of "C" or better are eligible for transfer. Students must maintain a cumulative GPA of 3.000 or higher in all prior college course work.

Stratford University Culinary Management

Stratford University and Frederick Community College have established an articulation agreement for students graduating with the Culinary Arts & Supervision A.A.S degree who wish to transfer into the B.A. degree in Culinary Management at Stratford. This agreement provides a seamless transfer of FCC courses to Stratford University. Students must maintain an overall "C" average in order to transfer to Stratford. For further information, contact the Culinary Arts & Supervision Program Manager.

Towson University

Allied Health Technical and Professional Studies

In addition to the system-wide articulation with Towson University and other Maryland State colleges, Frederick Community College and Towson have established memorandums of understanding for students completing Allied Health programs. These collaborative programs are designed to enable students with an A.A.S. 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 301.846.2471, or the program coordinator at Towson.

Electronic Media and Film

Students completing the A.A. in Digital Media Design may transfer into Towson University's Electronic Media and Film: Film/Video/Digital Media Concentration with junior status.

For more information, contact the Counseling & Advising Office at 301.846.2471, or the program coordinator at Towson.

Towson University Honors

Frederick Community College maintains a Memorandum of Understanding (MOU) with Towson University for students enrolled in the FCC Honors Program. The purpose of this MOU is to acknowledge the scholastic accomplishments of FCC Honors students and to facilitate a seamless transition from the FCC Honors Program to the Honors College at Towson University. Interested students should contact the FCC Honors Program Coordinator for further information.

Universities at Hagerstown

The Universities at Hagerstown follow 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 bachelor's degree programs offered by a number of Maryland State colleges at the Universities at Hagerstown. For more information, visit the website 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 bachelor's degree programs offered by a number of Maryland State colleges at Universities at Shady Grove. For more information, visit the website at www.shadygrove.umd.edu.

University of Baltimore Health Systems Management

Frederick Community College maintains an articulation agreement with the University of Baltimore which allows graduates of FCC A.A.S. programs in Nuclear Medicine, Respiratory Care and Surgical Technology to transfer into the University of Baltimore Bachelor of Science in Health Systems Management. For more information, contact the Counseling & Advising Office at 301.846.2471.

University of Maryland Eastern Shore Construction Management

Frederick Community College maintains an articulation agreement with the University of Maryland Eastern Shore for graduates of the Construction Management & Supervision AAS degree wishing to pursue the third and fourth years of the Bachelor of Science Degree in Construction Management Technology from UMES at the Universities at Shady Grove. Students will complete their coursework through a combination of on-campus and distance education course offerings. For further information, contact Patricia Torres, Program Manager Construction Management, 240.629.7905.

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 associate's to bachelor's degrees in majors like computer science, information systems management, bioprocessing, business administration, police science, paralegal, history, 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 more information, contact the Counseling & Advising Office at 301.846.2471 or visit the UMUC website at www.umuc.edu. Under Community Colleges, click on Maryland Community Colleges and then go to Frederick Community College Information.

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 website 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.

Online Education Transfer Institutions

Ashford University

Ashford University (AU) and Frederick Community College (FCC) have established an articulation agreement to enable FCC students who transfer to Ashford University to carry with them the credit they have already earned for as much relevant study as possible. Students who transfer to AU and have earned an associate's degree with a 2.000 cumulative GPA or higher are accepted as fulfilling all General Education and competency requirements of an Ashford University Bachelor's program. For more information, contact the Counseling and Advising Office at 301.846.2471.

Capella University

Upon successful completion of AA, AS or AAS degree requirements in specific programs at FCC, students will be provisionally accepted into specific Capella upper division bachelor's programs under the following conditions: 2.000 GPA on a 4.000 scale; satisfy the General Education requirements as stated in the Capella University catalog and otherwise fulfill Capella's education requirements. FCC graduates, alumni, faculty and staff will receive a 10% tuition discount at Capella University. Students should contact the Counseling & Advising Office at 301.846.2471 for further information.

Charter Oak State College Public Safety Administration

Charter Oak State College (COSC) is primarily an online college located in New Britain, Connecticut. Frederick Community College (FCC) has an articulation agreement with COSC for FCC's Emergency Management program. FCC students graduating in the A.A.S. Emergency Management program can transfer into the COSC Public Safety Administration concentration. For more information, contact the Counseling & Advising Office at 301.846.2471.

Drexel University Nursing

Frederick Community College and Drexel University have established a letter of understanding enabling students completing their Nursing A.S. program to smoothly transition to the RN-BSN program offered through the Drexel E-Learning institute. Students should contact the Counseling & Advising Office at 301.846.2471 for further information.

Kaplan University

Kaplan University offers online delivery of courses for students wishing to complete their B.A. degree while attending Frederick Community College (FCC). Students may concurrently take courses at FCC and Kaplan University. Students having completed certificate programs will be eligible for a course-by-course review for transfer of credits to Kaplan University. Students having completed an associate's degree program (A.A., A.A.S., and A.S.) consisting of a minimum of 60 semester hours will be eligible for a block transfer of up to 60 semester hours and acceptance into Kaplan's "advanced start" baccalaureate option.

To be eligible for application to an advanced start bachelor's program, a student must be an associate degree graduate or must submit a letter from the Frederick Community College Registrar indicating that the student is in good standing, the expected date of graduation, the associate's degree expected to be earned, and the program/major. Upon graduation, the student must submit proof of having been awarded an associate's degree.

Strayer University

The mission of Strayer University is primarily to serve adult students interested in completing their B.A. degree through evening, weekend and online delivery of courses. Frederick Community College (FCC) maintains an articulation agreement with Strayer University. Students completing an A.A. or A.S. at FCC will be considered to have met all lower division general education requirements at Strayer University. The maximum number of transfer credits accepted by Strayer is 84. For more information, contact the Counseling & Advising Office at 301.846.2471.

University of Maryland University College

The University of Maryland University College offers a number of online degree programs for students completing their AA, AS or AAS degree requirements in specific programs at Frederick Community College. UMUC offers academic programs in the following areas through distance education: Business and Management, Cyber Security, Education and Teaching, Healthcare and Science, Information Technology and Computer Science, Liberal Arts and Communications, and Public Safety. For more information, contact the Counseling and Advising Office at 301.846.2471.

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. For more information, contact the Counseling & Advising Office at 301.846.2471 or visit the University of Phoenix website at www.uophx.edu/maryland.

Tuition & Fees

Tuition rates are subject to change. *The information below shows the current tuition and fee rates for the 2014/2015 academic year. Tuition and fee rates for the 2015-2016 academic year have not yet been set by the college and are dependent upon budget approval. The rates for the 2015-2016 academic year are subject to change and will be posted on the web site once they are approved. To view tuition rates, visit www.frederick.edu/tuition.

2014/2015 Tuition & Fees Chart

Credits	In-County	Out-of-County	Out-of-State
1	\$189.45	\$323.45	\$411.45
2	\$322.90	\$590.90	\$766.90
3	\$456.35	\$858.35	\$1,122.35
4	\$589.80	\$1,125.80	\$1,477.80
5	\$723.25	\$1,393.25	\$1,833.25
6	\$856.70	\$1,660.70	\$2,188.70
7	\$990.15	\$1,928.15	\$2,544.15
8	\$1,123.60	\$2,195.60	\$2,899.60
9	\$1,257.05	\$2,463.05	\$3,255.05
10	\$1,390.50	\$2,730.50	\$3,610.50
11	\$1,521.75	\$2,995.75	\$3,963.75
12	\$1,653.00	\$3,261.00	\$4,317.00
13	\$1,784.25	\$3,526.25	\$4,670.25
14	\$1,915.50	\$3,791.50	\$5,023.50
15	\$2,046.75	\$4,056.75	\$5,376.75
16	\$2,178.00	\$4,322.00	\$5,730.00

Amounts include tuition, instructional materials fee (\$11.60/credit), student activity fee (\$2.20/credit, 10 credit maximum), capital fee (\$3.40/credit), technology infrastructure fee (\$2.25/credit) and the comprehensive registration fee (\$56.00 per semester).

Tuition*

In-County per credit hour \$ 114.00
 Out-of-County per credit hour 248.00
 Out-of-State per credit hour 336.00

Fees**

Instructional Materials (per credit hour) \$ 11.60
 Student Activities (10 credit maximum)2.20
 Admissions Application no charge
 Comprehensive Registration Fee (per semester)56.00
 Capital Fee (per credit)3.40
 Technology Infrastructure Fee (per credit)2.25
 Schedule Change no charge
 Credit by Portfolio (per credit hour) 50% of tuition
 Credit by Departmental Exam (per credit hour) 50% of tuition

Applied Music (per credit hour) 490.00
 Building Trades (per class)70.00
 Culinary Arts (per class) 118.00
 Please refer to the specific HOS courses in the academic schedule. Some courses require a chef uniform and basic knife or pastry set.
 FEMA (per credit fee rate is subject to change)80.00
 Physical Education Fees
 Please refer to the specific PE course for fees that may be payable to the site where the class meets.
 Backpacking/Mountaineering 50.00

Surgical Technology
 Please refer to the specific ST course for fees that may be required.

* 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.

Capital Fee

The capital fee is charged per credit hour, and is used to assist in financing future campus improvements.

Technology Infrastructure Fee

The technology infrastructure fee is charged per credit hour, and is used to enhance technology-related improvements throughout the campus.

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. 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

Continuing Education courses are individually priced. Refer to the current Continuing Education class schedule for tuition and fees for each class.

Books and Supplies

Students are responsible for getting required texts and/or materials for courses. The average cost per course to purchase books is about \$150.

Book and course material information is available on the Bookstore's website, bookstore.frederick.edu.

Books can be ordered through the Bookstore's website to be shipped to you or held for pick up in the store or can be purchased, or in some cases, rented in the store.

With the student's approval, books and supplies can be charged at the FCC Bookstore against available financial aid. Financial aid awards do not, however, automatically cover the costs 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, MasterCard and American Express). FCC also participates in a deferred tuition payment plan for fall and spring semesters (see below).

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

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 could result in being dropped from all classes. During peak registration, refunds may be delayed until after the add/drop period. Please ensure that your account is paid in full by the applicable deadlines. View your account online at www.frederick.edu or at the Student Accounts 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 will be paid automatically in monthly installments from either a checking account or credit card. Students who enroll early benefit from more installments. Students are required to sign up online at www.frederick.edu; for more information contact the Student Accounts Office. FCC's Deferred Tuition Payment Plan is available for some Continuing Education courses. For more information, call 301.846.2456. Please note the student is responsible to notify the Student Accounts Office if classes are added/dropped causing adjustments. Plan subject to change without notice.

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.

Tuition & Tuition Refund Procedure

(5.13, rev. 3/13/13)

A. Tuition

1. All past financial obligations must be paid at the time of registration unless other arrangements are made. Students are individually responsible for payment of tuition, fees and all other charges at Frederick Community College. If a third party such as, but not limited to, a federal, State, or municipal governmental 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, the College reserves the right to bill students directly.
2. 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.
3. Failure to make a payment by the applicable deadline could result in being dropped from all classes. Accounts with a partial payment do not guarantee a seat and may also result in being dropped from all classes. It is the responsibility of the student to drop/change classes and is not the responsibility of the College.
4. Stopping payment on checks written to the College to cover tuition and fees does not relieve students of their responsibility to pay for incurred charges. A check returned for non-sufficient funds will be turned over to a check collection company which will attempt to electronically collect an additional two times. If successful, the student will be charged a fee by the company.
5. Students must follow designated procedures 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.
6. Non-credit, continuing education courses are individually priced and billed monthly if not paid at time of registration.
7. Payment
 - a. Students may pay by credit or debit card.

Applicable refunds will be made to the credit card within 60 days.

- (1) No credit card payments will be accepted over the phone.
- (2) Web payments can be made at www.frederick.edu.

- b. Students may pay by cash or check. Applicable refunds will be made by check to the student within 60 days.
- c. Students may utilize the deferred payment plan. For a minimal fee, tuition costs will be paid automatically in monthly installments from either a checking account or credit card. The student is responsible to notify the Cashier's Office if classes are added/dropped causing adjustments. The plan is subject to change without notice.

- d. Payment can be made at the Student Accounts Office.

- e. See Schedule of Courses for specific payment information and dates.

8. When payment is not made by established dates, accounts will be processed as outlined below.

- a. Finance will review the accounts placed on hold with appropriate departments to determine the validity of all holds.

- b. 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 the end of 30 days. 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.

- c. 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.

9. 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.

B. Tuition Refund

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

2. Schedule of Refunds

- a. 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 50%
 After the second week No refund

Summer Semester (8-week session)

Through the first week of the semester100%
 Through the second week50%
 After the second week. No refund

Summer Semester (5-week sessions)

Through the first week of the semester100%
 Through the second week50%
 After the second week. No refund

January Semester

Through the first day of class.100%
 Through the third day of class.50%
 After the third day. No refund

- b. 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. See schedule of classes for additional refund dates.

C. 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 the student's 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 to the Welcome Center.
- Requests pertaining to issues involving classroom instruction are handled through the college's grievance procedure for students.
- Students must make requests for refunds prior to the end of the academic year in which they took the course. The academic year starts with fall and continues through the summer.

D. 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).

2. 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:

- Unsubsidized Federal Stafford Loans
 - Subsidized Federal Stafford Loans
 - Federal PLUS Loans
 - Federal Pell Grants
 - Academic Competitiveness Grant
 - Federal Supplemental Educational Opportunity Grant
 - Iraq/Afghanistan Service Grant
3. Students may obtain a sample copy of the Return of Title IV Funds worksheet with sample calculations from the financial aid office.

E. Continuing Education and Customized Training Refunds

- The Continuing Education Department will provide a 100% refund if the student drops the course the business day prior to the first day of class and a 100% refund if the class is canceled by the college. Classes that are one day long must be dropped before the class starts for any type of refund consideration. Refunds may not include the cost of materials/supplies ordered for the course or consumed/retained by the students. Students must officially withdraw from the course by either a) Completing the appropriate form in the Welcome Center; b) Withdrawing online, C) Submitting written notification by electronic mail.
- After the course has started, students must submit a written request to the Office of Continuing Education.
- Upon receipt of the written request, the Associate Vice President of Continuing Education or designee reviews the refund request and solicits feedback from the appropriate Program Manager.
- For refunds in the amount of \$300.00 or less, decisions are made by the Associate Vice President of Continuing Education or designee.
- Refunds that are over \$300.00 and fall within the criteria set-forth in this procedure shall be forwarded to the College refund committee.
- Refunds are granted based on the following criteria:

- Missing instruction due to a serious illness, or the serious illness or death of a family member.
 - Missing instruction due to a change in military or work schedule that causes a conflict with the student's class schedule.
 - Missing instruction due to other verified significant emergencies.
- For classes begin, refunds that fall outside of the established refund criteria shall be governed as follows:
 - For classes lasting two (2) or fewer weeks, a 50% refund may be granted to those students who appropriately withdraw within the first two (2) business days of the first day of class, which days shall include the first day of class.
 - For classes lasting three (3) or more weeks, a 50% refund may be granted to those students who appropriately withdraw within the first five (5) business days of the first day of class, which days shall include the first day of class.
 - Requests pertaining to issues involving classroom instruction are handled through the College's grievance procedure for students.
 - Approved refund requests will be forwarded to the Welcome Center for processing.
 - If a refund request is disapproved, the Office of Continuing Education will inform the student.
 - Refunds are disbursed through Finance - Administration via Accounts Receivable.

Residency**Procedure 5.12 (revised 3/13/13)****A. Residency**

- For the purpose of establishing differential tuition rates, the following apply:
 - A student's residence is determined at the time he/she is admitted to the College. Burden of proof of residency is to be upon the student, and he/she will be required to sign a statement substantiating his/her claim.
 - Students will be considered in-county, out-of-county, or out-of-state for tuition calculation. Students whose legal residence is outside the State of Maryland pay a higher tuition rate than those whose residence is within Maryland. Similarly, students residing in Maryland, but outside the county or counties that support a community college, pay a higher rate than county residents, but a lower rate than the rate charged for out-of-state residents.
 - The word "domicile" as used in this regulation shall mean the permanent place of abode. For the purpose of this rule only one domicile may be maintained. Local addresses which pertain only during the school year will not be considered for determination of tuition charges.

d. In-County: Non-self-supporting students (defined as an unmarried individual claimed by parent(s) or guardian(s) as an income tax exemption in the previous taxable year) are considered to be Frederick County residents if, at the time of their admission, their parent(s) are domiciled in Frederick County for 3 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.).

e. Out-of-County: 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.

f. Out-of-State: Non-self-supporting students are considered to be residents of another state if, at the time of their admission, their parents are domiciled outside of the State of Maryland.

g. Adult students (age 18 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 3 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.).

h. Military personnel and their dependents stationed, living, or domiciled in Maryland, their spouses and dependents who are entering the College for the first time 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 long as they stay continuously enrolled.

i. Employees and their dependent family members, who have relocated to Maryland as a result of the Base Realignment and Closure process (BRAC), will be granted a waiver of the three month residency requirement. The employee or his/her dependent must present a letter from an employer on company letterhead, confirming that their relocation to Maryland and/or Frederick County was a result of the BRAC process. For purposes of tuition rates, eligible employees and dependents will be treated as in-county residents if they locate in Frederick County; they will be treated as out-of-county but in-state residents if they locate outside of Frederick County but within Maryland. (Maryland HB 923)

j. Regulations for full and part-time students are identical.

k. International/Foreign National Students

1) 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 procedure. 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 procedure policy have been satisfied.

2) 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	Representative of a world organization	In-County
H1 or H4	Temporary worker and dependents	In-County
H2 or H3	Other specialty workers	Out-of-State
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
TN	Professionals under NAFTA agreement	Out-of-state
V	Spouse or child of permanent resident	In-County
Permanent Resident; Green Card; Refugee, Asylee		In-County

3) In-county residency is based upon the same three month status and other proof of residency documents as all other students.

l. Students who have met the eligibility requirements outlined in the Dream Act will be granted the opportunity to receive in-county tuition. The student must present an affidavit stating that he/she will file an application to become a permanent resident within 30 days of becoming eligible to do so. (Maryland SB 167)

Students who live in Frederick County or in Maryland and qualify for in-county or in-state tuition, as outlined by the Dream Act, will remain undocumented immigrants. Residency status is processed, determined and completed by the U.S. government.

B. Proof of Residency

1. According to the General Policies of the Maryland Higher Education Commission, the following factors may be considered as substantiation of legal residency:

- a. Ownership or rental of local living quarters in which the student resides
- b. Substantially uninterrupted physical presence, including the months when the student is not in attendance at the college
- c. Maintenance in Maryland and in the county of all, or substantially all, of the person's possessions
- d. Payment of Maryland state and local piggyback income taxes on all income earned, including income earned outside the jurisdiction
- e. Registration to vote in Frederick County and/or the state
- f. Registration of a motor vehicle in the state, with a local address specified, if the person owns such a vehicle
- g. Possession of a valid Maryland driver's license, with a local address specified, if the person is licensed anywhere to drive a motor vehicle, or a valid Maryland MVA-issued ID
- h. Military personnel stationed at Fort Detrick can submit a letter from the education officer attesting to a three-month in-county residence, or official military orders indicating a Fort Detrick domicile

C. Reclassification of Residency

1. Students whose tuition would be affected by a change in residency must present proof of actual address change as defined in section A to the Admissions Office. An appeal of the current classification may be made by completing a Request for Change in Residency Status, available in the Admissions Office. The student will be notified of the decision affecting their residency status. Students may appeal the decision to the Associate Vice President of Enrollment Management.

2. A student who changes his residence during a semester will not have his/her tuition adjusted during that semester but may be entitled to such adjustment the following semester.
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.

Waivers and Tuition Reductions

Procedure 5.13 (revised 3/13/13)

Tuition Waivers

Tuition waivers may be granted to certain individuals in accordance with state law and state regulations. Fees other than tuition must be paid by the student.

Disabled and Retired with Disability

A Any resident of the State who is out of the work force by reason of total and permanent disability who enrolls in a class that has at least 10 regularly enrolled students is exempt from payment of tuition as defined in Section 16-106, Education Article, Annotated Code of Maryland.

- a. An individual shall obtain certification of his/her total and permanent disability from the Social Security Administration, the Railroad Retirement Board, or in the case of a former federal employee, the Office of Personnel Management.
- b. An individual can take up to 12 credits per semester if enrolled in classes as part of a degree or certificate program designed to lead to employment. Individuals not enrolled in a degree or certificate program will be limited to 6 credits per semester.
- c. Individuals enrolled in a degree or certificate program must apply for any state or federal student financial aid, other than a student loan, for which the student may qualify. Any student financial aid, other than a student loan, received by the student shall be applied first to pay the individual's tuition. The waiver shall apply to the difference, if any, between the charge for tuition and the financial aid award, not including a student loan that the individual receives.
- d. The tuition waiver may be applied to designated Continuing Education, noncredit courses designed to lead to employment, including life skills instruction. Students enrolling in Continuing Education courses only do not need to apply for financial aid.
- e. The tuition waiver covers only the course tuition – no course fees, books or supplies are covered by the waiver and must be paid by the individual if not covered by Financial Aid or other sources of assistance.

Information regarding how to obtain certification as well as necessary forms to be submitted may be obtained from the Welcome Center or Office of Disability Services. Qualified persons are required to pay all fees associated with the course(s) at the time the waiver is applied to the account and are responsible for the costs of any textbooks required for the course(s).

Employees of Frederick County Business and Industry

Employees of businesses that operate within Frederick County are eligible for in-county tuition, regardless of their legal domicile. The employee must provide verification of current employment from the Human Resources Office of the Frederick County business.

Out-of-state students who receive the tuition waiver may not be included as an in-State resident for computation of State aid.

For more information please contact the student accounts office at 301.846.2456.

Foster Care Recipients Tuition Waiver

Individuals who meet the following criteria are eligible to apply for the State of Maryland Tuition Waiver for Foster Care Recipients.

- a. To be eligible for the waiver, the individual must:
 - (1) Complete and file a Free Application for Federal Student Aid (FAFSA) between January 1 and March 1 each year for which they are seeking a tuition waiver.
 - (2) Have resided in an out-of-home placement in Maryland at the time of high school graduation or successful completion of a GED; or have resided in an out-of-home placement on their 13th birthday and then be adopted after their 13th birthday.
 - (3) Provide confirmation by the Maryland State Department of Human Resources that the individual is eligible to receive this waiver.
 - (4) Enroll as degree-seeking before age 25.
- b. Only the portion of the tuition and fees not covered by grants or scholarships will be waived, based upon confirmation of the Financial Aid Office.

Undocumented Students

Some non-U.S. citizens who attended at least 3 years of high school in Maryland may receive in-county tuition.

- a. To be eligible for in-county tuition, the individual must:
 - (1) Attend a public or nonpublic high school in Maryland for at least 3 academic years not earlier than the 2005-2006 school year;
 - (2) Graduate from a public or nonpublic high school in Maryland or receive the equivalent of a high school diploma from the State not earlier than the 2007- 2008 school year;

- (3) Register within four years after graduating from a public or nonpublic secondary school in the State or receive the equivalent of a high school diploma in the State;
- (4) Provide documentation that he/she, or his/her parent or legal guardian has filed a Maryland income tax return:
 - (a) annually for the 3 years that coincide with his/her attendance at a public or nonpublic secondary school in the State (home schooled students are subject to this requirement in the same manner);
 - (b) annually each year between secondary school attendance and enrolling at the college, and
 - (c) annually while attending a community college;
- (5) Provide an affidavit stating that he/she will file an application to become a permanent resident within 30 days after he/she becomes eligible to do so;
- (6) Provide proof that he/she has registered with the selective service system. (This currently applies to all males 18 – 25. Proof of selective service registration can be obtained by filing with the Post Office and returning a receipt to the college that shows proof of registration or by providing a selective service card).

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 based upon funding.

Students must self identify each term at the Student Accounts Office in order to obtain the in-county tuition rate.

** Programs subject to change without notice. Programs may be pulled from or added to the list as directed by MHEC at any time.*

Allegany College of Maryland Certificates

- Basic Medical Transcription
- In-Home Nursing Assistant
- Medical Coding
- Medical Lab Technology-Biotechnology
- Nursing Assistant/Geriatric Aide
- Phlebotomy/EKG Technician
- Practical Nursing
- Pharmacy Technician

Associates

- Dental Hygiene
- Human Services
- Medical Assistant
- Medical Laboratory Tech
- Nursing (RN)

- Occupational Therapy Assistant
- Physical Therapy Assistant
- Radiologic Technology
- Respiratory Therapist
- Therapeutic Massage

Anne Arundel Community College

Certificates

- EMT/Intermediate
- EMT/Paramedic
- Human Services
- Practical Nursing
- Medical Assisting
- Medical Coding
- Pharmacy Technician
- Physician Assistant
- Therapeutic Massage

Associates

- EMT/Paramedic
- Human Services
- Medical Assisting
- Medical Laboratory Technician
- Nursing (RN)
- Physical Therapy Assistant
- Radiologic Technology
- Therapeutic Massage

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

- Advanced Certificate in Health Information Technology
- Core Certificate in Health Information Technology
- Licensed Practical Nursing

Associates

- Health Information Technology
- Nursing (RN)
- Physical Therapist Assistant

Cecil Community College

Certificates

- Emergency Medical Tech-Paramedic
- Licensed Practical Nurse

Associates

- EMT-Paramedic
- Nursing (RN)
- Physical Therapist Assistant

Chesapeake College

Certificates

- Emergency Medical Services
- EMT-Paramedic
- Licensed Practical Nursing
- Surgical Technology

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 Assisting
- Medical Coding Specialist

Associates

- Emergency Medical Services
- Human Services
- Massage Therapy
- Medical Laboratory Technician
- Nursing (RN)
- Physical Therapy Assistant

Community College of Baltimore County

Certificates

- Chemical Dependency Counseling
- Emergency Medical Tech
- Mental Health
- Occupational Safety & Health Technology
- Physician Assistant
- Practical Nursing

Associates

- Chemical Dependency Counseling
- Dental Hygiene
- Emergency Medical Tech
- Health Informatics & Information Technology
- Medical Laboratory Technology
- Medical Office Assistant
- Mental Health
- Nursing (RN)
- Occupational Safety & Health Technology
- Occupational Therapy Assistant
- Radiography
- Radiation Therapy
- Respiratory Care Therapy
- Veterinary Tech

Frederick Community College

Certificates

- Medical Assistant
- Nuclear Medicine Technology
- Practical Nursing

Associates

- Nuclear Medicine Technology
- Nursing
- Respiratory Care

Hagerstown Community College

Certificates

- EMT/Paramedic
- Medical Assistant
- Medical Coding & Reimbursement Specialist
- Medical Transcription
- Paramedic Emergency Services: EMT-I to EMT-P Bridge
- Practical Nursing

Associates

- Medical Assistant
- Nursing (RN)
- Paramedic Emergency Services
- Radiography

Harford Community College

Certificates

- Medical Assisting
- Practical Nursing

Associates

- Electroneurodiagnostic Tech
- Medical Assisting
- Nursing (RN)
- Science Lab Tech

Howard Community College

Certificates

- Advanced Cardiovascular Imaging & Intervention
- Biomedical Eng
- Cardiovascular Tech
- EMT/Paramedic
- Licensed Practical Nursing
- Photonics Technology

Associates

- Biomedical Eng
- Cardiovascular Tech
- EMT/Paramedic
- Nursing (RN)
- Photonics Technology
- Radiologic Technology

Montgomery College

Certificates

- Diagnostic Medical Sonography
- Polysomnography Technology
- Surgical Technology

Associates

- Diagnostic Medical Sonography
- Health Information Management
- Mental Health Associate
- Nursing (RN)
- Physical Therapy Assistant
- Radiologic Technology
- Surgical Technologist

Prince George's Community College

Certificates

- Emergency Medical Technician-Intermediate
- EMT-Paramedic
- Health Information Technology
- Nuclear Medicine Tech
- Nursing (LPN)

Associates

- EMT/Paramedic
- Health Information Management
- Nuclear Medicine Tech

- Nursing (RN)
- Radiography (X-Ray) Technologist
- Respiratory Therapy

Wor-Wic Community College

Certificates

- Emergency Medical Services
- Practical Nursing

Associates

- Emergency Medical Services
- Nursing (RN)
- Radiologic Technologist

Maryland National Guard

- a. Any member of the Maryland National Guard who is certified by the Maryland Adjunct 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 the college, regardless of class size, location and number of semester hours the student is taking. Eligible students shall be charged in-county, in-state rates, regardless of their place of residence. The waiver does not apply to fees. Students must present a letter from the Maryland National Guard proving membership and length of service remaining.
- b. Members of the Maryland National Guard who joined or subsequently served to provide a critical military occupational skill or who serve as a member of the Air Force Critical Specialty Code are charged in-county tuition regardless of their place of residence. (Maryland SB 373)

Military Personnel

Notwithstanding any other provisions of this policy, effective April 2004, the following are exempt from paying non-resident (out-of-county or out-of-state) tuition:

- a. An active duty member of the United States Armed Forces, if the active duty member is stationed in the State, resides in this State, or is domiciled in this State.
- b. The spouse or financially-dependent child of an active duty member. A spouse or financially-dependent child of an active duty member who remains continuously enrolled at this institution after the active duty member no longer meets these eligibility provisions.
- c. An honorably-discharged veteran of the United States Armed Forces, if the veteran provides documentation within 1 year after the veteran's discharge that he/she attended a public or private secondary school in this State for at least three years and graduated from a public or private secondary school in this State and received the equivalent of a high school diploma in this State.

Mid-Maryland Healthcare Consortium

For details regarding this waiver, refer to the information under Transfer Agreements on page 18.

Tuition Waiver for Persons 60 Years Old and Above

According to Maryland law, senior citizens may receive a waiver of course tuition on a space-available basis in most classes.

- a. Credit courses: Senior citizens may enroll tuition-free three weeks prior to the start of the semester; specific dates are published in the schedule of classes. Senior citizens are required to pay all fees associated with classes. Those eligible for waivers who agree to pay full tuition and fees may register at any time during the registration period. 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.
- b. Non-credit (continuing education) courses: Senior citizens may enroll tuition free for any noncredit class that is listed as eligible for senior registration in the schedule of classes. This includes only courses that are eligible for state aid, based on Section 16:305, Annotated Code of Maryland. Enrollment may occur at any time within the normal registration cycle. Senior citizens are required to pay all fees associated with classes.

Statewide Instructional Programs

Certain programs offered at community colleges throughout Maryland are designated by the Maryland Higher Education as statewide. 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.

Programs subject to change without notice.

Allegany College Of Maryland

Certificates

- Professional Golf Management
- Automotive Tech
- Tree Care Technology

Associates

- Hospitality Management
- Automotive Tech
- Forest Tech
- Culinary Arts

Anne Arundel Community College

Certificates

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

Associates

- Homeland Security Management
- Hotel/Restaurant Management
- Paralegal Studies

Cecil College

Certificates

- Government Contracting
- Visual Communications
- Transport & Logistics-Government Logistics
- Transport & Logistics-Commercial Transportation
- Transport & Logistics-Materials Management

Associates

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

College Of Southern Maryland

Certificates

- Commercial Vehicle Operator
- Security Management

Associates

- Nuclear Engineering Technology: Instrument & Control
- Nuclear Engineering Technology: Electrical
- Nuclear Engineering Technology: Mechanical

Community College Of Baltimore County

Certificates

- Printing Management Tech
- Air Traffic Control
- Aviation Management
- Flight Training
- Flight Attendant
- Advanced Geospatial Applications
- Introduction To Geospatial Applications
- Child And Youth Care Practitioner
- Mortuary Science
- 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
- Construction Craft Professional
- Greenhouse Production
- Turf and Landscape Maintenance
- Landscape Design and Installation
- International Tourism
- Travel Management
- Tourism Sales And Marketing
- Tourism Diversity
- Labor Studies
- Interpreter Preparation

Associates

- Aviation Management
- Geospatial Applications
- Mortuary Science
- Automotive Technology
- Automotive Technology-Collision Repair
- Survey Technology
- Construction Management
- Construction Craft Professional
- Sustainable Horticulture
- Recreation, Parks and Tourism
- Interpreter Preparation

Frederick Community College

Associates

- Emergency Management

Garrett College

Certificates

- Natural Resources and Wildlife Tech
- Juvenile Justice

Associates

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

Hagerstown Community College

Certificates

- Facilities Maintenance Technology
- Industrial Technology
- Altern. Energy Tech: Geotherm Energy Install/Srvce
- Altern. Energy Tech: Solar/Wind Energy Install/Srvce

Associates

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

Harford Community College

Associates

- Technical/Professional Studies
- High Performance Manufacturing

Montgomery College-All Campuses

Certificates

- Technical Writing
- Fire & Arson Investigation Certificate
- Fire Prevention Technology
- Fire Protection Technology

Associates

- Graphic Design (AFA)
- Studio Art (AFA)
- Fire & Emergency Services Management
- Fire Prevention Technology
- Fire Protection Technology

Prince George's Community College

Certificates

- Theatre & Entertainment

Wor-Wic Community College

Certificates

- Hotel-Motel-Restaurant Management
- Criminal Justice

Associates

- Hotel-Motel-Restaurant Management
- Criminal Justice



Financial Aid

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 32).

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 refund period. 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—Effective July 1, 2012, federal financial aid applicants must have a high school diploma or GED, or have completed an approved home school program.

How to Apply for Financial Aid

Complete the Free Application for Federal Student Aid (FAFSA) each year that you plan to attend college. This form is completed online at www.fafsa.gov. The school code for Frederick Community College is 002071 and must be listed on the FAFSA to process student applicant data.

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 are selected to provide verification documentation of information submitted 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 at least 30 days prior to payment due date.

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 FAFSA. Check with the financial aid office to find out what additional documents are required.

Transfer students who have a Direct 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. Official academic transcripts should also be sent to FCC for credit evaluation from any previously attended institutions.

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.

Students should have prior coursework evaluated for possible transfer credit.

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 (all coursework on the transcript is included, not just the semester(s) financial aid is received)

Total Credits Attempted	Minimum Cumulative GPA	Completion Rate (of total attempted)
0-24	2.000	50%
25-45	2.000	60%
46 & above	2.000	70%

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 or courses that are repeated more than once for a higher grade.

Typical Expenses used to Determine Financial Need

The following estimated budgets are used when calculating the need of average full-time in-county students (13 credits per semester) for the full academic year. Budgets for other categories of students can be obtained from the financial aid office.

2014-2015	Living at Home	Living Away from Home
Estimated Tuition & Fees	\$3,568	\$3,568
Books & Supplies	1,200	1,200
Room & Board	4,050	8,100
Transportation	1,800	1,800
Personal	1,000	1,000
Total	\$11,618	\$15,668

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 form must be submitted to the financial aid director. All appeals are reviewed by a financial aid committee.

Veterans Services

The Frederick Community College Veteran Services office offers academic and support services for Veterans enrolling into classes at FCC. We strive to provide a respectful and inclusive link for our returning veterans to become successful in civilian and college life. Our focus is on wellness and helping guide veterans in adapting the skills they developed from military training and combat experience to the classroom. We provide a "One-Stop-Shop" where veterans and families can get all needed information and assistance in one place.

Department Overview

Frederick Community College (FCC) is approved by the Maryland Higher Education Commission (MHEC) for the training of eligible veterans, their dependents, and active duty personnel. FCC may certify enrollment to the United States Department of Veterans Affairs (VA) for approved programs of study. All veterans except for Chapter 31 and Post 9/11 Chapter 33 are responsible for paying tuition and fees by specified deadlines.

If you are unsure which type of VA education benefit you qualify for, you may contact the VA Call Center by phone at 1.888.442.4551 or visit the VA website at www.gibill.va.gov. You will need to provide your social security number (or that of your sponsor, if applying for benefits under a parent or spouse) when you make the call.

If you have a question about Go Army Ed/Tuition Assistance, National Guard Waiver, or MyCAA, please contact the Welcome Center at 301.846.2431 for the appropriate procedure.

Applying for Veterans Education Benefits

To apply for education benefits at FCC, students must first apply for admission to FCC, choose an approved program, and complete the Veterans Online Application (VONAPP). If students attended any other institution prior to FCC, they should review the Transfer Student requirements (below).

The student should then schedule an appointment with the Veteran Services Coordinator by calling 301.624.2836 or stopping by A-109.

The VA will only pay for courses required by the student's current approved program of study. Please refer to the college catalog for courses required under each program. If the student enrolls in non-approved courses, he/she is responsible for payment of the tuition and fees on their own.

- The VA does not currently pay for any continuing education courses or Federal Emergency Management (FEM) courses at FCC.
- The VA also does not pay for audited courses.
- The VA does pay for a repeated course IF the student received an unsuccessful grade on the previous attempt and the repeat is required for graduation from FCC.
- The VA does pay for courses designated as remedial, online, practicum, clinical, independent study, and internship/externship.

If a student ceases attendance in a course, does not officially withdraw and receives a failing grade, the student may be required to repay some or all of the education benefits that he/she received for that course.

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.

A student who must withdraw due to mitigating circumstances should contact the FCC VA Certifying Official immediately. The student shall be responsible for any charges that the VA does not cover.

Students receiving education benefits through Chapter 30, 1606 or 1607 will not receive their monthly payment until they have certified their enrollment via Web Automated Verification of Enrollment (WAVE). This must be done monthly.

Transfer Students

Students who have attended other institutions of higher education prior to attending FCC must complete the following steps.

- Apply for admission to FCC.
- Choose an approved program of study.
- Have official copies of all prior college transcripts submitted to the Welcome Center for evaluation.
- Register for classes.
- Schedule an appointment with the Veteran Services Coordinator by calling 301.624.2836 or stopping by A-109.
- Complete the VA Student Questionnaire.
- Completed VA Form 22-1995 or VA Form 22-5495.

Guest Students

Students who are attending FCC as their host institution to obtain credit for a degree program at their primary institution must complete the following steps.

- Apply for admission to FCC.
- Complete the Guest Student Declaration of Intent.

- Schedule an appointment with the Veteran Services Coordinator by calling 301.624.2836 or stopping by A-109.

Evaluation of Military Credit

All veterans must have their official military transcripts submitted to the Welcome Center for evaluation of transferable credit. FCC will accept up to 45 credits in military and other transfer credit toward an FCC program of study. Links to the branches of service transcript request procedures can be found at www.frederick.edu/veterans.

Education Benefit Chapters

- Chapter 30 – Montgomery GI Bill (Active Duty)
- Chapter 31 – Vocational Rehabilitation
- Chapter 32 – Veterans Educational Assistance Program (VEAP)
- Chapter 33 – Post 9/11 GI Bill
- Chapter 35 – Survivors' and Dependents' Educational Assistance Program (DEA)
- Chapter 1606 – Montgomery GI Bill (Selected Reserve)
- Chapter 1607 – Reserve Educational Assistance Program (REAP)

Scholarships

The Frederick Community College Foundation, Inc. sponsors a number of need- and merit-based scholarships. To apply for the FCC Foundation Scholarships, complete an application online at www.frederick.edu/scholarships. Please check for the deadlines online at www.frederick.edu. For applications or information on additional scholarships, call 301.846.2480 or visit the financial aid office.

A limited number of scholarships are available for Continuing Education students pursuing specific courses of study, see page 157.

Special Scholarships for 2015 High School Graduates:

Frederick Singles Scholarship

This scholarship is awarded to one 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 must be made by high school guidance counselors to the FCC scholarship committee no later than April 15.

Ambassador Scholarship

Each year approximately 15 Frederick County high school seniors are awarded the FCC Ambassador 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 \$350 per semester renewable for up to three additional semesters at variable amounts, depending on maintenance of at least a 3.0 grade point average and participation in the Ambassador Program.

Application Procedures:

- Complete a form and return it to the Admissions Office at Frederick Community College.
- Request the guidance office to send a copy of your current transcript to the Admissions Office.
- Request the guidance office to send a copy of your final high school transcript if the first submission did not include your last semester's grades.

Conditions:

- Qualifying students must be graduates of a Frederick County high school or home school graduate and must enroll at FCC the fall semester following their June graduation.
- Scholarships will be awarded to qualified students based upon date of receipt of transcripts and completed form.
- Recipients must have a 3.5 grade point average at the point of application and at the time of graduation from high school.
- Recipient must earn a minimum 3.0 grade point average (including passing any developmental coursework) at FCC.
- Ambassador Scholars will be required to complete at least fifteen hours of volunteering for admissions events per semester as an Ambassador while attending FCC.
- Scholarships will be renewable for up to three additional semesters based upon grade point average and ambassador participation.

The Routzahn Scholarship Endowment Fund

Each year one senior in each of the public high schools in Frederick County is awarded The Routzahn Scholarship Endowment Fund. 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 Center.
- Contact the guidance office for the specific requirement for their school.

- Applications should be submitted by April 15.

Conditions:

- Qualifying students must be June 2014 graduates of a Frederick County public high school and must enroll at FCC the fall semester following their June graduation.
- Scholarships can 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.

Student Consumer Rights and Responsibilities

The Higher Education Opportunity Act as amended in 2008 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. Examples of these calculations can be obtained from the Financial Aid Office, Jefferson Hall. 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 cannot receive financial aid funds for classes that are audited or for classes never attended.

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations. If a student leaves the institution prior to completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution. If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Please note, if you are enrolled in a class that is not a 15-week session class, contact the financial aid office prior to the withdraw for an explanation of the impact of withdraw on eligibility of financial aid funds.

Refunds are allocated in the following order:

1. Unsubsidized Direct Federal Stafford Loans
2. Subsidized Direct Federal Stafford Loans
3. Federal Parent (PLUS) Loans
4. Federal Pell Grants
5. Federal Supplemental Opportunity Grants

Financial Aid 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 \$602 to \$5,730 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). Students must reapply each academic year.
Federal Supplemental Educational Opportunity Grant (FSEOG)	Federal government	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 \$300 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 \$300 per semester. Based on financial need.	Maryland residents. Students enrolled for 6–11 credit hours in an associate's 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. Application available online at www.frederick.edu/scholarships	Based on criteria of scholarship.	Complete the FCC Scholarship Application online at www.frederick.edu/scholarships . Students must reapply each semester. Deadlines posted online.
Loans				
Federal Direct Stafford Loan	Federal government	\$5,500 maximum for dependent freshmen; \$9,500 maximum for independent freshmen; \$6,500 for dependent sophomores; \$10,500 maximum for independent sophomores. Note: Amounts are requested by the student and are subject to approval by the financial aid office.	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). Follow steps to apply for a loan at www.frederick.edu under financial aid section.
Federal Direct Parent Loan for Undergraduate Students (FPLUS)	Federal government	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 PLUS Loan Request Form. Parents must reapply each year. Complete the Free Application for Federal Student Aid (FAFSA). Follow steps to apply for a loan at www.frederick.edu under financial aid section.
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. Priority is given to applicants with higher 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.

* Financial Aid is not typically available for Continuing Education students. A limited number of scholarships are available for Continuing Education students pursuing specific courses of study, see page 157.

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: Jan Sholes (301.846.2503)

- Health and Exercise Sciences
- Nuclear Medicine Technology
- Respiratory Care
- Surgical Technology
- Fitness/Personal Trainer
- Physical Education, Coaching

Communications, Humanities & Arts

Chair: Paula Chipman (301.846.2566)

- Art
- Communications (Speech)
- Digital Media Design
- Music
- Theatre
- American Sign Language Studies
- Audio Production
- Computer Graphics
- Television Production

Computing & Business Technology

Chair: Karen A. Wilson (301.624.2848)

- Business Administration
- Accounting
- Architectural Computer Aided Design (CAD)
- Business Management
- Construction Management & Supervision
- Culinary Arts & Supervision
- Cybersecurity
- Information Technology Option I: Information Technology Specialist
- Information Technology Option II: Network Engineer
- Medical Assistant
- Computer Science
- Information Systems Management
- Architectural Computer Aided Design
- Business Accounting
- Business: Business Management
- Business: Entrepreneurship and New Business Start-Up
- Business: Healthcare Practice Management
- Business: Hospitality Management
- Business: Project Management
- Computer Science Studies
- Computerized Accounting
- Computer Aided Design Operator

- Construction Management & Supervision
- Construction Technology Academy
- CPA Exam Qualification
- Culinary Arts
- Healthcare Practice Management
- Information Technology: Software Specialist, Computer Studies, Personal Computer Support Specialist, Information Security and Assurance
- Business Basics
- Construction Management Basics
- Information Technology: Database Administration
- Medical Scribe

Continuing Education

Dave Croghan (240.629.7930)

Adult Education (noncredit)

Kim Duncan 240.629.7960)

- Adult Basic Education
- Pre-Diploma
- General Educational Development (GED®) Preparation
- English as a Second Language, Beginning through Advanced
- External Diploma Program (EDP)
- Family Literacy

Workforce Development (credit & noncredit)

Patricia Meyer (240.629.7985)

Building Trades (credit & noncredit)

Carrie Wyrick (240.629.7985)

- Building Trades Technology: HVAC, Welding, Electrical, Carpentry (Certificate & Letter of Recognition)

Business (noncredit)

Kathi Groover (301.846.2682)

- Accounting & Bookkeeping
- Financial Management
- Human Resources (SHRM)
- Marketing, Sales & Social Media
- Nonprofit Development
- Project Management (PMP)
- Small Business & Entrepreneur

Emergency Management (credit & noncredit)

Kathy Francis (240.629.7804)

- Emergency Management A.A.S. - Track I: FEMA Independent Study
- Emergency Management A.A.S. - Track II: Residency Program
- Emergency Management Certificate

- Emergency Management Letters of Recognition (Disaster Construction Issues, Animals in Disasters, State and Local Emergency Management, Continuity of Operations Planning (COOP), Mitigation, Incident Management for Schools, Emergency Management Professional Development, Emergency Management Education Planner, Public Information Officer, Community Preparedness Planner, Critical Infrastructure Strategist, Citizens Preparedness)

Health Care Careers & Wellness (noncredit)

(240.629.7904)

- Certified Nursing Assistant/Geriatric Nursing Assistant
- CPR
- Dental Assistant
- Medical Billing
- Medical Coding
- Pharmacy Technician
- Phlebotomy Technician
- Professional Development

Information Technology (noncredit)

Kathi Groover (301.846.2682)

- Basic AutoCAD
- Computer Technician Training (A +)
- Cisco Certified Network
- Cyber Security
- MS Office

Professional Licensure/Certification (noncredit)

Kathi Groover (301.846.2682)

- Child Care
- Gerontology (noncredit)
- Maryland Home Inspection Pre-Licensure
- Real Estate
- Real Estate Agent

Vocational/Technical Training & Licensure (noncredit)

Carrie Wyrick (240.629.7985)

- Carpentry
- Electricity
- Heating Ventilation Air Conditioning and Refrigeration (HVAC)
- Maryland Home Improvement Contractors License Exam Prep
- Maryland License Exam Prep: Master Electrician, Stationary Engineer
- Welding

Lifelong Learning (noncredit)

Karen Reilly (301.624.2862)

Institute for Learning in Retirement (noncredit)

Suzan Adams (301.846.2732)

- 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

Personal Enrichment (noncredit)

Judy DeLuca 301.624.2820)

- Arts, Crafts & Hobbies
- Culinary
- Drawing & Painting
- Health, Fitness & the Great Outdoors
- Home & Garden
- Languages
- Motorcycle Safety
- Music & Dance
- Personal Finance
- Personal Growth & Self Help
- Photography
- Writer's Institute

Youth Programs (noncredit)

Karen Freeman (301.846.2742)

- Homeschool Enrichment
- Kids on Campus
- Test Preparation
- History, government and world cultures
- Science and nature
- Social issues and current events

Driver Education & Traffic Safety (noncredit)

Judy DeLuca (301.624.2820)

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

English

Chair: Bryan Hiatt (301.846.2511)

Mathematics

Chair: Gary Hull (301.846.2576)

Nursing

Chair: Vanessa Lovato (301.846.2524)

- Associate Degree Nursing
- Pre-Nursing
- Practical Nursing

Science

Chair: Robert H. Ford (301.846.2628)

- STEM (Science, Technology, Engineering and Math)
- Bioprocessing Technology

Social Sciences

Chair: Jill Schultz (301.846.2800)

- Criminal Justice
- History
- Human Services
- Psychology
- Sociology
- Early Childhood Development
- Paralegal
- Police Science
- Elementary Education/Elementary Special Education
- English
- Mathematics (Secondary)
- Spanish (Secondary)
- Early Childhood Education/Early Childhood Special Education
- Addictions Counseling
- Child Care Preschool and School Age Teacher Training
- Civil War
- Corrections
- Child Care Preschool Teacher

Degree Requirements

Description of Degrees

Pages 40–96 contain information regarding programs of study offered by FCC. This information describes both transfer programs and career programs.

Frederick Community College awards an associate's degree to those students who complete a prescribed curriculum with a 2.000 grade point average or better.

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 of arts (A.A.) degree, the associate of science (A.S.) degree, or the associate of arts in teaching (A.A.T.) degree is awarded upon the completion of transfer 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 of applied science (A.A.S.) degree is awarded upon the completion of most career programs.

The Certificate is awarded to those students who complete a prescribed curriculum of specialized training with a 2.000 grade point average or better.

Program Requirements

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

To be eligible to receive the associate of arts or associate of 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 31 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 an additional general education elective course–3 credits which may be selected from any General Education category. For the complete list of general education courses see pages 37–38.

4. Complete one course designated as a course in cultural competence. For the complete list of cultural competence courses see page 38.
5. Complete a health or physical education course (1/3 credits).
6. Obtain a minimum grade point average of 2.000 (in addition, certain programs of study may require a 2.000 grade point average for all designated major courses).
7. Complete at least 15 semester hours of academic credit at FCC.
8. Complete a graduation application and submit to the Welcome Center.

Diplomas are issued four times a year: August, December, January 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 31 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 an additional general education elective course–3 credits which may be selected from any General Education category. For the complete list of general education courses see pages 37–38.
4. Complete one course designated as a course in cultural competence. For the complete list of cultural competence courses see page 38.
5. Complete a health or physical education course (1/3 credits).
6. Obtain a minimum grade point average of 2.750 and earn a 'C' or better in all courses used to satisfy the A.A.T. program of study.
7. Complete at least 15 semester hours of academic credit at FCC.
8. Students must also provide the Registrar's Office with acceptable scores on one of the following state approved standardized tests: SAT, ACT, GRE or PRAXIS I: Pre-Professional Skills Test, or Praxis CORE.
9. Complete a graduation application and submit to the Welcome Center.

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

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

To be eligible to receive the associate of 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 37–38.
4. Complete one course designated as a course in cultural competence. For the complete list of designated cultural competence courses, see page 38.
5. Complete a health or physical education course (1/3 credits).
6. Obtain a minimum grade point average of 2.000 (in addition, certain programs of study may require a 2.000 grade point average for all designated major courses).
7. Complete at least 15 semester hours of academic credit at FCC.
8. Complete a graduation application and submit to the Welcome Center.

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

Certificate Requirements

To be eligible to receive the certificate, students must:

1. Complete a prescribed curriculum approved by the college.
2. Obtain a minimum grade point average of 2.000.
3. Complete at least three semester hours of academic credit at the college.
4. Complete a graduation application and submit it to the Welcome Center.

Diplomas are issued four times a year: August, December, January 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. At least three semester hours of credit must be taken for a grade other than pass/fail.
4. Complete a letter of recognition application and submit it to the Welcome Center.

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

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.

Gainful Employment Program Information

Frederick Community College prepares students to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning. In addition to preparing students for transfer to four-year institutions and offering personal enrichment, FCC offers degrees, certificates and programs for workforce preparation to enhance the quality of life and economic vitality of our region.

As you consider the wide array of educational opportunities available to you at the college, we invite you to learn more about the employment outlook for the career(s) that interest you. Please visit our Gainful Employment Web page at www.frederick.edu/gainfulemployment where you will find information including how long each program generally takes to complete, the approximate cost, the number of students who complete the program on time, and the median amount of loans borrowed by student's in the program. Additionally, contact information is provided for each Gainful Employment program.

This information is provided in compliance with the U.S. Department of Education Gainful Employment Programs Disclosure regulations.



General Education Core

The general education CORE 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 of science (A.S.) degree, or the associate of arts in teaching (A.A.T.) degree, the general education CORE consists of at least 31 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 (optional)

For programs awarding the associate of 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 Sciences—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 37-38.

General Education Goals

- I. Students will demonstrate college-level communications skills.
- II. Students will demonstrate critical thinking skills.
- III. Students will demonstrate the capacity for systems thinking about ways in which individuals, groups, institutions, and societies interrelate.
- IV. Students will demonstrate quantitative problem solving.
- V. Students will apply scientific reasoning.

- VI. Students will demonstrate technological competence.
- VII. Students will interpret and apply academic, professional, and civic ethics.
- VIII. Students will be able to make informed critical responses to the visual, performing and literary 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 demonstrate cultural competence.

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 & Humanities

Arts

- AR 100—Introduction to the Creative Arts (3)
- AR 101—Two Dimensional Art and Design (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—Introduction to Electronic Media (3)
- CMM 103—Introduction to Film (3)
- CMM 105—Basic Darkroom to Digital Photography (3)
- THR 101—Introduction to Theatre (3)
- THR/EN 229—Modern Drama (3) ☉
- MU 101—Introduction to Music History & Appreciation (3)
- MU 103—Fundamentals of Music (3)
- MU 108—Survey of World Music (3) *
- MU 109—History of American Popular Music (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)
- THR/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)
- EN 227—Literature: Multicultural Perspectives (3) *
- EN 230—African American Literature (3)
- EN 231—English Language Studies (3)
- HU 201—Humanities I (3)
- HU 202—Humanities II (3)
- LAR 101—Introductory Arabic I (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)
- 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)
- LR 102—Introductory Russian II (3)
- LR 201—Intermediate 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 101—Introduction to Communication Studies (3)
- CMSP 103—Speech Fundamentals (3)
- CMSP 105—Small Group Communication (3)
- CMSP 107—Career Communications (3)
- EN 102—English Composition & Literature (3) *

2. English Composition

- EN 101—English Composition (3)

3. Interdisciplinary & Emerging Issues Computer Literacy

- CIS 101—Information Systems and Technology (3)
- CIS 106—Introduction to Object Design & Programming (3)

Wellness

- HE 102—Nutrition in a Changing World (3)
- HE 201—Stress Management (3)
- HE 204—Health Education (3)

PE 154—Fitness for Living (3)

Interdisciplinary

ID 110—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)

ID 225—Disaster, Crisis and Emergency Management (3)

Multicultural Issues & Perspectives

ACE 101—Academic Engagement Seminar (3)

ASLS 106—Introduction to the Deaf Community (3)

BU 281—Global Awareness/Work Environment (3)

EN 227—Literature: Multicultural Perspectives (3) *

GG 201—Urban Social Geography (3) ■

HI 217—African-American History (3) ◆

MU 108—Survey of World Music (3) *

PI 220—Africa Today (3)

PS 209—Women's Studies: A Multicultural Perspective on the Psychology & Sociology of Women (3)

4. Mathematics

MA 103—Foundations of Mathematics (3)

MA 105—Fundamental Concepts of Mathematics (4)

MA 106—Fundamental Concepts of Mathematics II (4)

MA 111—Precalculus (4)

MA 130—College Algebra (3)

MA 131—Trigonometry with Analytic Geometry (3)

MA 201—Applied Calculus (3)

MA 202—Introduction to Discrete Mathematics (3)

BU/MA 205—Business Statistics (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 140—Biotechnology and Society (3)

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)

PC 121—Energy and Society (3)

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 201—Principles of Economics (Macro) (3)

EC 202—Principles of Economics (Micro) (3)

Education

ED 102—Schools & Society (3)

ED/PS 208—Human Growth & Development (3)

Geography

GG 101—Elements of Geography (3)

GG 102—Cultural Geography (3)

GG 201—Urban Social 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)

HI 217—African-American History (3) ◆

Human Services

HS 102—Human Relations (3)

Political Science

PI 104—American Government: National (3)

Psychology

PS 101—General Psychology (3)

PS 202—Social Psychology (3)

Sociology

SO 101—Introduction to Sociology (3)

SO 102—Social Problems (3)

* EN 102 can be taken to satisfy either the General Education requirement in Communications or in Humanities, but not both.

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

◆ HI 217 can be taken to satisfy either the General Education requirement in Multicultural Issues & Perspectives or in History, but not both.

* EN 227 can be taken to satisfy either the General Education requirement in Humanities or Multicultural Issues & Perspectives, but not both.

■ GG 201 can be taken to satisfy either the General Education requirement in Multicultural Issues & Perspectives or Geography, but not both.

* MU 108 can be taken to satisfy either the General Education requirement in Arts or in Multicultural Issues & Perspectives, but not both.

Cultural Competence Requirement

Developing cultural competence is essential for living and working in a diverse democratic society. As part of the college's degree requirements, students must complete a class that is designated a cultural competence course. Cultural competence courses expose students to the knowledge and skills necessary to participate effectively in dynamic, evolving multicultural contexts. Students will not be required to take an additional course for graduation; rather, courses can double-count to fulfill an existing general education requirement as well as the cultural competence requirement. Following is a list of those courses that will fulfill the cultural competence requirement.

ACE 101—Academic Engagement Seminar

AN 101—Introduction to Anthropology

AN 103—Introduction to Archaeology

AR 103—Survey of Non-Western Art

AR 104—Survey of Art I

AR 105—Survey of Art II

ASLS 106—Introduction to the Deaf Community

BU 281—Global Awareness/Work Environment

CMSP 105—Small Group Communication

ED 203—Foundations of Special Education

EM 203—Social Impacts of Disaster (3)

EN 205—World Literature

EN 206—World Literature

EN 227—Literature: Multicultural Perspectives

EN 230—African American Literature

GG 102—Cultural Geography

GG 201—Urban Social Geography

HI 217—African-American History

HS 102—Human Relations

ID 209—Ethnic Diversity

LF 201—Intermediate French I

LF 202—Intermediate French II

LS 201—Intermediate Spanish I

LS 202—Intermediate Spanish II

LS 211—Spanish Conversation

MU 108—Survey of World Music

NU 101—Introduction to Clinical Nursing

PH 204—World Religions

PI 220—Africa Today

PS 209—Women's Studies: A Multicultural Perspective on the Psychology & Sociology of Women

SO 102—Social Problems

ST 101—Introduction to Surgical Technology



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.)

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaff.usmh.usmd.edu/artweb/index.html>

Course	Credits
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list) (MA206 recommended)	3/4
Social & Behavioral Sciences	
HS 102 Human Relations (satisfies cultural competence requirement)	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 Information Systems and Technology	3
General Education Elective	
EC 201 Principles of Economics (Macro) or	
PH 208 Business Ethics	3
PE/Health Requirement	1/3

Departmental Requirements

ACCT 100 Business Accounting	3
ACCT 101 Principles of Accounting I	3
ACCT 102 Principles of Accounting II	3
ACCT 111 Computerized Accounting	3
ACCT 201 Intermediate Accounting I	4
ACCT 202 Intermediate of Accounting II	4
ACCT 203 Managerial Cost Accounting	3
ACCT 233 Applied Accounting	3
ACCT 117 Payroll Accounting or	
ACCT 205 Federal Income Tax Accounting or	
ACCT 216 Governmental and Not-For-Profit Accounting	3
BU 103 Introduction to Business	3
BU 273 Business Communications	3
CIS 111E Spreadsheets	3

60

Accounting Transfer Note:

Students planning to transfer and complete a Bachelor's degree in Accounting are advised to follow the FCC Business Administration Transfer AA degree requirements (see page 48) due to course transfer acceptance requirements at most transfer institutions (except at schools as noted below). FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Accounting and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- University of Maryland University College, Main campus & Universities at Shady Grove/Hagerstown—B.S. Accounting (Business Administration minor)
- Capella University - BS Business, Business Administration

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
Departmental Requirements	
ACCT 100 Business Accounting	3
ACCT 101 Principles of Accounting I	3
ACCT 102 Principles of Accounting II	3
ACCT 111 Computerized Accounting	3
ACCT 201 Intermediate Accounting I	4
ACCT 202 Intermediate of Accounting II	4
ACCT 203 Managerial Cost Accounting	3
ACCT 233 Applied Accounting	3
ACCT 117 Payroll Accounting or	
ACCT 205 Federal Income Tax Accounting or	
ACCT 216 Governmental and Not-For-Profit Accounting	3
BU 103 Introduction to Business	3
BU 273 Business Communications	3
CIS 101 Information Systems and Technology	3
CIS 111E Spreadsheets	3

41

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.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
ACCT 100 Business Accounting	3
ACCT 101 Principles of Accounting I.....	3
ACCT 102 Principles of Accounting II.....	3
ACCT 111 Computerized Accounting.....	3
ACCT 117 Payroll Accounting or	
ACCT205 Federal Income Tax Accounting or	
ACCT 216 Governmental and Not-For-Profit Accounting.....	3
BU 273 Business Communications.....	3
CIS 101 Information Systems and Technology.....	3
CIS 111E Spreadsheets	3
	24

Accounting

Letter Of Recognition (Career)

Provides students with basic accounting and computer skills including recording transactions using generally accepted accounting principles, preparing financial statements, and using a computerized accounting system.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
ACCT 100 Business Accounting	3
CIS 101 Information Systems and Technology.....	3
ACCT 111 Computerized Accounting.....	3
	9

CPA Exam Qualification

Certificate

The state of Maryland requires candidates for the Uniform CPA examination to have completed 150 college credits and obtained a bachelors degree in any area of study. As part of the 150 credit hour requirement, candidates must complete specific courses in accounting, business related subjects, and ethics as described in state regulations. This certificate is designed for students who have a baccalaureate degree and need to complete the additional course requirements to sit for the CPA exam in Maryland.

<i>Course</i>	<i>Credits</i>
Requirements	
I. Accounting and Ethics Education - 32 credit hours	
ACCT 100 Business Accounting	3
ACCT 101 Principles of Accounting I.....	3
ACCT 102 Principles of Accounting II.....	3
ACCT 201 Intermediate Accounting I.....	4
ACCT 202 Intermediate Accounting II.....	4
ACCT 203 Managerial Cost Accounting.....	3
ACCT 205 Federal Income Tax Accounting.....	3
ACCT 206 Federal Taxation: Corporations and Partnerships or	
ACCT 216 Governmental and Not-For-Profit Accounting.....	3
ACCT 214 Auditing	3
PH 208 Business Ethics or	
PH 205 Ethics	3
	32

II. Business Related Education - 21 credit hours required from five of the following eight groups

Group 1: Statistics

MA 206 Elementary Statistics or	
BU/MA 205 Business Statistics.....	3

Group 2: Economics

EC 201 Principles of Economics.....	3
EC 202 Principles of Economics.....	3

Group 3: Corporation or Business Finance

BU 213 Principles of Finance	3
------------------------------------	---

Group 4: Management

BU 227 Principles of Management.....	3
--------------------------------------	---

Group 5: U.S. Business Law

BU 211 Business Law I.....	3
----------------------------	---

Group 6: Marketing

BU 225 Marketing	3
------------------------	---

Group 7: Business Communication

BU 273 Business Communications.....	3
-------------------------------------	---

Group 8: Computer Information Systems

CIS 101 Information Systems and Technology.....	3
---	---

21

53

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
Departmental 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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaaff.usmh.usmd.edu/artweb/index.html>

Course Credits

English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list) (MA 130 or MA 111 recommended)	3/4
Social & Behavioral Sciences	
Social & Behavioral Sciences Elective (GenEd Course List)	3
Arts & Humanities	
Arts & Humanities Elective (GenEd Course List)	3
Biological & Physical Sciences	
Biological & Physical Sciences Elective (GenEd course list) (PC 103, PY 101, or PC 109 recommended)	3/4
General Education Elective (Select from GenEd course list)	6
PE/Health Requirement	1

Departmental Requirements

CAD 101 Introduction to AutoCAD I	3
CAD 102 Introduction to AutoCAD II	3
CAD 200 Introduction to Architectural Drawing and Design	3
CAD 201 Residential Architecture I	4
CAD 205 Civil Drafting I with CAD	3
CON 132 Methods and Materials of Construction I	3
CON 133 Methods and Materials of Construction II	3

Electives—choose 16 credits from any of the following areas below. 16

Architecture/Construction Area

CAD 121 Introduction to Microstation	(3)
CAD 130 Introduction to Revit	(3)
CAD 202 Residential Architecture II	(4)
CAD 204 Introduction to Inventor	(3)
CON 101 Introduction to Construction Management	(3)
CON 171 Green Building – Introduction to LEED & Other Rating Systems	(3)
CON 202 Mechanical and Electrical Systems	(3)
CON 204 Construction Project Cost Estimating	(3)
CON 210 BIM and Construction Management	(3)

Civil Area

CAD 207 Civil Drafting II with CAD	(3)
CON 200 Construction Surveying	(3)

General Area

- INTR 103 Internship (3)
- EG 100 Introduction to Engineering Science (3)

Electrical Area (permission of program manager required for Electrical courses)

- BLD 141 Electrical Theory & Fundamentals (4)
- BLD 142 Electrical Code & Application (4)
- BLD 145 Commercial Electrical Application (4)
- BLD 146 Specialized Systems (4)

60

Transfer Note:

FCC has transfer agreements with the following institutions for students graduating with an A.A.S. in Architectural Computer Aided Design and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- University of Maryland University College–B.S. Management Studies

Architectural Computer Aided Design

Certificate (Career)

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

Course Credits

Departmental Requirements

- CAD 101 Introduction to AutoCAD I 3
- CAD 102 Introduction to AutoCAD II 3
- CAD 200 Introduction to Architectural Drawing and Design..... 3
- CAD 201 Residential Architecture I 4
- CAD 205 Civil Drafting I with CAD..... 3
- CON 132 Materials & Methods of Construction I 3
- CON 133 Materials & Methods of Construction II 3

Technical Elective Courses – choose 8/9 credits from any of the four areas below:..... 8/9

Architecture/Construction Area

- CAD 121 Introduction to Microstation (3)
- CAD 130 Introduction to Revit (3)
- CAD 202 Residential Architecture II (4)
- CAD 204 Introduction to Inventor (3)
- CON 101 Introduction to Construction Management (3)
- CON 171 Green Building–Introduction to LEED & Other Rating Systems (3)
- CON 202 Mechanical and Electrical Systems (3)
- CON 204 Construction Project Cost Estimating (3)
- CON 210 BIM and Construction Management (3)

Civil Area

- CAD 207 Civil Drafting II with CAD (3)
- CON 200 Construction Surveying (3)

General Area

- INTR 103 Internship (3)
- EG 100 Introduction to Engineering Science (3)

Electrical Area (permission of program manager required for Electrical courses)

- BLD 141 Electrical Theory & Fundamentals (4)
- BLD 142 Basic Electrical Theory & Application (4)
- BLD 145 Advanced Electrical Application (4)
- BLD 146 Low Voltage & Specialized Systems (4)

30/31

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

Departmental Requirements

- CAD 101 Introduction to AutoCAD I 3
- CAD 102 Introduction to AutoCAD II 3
- CAD 200 Introduction to Architectural Drawing and Design..... 3
- CAD 201 Residential Architecture I 4
- CAD 205 Civil Drafting I with CAD..... 3
- CON 132 Methods and Materials of Construction I..... 3
- CON 133 Methods and Materials of Construction II 3

Technical Elective Courses – choose three courses from any of the areas below:.....10/11

Architecture/Construction Area

- CAD 121 Introduction to Microstation (3)
- CAD 202 Residential Architecture II (4)
- CON 101 Introduction to Construction Management (3)

Civil Area

- CAD 207 Civil Drafting II with CAD (3)

Electrical Area (permission of program manager required for Electrical courses)

- BLD 141 Electrical Theory & Fundamentals (4)

32/33

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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.caff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3/4
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
AR 101 Two Dimensional Art and Design	3
Communications Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Biological & Physical Sciences	
Two courses, one of which must be a lab science (GenEd course list) ..	7/8
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1
Departmental Requirements	
AR 102 Three Dimensional Art and Design	3
AR 104 Survey of Art I (satisfies the cultural competence requirement) ..	3
AR 105 Survey of Art II	3
AR 106 Drawing I	3
CMM 131 Dark Room Photography I	4
Electives	12
Students should check with an advisor or transfer institution (ARTSYS) before selecting electives. Depending on the transfer institution and area of concentration recommended electives: AR103, AR107, AR108, AR113, AR114, AR115, AR203, AR204, AR207, AR213	

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 choose Arts and Sciences as a major but should select an advising option within Arts and Sciences. Students should consult with an advisor as early as possible to ensure that all or most of their course credits will transfer to the four-year institution of their choice.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- Students should consult ARTSYS for transferability of courses within the University of Maryland System. <http://www.caff.usmh.usmd.edu/artweb/index.html>.
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.caff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3/4
Social & Behavioral Sciences (Electives must be from two disciplines)	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Three courses, one selected from each area: Arts, Humanities, and Communications (GenEd course list)	9
Biological & Physical Sciences	
Two courses, one of which must be a lab science (GenEd course list) ..	7/8
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement (Wellness elective satisfies this requirement)	
1/3	
Departmental Requirements	
Additional required and elective credits to meet requirements of each option	
29	
Students should check with an advisor before selecting one of the following options: art, communications, criminal justice, digital media design, health & exercise science, history, human services, information systems management, music, pre-nursing, psychology, sociology, STEM, or theatre.	

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.

<i>Course</i>	<i>Credits</i>
Departmental 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).*

Biology

Students interested in pursuing a major in biology should choose the A.S. STEM Option where they will be able to tailor their degree to the transfer institution of their choice. Students should consult an advisor and ARTSYS before determining their course selections. <http://www.caff.usmh.usmd.edu/artweb/index.html>

Suggested courses for the major may include the following depending on the transfer institution.

BI 101	General Biology
BI 102	General Biology
BI 240	Genetics
CH 101	General Chemistry
CH 102	General Chemistry
CH 201	Organic Chemistry
CH 202	Organic Chemistry

MY GOAL
TO GROW MY
FAMILY BUSINESS

 **Frederick Community College** • www.frederick.edu

Mandy Huffer-Rhinecker, **Business**

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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.caff.usmh.usmd.edu/artweb/index.html>

Course	Credits
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3/4
Arts & Humanities	
Communications Elective (GenEd course list)	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
Interdisciplinary & Emerging Issues	
CIS 101 Information Systems and Technology	3
PE/Health Requirement	1/3

Departmental Requirements

BI 120 Microbiology for Allied Health or	
BI 203 Elements of Microbiology	4
BI 140 Biotechnology and Society	3
BI 220 Cell Biology and Tissue Culture	4
BPM 102 Bioprocessing Environment	3
BPM 103 Laboratory Techniques I	1
BPM 110 Bioprocessing Measurements	4
BPM 214 Techniques in Bioproduction	4
INTR 103 Internship or	
Elective (If an internship is not taken, the qualified elective must be approved by the program manager and must be at least a 200-level mathematics or science course.)	3
Electives (Recommend BI 240, BU 273, CH 201, CMSP 107, EN 115)	6/7
	60

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Bioprocessing Technology and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- Hood College–B.A. Biology
- Stevenson University–B.S. Biotechnology
- University of Maryland University College–B.T.P.S. Biotechnology, B.S. Laboratory Management

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
Departmental Requirements	
BI 101 General Biology	4
BI 120 Microbiology for Allied Health or	
BI 203 Elements of Microbiology	4
BI 140 Biotechnology and Society	3
BI 220 Cell Biology and Tissue Culture	4
BPM 102 Bioprocessing Environment	3
BPM 103 Laboratory Techniques I	1
BPM 110 Bioprocessing Measurements	4
BPM 214 Techniques in Bioproduction	4
CH 101 General Chemistry	4
CH 102 General Chemistry	4
	35

Bioprocessing Technology

Letter of Recognition (Career)

Provides an introductory level of training to prepare individuals to work as process operators in biological products manufacturing. Students will be introduced to concepts related to bioprocessing technology, and will learn basic laboratory skills, workplace safety and general regulations that apply to the bioprocessing industry.

Course	Credits
Departmental Requirements	
BPM 102 Bioprocessing Environment	3
BPM 103 Laboratory Techniques I	1
BPM 110 Bioprocessing Measurements	4
	8

Building Trades Technology

Certificate (Career)

Provides students with a comprehensive practical training in the areas involved in building trades technology. The student selects a track in Heating, Ventilation, and Air Conditioning (HVAC), Welding, Electrical or Carpentry.

Please contact the program manager at 240.629.7985 for more information.

Select one of the following tracks:

<i>Course</i>	<i>Credits</i>
---------------	----------------

Track 1: HVAC

Departmental Requirements

BLD 101	Introduction to Building Trades.....	3
BLD 108	Duct Design & Installation.....	3
BLD 109	Fundamentals of HVACR.....	4
BLD 110	Controls for HVACR.....	4
BLD 113	Air Conditioning & Heat Pumps.....	4
BLD 114	Fossil Fuels & Hydronic Heating.....	4
BU 274	Customer Relations.....	3
INTR 102	Internship (optional).....	(2)
		<u>25/27</u>

Track 2: Welding

Departmental Requirements

BLD 121	Introduction to Welding.....	4
BLD 122	Advanced Welding: SMAW.....	4
BLD 127	Advanced Welding: GMAW.....	4
BLD 128	Advanced Welding: SMAW 4G.....	4
BLD 125	Advanced Welding: GTAW (optional).....	(4)
BU 274	Customer Relations.....	3
		<u>19/23</u>

Track 3: Electrical

Departmental Requirements

BLD 101	Introduction to Building Trades.....	3
BLD 141	Electrical Theory & Fundamentals.....	4
BLD 142	Electrical Code & Application.....	4
BLD 145	Commercial Electrical Application.....	4
BLD 146	Specialized Systems.....	4
BU 274	Customer Relations.....	3
INTR 102	Internship (optional).....	(2)
		<u>22/24</u>

Track 4: Carpentry

Departmental Requirements

BLD 101	Introduction to Building Trades.....	3
BLD 131	Residential Carpentry I.....	4
BLD 135	Residential Carpentry II.....	4
BU 274	Customer Relations.....	3
INTR 102	Internship (optional).....	(2)
		<u>14/16</u>

HVAC

Letter of Recognition (Career)

Prepares students with basic skills in Heating, Ventilation, and Air Conditioning.

<i>Course</i>	<i>Credits</i>	
Departmental Requirements		
BLD 101	Introduction to Building Trades.....	3
BLD 109	Fundamental of HVACR.....	4
BLD 110	Controls for HVACR.....	4
		<u>11</u>

Welding

Letter of Recognition (Career)

Prepares students with basic skills in welding.

<i>Course</i>	<i>Credits</i>	
Departmental Requirements		
BLD 121	Introduction to Welding.....	4
BLD 122	Advanced Welding: SMAW.....	4
		<u>8</u>

Electrical

Letter of Recognition (Career)

Prepares students with basic skills in electrical systems.

<i>Course</i>	<i>Credits</i>	
Departmental Requirements		
BLD 101	Introduction to Building Trades.....	3
BLD 141	Electrical Theory & Fundamentals.....	4
BLD 142	Electrical Code & Application.....	4
		<u>11</u>

Carpentry

Letter of Recognition (Career)

Prepares students with basic skills in carpentry.

<i>Course</i>	<i>Credits</i>	
Departmental Requirements		
BLD 101	Introduction to Building Trades.....	3
BLD 131	Residential Carpentry I.....	4
BLD 135	Residential Carpentry II.....	4
		<u>11</u>

Building Trades *

(Continuing Education)

Heating Ventilation and Air Conditioning (HVAC)

Introduces student to the basics of electricity and controls, function, and components of air conditioning and heating systems. The series of courses provides instruction on repairing and troubleshooting; designing, assembling and operating a working refrigeration system; understanding electrical diagram and mechanical principles of heating systems; and practicing efficient operation and maintenance techniques.

Recommended Courses

- HVC 121 Fundamentals of HVACR
- HVC 122 Controls for HVACR
- HVC 123 Air Conditioning and Heat Pumps
- HVC 125 Fossil Fuels & Hydronic Heating
- HVC 140 Duct Design & Installation

Welding

Introduces student to the basics of welding including the equipment used and safety procedures. The series of courses provides instruction to gain certifications in structural steel positions. Learn the difference in welds using STICK, TIG and MIG welding equipment, layout and fabrication of pipe welding, design and assembly of pipe, positioning for structural steel welds and techniques required to make quality welds in both structural steel and pipe.

Recommended Courses

- WLD 160 Introduction to Welding
- WLD 161 Advanced Welding: SMAW
- WLD 162 Advanced Welding: GTAW
- WLD 163 Advanced Welding: GMAW
- WLD 164 Advanced Welding: SMAW 4G

Electrical

Introduces student to the basics of electricity, electrical calculations, basic electrical circuits, the National Electrical Code, wiring methods and materials, wiring protection, equipment wiring requirements, special conditions wiring requirements, and low voltage systems.

Recommended Courses

- ELC 120 Electrical Theory & Fundamentals
- ELC 121 Electrical Code & Application
- ELC 122 Commercial Electrical Application
- ELC 123 Specialized Systems

Carpentry

Introduces student to the basics of residential carpentry including the equipment and safety procedures. The series of courses provides instruction on constructing interior and exterior walls, floor systems, rod systems and basic stair systems, as well as estimating materials, interpreting blueprints and building codes.

Recommended Courses

- CAR 108 Residential Carpentry I
- CAR 110 Residential Carpentry 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.**

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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.aff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition	3
Mathematics	
MA201 Applied Calculus or	
MA 130 College Algebra	3
Students should check with an advisor or the transfer institution before selecting their Mathematics course.	
Social & Behavioral Sciences	
Two courses selected from two different disciplines	6
Students should check with an advisor or the transfer institution before selecting electives.	
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 Information Systems and Technology	3
PE/Health Requirement	1/3
Departmental Requirements	
ACCT 101 Principles of Accounting I	3
ACCT 102 Principles of Accounting II	3
BU 103 Introduction to Business	3
EC 201 Principles of Economics	3
EC 202 Principles of Economics	3
BU/MA 205 Business Statistics	3
Electives	10
	60

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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaff.usmh.usmd.edu/artweb/index.html>

Course	Credits
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list) (BU/MA 205 Business Statistics recommended).....	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 Information Systems and Technology.....	3
Wellness Elective (GenEd course list)	3
PE/Health Requirement (Wellness elective satisfies this requirement)	
1/3	
Departmental Requirements	
ACCT 101 Principles of Accounting I	3
ACCT 102 Principles of Accounting II	3
BU 103 Introduction to Business.....	3
BU 211 Business Law I	3
BU 227 Principles of Management.....	3
BU 273 Business Communications.....	3
CIS 111E Microcomputer Software Apps: Spreadsheets or	
CIS 111R Business Software Applications	3
EC 201 Principles of Economics (Macro).....	3
EC 202 Principles of Economics (Micro)	3
Electives	
Take 12 credits from: Any BU or ACCT course not already taken, HOS 110, HOS 120, HOS 216, HOS 219, HOS 218, INTR 103, MDA 109, MDA 112, MDA 116, MDA 218, or MDA 220	12
	60

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Business Management and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- University of Maryland University College—B.S. Business Administration

Business: Entrepreneurship and Small Business Start-Up

Certificate (Career)

Prepares students who are interested in starting a small business or engaging in other entrepreneurial activities.

Course	Credits
Departmental Requirements	
BU 103 Introduction to Business	3
CIS 101 Information Systems and Technology.....	3
ACCT 101 Principles of Accounting I.....	3
EN 101 English Composition or	
BU 273 Business Communications	3
BU 109 Entrepreneurship and Small Business Enterprise	3
BU 225 Marketing	3
BU 227 Principles of Management.....	3
ACCT 111 Microcomputer Software Apps: Computerized Accounting or	
BU 223 Human Resources or	
BU 211 Business Law	3
	24

Business Management

Certificate (Career)

Prepares students for entry level employment in careers requiring basic business and management skills.

Course	Credits
Departmental Requirements	
BU 103 Introduction to Business.....	3
CIS 101 Information Systems and Technology.....	3
ACCT 101 Principles of Accounting I.....	3
ACCT 102 Principles of Accounting II	3
EC 201 Principles of Economics (Macro).....	3
EC 202 Principles of Economics (Micro)	3
EN 101 English Composition or	
BU 273 Business Communication	3
Any BU or ACCT course not taken above or Math Elective; Recommend BU 227 Principles of Management.....	3
	24

Project Management

Certificate (Career)

Prepares students for entry level employment in careers requiring basic business and project management skills.

Course	Credits
Departmental Requirements	
BU 103 Introduction to Business.....	3
CIS 101 Information Systems and Technology.....	3
ACCT 101 Principles of Accounting I.....	3
EN 101 English Composition or	
BU 273 Business Communication	3
BU 227 Principles of Management.....	3
BU 290 Project Management	3
Electives Any BU, ACCT, EC, or CIS 111E Spreadsheets (recommended).....	6
	24

Healthcare Practice Management

Certificate (Career)

Prepares students for work as a medical practice manager.

Students must receive a "C" or better in all MDA courses.

Course	Credits
Departmental Requirements	
ACCT 101 Principles of Accounting I.....	3
BU 227 Principles of Management.....	3
BU 273 Business Communication.....	3
CIS 101 Information Systems and Technology.....	3
MDA 109 Medical Terminology.....	3
MDA 112 Medical Administrative Office Applications.....	3
MDA 216 Introduction to Medical Office Coding.....	3
MDA 218 Health Insurance Billing and Reimbursement.....	3
MDA 220 Introduction to Electronic Health Records.....	3
	27

Hospitality Management

Certificate (Career)

Prepares students for employment as a manager in the hospitality industry.

Course	Credits
Departmental Requirements	
BU 103 Introduction to Business.....	3
CIS 101 Information Systems and Technology.....	3
ACCT 101 Principles of Accounting I.....	3
BU 273 Business Communication.....	3
BU 227 Principles of Management.....	3
HOS 110 Introduction to Hospitality Management.....	3
HOS 216 Food and Beverage Operations or	
HOS 219 Foundations of Lodging Management.....	3
HOS 218 Hospitality Information Systems.....	3
HOS 121 Sanitation and Food Safety.....	1
	25

Business Basics

Letter of Recognition (Career)

Introduces students to the business environment; including management, human resources, marketing, planning, accounting, and computing.

Course	Credits
Departmental Requirements	
BU 103 Introduction to Business.....	3
ACCT 101 Principles of Accounting I.....	3
CIS 101 Information Systems and Technology.....	3
	9

Cardiovascular Technology

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

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

Students interested in pursuing a major in chemistry should choose the A.S. STEM Option where they will be able to tailor their degree to the transfer institution of their choice. Students should consult an advisor and ARTSYS before determining their course selections. <http://www.acaff.usmh.usmd.edu/artweb/index.html>

Suggested courses for the major may include the following depending on the transfer institution.

CH 101	General Chemistry
CH 102	General Chemistry
CH 201	Organic Chemistry
CH 202	Organic Chemistry
PY 203	Introductory Physics I
PY 204	Introductory Physics II

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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3/4
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Three GenEd courses, one selected from each area: Arts, Humanities, and Communications	9
Biological & Physical Sciences	
Two courses, one of which must be a lab science (GenEd course list) ...	7/8
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1
Departmental Requirements	
CMSP 101 Introduction to Communication Studies	3
CMSP 103 Speech Fundamentals	3
CMSP 105 Small Group Communication (satisfies cultural competence requirement)	3
CMSP 201 Foundations of Communication Theory	3
Electives	16
Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives. Depending on the transfer institution, recommended electives may include: CMSP107, electives in the Social Sciences, Digital Media, English or World Language disciplines.	

Computer Graphics

Certificate (Career)

Designed to provide the core skills needed to function in the fields of graphic communication, publishing and Web based 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 reading and writing is expected.

Course	Credits
Departmental Requirements	
CMM 101 Introduction to Electronic Media	3
CMM 111 Communications Graphics I	3
CMM 112 Communications Graphics II	3
CMM 114 Web Design I	3
CMM 115 Professional & Transfer Portfolio	1
CMM 131 Darkroom Photography I or	
CMM 132 Digital Photography	3/4
CMM 152 Digital Studio Production	4
CMM 212 Communications Graphics III	3
INTR 102 Internship	2
	25/26

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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaff.usmh.usmd.edu/artweb/index.html>

Course	Credits
English	
EN 101 English Composition	3
Mathematics	
MA 210 Calculus I	4
Mathematics: Select 6/8 credits from the following: MA 111, MA 130, MA 131, MA 202, MA 206 or MA 207, MA 211, MA 212, MA 213, MA 218.....	6/8
Social & Behavioral Sciences	
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 106 Introduction to Object Design & Programming	3
PE/Health Requirement	1/3

Departmental Requirements

CIS 201 Computer Science I	4
CIS 202 Computer Science II	4
CIS 222 Computer Organization	4
CIS Electives: Select from the following list:	
CIS 111J, CIS 111L, CIS 111M, CIS 140, CIS 170,	
CIS 179, CIS 180, OR any CIS 200-level course	9
	60

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.S. in Computer Science and who are looking for transfer opportunities. For more information, please contact CIS Program Manager at ayao@frederick.edu or 301.846.2410.

- Hood College – B.S. Computer Science

Computer Science Studies

Certificate (Transfer)

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

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
MA 210 Calculus I.....	4
CIS 106 Introduction to Object Design & Programming.....	3
CIS 201 Computer Science I.....	4
CIS 202 Computer Science II.....	4
	15



Construction Management & Supervision

A.A.S. Degree (Career)

Provides students with a broad range of knowledge and skills required for success in a career in construction management. Students planning on transferring to a four year college should discuss course requirements with the program manager.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>	
English		
EN 101 English Composition	3	
Mathematics		
Mathematics Elective (GenEd course list) (MA 130, MA 111 or MA 201 recommended).....	3/4	
Social & Behavioral Sciences		
HS 102 Human Relations (satisfies cultural competence requirement) .	3	
Arts & Humanities		
CMSP 103 Speech Fundamentals or CMSP 105 Small Group Communication or CMSP 107 Career Communications	3	
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list) (PY 101 or PC 103 or PC 109 recommended)	3/4	
Interdisciplinary & Emerging Issues		
CIS 101 Information Systems and Technology.....	3	
General Education Elective (GenEd Wellness recommended).....		3
PE/Health Requirement (Wellness elective satisfies this requirement)		1/3
Departmental Requirements		
BU 272 Supervisory Management	3	
BU 273 Business Communication	3	
CON 101 Introduction to Construction Management	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 204 Construction Project Cost Estimating	3	
CON 205 Construction Accounting & Financial Management.....	3	
CON 206 Construction Project Scheduling	3	
Complete two courses (6 credits) from those listed below	6	
CAD 204 Introduction to Revit (3)		
CON 131 Construction Law (3)		
CON 150 Applied Practices in Construction/Construction Management I (3)		
CON 151 Applied Practices in Construction/Construction Management II (3)		
CON 171 Green Building-Introduction to LEED & Other Rating Systems (3)		
CON 200 Construction Surveying (3)		
CON 202 Mechanical and Electrical Systems (3)		
CON 210 BIM and Construction Management (3)		
INTR 103 Internship (3)		
Electives Students should check with an advisor or transfer institution (ARTSYS) before selecting electives.	3	
	60	

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Construction Management & Supervision and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471 or the Program Manager at 301.846.2611.

- Pennsylvania College of Technology–B.A. Construction Management
- University of Maryland Eastern Shore, Main Campus & Universities at Shady Grove–B.S. Construction Management Technology
- University of Maryland University College–B.S. Management Studies

Construction Management & Supervision

Certificate (Career)

Provides students with the technical knowledge and skills required for a career in construction management.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
CON 101 Introduction to Construction Management	3
CON 132 Methods and Materials of Construction I.....	3
CON 133 Materials and Methods of Construction II	3
CON 140 Architectural Blueprint Reading	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
	24

Construction Technology Academy

Certificate (Career)

Provides students with the knowledge and skills required for an entry level position in construction management.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
CON 101 Introduction to Construction Management	3
CON 140 Architectural Blueprint Reading	3
CIS 101 Information Systems and Technology.....	3
CON 132 Materials and Methods of Construction I.....	3
CON 133 Materials and Methods of Construction II	3
CON/CIS Take six credits from the following: CIS 111E Microcomputer Software Applications: Spreadsheets, Any CON course not included above.....	6
	21

Construction Management Basics

Letter of Recognition (Career)

Prepares students with the basic skills needed in Construction Management. All of the courses in this LOR may be used in the Construction Management degree.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
CON 101 Introduction to Construction Management	3
Select two of the following courses: CON 132, CON 133, CON 140, CON 150, CON 151.....	6
	9

Criminal Justice

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

Introduces students to the highly specialized and sophisticated area of criminal justice by acquainting students with the principles underlying technical skills and procedures, administration and operation of criminal justice organizations and psychological and sociological origins of human behavior.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition	3
Mathematics	
Select from the GenEd course list	3/4
Recommend MA 111, MA 206, MA 207, BU/MA 205, MA 130, MA 201 or MA 210. Students should check their transfer school before choosing their course.	
Social & Behavioral Sciences	
Two courses selected from different disciplines (Select from the GenEd course list) (recommend HI201, PS101 or PI104).....	
	6
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 (GenEd course list)	3/4
Biological & Physical Sciences Elective (Lab course) (GenEd course list) BI 130 recommended	4
General Education Elective	
SO 102 Social Problems or	
ID 209 Ethnic Diversity	3

PE/Health Requirement 1/3

Departmental Requirements

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
SO 201 Criminology	3

Electives 10

Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives. Depending on the transfer institution, recommended electives may include: AN101, AN103, BU/MA205, CJ108, CJ209, HS102, ID209, PH205-PH209, PS209, SO101, SO102, SO202, CIS101, INTR103. Students transferring to the University of Maryland must complete BU/MA205.

Corrections

Certificate (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.

<i>Course</i>	<i>Credits</i>
Departmental 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

Culinary Arts and Supervision

A.A.S. Degree (Career)

Prepares students to assume positions as trained culinary professionals in a variety of food service settings including full-service restaurants, hotels, resorts, country clubs, catering, contract food service, and health care facilities. The course offerings emphasize the professional competencies necessary to meet industry standards. Graduates should qualify for entry-level positions such as line cook, station chef, and assistant pastry chef. With experience, graduates may advance to positions such as sous chef, executive chef, or food service manager or continue on to four-year academic programs.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.aff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>	
English		
EN 101 English Composition	3	
Mathematics		
Mathematics Elective (GenEd course list)	3/4	
Social & Behavioral Sciences		
Social Science Elective (GenEd course list) (Recommend HS 102)	3	
Arts & Humanities		
Communications Elective (GenEd course list) (Recommend CMSP 107) ..	3	
Biological & Physical Sciences		
Biological & Physical Sciences Elective	3/4	
Interdisciplinary & Emergency Issues		
CIS 101 Information Systems and Technology	3	
General Education Elective (Recommend PE 154, HE 204 or HE 201) ...		3
PE/Health Requirement (PE 154, HE 204 or HE 201 will satisfy the requirement) 1/3		

Departmental Requirements

BU 227 Principles of Management	3
HOS 109 Introduction to Culinary Arts	2
HOS 110 Introduction to Hospitality Management	3
HOS 112 Food Preparation I	3
HOS 113 Food Preparation II	3
HOS 114 Introduction to Baking and Pastry	3
HOS 115 Garde Manger	3
HOS 116 International Cuisine	3
HOS 117 Culinary Nutrition or	
HE 102 Nutrition in a Changing World or	
HE 200 Principles and Application of Nutrition	3
HOS 121 Sanitation & Food Safety	1
HOS 218 Hospitality Information Systems	3
HOS 123 Purchasing and Cost Control	3
HOS 216 Food and Beverage Operations	3
HOS 250 A la Carte Cooking and Service or	
INTR 103 Internship	3

60

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Culinary Arts and Supervision and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471 or the Program Manager at 301.624.2768.

- Johnson & Wales University – B.S. Culinary Arts & Food Service Management B.S.
- Stratford University – B.A. Culinary Management or B.A. Hospitality Management
- University of Maryland Eastern Shore at Shady Grove – B.S. Hotel & Restaurant Management

Culinary Skills

Certificate (Career)

Designed to prepare students for entry-level cooking jobs in hotels, restaurants, supermarkets, country clubs, caterers, cafes and institutional kitchens. Basic hot and cold food preparation, production, presentation, and service skills are taught. Development of proper work habits, professionalism, and the practice of food safety and sanitation procedures are stressed.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
HOS 109 Introduction to Culinary Arts	2
HOS 112 Food Preparation I	3
HOS 113 Food Preparation II	3
HOS 114 Introduction to Baking and Pastry	3
HOS 115 Garde Manger	3
HOS 116 International Cuisine	3
HOS 117 Culinary Nutrition	3
HOS 121 Sanitation & Food Safety	1
HOS 250 A La Carte Cooking & Service	3
	24

Hospitality Management

Certificate (Career)

Prepares students for employment as a manager in the hospitality industry.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
BU 103 Introduction to Business	3
CIS 101 Information Systems and Technology	3
ACCT 101 Principles of Accounting I	3
BU2 73 Business Communication	3
BU2 27 Principles of Management	3
HOS 110 Introduction to Hospitality Management	3
HOS 216 Food and Beverage Operations or	
HOS 219 Foundations of Lodging Management	3
HOS 218 Hospitality Information Systems	3
HOS 121 Sanitation and Food Safety	1
	25

Cybersecurity

A.A.S. Degree (Career)

A cybersecurity A.A.S. degree is currently under development and expected to be offered in fall 2015. Please refer to the online catalog addendum for additional information.

MY GOAL

**TO BUILD SECURE
CYBER NETWORKS**

 Frederick Community College • www.frederick.edu

Bryan Vanek, Information Technology

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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaaff.usmh.usmd.edu/artweb/index.html>

Course	Credits
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3/4
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
AR 101 Two Dimensional Art and Design or	
AR 106 Drawing I	3
Humanities Elective (GenEd course list)	3
Communications Elective (GenEd course list)	3
Biological & Physical Sciences	
Two courses, on of which must be a lab science (GenEd course list)	7/8
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1

Departmental Requirements (Computer Graphics & Television Production)

CMM 101 Introduction to Electronic Media	3
CMM 111 Communication Graphics I	3
CMM 152 Digital Studio Production	4
INTR 102/103 Internship	2/3

Computer Graphics students should take:

CMM 112 Communication Graphics II	3
CMM 212 Communications Graphics III	3
CMM 132 Digital Photography I	3
CMM 114 Web Design I	3
CMM 115 Professional & Transfer Portfolio	1
Electives	3

Television Production students should take:

CMM 252 Digital Film Production	4
CMM 254 Principles of Film & Video Editing	4
CMM 256 Television Studio Directing and Operations or	
CMM 259 Television News Production or	
CMM 261 Digital Post Production	4
Electives	4

Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives. Depending on the transfer institution, recommended electives may include: AR101, AR102, AR103, AR104, AR105, AR106 CMM114, CMM131, CMM132, CMM256, CMM259, CMM261

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A. in Digital Media and Design and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471 or the Program Manager at 301.846.2533.

- Towson University – B.S. Electronic Media and Film: Film/Video/Digital Media Concentration

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
Departmental 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 Digital Studio Production	4
CMM 252 Digital Film Production	4
CMM 254 Principles of Film and Video Editing	4
CMM 256 Television Studio Directing & Operations or	
CMM 261 Digital Post Production	4
	28

Computer Graphics

Certificate (Career)

Designed to provide the core skills needed to function in the fields of graphic communication, publishing and Web based 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 reading and writing is expected.

Course	Credits
Departmental Requirements	
CMM 101 Introduction to Electronic Media	3
CMM 111 Communications Graphics I	3
CMM 112 Communications Graphics II	3
CMM 114 Web Design I	3
CMM 115 Professional & Transfer Portfolio	1
CMM 131 Darkroom Photography I or	
CMM 132 Digital Photography	3/4
CMM 152 Digital Studio Production	4
CMM 212 Communications Graphics III	3
INTR 102 Internship	2
	25/26

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, and director 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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaaff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3/4
Social & Behavioral Sciences	
PS 101 General Psychology	3
Arts & Humanities	
ASLS 102 American Sign Language I or	
LS 101 Introductory Spanish	3
Biological & Physical Sciences	
Biological & Physical Sciences Elective (GenEd course list)	3/4
General Education Elective (Select from GenEd course list)	
HE 201 or HE 204 recommended.	3
CIS 101 Information Systems and Technology	3

PE/Health Requirements (HE 201 or HE 204 satisfies this requirement) 1/3

Departmental Requirements

ECD 101 Introduction to Early Childhood Education	3
ECD 104 Activities I for Children	3
ECD 106 Infant/Toddler Development & Care	3
ECD 107 Health, Safety and Nutrition	3
ECD 108 Activities for the School Age Child	3
ECD 210 Directed Practicum in Early Childhood or	
INTR 103 Internship	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
CMSP 105 Small Group Communication	3

Electives

Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives..... 3

60

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.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
ECD 101 Introduction to Early Childhood Education	3
ECD 104 Activities I for Children	3
ECD 106 Infant/Toddler Development & Care	3
ECD 107 Health, Safety and Nutrition	3
ECD 108 Activities for the School Age Child	3
ECD 210 Directed Practicum in Early Childhood or	
INTR 103 Internship	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 and Acquisitions of Reading	3
ED 100 Child Development & Behavior	3
ED 203 Introduction to Special Education or	
ECD 110 Early Childhood Special Education	3
<hr/>	
33	

Child Care Preschool and School Age Teacher Training

Certificate (Career)

Prepares students to enter the workforce in early childhood development. The certificate targets four courses that are required to meet the educational requirements of the Maryland State Department of Education Office of Child Care. The certificate highlights the following positions: child care teacher of preschools, infant/toddler classrooms, and school age (before and after school programs). Students must complete each course with a "C" or better to receive this certificate.

<i>Course</i>	<i>Credits</i>
Departmental 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
<hr/>	
12	

Child Care Preschool Teacher

Letter of Recognition (Career)

Meets the educational requirements of the Maryland State Department of Education Office of Child Care for the position of child care preschool teacher. 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.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
ECD 104 Activities I for Children	3
ED 100 Child Development & Behavior	3
<hr/>	
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
- CHI131 Administration of Child Development Centers
- CHI139 Infants & Toddlers Development and Care
- CHI140 Understanding & Guiding the Young Child's Behavior
- CHI145 School Age Activities
- CHI146 Special Education in Early Childhood

*** 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.**



Education: Associate of Arts in Teaching Early Childhood Education/Early Childhood Special Education

A.A.T. Degree (Transfer)

This curriculum is designed for students planning to transfer to an early childhood and/or special education teacher preparation program at a four-year college or university in the state of Maryland. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at a four-year institution. Students planning to transfer out of the state should consult with the Career & Transfer Resource Center as well as an academic advisor at their transfer school of choice.

<i>Course</i>	<i>Credits</i>
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
Arts & Humanities	
AR 100 Introduction to the Creative Arts	3
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 or	
PC 109 Physical Geology.....	4
PC 115 Introduction to Geoscience or	
PC 107 Introductory Astronomy.....	4
Interdisciplinary & Emerging Issues	
CIS 101 Information Systems and Technology.....	3
HE 204 Health Education	3
Other Requirements	
ECD 101 Introduction to Early Childhood Education.....	3
ECD 104 Activities I for Children	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. requirements:

To earn the A.A.T., students must achieve a minimum of a 2.750 cumulative GPA and earn a "C" or better in all courses used to satisfy the A.A.T. requirements. Students must also provide the Registrar's Office with qualifying scores on one of the state-approved basic skills tests for future teachers. Students are strongly encouraged to consult with an academic advisor at their transfer institution as early as possible and should be aware that some colleges and universities may require higher GPAs and/or additional tests.

Education: Associate of Arts in Teaching Elementary Education/Elementary Special Education

A.A.T. Degree (Transfer)

This curriculum is designed for students planning to transfer to an elementary and/or special education teacher preparation program at a four-year college or university in the state of Maryland. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at a four-year institution. Students planning to transfer out of the state should consult with the Career & Transfer Resource Center as well as an academic advisor at their transfer school of choice.

<i>Course</i>	<i>Credits</i>
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.....	3
Arts & Humanities	
AR 100 Introduction to the Creative Arts.....	3
CMSP 103 Speech Fundamentals or	
CMSP 105 Small Group Communication.....	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 Information Systems and Technology.....	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

A.A.T. requirements:

To earn the A.A.T., students must achieve a minimum of a 2.750 cumulative GPA and earn a "C" or better in all courses used to satisfy the A.A.T. requirements. Students must also provide the Registrar's Office with qualifying scores on one of the state-approved basic skills tests for future teachers. Students are strongly encouraged to consult with an academic advisor at their transfer institution as early as possible and should be aware that some colleges and universities may require higher GPAs and/or additional tests.

Education: Associate of Arts in Teaching English

A.A.T. Degree (Transfer)

This curriculum is designed for students planning to transfer to an English teacher preparation program at a four-year college or university in the state of Maryland. Students planning to transfer out of the state should consult with the Career & Transfer Resource Center as well as an academic advisor at their transfer school of choice.

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3/4
Social & Behavioral Sciences	
PS 101 General Psychology	3
ED 102 Schools & Society	3
Arts & Humanities	
Arts 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
<i>Choose from 1 category:</i>	
Computer Literacy Elective (GenEd course list)	
Interdisciplinary Issues Elective (GenEd course list)	
Multicultural Issues & Perspectives Elective (GenEd course list)	3
Other Requirements	
EN 201 British Literature or	
EN 202 British Literature	3
EN 203 American Literature or	
EN 204 American Literature or	
EN 230 African American Literature	3
EN 205 World Literature or	
EN 206 World Literature	3
EN 231 English Language Studies	3
ED 202 Educational Psychology	3
ED 203 Foundations of Special Education	3
HI History Electives	6
PS 204 Psychology of Adolescence	3
Free Elective	3
	61/63

A.A.T. requirements:

To earn the A.A.T., students must achieve a minimum of a 2.750 cumulative GPA and earn a "C" or better in all courses used to satisfy the A.A.T. requirements. Students must also provide the Registrar's Office with qualifying scores on one of the state-approved basic skills tests for future teachers. Students are strongly encouraged to consult with an academic advisor at their transfer institution as early as possible and should be aware that some colleges and universities may require higher GPAs and/or additional tests.

Education: Associate of Arts in Teaching Mathematics

A.A.T. Degree (Transfer)

This curriculum is designed for students planning to transfer to a mathematics teacher preparation program at a four-year college or university in the state of Maryland. Students planning to transfer out of the state should consult with the Career & Transfer Resource Center as well as an academic advisor at their transfer school of choice.

<i>Course</i>	<i>Credits</i>
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	3
Social & Behavioral Sciences	
PS 101 General Psychology	3
ED 102 School and Society	3
Arts & Humanities	
Arts Elective (GenEd course list)	3
Communications Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Biological & Physical Sciences	
PY 203 Introductory Physics I	4
PY 204 Introductory Physics II	4
Interdisciplinary & Emerging Issues	
Wellness Elective (GenEd course list)	3
<i>Choose from 1 category:</i>	
Computer Literacy Elective (GenEd course list) or	
Interdisciplinary Elective (GenEd course list) or	
Multicultural Issues & Perspectives Elective (GenEd course list)	3
Other Requirements	
ED 202 Educational Psychology	3
ED 203 Foundations of Special Education	3
PS 204 Psychology of Adolescence	3
Electives (recommended to include MA 111 or MA 130/131, if needed, and PY 101 if there has been no previous coursework in physics)	6/7
	62/63

A.A.T. requirements:

To earn the A.A.T., students must achieve a minimum of a 2.750 cumulative GPA and earn a "C" or better in all courses used to satisfy the A.A.T. requirements. Students must also provide the Registrar's Office with qualifying scores on one of the state-approved basic skills tests for future teachers. Students are strongly encouraged to consult with an academic advisor at their transfer institution as early as possible and should be aware that some colleges and universities may require higher GPAs and/or additional tests.

Education: Associate of Arts in Teaching Spanish

A.A.T. Degree (Transfer)

This curriculum is designed for students planning to transfer to a Spanish teacher preparation program at a four-year college or university in the state of Maryland. Students planning to transfer out of the state should consult with the Career & Transfer Resource Center as well as an academic advisor at their transfer school of choice.

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list).....	3/4
Social & Behavioral Sciences	
PS 101 General Psychology.....	3
ED 102 Schools and Society	3
Arts & Humanities	
Arts Elective (GenEd course list)	3
Communications Elective (GenEd course list)	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
Choose two consecutive courses in another language: LF, LG, LI, LL	6
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 Elective (GenEd course list) or Multicultural Issues & Perspectives Elective (GenEd course list)	3
Other Requirements	
ED 202 Educational Psychology	3
ED 203 Foundations of Special Education	3
PS 204 Psychology of Adolescence	3
Elective (LS 211 recommended)	3

61/63

A.A.T. requirements:

To earn the A.A.T., students must achieve a minimum of a 2.750 cumulative GPA and earn a "C" or better in all courses used to satisfy the A.A.T. requirements. Students must also provide the Registrar's Office with qualifying scores on one of the state-approved basic skills tests for future teachers. Students are strongly encouraged to consult with an academic advisor at their transfer institution as early as possible and should be aware that some colleges and universities may require higher GPAs and/or additional tests.

Secondary Education

Students can begin preparation for a range of secondary teaching careers. Before transferring, future secondary teachers are advised to take ED 102 (Schools and Society), achieve a minimum of a 2.750 cumulative GPA and have qualifying scores on one of the state-approved basic skills tests for future teachers. Course requirements vary widely by transfer school and teaching area. Therefore, students are strongly encouraged to consult the Education Department at their transfer institution as early as possible in order to plan their coursework at FCC.



Emergency Management Track I: FEMA Independent Study

A.A.S. Degree (Career)

Provides students with a broad education in emergency management. Focuses on preparedness and the skills needed to organize and lead emergency management operations.

After completing the required FEMA IS courses, students enroll in modules 1–6 (E.M. 1, 2, 3, 4, 5, 6). Modules are FCC online courses offered during the fall, spring and summer semesters.

The FEMA IS credit conversion process takes place in three (3) environments.

1. FEMA website: Take FEMA IS courses online at <http://training/fema.gov/is/crslist.aspx>
2. EMI/Jacobs (www.em-study.com): online site where you go to convert FEMA IS courses to college credit.
3. Frederick Community College (FCC): where FCC Modules are completed.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaff.usmh.usmd.edu/artweb/index.html>

Course	Credits
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3/4
Social & Behavioral Sciences	
Social Science Elective	3
Arts & Humanities	
Arts & Humanities Elective(GenEd course list)	3
Biological & Physical Sciences	
Science Elective (GenEd course list)	3/4
General Education Elective (Select from GenEd course list)	6
PE/Health Requirements	1

Departmental Requirements

EM-1 Module One: Principles of Emergency Management	3
FEM 113 Comprehensive Emergency Management	
FEM 131 Principles of Emergency Management	
FEM 151 National Incident Management System (NIMS)	
EM-2 Module Two: Leadership and Management.	3
FEM 128 State Disaster Management	
FEM 161 Emergency Operations Center	
FEM 150 Incident Command System	
EM-3 Module Three: Federal Emergency Management.	3
FEM 132 Introduction to Leadership and Influence	
FEM 133 Decision Making & Problem Solving	
FEM 134 Effective Communication	

EM-4 Module Four: Integrated Emergency Management.	3
FEM 140 Emergency Planning	
FEM 159 National Response Framework	
FEM 174 Disaster Response Operations	

EM-18 Module Five: Emergency Management Mitigation.	3
FEM 157 Hazard Mitigation	
FEM 186 Hazard Mitigation and Disaster Workforce Basics	
FEM 173 Continuity of Operations Planning	

EM-19 Module Six: Recovery and Assessment.	3
FEM 201 National Disaster Recovery Framework (NDRF) Overview	
FEM 179 Emergency Management Recovery	
FEM 141 Disaster Exercise	

Other Requirements

INTR 103 Internship: Emergency Management Capstone.	3
FEM Electives (Select 7 credits from FEM courses not listed above)	7
Electives	10
	60

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Emergency Management and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- American Public University (APU) – B.A. Emergency and Disaster Management
- Charter Oak State College (COSC)–Public Safety Administration Concentration
- University of Maryland University College (UMUC)–B.S. Public Safety Administration
B.S., Homeland Security
- Northwestern State University of Louisiana (NSU) - B.S. Unified Public Safety Administration : Emergency Management Administration Concentration
- Capella University - B.S. Public Safety

Emergency Management

Letter Of Recognition (Career)

Provides students with a broad education in emergency management. Focuses on preparedness and the skills needed to organize and lead emergency management operations.

After completing the required FEMA IS courses, students enroll in modules 1–6 (E.M. 1, 2, 3, 4, 5, 6). Modules are FCC online courses offered during the fall, spring and summer semesters.

The FEMA IS credit conversion process takes place in three (3) environments.

1. FEMA website: Take FEMA IS courses online at <http://training/fema.gov/is/crslist.aspx>
2. EMI/Jacobs (www.em-study.com): online site where you go to convert FEMA IS courses to college credit.
3. Frederick Community College (FCC): where FCC Modules are completed.

Course Credits

Departmental Requirements

FEM 113 Comprehensive Emergency Management	1
FEM 131 Principles of Emergency Management.	1
Select a module of instruction approved by the program manager.	4/6
Modular exam must be passed.	

6/8

Note: After completing FEM Module courses indicated above, students must pass a comprehensive exam on that module. See modules at <http://www.frederick.edu/degrees-certificates/emergency-management.aspx>.

Emergency Management Track II: Residency Program

A.A.S. Degree (Career)

Provides students with a broad education in emergency management. Focuses on preparedness and the skills needed to organize and lead emergency management operations. Option II allows regional students to earn their degree in a hybrid format through a combination of online and on-campus courses. Students should consult with the Program Manager before enrolling.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>	
English		
EN101 English Composition	3	
Mathematics		
Mathematics Elective (GenEd course list)	3/4	
Social & Behavioral Sciences		
Social Science Elective (GenEd course list)*	3	
Arts & Humanities		
Arts & Humanities & Communications Elective (GenEd course list)*	3	
Biological & Physical Sciences		
Science Elective (GenEd course list)	3/4	
General Education Elective (Select from GenEd course list)		3
Wellness Elective (GenEd course list)	3	
PE/Health Requirement (Wellness elective satisfies this requirement)		1/3
Departmental Requirements		
ID 225 Disaster, Crisis, and Emergency Management	3	
EM 102 Emergency Management Planning	3	
EM 104 Disaster Response and Recovery	3	
EM 106 Mitigation and Hazard Management	3	
EM 110 Federal Emergency Management	3	
EM 120 Introduction to Homeland Security	3	
EM 130 Integrated Emergency Management	3	
EM 201 Research and Technology in Emergency Management	3	
EM 203 Social Impacts of Disaster	3	
EM 205 Emergency Management Leadership	3	
EM 210 Emergency Management Capstone	3	
Electives		
Elective Course	6	

60

Emergency Management

Certificate (Career)

Provides students with a broad education in emergency management. Focuses on preparedness and the skills needed to organize and lead emergency management operations.

After completing the required FEMA IS courses, students enroll in modules 1–6 (E.M. 1, 2, 3, 4, 5, 6). Modules are FCC online courses offered during the fall, spring and summer semesters.

The FEMA IS credit conversion process takes place in three (3) environments.

1. FEMA website: Take FEMA IS courses online at <http://training/fema/gov/is/crslist.aspx>
2. EMI/Jacobs (www.em-study.com): online site where you go to convert FEMA IS courses to college credit.
3. Frederick Community College (FCC): where FCC Modules are completed.

<i>Course</i>	<i>Credits</i>	
EM-1 Module One: Foundations of Emergency Management		3
FEM 113 Comprehensive Emergency Management		
FEM 131 Principles of Emergency Management		
FEM 151 National Incident Management System (NIMS)		
EM-2 Module Two: Emergency Management Coordination		3
FEM 128 State Disaster Management		
FEM 161 Emergency Operation Center (EOC)		
FEM 150 Incident Command System (ICS)		
EM-3 Module Three: Leadership and Management		3
FEM 132 Introduction to Leadership and Influence		
FEM 133 Decision Making and Problem Solving		
FEM 134 Effective Communication		
EM-4 Module Four: Planning and Response		3
FEM 140 Emergency Planning		
FEM 159 National Response Framework (NRF)		
FEM 174 Disaster Response Operations		
EM-18 Module Five: Emergency Management Mitigation		3
FEM 157 Hazard Mitigation		
FEM 186 Hazard Mitigation and Disaster Workforce Basics		
FEM 173 Continuity of Operations Planning		
EM-19 Module Six: Recovery and Assessment		3
FEM 201 National Disaster Recovery Framework (NDRF) Overview		
FEM 179 Emergency Management Recovery		
FEM 141 Disaster Exercise		
Other Requirements		
FEM Electives Select 8 credits from FEM courses not listed above	8	

26

Emergency Medical Technician/Paramedic**A.A.S. Degree (Career)****Mid-Maryland Allied Healthcare Education Consortium
Howard Community College Degree**

This area of study prepares graduates to provide immediate care for the critically ill or injured at the site of an emergency. Emergency care is maintained during transport of patients to hospital settings. Instruction includes classroom and clinical experience. Successful completion of the program leads to eligibility to take state and national certification examinations in Emergency Medical Technician-Paramedic. Graduates are employed by fire and rescue organizations, hospitals, private ambulance companies, and other health care agencies. Current EMT certification* and all required prerequisite courses must be verified for enrollment in EMSP-160, along with proof of experience as an EMT as outlined by Code of Maryland (COMAR) regulations.

For more information, contact FCC's Counseling & Advising Office or the Health Sciences Division at Howard Community College, 443.518.1560.

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition.....	3
Mathematics	
Mathematics Elective (GenEd course list) (MA 206–Elementary Statistics recommended).....	3/4
Social & Behavioral Sciences	
PS 101 General Psychology.....	3
Arts & Humanities	
CMSP 103 Speech Fundamentals.....	3
Biological & Physical Sciences	
BI 101 General Biology I *.....	4
BI 103 Anatomy & Physiology.....	4
BI 104 Anatomy & Physiology.....	4
Courses offered at Mt. Airy/Howard Community College	
MATH 105 Drug Calculations.....	1
EMSP 160 Prevention and Management of Emergency Situations.....	6
EMSP 200 Airway, Patient Assessment and Trauma Management.....	9
EMSP 205 Medical Emergencies I.....	5
EMSP 210 Medical Emergencies II.....	9
EMSP 215 Medical Emergencies III.....	6
EMSP 230 Paramedic Internship and Evaluation.....	5
	65/66

A grade of "C" or better is required in all paramedic, mathematics, and science courses.

* EMT certification may be obtained by completing EMSP106 and EMSP107.

** It may be possible to take BI 55–Preparation for Allied Health instead of BI 101. Contact Counseling & Advising for details.

Engineering

Students interested in pursuing a major in engineering should choose the A.S. STEM Option where they will be able to tailor their degree to the transfer institution of their choice. Students should consult an advisor and ARTSYS before determining their course selections. <http://www.acaff.usmh.usmd.edu/artweb/index.html>

Suggested courses for the major may include the following depending on the transfer institution.

EG 100	Introductory Engineering Science
EG 110	Engineering Statistics
EG 210	Mechanics of Materials
EG 211	Engineering Dynamics
EG 214	Engineering Thermodynamics
MA 214	Introduction to MatLab
MA 213	Differential Equations
MA 212	Calculus III
CH 102	General Chemistry
PY 203	Introductory Physics I
PY 204	Introductory Physics II
PY 205	Modern Physics

Fire Service Administration

A.A.S. Degree (Career)

A fire service administration AAS degree is currently under development and expected to be offered in fall 2015. Please refer to the online catalog addendum for additional information.



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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.aff.usmh.usmd.edu/artweb/index.html>

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)	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Three courses, one selected from each area (GenEd course list): Arts, Humanities, and Communications.....	9
Biological & Physical Sciences	
Two courses, one of which must be a lab science (GenEd course list) ...	7/8
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement (Wellness elective satisfies this requirement)	
	1/3
Other Requirements	
Open Electives.....	29
Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives.	

60

Government & Politics

Students interested in pursuing a major in Government and Politics should choose the A.A. degree in General Studies where they will be able to tailor their degree to the transfer institution of their choice. Students should consult an advisor and ARTSYS before determining their course selections. <http://www.aff.usmh.usmd.edu/artweb/index.html>

Suggested courses for the major may include the following depending on the transfer institution.

HI 201	History of the United States
HI 202	History of the United States (reconstruction to the present)
PI 104	American Government: National
PI 206	Civil Liberties
EC 201	Principles of Economics (Macro)
SO 102	Social Problems
PH 101	Introduction to Philosophy

Health and Exercise Sciences

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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.caff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3/4
Social & Behavioral Sciences	
PS 101 General Psychology	3
ED/PS 208 Human Growth & Development.	3
Arts & Humanities	
Three GenEd courses, one selected from each area: Arts, Humanities, and Communications	9
Biological & Physical Sciences	
BI 101 General Biology	4
BI 103 Anatomy & Physiology	4
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement (PE 241 satisfies the requirement).....	1/3

Departmental Requirements

PE 153 Introduction to Health and Exercise Sciences.....	3
PE 154 Fitness for Living	3
PE 241 Methods of Fitness & Conditioning	1
PE 247 Methods of Weight Training.....	1
HE 102 Nutrition in a Changing World, or	
HE 200 Principles and Application of Nutrition.....	3
HE 204 Health Education.....	3
BI 104 Anatomy & Physiology	4

Electives

Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives. Depending on the transfer institution, recommended electives may include:

- ED 102 Foundations of Education (3)*
- ED 202 Educational Psychology (3)*
- ED 203 Foundations of Special Education (3)*
- PE 161 Psychology of Sport (3)
- PE 236 Coaching Principles (3)
- PE 249 Fitness Assessment and Business Practices (3)
- PE 250 Care and Prevention of Athletic Injuries (3)
- PE 252 Essentials of Personal Training (4)
- HE 201 Stress Management (3)
- CH 101 General Chemistry (4)**
- BU 109 Entrepreneurship & Small Business Enterprise (3)
- INTR 102 Internship (2)
- Any one credit PE course (1)

60

* Those who are planning to teach in the K-12 system should take these courses.

** This course is required by many transfer schools. See your advisor in order to match the elective credits to your specific transfer institution.

Fitness/Personal Trainer

Certificate (Career)

Prepares students for a career in personal training, the training of different populations to improve their fitness levels. Certification is through the National Academy of Sports Medicine (NASM).

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

Course *Credits*

Departmental Requirements

BI 103 Anatomy & Physiology or	
BI 107 Fundamentals of Human Anatomy or	
BI 117 Study of the Human Body	3/4
HE 110 Nutrition Basics	1
PE 108 Body Mechanics	1
PE 154 Fitness for Living	3
PE 237 Exercise Psychology	1
PE 241 Methods of Fitness and Conditioning.....	1
PE 247 Methods of Strength Training	1
PE 249 Fitness Assessment and Business Practices.....	3
PE 252 Essentials of Personal Training.....	4
BU 109 Entrepreneurship & Small Business Enterprise	3
INTR 102 Internship	2
	23/24

PE 252 is only offered in the spring semester. Students should do the internship in the same semester as PE 252, or if not, then in the semester immediately following.

Other Recommended Courses:

HE 102 Nutrition in a Changing World OR	
HE 200 Principles & Application of Nutrition	
HE 115 Stress Management Techniques or HE201 Stress Management	
PE 198A Boot Camp	
PE 190 Pilates	
PE 250 Care and Prevention of Athletic Injuries	

Physical Education, Coaching

Letter Of Recognition (Career)

Gives students the necessary knowledge and skills to pursue a career in athletic coaching.

Course *Credits*

Departmental Requirements

PE 161 Psychology of Sport	3
PE 236 Coaching Principles	3
PE 250 Care and Prevention of Athletic Injuries.....	3
	9

Health Information Technology

A.A.S. Degree (Career)

Mid-Maryland Allied Healthcare Education Consortium Carroll Community College Degree

This program is designed to prepare students for employment as health information technicians in hospitals, nursing homes, ambulatory care facilities, physician offices, home health services, and other facilities which create and/or evaluate health records. This program of study is designed to combine general education and specialized courses to meet employment requirements in Health Information Technology. Students are expected to complete a core of General Education requirements in addition to the program requirements. For more information, contact Counseling & Advising or Anne Marani at 410.386.8265 or amarani@carrollcc.edu.

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition.....	3
EN 102 English Composition and Literature.....	3
Mathematics	
Mathematics Elective (GenEd course list) (MA 206–Elementary Statistics preferred).....	3/4
Social & Behavioral Sciences	
Social & Behavioral Sciences Elective (GenEd course list).....	3
Arts & Humanities	
Arts or Humanities Elective (GenEd course list).....	3
Arts, Humanities, or Social & Behavioral Sciences	
Arts, Humanities or Social/Behavioral Sciences Elective (GenEd course list).....	3
Interdisciplinary & Emerging Issues	
Interdisciplinary & Emerging Issues (GenEd course list) (HE 204 recommended).....	3
Biological & Physical Sciences	
BI 107 Human Biology.....	4
Other Requirements	
CIS 111R Business Software Applications or.....	3
CIS 101 Information Systems and Technology or.....	3
MDA109 Medical Terminology.....	3
Health Information Technology courses offered at Mt. Airy/Carroll Community College	
HIT 112 Healthcare Data Content and Structure.....	3
HIT 115 Pathophysiology and Pharmacology.....	4
HIT 121 Basic Diagnosis Coding.....	3
HIT 122 Basic Procedure Coding.....	3
HIT 201 Computer Applications in Healthcare.....	3
HIT 222 Advanced Coding Concepts.....	6
HIT 225 Healthcare Delivery Systems.....	3
HIT 223 Reimbursement Methodologies.....	3
HIT 270 Professional Practice in Health Information Technology.....	1
	60



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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaaff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3/4
Social & Behavioral Sciences	
Social & Behavioral Sciences Electives (GenEd course list)	6
Two courses selected from different disciplines	
Arts & Humanities	
Three GenEd courses, one selected from each area: Arts, Humanities, and Communications	9
Biological & Physical Sciences (One lab course required)	
Biological & Physical Sciences Elective (GenEd course list)	7/8
Two courses, one of which must be a lab course	
Interdisciplinary & Emerging Issues	
Choose from 2 categories:	
Computer Literacy Elective (GenEd course list)	
Interdisciplinary Issues Elective (GenEd course list)	
Multicultural Issues & Perspectives Elective (GenEd course list)	6
PE/Health Requirement	1/3

Departmental Requirements

Students should check with an advisor or transfer institution (ARTSYS) before selecting their courses.

Select two courses from the following:	6
HI 101 History of Western Civilization	
HI 102 History of Western Civilization	
HI 201 History of the United States	
HI 202 History of the United States	
Select three courses from the following:	9
HI 204 Twentieth Century History	
HI 205 Contemporary Latin America	
HI 212 Civil War	
HI 213 History of the South	
HI 214 The Civil Rights Movement	
HI 215 Constitutional History of the United States	
HI 217 African-American History	
ID 220 WWII Through Film	
ID 222 The Sixties	
IS 911H History Honors	
Electives	10
Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives.	

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.

<i>Course</i>	<i>Credits</i>
Departmental 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	
IS 911H History Honors and	
IS 912H Honors Forum	4
HI 217 African-American History or	
HI 213 History of the South or	
HI 215 Constitutional History of the United States	3
	16

Honors College

Honors is an enrichment program that can be incorporated into most transfer degree programs at FCC. Students who graduate from the Honors College, complete an honors independent study project, present at a conference, or earn service or leadership certificates gain a competitive advantage when applying for admission to selective four-year colleges and transfer scholarships.

Eligibility

Membership in the Honors College is by invitation. Students automatically qualify with the following test scores: SAT = 1650 overall with at least 550 on verbal, or ACT = Reading 21+, or FCC placement exams = Honors level reading (103) and proficient college-level writing.

A writing sample may be requested. However, applicants with strong academic records (3.500 GPA) or faculty recommendations are encouraged to apply. We also offer an Open Campus membership for high school or home school students with a 3.500 GPA and a completed Honors College recommendation form. To apply, complete the Honors College Application and Honors Goal Survey, which are available in the Honors Office (H-245) and at www.frederick.edu, and submit as directed on the forms.

Expectations

Students are expected to pursue academic excellence and be engaged in the honors program, FCC, or the community. Any student whose GPA drops below 3.000 or violates FCC policy will no longer be in good standing with the Honors program. Students who started college poorly but whose recent work is honors caliber can apply to the honors coordinator for an exception.

Academic Opportunities

Your academic opportunities begin with Honors courses, which are designated with an "H" in the schedule. Because honors courses have the same core learning outcomes and content requirements as regular courses they are easily transferable. Honors courses 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.

With permission of the instructor and the honors coordinator, Honors Contracts can be arranged for courses not in the schedule (e.g., MA 210 Calculus I). Contact the honors coordinator to request an Honors Contract application.

Students can conduct scholarly research or produce creative works through Honors Independent Study projects under the supervision of a faculty mentor. Students share their work with the campus community at the Honors Forum and are encouraged to present at student conferences. Each year one student may be nominated to compete for the Portz Award for Outstanding Honors Student at Two-Year Colleges, which is sponsored by the Maryland Collegiate Honors Council.

Engagement

We encourage students to engage in learning both inside and outside the classroom. To promote learning outside the classroom, all honors courses require students to attend co-curricular events. The Honors College also sponsors a variety of student organized activities each year, and the Center for Student Engagement at FCC offers even more engagement opportunities. With 25 service hours in two projects and a reflection paper, students can earn a service certificate. Leadership opportunities are available through the Honors Student Association, Phi Theta Kappa, and Honors College internships. Student leaders can also complete workshops and earn a leadership certificate.

Benefits

Besides honing your academic skills through active learning, some other benefits of participating in the Honors College are:

- use of the Honors Lounge (H-247);
- eligibility for honors internships and scholarships; and
- opportunities to earn student recognitions for excellence (Anne Slater Award for Honors Excellence; MCHC Portz Award for Outstanding Honors Student, All-USA Academic Team).

Transfer and scholarship benefits include:

- enhanced resume when applying for selective admission program at four-year colleges as well as scholarships;
- articulation agreement with the honors program at McDaniel College, which includes admission and tuition benefits; and
- articulation agreement with the honors program at Hood College, which includes admission and tuition benefits; and
- articulation agreement with the honors program at Towson University, which includes admission and tuition benefits.

Graduation

Students who complete 12 honors credits (3 honors credits must be at the 200-level with an honors research project or completion of an honors independent study project) with an overall grade point average (GPA) of 3.250 or higher are eligible to graduate from the Honors College. Graduates receive a notation on their transcripts recognizing this achievement. Further, at the graduation ceremony they wear an Honors College medallion and stand to be recognized. The transcript notation and color of the medallion are based on the student's grade point average at the time of graduation:

GPA	Transcript Notation	Medallion
3.250–3.490	Honors College	Bronze
3.500–3.749	Honors College – Honors	Silver
3.750–4.000	Honors College – High Honors	Gold

Contact

To learn more about how the Honors College can help you reach your goals, contact the Honors Coordinator, Dr. Bruce Thompson, in H-244 or at bthompson@frederick.edu or 301.846.2535.

Human Services

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

Introduces the students to a broad range of social and rehabilitation services and human development concepts designed to deal with the problems 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 the following academic paths: addictions or social work transfer.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaff.usmh.usmd.edu/artweb/index.html>

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
Arts & Humanities	
Arts Elective (GenEd course list).....	3
Humanities Elective (GenEd course list).....	3
Communications Elective (GenEd course list) (CMSP 103 or CMSP 105 recommended).....	3
Biological & Physical Sciences	
Two courses, one of which must be a lab science (GenEd course list) ...	7/8
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1
Departmental Requirements	
SO 102 Social Problems	3
HS 102 Human Relations (fulfills cultural competence requirement) .	3
HS 103 Introduction to Social Work and the Human Services	4
ED/PS 208 Human Growth and Development	3
Other Requirements (Choose one of the following tracks)	15
	60

Addictions Track

Course	Credits
Departmental 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

Social Work Transfer Track

Course	Credits
Departmental 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.

Transfer Note:

FCC has transfer agreements with the following institutions for students graduating with an A.A. in Human Services and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- Stevenson University–B.S. Human Services

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
Departmental 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 103	Introduction to Social Work and the Human Services	4
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
		24

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

Donna Wallace, Certified Nursing Assistant

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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaaff.usmh.usmd.edu/artweb/index.html>

English

EN 101 English Composition 3

Mathematics

MA 206 Elementary Statistics 3

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 106 Introduction to Object Design & Programming..... 3

PE/Health Requirement 1/3

Departmental Requirements

ACCT 101 Principles of Accounting I..... 3

ACCT 102 Principles of Accounting II or

EC 202 Principles of Economics..... 3

CIS 201 Computer Science I 4

CIS 203 Systems Analysis & Design..... 3

CIS 208 C++ Programming OR

CIS 225 Computer Programming Language (A, B, C, D ...) 3

MA 201 Applied Calculus or

MA 210 Calculus I 3/4

Electives CIS 111J, CIS 111L, CIS 111M, CIS 140, CIS 170, CIS 179,

CIS 180 OR any CIS 200-level course. Students should check

with their transfer school before selecting their electives.... 9

60

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 with intrinsic flexibility in a variety of topics.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaaff.usmh.usmd.edu/artweb/index.html>

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

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 106 Introduction to Object Design & Programming..... 3

PE/Health Requirement 1/3

Departmental Requirements

BU 281 Global Awareness in the Work Environment..... 3

CIS 111M PC Operating Systems..... 3

CIS 203 Systems Analysis & Design..... 3

CIS 212 PC Repair & Diagnostics 3

CIS 204 Computer Information Sciences Project or

INTR 103 Internship 3

CIS 179 Cybersecurity Fundamentals or

CIS 218 Information Security and Assurance 3

Electives (select from the following list)..... 20

Any CIS Course

CMM 111 Communication Graphics I (3)

CMM 112 Communication Graphics II (3)

CMM 114 Web Design (3)

EN 115 Technical Writing (3)

ID 225 Disaster, Crisis and Emergency Management (3)

60

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Information Technology: Option I and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- University of Maryland University College–B.S. Computer Science
- University of Maryland University College–B.S. Cybersecurity

Information Technology Certificates

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.

Software Specialist

Certificate (Career)

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
CIS 111A Microcomputer Software Applications: Word Processing	3
CIS 111B Microcomputer Software Applications: Database	3
CIS 111E Microcomputer Software Applications: Spreadsheets	3
CIS 116C Presentation Graphics	1
CIS 116D Windows	1
Electives (Choose five credits from the following: CMM 111, CMM 114, CIS 101, CIS 103A, CIS 103B, CIS 116B, CIS 116L, CIS 116Q, CIS 116P)	5
	16

Students may test out of CIS 103A and/or CIS 103B.

Computer Studies

Certificate (Career)

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
BU 281 Global Awareness in the Work Environment	3
CIS 106 Introduction to Object Design & Programming	3
CIS 111M PC Operating Systems	3
CIS 203 Systems Analysis & Design	3
CIS 212 PC Repair & Diagnostics	3
CIS 218 Information Security and Assurance	3
CIS 204 Computer & Information Sciences Project or INTR 103 Internship	3
	21

Personal Computer Support Specialist

Certificate (Career)

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
CIS 111E Microcomputer Software Applications: Spreadsheets	3
CIS 111M PC Operating Systems	3
CIS 111R Business Software Applications	3
CIS 116D Windows	1
CIS 180 Networking Fundamentals	3
CIS 212 PC Repair & Diagnostics	3
	16

Information Security and Assurance

Certificate (Career)

Designed for students seeking to build skills in specialty areas (e.g., information security), upgrade current skills, or broaden their general knowledge base in information technology. All CIS courses completed in these certificates apply directly to an A.A.S. degree in information technology. The Information Security and Assurance Certificate is specifically designed to meet the need for workers in this rapidly growing area of information technology.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
CIS 106 Introduction to Object Design and Programming	3
CIS 111M PC Operating Systems	3
CIS 212 PC Repair & Diagnostics	3
CIS 180 Networking Fundamentals	3
Electives: Complete 3 courses from the following:	9
CIS 170 Security Fundamentals (3)	
CIS 179 Cybersecurity Fundamentals (3)	
CIS 217 Network Security Forensics and Audit (3)	
CIS 218 Information Security and Assurance (3)	
CIS 219 Ethical Hacking and Systems Defense	
CIS 223 Cloud Security (3)	
	21

Database Administration

Letter Of Recognition (Career)

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

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
CIS 230 Database Management Systems	3
CIS 232 Database Administration	3
	6

Information Technology Option II: Network Engineer

A.A.S. Degree (Career)

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

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.aff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>	
English		
EN 101 English Composition	3	
Mathematics		
Mathematics Elective (GenEd course list) (MA 206 recommended)	3/4	
Social & Behavioral Sciences		
Social Science Elective (GenEd course list) (HS 102 recommended)	3	
Arts & Humanities		
Humanities Elective (GenEd course list) (PH 208 or PH 101 recommended)	3	
Communications Elective (GenEd course list) (CMSP 105 recommended)	3	
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list)	3/4	
Interdisciplinary & Emerging Issues		
Wellness Elective (HE 201 recommended)	3	
PE/Health Requirement (HE 201 satisfies this requirement)		1/3
Departmental Requirements		
BU 281 Global Awareness in the Work Environment	3	
CIS 111M PC Operating Systems	3	
CIS 106 Introduction to Object Design & Programming	3	
CIS 203 Systems Analysis & Design	3	
CIS 212 PC Repair & Diagnostics	3	
CIS 179 Cybersecurity Fundamentals or		
CIS 218 Information Security and Assurance	3	
CIS 190 Cisco 1 Network Fundamentals	3	
CIS 191 Cisco 2 Routing Technologies	3	
CIS 192 Cisco 3 Switching Technologies	3	
CIS 193 Cisco 4 WAN Technologies	3	
Electives <i>Select nine (9) credits from the following:</i>		
INTR 103, CIS 111L, CIS 170, CIS 179, CIS 180, OR		
any CIS 200-level course	9	
Students holding a current Cisco Certification may be awarded 12 credits (CIS 190, CIS 191, CIS 192, and CIS 193).		

60

Information Technology *

(Continuing Education)

Basic AutoCAD

Students enrolling in these courses should be familiar with the Microsoft Windows operating system.

Recommended Courses

DRF 104 Introduction to AutoCAD I

Introduces AutoCAD software and its application as a drawing tool. Students will utilize basic AutoCAD commands to create a two-dimensional production and architectural drawings. Students will use templates, layer control, dimensioning, editing, text, symbol creation, and blocks to create and magnify geometrical designs and print/plot drawings for presentation. Also offered for credit as CAD 101.

DRF 106 Introduction to AutoCAD II

Continues the study of AutoCAD at an intermediate level. Students will create pictorial views and three dimensional drawings. Students will be introduced to additional CAD systems (Autodesk Architecture, Revit, Civil3D, and Microstation). Also offered for credit as CAD 102.

DRF 124 Introduction to Revit

Introduces Autodesk Revit software, a Building Information Modeling (BIM) program, and its application as a design/drawing tool throughout the design process. Allows students to design structural components in 3D, annotate with 2D drafting elements and access building information from the building models database. Also offered for credit as CAD 130.

CompTIA A +

If you are getting ready for a career as an information technology (IT) professional or personal computer (PC) service technician, the CompTIA A+ preparation course is a great first step on your path to certification. The course will build on your existing user-level knowledge and experience with PC software and hardware and present fundamental skills and concepts that you will use on the job. In this course, students will acquire the essential skills and information needed to install, upgrade, repair, configure, troubleshoot, optimize, and perform preventive maintenance of basic PC operating systems and hardware. This course has been expanded to include more skills practice and hands-on experience.

Recommended Course

CNS 214 CompTIA A+

Cisco Certified Network Associate (CCNA)

Cisco Certified Network Associate (CCNA) certification preparation through a four course series in partnership with Hagerstown Community College. Courses are offered in a blended learning format to provide flexibility in earning your CCNA certification. Courses are consecutive and must be completed in order. Courses 1 & 2 are offered in the fall semester, courses 3 & 4 are offered in the spring semester. Students must have A+ or equivalent experience either in class or work. Most class lessons, materials, and labs are accessed via the web, however, students and instructor will interact at scheduled times via online classroom and will be required to attend 2 Saturday meetings. Meeting dates and times will be scheduled by the instructor and enrollees. Students must have a personal computer and Internet access to complete online assignments and exams. Each course must be completed successfully in order to enroll in the next level course. Offered in conjunction with the Cisco Networking Academy.

Recommended Courses

CCO 110 CCNA: Networking I

CCO 111 CCNA: Networking II

CCO 112 CCNA: Networking III

CCO 113 CCNA: Networking IV

** 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.*

Mathematics

Students interested in pursuing a major in mathematics should choose the A.S. STEM Option where they will be able to tailor their degree to the transfer institution of their choice. Students should consult an advisor and ARTSYS before determining their course selections. <http://www.caff.usmh.usmd.edu/artweb/index.html>

Suggested courses for the major may include the following depending on the transfer institution.

MA 210	Calculus I
MA 211	Calculus II
MA 212	Calculus III
MA 213	Differential Equations
MA 218	Linear Algebra



Medical Assistant

A.A.S. Degree (Career)

Designed to prepare students for work as entry-level assistants who perform administrative and clinical procedures in ambulatory settings such as physicians' offices, clinics, and group practices. Admission is restricted to students who have maintained a "C" or better in all prerequisite courses. Students must maintain a grade of "C" or better in all courses (excluding General Education courses) to graduate from the program.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.caff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition	3
Mathematics	
Mathematics (GenEd Course List) (MA 206 recommended)	3
Social & Behavioral Sciences	
Social Science (GenEd Course List) (HS 102 recommended)	3
Arts & Humanities	
Communications (GenEd Course List) (CMSP 105 recommended)	3
Biological & Physical Sciences	
Biological & Physical Sciences Elective (GenEd Course List)	3/4
Interdisciplinary & Emergency Issues	
CIS 101 Information Systems and Technology	3
Wellness Elective (GenEd Course List)	3
PE/Health Requirement (Wellness elective satisfies this requirement)	1/3
Departmental Requirements	
BU 273 Business Communications	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 109 Medical Terminology	3
MDA 110 Pharmacology for Medical Office Practice	3
MDA 112 Medical Administrative Office Applications	3
MDA 201* Medical Assisting Laboratory Procedures	4
MDA 202 Medical Assisting Clinical Skills	4
MDA 204 Medical Assisting Clinical II	2
MDA 216 Introduction to Medical Coding	3
MDA 218 Insurance Billing and Reimbursement	3
MDA 220 Introduction to Electronic Health Records	3
Electives	
(Cultural Competence Course recommended)	3
60	

* GenEd Science course is a corequisite for MDA 201—Medical Assisting Laboratory Procedures.

Medical Assistant

Certificate (Career)

Prepares students in administrative and clinical medical procedures and provides a foundation in the principles and practices of asepsis, initial patient contact, patient care responsibilities, and patient education. Clinical duties include collecting and performing various laboratory tests, administering medications, and performing diagnostic procedures such as EKGs. Courses in medical software applications and medical administrative and clinical internships are included in this certificate. Students are engaged in classroom, hands-on and clinical learning environments. Students must maintain a grade of "C" or better in all MDA courses. Graduates will be qualified to take the national certification examination in medical assisting offered by the National Center for Competency Testing (NCCT).

Prospective students must apply for admission to the college through the Welcome Center, complete all placement tests through the Testing Center, send official transcripts (if applicable) to the registrar, and arrange for an advising appointment with the Medical Assisting Program Manager.

Courses in this program can be used to meet the elective requirements of the A.A. degree in general studies.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
BU 273 Business Communications	3
CIS 101 Information Systems and Technology	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 109 Medical Terminology	3
MDA 112 Medical Administrative Office Applications	3
MDA 201* Medical Assisting Laboratory Procedures	4
MDA 202 Medical Assisting Clinical Skills	4
MDA 204 Medical Assisting Clinical II	2
MDA 220 Introduction to Electronic Health Records	3
Science (GenEd course list)	3/4
33/34	

* GenEd Science course is a corequisite for MDA 201—Medical Assisting Laboratory Procedures.

Healthcare Practice Management

Certificate (Career)

Prepares students for work as a medical practice manager.

Students must receive a "C" or better in all MDA courses.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
BU 273 Business Communication	3
CIS 101 Information Systems and Technology	3
ACCT 101 Principles of Accounting I	3
BU 227 Principles of Management	3
MDA 109 Medical Terminology	3
MDA 112 Medical Administrative Office Applications	3
MDA 216 Introduction to Medical Office Coding	3
MDA 218 Health Insurance Billing and Reimbursement	3
MDA 220 Introduction to Electronic Health Records	3
	27

Medical Scribe

Letter of Recognition (Career)

Introduces students to medical information management. The medical scribe specializes in charting physician-patient encounters in real-time during medical exams in a clinic, physician office, urgent care or emergency room.

Students must receive a "C" or better in all MDA courses.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
MDA 109 Medical Terminology	3
MDA 112 Medical Administrative Office Applications	3
MDA 220 Introduction to Electronic Health Records	3
	9

Medical Billing/Medical Coding*

(Continuing Education)

CAH240 Medical Billing for the Physician's Office

Learn the lifecycle of a billing claim and how medical insurances work with the billing process in a physician's office. Continue your training as you work with electronic medical records and bill claims using medical billing software. This course has an online component.

MAH128 Medical Coding for the Physician's Office

Prepare for the American Academy of Professional Coders (AAPC) national certification test. Learn how to find the service and codes using coding manuals: CPT, ICD-9, and HCPCS. Course includes first year's membership to the AAPC, textbooks, and certification testing. Prerequisite: Medical Terminology for Health Care Careers. Changes over to ICD-10 in 2015.

*** 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.**

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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.aff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3/4
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Three GenEd courses, one selected from each area: Arts, Humanities, and Communications	9
Biological & Physical Sciences	
Two courses, one of which must be a lab science (GenEd course list) ...	7/8
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1
Departmental Requirements	
MU 111 Music Theory I	3
MU 112 Music Theory II	3
MU 211 Music Theory III	3
MU 212 Music Theory IV	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
Ensemble	4
Applied Music (major instrument)	4
Applied Piano/Class Piano	4

60

Audio Production

Certificate (Career)

An audio production certificate is currently under development and expected to be offered in fall 2015. Please refer to the online catalog addendum for additional information.



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 both body structure and function. Nuclear medicine technologists perform procedures to assist physicians in the diagnosis and treatment of patients. Recently the nuclear medicine field has expanded to include molecular imaging using positron emission tomography (PET), and fusion imaging using hybrid scanners, such as PET/CT and SPECT/CT.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.aff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition	3
Mathematics	
MA 130 College Algebra.....	3
MA 206 Elementary Statistics	3
Arts & Humanities	
CMSP 105 Small Group Communication	3
Social & Behavioral Sciences	
PS 101 General Psychology	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
Physical Education Elective	1/3
Departmental Requirements	
NM 100 Physics and Radiation Safety in Nuclear Medicine Technology	5
NM 102 Nuclear Medicine Technology	3
NM 103 Nuclear Medicine Techniques I	4
NM 104 Clinical Nuclear Medicine I	1
NM 105 Nuclear Medicine Techniques II	3
NM 107 Instrumentation and Computers in Nuclear Medicine Technology.....	4
NM 202 Clinical Nuclear Medicine II	2
NM 203 Radiopharmacy and Radiation Chemistry	2
NM 204 Clinical Nuclear Medicine III	4
NM 205 Professional Development	2
MDA 108 Basic Medical Terminology.....	1
	62/64

*In order to meet the new demands within the field accepted student will dedicate three (3) semesters or 12 months to the NMT curriculum and the two (2) semesters (6 months) to the dedicated CT curriculum. Upon completion students will earn an AAS in Nuclear Medicine Technology and a certificate in Computed Tomography. Graduates will be qualified to take the national certification exams for nuclear medicine technology and the post primary certification in Computed Tomography. The combination of focus meets the expanding needs of nuclear medicine technology that includes dual modality imaging. Prerequisites for this program include EN 101, BI 103, BI 104, CH 101, MA 130, MA 206, PY 101 and MDA 109. All courses require a grade of "C" or better. See page 11 for application information.

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Nuclear Medicine Technology and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- University of Baltimore–B.S. Health Systems Management
- University of Baltimore at Shady Grove–B.S. Health Systems Management

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. Recently the nuclear medicine field has expanded to include molecular imaging using positron emission tomography (PET), and fusion imaging using hybrid scanners, such as PET/CT and SPECT/CT.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
NM 100 Physics and Radiation Safety in Nuclear Medicine Technology.....	5
NM 102 Nuclear Medicine Technology.....	3
NM 103 Nuclear Medicine Techniques I	4
NM 104 Clinical Nuclear Medicine I	1
NM 105 Nuclear Medicine Techniques II	3
NM 107 Instrumentation and Computers in Nuclear Medicine Technology.....	4
NM 202 Clinical Nuclear Medicine II	2
NM 203 Radiopharmacy and Radiation Chemistry	2
NM 204 Clinical Nuclear Medicine III.....	4
NM 205 Professional Development.....	2
	30

*In order to meet the new demands within the field accepted student will dedicate three (3) semesters or 12 months to the NMT curriculum and the two (2) semesters (6 months) to the dedicated CT curriculum. Upon completion students will earn a Certificate in Nuclear Medicine Technology and in Computed Tomography. Graduates will be qualified to take the national certification exams for nuclear medicine technology and the post primary certification in Computed Tomography. The combination of focus meets the expanding needs of nuclear medicine technology that includes dual modality imaging. Prerequisites for this program include EN 101, BI 103, BI 104, CH 101, MA 130, MA 206, PY 101 and MDA 109. All courses require a grade of "C" or better. See page 11 for application information.

Computed Tomography Certification

Certificate (Career)

A computed tomography certificate is currently under development and expected to be offered in fall 2015. Please refer to the online catalog addendum for additional information.



MY GOAL
TO EXPAND
MY COMPANY

Frederick Community College • www.frederick.edu

Jason Lee, Business/Entrepreneur

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, 3343 Peachtree Rd. NE, Suite 500, Atlanta, GA 30326 404.975.5000). 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 February 1 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 Center, completion of placement tests and arranging an interview with the allied health advisor. See page 10 or www.frederick.edu/nursing for more information on the selective admissions process.

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 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 are required to obtain criminal background checks before starting clinical coursework.

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 Small Group Communication 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 or	
BI 203 Elements of Microbiology	4

PE/Health Requirement	1
Departmental 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

All degree-seeking students must complete a Cultural Competency course in order to graduate. NU 101—Introduction to Clinical Nursing satisfies this requirement.

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. Admission to this program is competitive and is based on the same point system for the ADN program. See page 10 or www.frederick.edu/nursing for details

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

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.S. in Nursing and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- Capella University - BS Nursing
- Drexel University – B.S. Nursing on-line degree program
- Frostburg University – B.S. Nursing

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 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 11 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 mathematics through intermediate algebra via placement testing or coursework (MA 82)	
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
Departmental 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 apply to continue into the second year of the associate degree program once they have completed the required general education courses. Admission into the second year is competitive and 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.

Certified Nursing Assistant *

(Continuing Education)

Become a Certified Nursing Assistant and Geriatric Nursing Assistant in three to six months. Learn about basic patient care skills, your role as a member of the healthcare team, disease processes, infection control, and safety issues. Combined with the clinicals, this course meets all eligibility requirements for CNA certification in the state of Maryland and prepares you for the Geriatric Nursing Assistant (GNA) test. The program requires study time outside of class and includes tests, both written and skills, which must be passed prior to starting the clinical sessions. Prerequisites: The college's reading comprehension test, with a minimum score of EN 52 on the Accuplacer or 99 on the ESL test. A current American Heart Association Healthcare Provider CPR Card must be obtained prior the Clinical Practicum. Other requirements: evidence of negative TB tests or chest X-ray, and physical examination. Students with current immunizations will be provided with stethoscope, blood pressure cuff, and 1 uniform. Students are required to undergo a background investigation and fingerprinting. All testing and background/fingerprinting fees are included. Students must sign up for Part I, Part II and Clinicals. Must be at least 18 years of age or older.

Course Requirement

CAH143	Introduction to Allied Health Skills
CAH144	Introduction to Health Care Careers
CAH 132	Certified Nursing Assistant Part I: Theoretical Applications
CAH 133	Certified Nursing Assistant Part II: Theoretical Applications
CAH 114	Clinical Practicum

Students must successfully complete assessment testing at the Testing Center prior to registration and successfully complete prerequisites: Introduction to Health Care Careers (CAH144) and Introduction to Allied Health Skills (CAH143).

***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.**

Health Care and Wellness Careers *

(Continuing Education)

Cardio-Pulmonary Resuscitation (CPR)

Using the American Heart Association guidelines, the Cardio-Pulmonary Resuscitation (CPR) courses are designed to teach the skills of CPR for victims of all ages. Designed for healthcare providers or lay persons, these courses provide training on ventilation techniques, use of an automated external defibrillator (AED), compressions, and basic first aid.

Course Requirement

SAF 112 CPR: Healthcare Provider

Recommended Courses

SAF 142 Heartsaver First Aid
SAF 146 Heartsaver PR/First Aid/AED (Adult)
SAF 153 Heartsaver Pediatric CPR/AED
SAF 155 CPR: Healthcare Provider Renewal

Pharmacy Technician (Continuing Education)

Working under the supervision of a licensed pharmacist, pharmacy technicians assist with dispensing prescription medication in retail pharmacies and hospitals. Responsibilities include accepting information from customers or health professionals, as well as preparing, packaging and labeling medicine, processing payments, answering patient questions and coordinating patient discussions with a pharmacist as needed.

In addition to receiving a Frederick Community College Certificate of Completion, students are prepared for National Pharmacy Technician Certification Board Exam. Students will undergo a background check prior to clinical.

Course Requirement

CAH 467 Pharmacy Technician
CAH 486 Pharmacy Technician: Clinical

Phlebotomy Technician * (Continuing Education)

Phlebotomy technicians work in physician's offices, hospitals, clinical labs, and blood donation sites. Students will learn all aspects related to blood collection and develop comprehensive skills to perform venipunctures completely and safely. Our program offers clinical practice with experienced phlebotomists at local health care facilities to give you hands-on experience. This program prepares you to take the national certification - American Society for Clinical Pathology (ASCP) exam.

The program requires study time outside of class and includes tests, both written and practical (hands on) skills, which must be passed prior to starting the clinical sessions.

Other requirements: evidence of negative TB tests or chest X-ray and physical examination with current immunizations.

Course Requirement

CAH143 Introduction to Allied Health Skills
CAH144 Introduction to Health Care Careers
CAH 260 Introduction to Phlebotomy: Theoretical Applications I
CAH 261 Introduction to Phlebotomy: Theoretical Applications II
CAH 466 Phlebotomy Technical Clinical

Students must successfully complete assessment testing at the Testing Center prior to registration and successfully complete prerequisites: Introduction to Health Care Careers (CAH144) and Introduction to Allied Health Skills (CAH143). Students will undergo a background check prior to clinical.

*** 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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.caff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>
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	
Biological & Physical Sciences Elective (GenEd course list)	3/4
Interdisciplinary & Emergency Issues	
Wellness Elective (GenEd Course List)	3
General Education Elective	
HS 102 Human Relations required	3
PE/Health Requirement (Wellness elective satisfies this requirement) ...	
	1

Departmental 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
CJ 110 Criminal Law	3
INTR 103 Internship	3

60

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Paralegal and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- University of Maryland University College—B.S. Legal Studies

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.

<i>Course</i>	<i>Credits</i>
Departmental 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

Students interested in pursuing a major in Philosophy should choose the A.A. degree in General Studies where they will be able to tailor their degree to the transfer institution of their choice. Students should consult an advisor and ARTSYS before determining their course selections. <http://acaff.usmh.usmd.edu/artweb/index.html>

Suggested courses for the major may include the following depending on the transfer institution.

PH 101	Introduction to Philosophy
PH 204	World Religion
PH 205	Ethics
PH 206	Logic
PH 207	Biomedical Ethics
PH 208	Business Ethics
PH 209	Environmental Ethics

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. PTAs 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.

This is a competitive admissions program. See Counseling & Advising and/or Carroll Community College's website for more information. This program is part of the Mid-Maryland Allied Healthcare Education Consortium. As such, FCC students will pay in-county tuition even after transferring to Carroll Community College, and may receive special consideration in the competitive admissions process.

For questions about the clinical program, contact Sharon Reid at 410.386.8259 or sreid@carrollcc.edu

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition.....	3
Mathematics	
Mathematics Elective (GenEd course list).....	3
Social & Behavioral Sciences	
PS 101 General Psychology.....	3
Arts & Humanities	
Arts, Humanities, or Communications Elective (GenEd course list).....	3
Biological & Physical Sciences	
BI 103 * Anatomy & Physiology I.....	4
BI 104 Anatomy & Physiology II.....	4
Departmental Requirements	
<i>Physical Therapist Assistant courses offered at Carroll Community College</i>	
PTA 099 Neuromuscular Anatomy Skills and Palpitation (optional) ...	0
PTA 101 The Role of the Physical Therapist Assistant	3
PTA 111 Clinical Science 1	6
PTA 113 Modalities	3
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

65

* BI 103 has a prerequisite of BI 55 or BI 101 or BI 120 or CH 101.

Police Science

A.A.S. Degree (Career)

Prepares Maryland law enforcement officials to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning. The diverse, ever-growing population of our state requires increasing numbers of law enforcement officials to be skilled at communicating, problem-solving, conflict resolution, and diversity awareness, in addition to being physically strong. The key to creating and maintaining this type of professional law enforcement official is education.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.caff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>
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) (BI 130 recommended)	4
Social & Behavioral Sciences	
Social & Behavioral Sciences Elective (GenEd course list) (SO 102 recommended)	3
Interdisciplinary & Emergency Issues	
HE 201 Stress Management	3
General Education Elective (GenEd course list)	3
PE/Health Requirement (HE 201 satisfies this requirement)	1/3
Departmental Requirements	
CJ 101 Introduction to Criminal Justice	3
CJ 106 Police-Community Relations *	3
CJ 110 Criminal Law	3
CJ 204 Police Operational Services	3
CJ 212 Criminalistics *	4
CJ 220 Criminal Evidence and Procedure	3
CJ 221 Police Defense Tactics *	5
CJ 222 Police Arsenal and Procedures *	5
CJ 223 Emergency Vehicle Operations Course (EVOC) *	3
CJ 214 The Correctional Process or	
ID 225 Disaster, Crisis and Emergency Management	3
SO 201 Criminology	3
	60

* Offered through the Recruit Police Academy Program

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Police Science and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- University of Maryland University College–B.S. Criminal Justice, B.S. Homeland Security
- Mount Saint Mary’s University–B.A. Criminal Justice
- Capella University–BS Public Safety

Pre-Nursing

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

Designed for students seeking the bachelor of science degree in nursing. 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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.caff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition	3
Mathematics	
MA 206 Elementary Statistics or	
MA 207 Elementary Statistics with Probability	3/4
Social & Behavioral Sciences	
PS 101 General Psychology	3
SO 101 Introduction to Sociology	3
Arts & Humanities	
Arts Elective (GedEd course list)	3
Communications Elective (GedEd course list)	3
EN 102 English Composition & Literature	3
Biological & Physical Sciences	
BI 103 Anatomy & Physiology	4
BI 104 Anatomy & Physiology	4
Interdisciplinary & Emerging Issues	
Two courses selected from different disciplines	6
PE/Health Requirement (Wellness elective satisfies this requirement)	
1/3	
Departmental Requirements	
ED/PS 208 Human Growth & Development	3
BI 120 Microbiology for Allied Health or	
BI 203 Elements of Microbiology	4
CH 101 General Chemistry	4
HE 102 Nutrition in a Changing World or	
HE 200 Principles & Applications of Nutrition	3
Electives	
Chemistry, Math or Social Science are recommended	11
Students should check with an advisor or transfer institution (ARTSYS) before selecting their electives.	
60	



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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.caff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)(MA 201 or MA 206 recommended) 3/4	
Social & Behavioral Sciences	
Social & Behavioral Sciences Electives (GenEd course list) selected from different disciplines	6
Arts & Humanities	
Arts & Humanities Electives (GenEd course list) Three courses, one selected from each area: Arts, Humanities (recommend world language) and Communications	9
Biological & Physical Sciences (One lab course required)	
Two courses, one of which must be a lab science (GenEd Course List) Biological & Physical Science Lab Course (recommend BI 101)	4
Biological & Physical Science (recommend BI 117 or BI 107).....	3/4
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1
Departmental Requirements	
PS 101 General Psychology	3
PS 202 Social Psychology	3
PS 206 Abnormal Psychology	3
ED/PS 208 Human Growth and Development	3
Electives	16
<p>Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives. Depending on the transfer institution, recommended electives might include: PS 204, PS 205, PS 207, PS 209, SO 101, SO 102, SO 202, or world language</p>	

60

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

REA203 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.

Home Inspection Pre-Licensure

With more home buyers 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 to be eligible to sit for the State of Maryland's license exam.

Course Requirement

CPD323 Home Inspection Pre-Licensure

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

TRD200 Maryland Home Improvement Contractors License Exam Prep

*** 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 program is accredited by the Commission on Accreditation for Respiratory Care (CoARC), 1248 Harwood Road, Bedford, Texas 76021-4244; 817.283.2835. See page 12 for application information.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaaff.usmh.usmd.edu/artweb/index.html>

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Respiratory Care and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- University of Baltimore—B.S. Health Systems Management
- University of Baltimore at Shady Grove—B.S. Health Systems Management
- Towson University—B.T.P.S. Allied Health

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
PS 101 General Psychology	3
Arts & Humanities	
CMSP 105 Small Group Communication	3
Biological & Physical Sciences	
BI 103 Anatomy & Physiology	4
BI 104 Anatomy & Physiology	4
BI 120 Microbiology for Allied Health	4
PE Requirement	1
Departmental 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 Review	3
RC 208 Clinical Practicum III	2
RC 209 Clinical Practicum IV	2

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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaaff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>
English	
EN 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3/4
Social & Behavioral Sciences	
Social & Behavioral Sciences Electives (GenEd course list) Two courses selected from different disciplines.....	6
Arts & Humanities	
Three GenEd courses, one selected from each area: Arts, Humanities, and Communications	9
Biological & Physical Sciences (One lab course required)	
Two courses, one of which must be a lab science (GenEd course list) Biological & Physical Science Electives (GenEd course list)	7/8
General Education Elective (Select from GenEd course list)	3
PE/Health Requirement	1
Departmental Requirements	
Students should check with an advisor or transfer institution (ARTSYS) before selecting their courses.	
Select 12 credits from the following:	12
SO101 Introduction to Sociology	
SO102 Social Problems (meets cultural competence requirement)	
SO201 Criminology	
SO202 Marriage and Family	
SO207 Sociology of Sexuality	
PS202 Social Psychology	
PS209 Women's Studies	
Electives	16
Students should check with an advisor or transfer institution (ARTSYS) before selecting their electives.	
	60



STEM: Science, Technology, Engineering and Math

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

Designed for students who plan to go on to a four-year school and major in one of the traditional STEM areas (science, technology, engineering, math) with a heavy emphasis on undergraduate mathematics or science. Students wishing to concentrate in one of these areas should consult with an advisor or ARTSYS as early as possible to ensure that all or most of their course credits will transfer to the four-year institution of their choice.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaff.usmh.usmd.edu/artweb/index.html>

Course	Credits
English	
EN 101 English Composition	3
Mathematics	
MA 210 Calculus I	4
MA 211 Calculus II	4
Social & Behavioral Sciences	
Two courses selected from different 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	
CH 101 General Chemistry	4
Biological & Physical Sciences Lab course (GenEd course list)	4
PE/Health Requirement	1/3
Departmental Requirements	
STEM Electives (Lab Science/Technology/Engineering/Mathematics) ...	25
	60

Choose from the following:

Biology

BI 101	General Biology
BI 102	General Biology
BI 120	Microbiology for Allied Health
BI 203	Elements of Microbiology
BI 240	Genetics

Chemistry

CH 102	General Chemistry
CH 105	Essentials of Organic Chemistry
CH 201	Organic Chemistry
CH 202	Organic Chemistry

Engineering

EG 100	Introductory Engineering Science
EG 110	Engineering Statistics
EG 210	Mechanics of Materials
EG 211	Engineering Dynamics
EG 214	Engineering Thermodynamics

Mathematics

MA 111	Pre-calculus
MA 212	Calculus III
MA 213	Differential Equations
MA 214	Introduction to MatLab
MA 218	Linear Algebra

Physics

PY 101	Survey of Physics
PY 201	Fundamentals of Physics
PY 202	Fundamentals of Physics
PY 203	Introductory Physics I
PY 204	Introductory Physics II
PY 205	Modern Physics

Computer and Information Systems

CIS 101	Information Systems and Technology
CIS 106	Introduction to Object Design and Programming
CIS 111L	Microcomputer Software Applications: Open Operating Systems
CIS 111M	Personal Computer Operating Systems Concepts
CIS 140	Introduction to Object-Oriented Programming in Java
CIS 170	Security Fundamentals
CIS 179	Cybersecurity Fundamentals
CIS 180	Networking Fundamentals
CIS 201	Computer Science I
CIS 202	Computer Science II
CIS 203	Systems Analysis & Design
CIS 208	C++ Programming
CIS 217	Computer Network Security
CIS 218	Introduction to Information Security and Assurance
CIS 222	Computer Organization
CIS 223	Cloud Security
CIS 225C	Computer Programming Language: Mobile Applet Programming
CIS 225E	Computer Programming Language: HTML5 & CSS3
CIS 230	Database Management Systems

Academic and Career Engagement

ACE 100	Learning Strategies
---------	---------------------

Surgical Technology

A.A.S. Degree (Career)

Provides students with a foundation in the sciences and in the principles and practices of the surgical technologist's roles during the phases of surgery. The essential components of this health career are applied through extensive preceptored clinical experiences. CAAHEP accreditation entitles program graduates to apply to sit for the national certifying examination in surgical technology. Enrollment is limited. See page 12 for application information.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaaff.usmh.usmd.edu/artweb/index.html>

<i>Course</i>	<i>Credits</i>
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 Small Group Communication or	
CMSP 107 Career Communications	3
Biological & Physical Sciences	
BI 120 Microbiology for Allied Health	4
BI 103 Anatomy & Physiology and	4
BI 104 * Anatomy & Physiology	4
PE/Health Requirement	1/3

Departmental Requirements	
MDA 108 Basics of Medical Terminology or	
MDA 109 Medical Terminology	1/3
ST 100 Fundamentals of Surgical Technology I	6
ST 101 Introduction to Surgical Technology.....	6
ST 105 Clinical Practicum	5
ST 120 Surgical Essentials.....	3
ST 200 Fundamentals of Surgical Technology II.....	12
Elective	2
	60/65

**Note: BI 104 must be taken within the last 3 years prior to applying to the program.*

Transfer Note:

FCC has articulation agreements with the following institutions for students graduating with an A.A.S. in Surgical Technology and who are looking for transfer opportunities. For more information, contact the Counseling & Advising Office at 301.846.2471.

- University of Baltimore—B.S. Health Systems Management
- University of Baltimore at Shady Grove—B.S. Health Systems Management
- Towson University—B.T.P.S. Allied Health

Surgical Technology

Certificate (Career)

Provides students with a foundation in the principles and practices of the surgical technologist's roles during the phases of surgery. 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. Enrollment is limited by the availability of clinical facilities. Enrollment is limited by the availability of clinical facilities. See page 11 for application information.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
BI 103 Anatomy & Physiology and	4
BI 104 * Anatomy & Physiology	4
CMSP 103 Speech Fundamentals or	
CMSP 105 Small Group Communication or	
CMSP 107 Career Communications (preferred)	3
MDA 108 Basics of Medical Terminology or	
MDA 109 Medical Terminology	1/3
ST 120 Surgery Essentials.....	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
	44/46

**Note: BI 104 must be taken within the last 3 years prior to applying to the program.*

Theatre

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.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One general education course must meet the **cultural competence graduation requirement** (list page 38).
- **CORE: The General Education CORE** (page 37) is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://www.acaff.usmh.usmd.edu/artweb/index.html>

Course

Credits

English

EN 101 English Composition 3

Mathematics

Mathematics Elective (GenEd course list) 3/4

Social & Behavioral Sciences

Two courses selected from different disciplines 6

Arts & Humanities

AR 100 Introduction to the Creative Arts 3

Communications Elective (GenEd course list) 3

Humanities Elective (GenEd course list) 3

Biological & Physical Sciences

Two courses selected from different disciplines (GenEd course list) 7/8

General Education Elective (Select from GenEd course list) 3

PE/Health Requirement 1

Departmental Requirements

THR 101 Introduction to Theater 3

THR 102 Introduction to Acting 3

THR 121 Stagecraft 3

THR 206 Advanced Acting 3

Electives 16

Students should check with an advisor or transfer institution (ARTSYS) before selecting their electives. Depending on the transfer institution, recommended electives may include:

THR 104, THR 105, THR 110, THR 203, THR 204, THR 205,
THR 212, THR/EN 229

60

Veterinary Assistant *

(Continuing Education)

If you love helping animals and want to enter the field of veterinary medicine, becoming a veterinary assistant can be the entry point for you. Veterinary assistants feed and bathe and examine animals for signs of illness, disease or injury. Assistants may also provide routine post-operative care, administer medicine orally or topically, prepare laboratory samples and organize exam or operating rooms. All work is performed under the supervision of a veterinarian or certified veterinarian technician or scientist. Upon completion of these courses, students receive a certificate from FCC.

Course Requirements

VET110	Preparation for Veterinary Assistant Program
VET111	Veterinary Assistant Outpatient Care
VET112	Veterinary Assistant: Diagnostics and Pharmacy
VET113	Veterinary Assistant: Patient Care and Treatment
VET114	Veterinary Assistant: Surgery, Anesthesia and Emergency Care

Note: VET courses must be taken in sequence.

*** 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.

Course Descriptions

Please note that all courses listed are not offered every semester. Check the current schedule of classes for course offerings.

Time Commitment for Academic Success

At Frederick Community College, in all credit courses, students are expected to invest a minimum of two hours completing out-of-class course work for every hour of in-class instructional time. For example, in a 3-credit course, students experience at least 37.5 hours of instructional time and should invest a minimum of 75 hours in out-of-class time preparing for the course and completing assignments. In a traditional 15-week, 3-credit course, this equates to an average minimum of 5 hours per week. For online and hybrid courses, students can expect active instructional time and "out-of-class" course work comparable to face-to-face courses with the same number of credits.

Course Blackboard Requirements

Some course sections may require access to the course Blackboard Web site. Students enrolled in those courses are expected to participate through the Blackboard format using their own or appropriate college-available computers.

ACE: Academic and Career Engagement

ACE 100–Learning Strategies (2)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Develops students' learning strategies and explores habits of successful college students. Students will enhance their academic skills and performance by developing strategies for studying and learning, such as ways to set goals, manage time, take notes, prepare for and take tests, read critically, and use college resources. Instruction is closely linked to the demands of content area courses in which students are enrolled.

ACE 101–Academic Engagement Seminar (3)

• GenEd Interdisciplinary & Emerging Issues/
Multicultural Issues & Perspectives; Cultural Competence

Prerequisites or Corequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Introduces first-year students to current, real-world issues as they advance their critical thinking, communication, and research skills. Students will explore questions of local, national, and global significance through multicultural contexts, while building relationships with their classmates, instructor, and other college personnel. Additionally, students will use campus resources and co-curricular events to enhance their educational experience and foster their college success.

ACE 102–College Success Tools (1)

Prerequisite: EN 50 and EN 51 or ESL 94 and ESL 97

Introduces students to tools, strategies, and resources designed to help build stronger academic foundations and make informed choices that will lead to college success. Students will plan their academic path, improve their study habits, and connect to campus and online resources to enhance their educational experience and achieve their goals.

ACE 110–Career Assessment & Planning (3)

Prerequisites: EN 50 and EN 51 or ESL 94 and ESL 97

Develops critical methods needed to make a satisfying career decision based on research and goal setting strategies that lead to personal and professional success. Students will acquire the skills needed to make informed choices about their education and career. Students will evaluate their strengths, values, interests, and personality in order to identify possible career options. Students will learn techniques for researching career options and making decisions about their future while creating a learning/career portfolio upon which they can build throughout their college career.

ACE 111A–Introduction to Career Planning (1)

Prerequisites: EN 50 and EN 51 or ESL 94 and ESL 97

Introduces the career planning process, focusing on students' ability to assess their career planning needs, decision-making, and goal setting, and to plan appropriate actions. Emphasis is placed on assessing varied career resources.

ACE 111B–Job Search and Workplace Basics (1)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Develops key strategies to help students find satisfying work. Students will learn how to connect their employment objectives to their education and work experience. Topics include resume writing, interviewing, job search skills, and workplace basics.

ACE 120–Portfolio Development: Assessment of Prior Learning (1)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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.

ACCT: Accounting

ACCT 100–Business Accounting (3)

Prerequisite: EN 51 or ESL 97

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)

Prerequisites: EN 50 and EN 51 or ESL 94 and ESL 97

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: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and 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 I (4)

Prerequisites: ACCT 100 & ACCT 101 or ACCT 101 & ACCT 102

Reviews generally accepted accounting principles and the conceptual framework of financial accounting. Provides an intensive study of accounting procedures, work papers, financial statement preparation, and disclosure of financial statement items. Analyzes revenue recognition concepts and the proper accounting for cash, receivables, and inventories.

ACCT 202–Intermediate Accounting II (4)

Prerequisites: ACCT 100 & ACCT 101, or ACCT 101 & ACCT 102, or ACCT 201

Provides an intensive study of accounting for tangible and intangible assets, current and non-current liabilities, stockholders' equity, and investments. Emphasis is placed on proper accounting and financial statement disclosure of earnings per share, leases, deferred income taxes, and accounting changes, with an analysis of time value of money applications.

ACCT 203–Managerial Cost Accounting (3)

Prerequisite: ACCT 101

Presents accounting information that is used by managers for planning, directing and controlling the business. Both short-term operational planning and long-term strategic planning concepts are covered. Specific topics include accounting for product costs vs. period costs, job-order costing and process costing, cost behavior analysis, Cost-Volume-Profit (CVP) decision making, activity-based and standard costing, and capital budgeting.

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 205

Focuses on the federal taxation rules as they apply to corporations, partnerships, estates and trusts.

ACCT 214–Auditing (3)

Prerequisites: ACCT 100 & ACCT 101 or ACCT 101 & ACCT 102

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 216–Governmental and Not-For-Profit Accounting (3)

Prerequisites: ACCT 100 and ACCT 101 OR ACCT 101 and ACCT 102

Introduces the environment, characteristics, principles, and practices associated with governmental and not-for-profit accounting. Major areas explored include fund accounting, fund types, revenue and expenditure recognition, and financial reporting.

ACCT 233–Applied Accounting (3)

Prerequisites: ACCT 111, ACCT 201, CIS 111E

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.

ASLS: American Sign Language Studies

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)

• GenEd Arts and Humanities/Humanities

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)

• GenEd Arts and Humanities/Humanities

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)

• GenEd Interdisciplinary & Emerging Issues/
Multicultural Issues & Perspectives; Cultural
Competence

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 or EN 651 and EN 52 OR ESL 95 and ESL 99

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)

- GenEd Arts and Humanities/Humanities

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)

- GenEd Arts and Humanities/Humanities

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.

AN: Anthropology**AN 101–Introduction to Anthropology (3)**

- GenEd Social & Behavioral Sciences/Anthropology; Cultural Competence

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

- Cultural Competence

Prerequisite: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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.

AR: Art**AR 100–Introduction to the Creative Arts (3)**

- GenEd Arts and Humanities/Arts

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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–Two Dimensional Art and Design (3)

- GenEd Arts and Humanities/Arts

Prerequisites or Corequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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–Three Dimensional Art and Design (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)

- GenEd Arts and Humanities/Arts; Cultural Competence

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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. A visit to an art museum is required.

AR 104–Survey of Art I (3)

- GenEd Arts and Humanities/Arts; Cultural Competence

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Note: AR 104 and AR 105 need not be taken in sequence.

Surveys the major developments in painting, sculpture and architecture from prehistoric times to the Italian Renaissance. Explores multi-cultural diversity through the study of the history of civilization, religion, myth, literature, politics and the human condition as manifested in the visual arts. A visit to an art museum is required.

AR 105–Survey of Art II (3)

- GenEd Arts and Humanities/Arts; Cultural Competence

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Note: AR 104 and AR 105 need not be taken in sequence.

Surveys the major developments in painting, sculpture and architecture from the Italian Renaissance to the present. Explores multi-cultural diversity through the study of the history of civilization, religion, myth, literature, politics and the human condition as manifested in the visual arts. A visit to an art museum is required

AR 106–Drawing I (3)

- GenEd Arts and Humanities/Arts

Prerequisites or Corequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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 113–Pottery I (3)

- GenEd Arts and Humanities/Arts

Prerequisites or Corequisites: EN 50A and EN 52 or ESL 95 and ESL 99

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 115–Introduction to Color Theory and Design (3)

Prerequisites or Corequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Introduces students to the basic principles and elements of color theory. Through lectures, still images, and in-class studio work, students will develop an awareness of color and a deeper understanding of color theory and practice. Topics include the scientific, psychological, and aesthetic aspects of color. Historic examples of color trends in art and design will also be discussed.

AR 119–Pottery: The Wood Kiln (3)

Prerequisites: AR 113

Explores wood-firing as a medium for the expression of ceramic art. Uses various production techniques, decorating and glazing techniques, along with wood kiln firing methods to achieve well-conceived and well-designed objects of ceramic art.

AR 203–Sculpture (3)

Prerequisites or Corequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

Prerequisites or Corequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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 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.

BI: Biological Science

BI 55–Preparation for Allied Health (0) [3]

Prerequisites: EN 50 and EN 51 or ESL 94 and ESL 97, and MA 81

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)

• GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Prerequisite or Corequisite: MA 82 or MA 85

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)

• GenEd Science

Prerequisites: Completion of high school biology strongly recommended, EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

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)

• GenEd Science

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)

• GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85 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)

• GenEd Science

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)

• GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

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 or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 81

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)

• GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

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)

• GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85 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)

• GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

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 140–Biotechnology and Society (3)

• GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

Presents an overview of biotechnology and its scientific foundation through introductory investigations of the cell, protein structure and function, genetic expression, ecological and evolutionary interactions, and technological applications and issues. Introduces how science blends with consumer applications, regulatory information and social issues to provide a detailed perspective of the interrelationship among science, technology and society. May include one or more mandatory field trips, and/or guest lecturers.

BI 201–General Ecology (4)

• GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

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)

• GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

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: CH 101 and BI 101 or BI 103

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 CH 101

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.

BPM: Bioprocessing**BPM 102–Bioprocessing Environment (3)**

Prerequisite: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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 103–Laboratory Techniques I (1)

Prerequisite: Completion of high school biology or chemistry is strongly recommended, EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99; MA 82 or MA 85

Focuses on the basic principles and procedures used in all laboratory courses. Includes safety, use of instruments and equipment, basic wetlab skills, laboratory math, and professionalism.

BPM 110–Bioprocessing Measurements (4)

Prerequisite or Corequisite: BPM 103

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 214–Techniques in Bioproduction (4)

Prerequisites: BI 120 or BI 203, BI 110, BPM 102

Introduces practices used in the industry to manufacture a biological material or product, as well as problem-solving strategies. Emphasizes and demonstrates aseptic technique, upstream and downstream processes, and quality control through hands-on laboratory activities.

BLD: Building Trades**BLD 101–Introduction to Building Trades (3)**

Prerequisite: EN 51 or ESL 97

Introduces general aspects of building trades, the building process, and its phases. Emphasizes health and safety issues related to the building trades. Explores print reading, building design, building site planning, site preparation, and estimating as it relates to construction. Includes an overview of applicable equipment and materials required in the building trades.

BLD 108–Duct Design & Installation (3)

Prerequisite or Corequisite: BLD 109

Covers duct installation, sizing, making take-offs, modifications, and unit tie-ins. Lectures will cover safety, sizing methods, types of tools used, duct types and applications. In a lab setting, students will learn hands-on how to measure, cut, modify, and install ductwork for various applications. CFM measurements and airflow troubleshooting will also be covered.

BLD 109–Fundamentals of HVACR (4)

Prerequisite: EN 51 or ESL 97

Covers fundamentals of heating, cooling, ventilation, humidity control and basic refrigeration. Course includes EPA CFC certification. Students will receive hands-on experience in a lab setting.

BLD 110–Controls for HVACR (4)

Prerequisite: BLD 109 or permission of program manager

Covers the topics of controls in HVACR with respect to thermostats; pressure, safety and temperature devices; and valves. In a lab environment, students will be able to identify and apply usage of these components.

BLD 113–Air Conditioning and Heat Pumps (4)

Prerequisite: BLD 110 or BLD 112 or permission of program manager

Teaches students basics of troubleshooting, installation, service and preventative maintenance techniques for heat pumps and air conditioning units. Hands-on experience will be conducted in a lab setting.

BLD 114–Fossil Fuels & Hydronic Heating (4)

Prerequisite: BLD 110 or BLD 112 or permission of program manager

Covers the topics of fossil fuel heating devices, hydronic and forced air equipment. Students will apply troubleshooting, installation, service, and preventative maintenance techniques on these systems in a lab setting.

BLD 121–Introduction to Welding (4)

Prerequisite: EN 51 or ESL 97

Introduces basic processes in the welding field. Emphasizes welding safety. Introduces the various types of welding equipment, identification and selection of electrodes, types of welds, and the different welding positions. Explores basic metallurgy (weldability), and welding defects and problems.

BLD 122–Advanced Welding: SMAW (4)

Prerequisites: BLD 121

Focuses on Shielded Metal Arc Welding (SMAW) and oxyfuel cutting processes on carbon steel. Students will develop skills to weld fillet and groove welds in all positions. Students will perform a SMAW welder performance qualification test on limited thickness test plates in the 3G, uphill position on carbon steel in accordance with American Welding Society D1.1 Structural Welding Code.

BLD 125–Advanced Welding: GTAW (4)

Prerequisite: BLD 121

Introduces Gas Tungsten Arc Welding (GTAW) and Plasma Arc cutting on carbon steel, stainless steel, and aluminum. Topics include welding safety, basic machine maintenance, and welding techniques.

BLD 127–Advanced Welding: GMAW (4)

Prerequisite: BLD 121

Focuses on Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding, and oxyfuel cutting on carbon steel. Students will develop skills to weld fillet and groove welds in multiple positions. Students will perform GMAW and FCAW welder performance qualification tests on limited thickness test plates on carbon steel in accordance with American Welding Society D1.1 Structural Welding Code.

BLD 128–Advanced Welding: SMAW 4G (4)

Prerequisite: BLD 122

Focuses on Shield Metal Arc Welding (SMAW) and oxyfuel, Plasma Arc, and Carbon Arc cutting processes on carbon steel. Students will develop skills to weld fillet and groove welds in all positions. Students will perform a SMAW welder performance qualification test on limited thickness test plates in the 4G position on carbon steel in accordance with American Welding Society D1.1 Structural Welding Code.

BLD 131–Residential Carpentry I (4)

Prerequisites: EN 51 or ESL 97

Covers concepts, terminology, and basics of residential framing carpentry. Students will review basics about framing tools, equipment, materials and their safe use, storage, and operation. Topics covered include blueprint reading, estimating, basic math calculations, and layout work. Students will demonstrate proper use of skills needed to frame interior and exterior walls with windows and doors in a lab setting.

BLD 135–Residential Carpentry II (4)

Prerequisite or Corequisite: BLD 131

Continues and expands on concepts from Residential Framing I with an emphasis on span and load bearing requirements, floor systems, and roof systems. Includes discussions on blueprint reading, estimating, and materials for multilevel framing. Includes discussions on manufactured building materials used in residential framing. Lab exercises allow students to demonstrate knowledge of layout, assembly and construction of floor systems, load bearing walls and roof systems. Introduces simple stair layout assembly and understanding. Instruction includes periodic critiques and evaluation of student work activities in lecture and lab. Course will give student basic skills and understanding to qualify as an entry-level residential framing carpenter.

BLD 141–Electrical Theory & Fundamentals (4)

Prerequisite: EN 51 or ESL 97

Covers basic principles and fundamentals of electricity and electrical work. Course will include components of schematics and blueprints, importance and role of the National Electrical Code, and safety. Students will receive hands-on experience with tools of the trade, wiring, and installing components of accessory terminations.

BLD 142–Electrical Code & Application (4)

Prerequisite: BLD 141 or permission of program manager

Advances student knowledge and experience in the National Electrical Code (NEC) and its application. Topics covered will include NEC calculations, as well as print reading, circuitry, schematics, materials, and circuit testing. Hands-on applications will be conducted in a lab setting.

BLD 145–Commercial Electrical Application (4)

Prerequisite: BLD 142 or permission of program manager

Continues the concepts and skills covered in the first two courses of the electrical building trades program. This course covers wiring methods mainly used in commercial construction. Topics covered to include: conduit (bending, installation), commercial lighting (fluorescent, HID), and transformers. Students will also have an overview of the applicable sections of the National Electrical Code (NEC), including box/conduit fill, and load calculations.

BLD 146–Specialized Systems (4)

Prerequisite: BLD 141 or permission of program manager

Covers topics in the electrical field such as CAT5, CAT6, CATV, fiber optics, fire alarms, photovoltaic, and electric controls. Students will receive hands-on experience working with materials and components in a lab setting. Students will also be introduced to the National Electrical Code (NEC) codes governing these various sub-fields of the electrical industry.

BU: Business Studies

BU 103–Introduction to Business (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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 problem solving in such practical applications as statistics, percentage, interest, partial payments, distributions, payroll and graphs.

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 or EN 61 and EN 52 OR ESL 95 and ESL 99, 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 132–Professional Human Resource Preparation (2)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Reviews requirements of the Professional Human Resources (PHR) or Senior Professional in Human Resources (SPHR) certification. Includes application exercises that develop specific competencies and decision-making skills. This course follows the Human Resource Certification Institute's exam preparation course.

BU/MA 205–Business Statistics (3)

• GenEd Mathematics

Prerequisite: A grade of “C” or better in MA 82 or MA 85 and (CIS 101 or CIS 111E)

Introductory non-calculus statistics course for business. Topics include descriptive analysis and treatment of data, probability, statistical inference, linear regression and correlation, chi-square tests and non-parametric tests.

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 213–Principles of Finance (3)

Prerequisites: ACCT 102 and any credit mathematics

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 221–Public Relations (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

Prerequisites: EN 50A and EN 52 or ESL 95 and ESL 99

Introduces basic concepts of Human Resource (HR) Management in organizations. Provides an overview of the primary elements of HR management, including human resource planning, recruitment, selection, training and development, performance management and employee motivation/retention, compensation and benefits, workplace safety, labor relations, and legal/ethical issues.

BU 225–Marketing (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

Prerequisites: EN 50A and EN 52 or ESL 95 and ESL 99

Provides an introduction to basic principles of management in business and other organizations. Emphasizes management functions including planning, organizing, staffing, directing, controlling and coordinating. Explores the role leaders play in strategic planning, change management, innovation, decision making, and motivating employees/teams.

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 272–Supervisory Management (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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 or EN 61 or ESL 95

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 281–Global Awareness in the Work Environment (3)

• GenEd Interdisciplinary & Emerging Issues/
Multicultural Issues & Perspectives; Cultural
Competence

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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.

BU 290–Project Management (3)

Prerequisite: CIS 101

Introduces concepts and practices of project management and their universal application to all types of organizations. Students will analyze the roles of the project manager and project team and utilize techniques for effective project planning, management, control, closeout, and evaluation.

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.

CH: Chemistry**CH 100–Chemistry and Society (4)**

• GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

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)

• GenEd Science

Prerequisites: Completion of high school chemistry strongly recommended, EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

Intended for science majors, technology majors and pre-allied health majors. Examines the concepts underlying modern chemistry, including atomic and molecular structure, bonding, states of matter and solutions. Laboratory experiments illustrate the lecture material.

CH 102–General Chemistry (4)

• GenEd Science

Prerequisite: CH 101

Continues examining the concepts underlying modern 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.

CMSP: Communications Speech

CMSP 101–Introduction to Communication Studies (3)

• GenEd Arts and Humanities/Communications

Prerequisite: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Introduces students to the basic theories and practical applications of human communication as it relates to their communication experiences. These include interpersonal situations, intercultural experiences, small group interactions, and public communication. Students will be given opportunities to develop their effectiveness in the speaking-listening communicative setting as well as develop knowledge of the communication process as a system.

CMSP 103–Speech Fundamentals (3)

• GenEd Arts and Humanities/Communications

Prerequisite: EN 52 or ESL 99

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–Small Group Communication (3)

• GenEd Arts and Humanities/Communications;
Cultural Competence

Prerequisite: EN 52 or ESL 99

Offers skills development in verbal, non-verbal and intercultural communication, listening, observation, leadership, and participation in groups. Emphasizes collaborative learning through researching and analyzing questions of fact and policy, problem solving and decision making, interacting and reaching consensus.

CMSP 107–Career Communication (3)

• GenEd Arts and Humanities/Communications

Prerequisite: EN 50A or EN 61 or ESL 95

Offers students knowledge and skills needed to communicate within their prospective professions and with others outside those professions. Assignments in interviewing, group discussion and extemporaneous speaking are adapted to individual students.

CMSP 201–Foundations of Communication Theory (3)

Prerequisite: CMSP 101

Provides students with an understanding of the principle theories related to the field of communication. Specifically, it introduces students to the study of communication theory and provides them with the conceptual and theoretical foundation needed to succeed as a communication scholar. Concepts and theories learned in this course will be studied in greater detail in the upper level courses required of the major.

CAD: Computer Aided Design

Students enrolling in these courses should be familiar with the Microsoft Windows operating system.

CAD 101–Introduction to AutoCAD I (3)

Prerequisite: EN 51 or ESL 97

Introduces AutoCAD software and its application as a drawing tool. Students will utilize basic AutoCAD commands to create two-dimensional production and architectural drawings. Students will use templates, layer control, dimensioning, editing, text, symbol creation, and blocks to create and modify geometrical designs and print/plot drawings for presentation.

CAD 102–Introduction to AutoCAD II (3)

Prerequisite: CAD 101

Continues the study of AutoCAD at an intermediate level. Students will create pictorial views and three dimensional drawings. Students will be introduced to additional CAD systems (Autodesk Architecture, Revit, Civil 3D, and Microstation).

CAD 121–Introduction to MicroStation I (3)

Prerequisite: EN 51 or ESL 97

Introduces the fundamentals of MicroStation Computer Aided Design software system. Provides intensive hands-on instruction covering the basic commands used to create 2-D production drawings. Covers how to create and modify geometrical designs, plot, and use levels and reference files to organize and separate information.

CAD 130–Introduction to Revit (BIM) (3)

Prerequisite: EN 51 or ESL 97

Introduces students to Autodesk Revit software, a Building Information Modeling (BIM) program, and its application as a design/drawing tool throughout the design process. Allows students to design structural components in 3D, annotate with 2D drafting elements, and access building information from the building models database.

CAD 200–Introduction to Architectural Drawing and Design (3)

Prerequisite: CAD 101

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 204–Introduction to Inventor (3)*Prerequisite: CAD 102*

Introduces Autodesk Inventor software and its application as a design/drawing tool. This course covers basic and advanced Autodesk Inventor features used to create, edit, document, and print parts and assemblies.

CAD 205–Civil Drafting I with CAD (3)*Prerequisite: CAD 102*

Introduces fundamental concepts of civil drafting and design of civil engineering projects. Students will explore career fields in civil engineering and design including survey, land development, environmental, highway, and utilities. Students will use CAD software to create and revise civil drawings including site surveys, plot plans, record plats, utility drawings, and plan profiles. Students will develop an understanding of the relationship of GIS applications to civil engineering.

CAD 207–Civil Drafting II with CAD (3)*Prerequisite: CAD 205*

Introduces intermediate/advanced concepts of civil drafting and design of civil engineering projects. Students will use 3D civil CAD software to create and revise civil engineering drawings including survey drawings, highway layouts, profiles, site plans, corridors, sections, grading plans, cut and fill drawings, and other civil detail drawings.

CIS: Computer & Information Sciences

Students without typing skills should enroll in a keyboarding class concurrent with their first information processing class.

CIS 101–Information Systems and Technology (3)

- GenEd Interdisciplinary & Emerging Issues/ Computer Literacy

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Explores the fundamentals of information systems and relevant technologies. This course surveys the terminologies, types, components, functions, architectures, and development life cycle of information systems. Topics include roles, values, impacts, applications, security concerns, social issues, ethics, and responsibilities related to the use of information systems in businesses. Students will also learn productivity applications, such as word processing, spreadsheet, presentation, and database software.

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 103C–Keyboarding for the Business and Medical Professional (3)

Note: In order for students to be successful in this course, students should demonstrate the ability to type by touch a minimum of 25 words a minute with three or less errors for three minutes. There are many online sites to test typing speed and accuracy. Students will be tested at the first class meeting.

Designed for students who can keyboard by touch, have keyboarding experience, and want to further their expertise in the area of business and medical administrative office skills. Students will identify their speed and accuracy problems, develop practice routines to help correct those problems, and learn basic and advanced business and medical administrative document formatting. Emphasis will be placed on how to prepare employment and patient 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)

- GenEd Interdisciplinary & Emerging Issues/ Computer Literacy

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and 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 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 106 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 106 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 106 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 or Corequisite: CIS 101, CIS 106, or CIS 116D

Introduces modern web development tools for website construction. This course covers the topics relevant to the development of interactive websites, including conceptualization, design, layout, and visual stimulation. Students will learn HTML5, CSS3, and JavaScript.

CIS 111L–UNIX/Linux Operating System (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–PC Operating Systems (3)

Prerequisite or Corequisite: CIS 101, CIS 106, CIS 116D, or CIS 212

Explores the installation, configuration, and operations of operating systems. Students learn to set up, configure, troubleshoot, and maintain hardware devices and software applications on an operating system. Completion of this course will help prepare students for the A+ certification exam. It is recommended that students take this course and CIS 212–PC Repair & Diagnostics in the same semester.

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 116E–Spreadsheets (1)

Covers the basic and intermediate features of MS Excel 2013. Students design a variety of worksheets and graphs; create formulas; use functions; work with a spreadsheet's database feature; apply "what if" techniques and exchange data with other 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 140–Java Programming (3)

Prerequisite: CIS 106

Introduces Java programming language with an emphasis on object-oriented principles. Students utilize library classes in developing Java standalone applications and applets. Topics include Graphical User Interface (GUI) programming, event-driven programming, inheritance, and polymorphism.

CIS 170–Security Fundamentals (3)

Prerequisite: CIS 180 or CIS 190

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 179–Cybersecurity Fundamentals (3)

Prerequisite or Corequisite: CIS 106

Introduces the Essential Body of Knowledge for IT security and the fundamentals of cybersecurity, including the cyber architecture, components of security practices, and cybersecurity-related legislative framework. Students learn to identify risks, threats, and vulnerabilities relevant to information technology resources and to analyze the significance of security models and issues associated with security management. Surveys the software lifecycle and software assurance.

CIS 180–Networking Fundamentals (3)

Prerequisite: CIS 106 or CIS 111M

Reviews hardware, operating systems, and other networking principles. Includes comprehensive networking skill sets necessary for the CompTIA Network exam.

CIS 190–Cisco 1 Network Fundamentals (3)

Prerequisite or Corequisite: CIS 106 or CIS 212

Covers networking fundamentals, Open Systems Interconnection (OSI) network reference model, and Transmission Control Protocol/Internet Protocol (TCP/IP). Topics include network topologies, protocols, IP addressing, subnet masks, and Ethernet. Students will also learn the basic network design and cable installation.

CIS 191–Cisco 2 Routing Technologies (3)

Prerequisite or Corequisite: CIS 190

Introduces the routing protocols and concepts, as well as the fundamentals of Cisco routers. Students learn to install, configure, customize, operate, maintain, and troubleshoot Cisco routers and relevant components.

CIS 192–Cisco 3 Switching Technologies (3)

Prerequisite or Corequisite: CIS 191

Surveys switching protocols, Local Area Networks (LANs), and LAN switching. Students will analyze, configure, verify, and troubleshoot routing protocols, including routing for IPv4 and IPv6, EIGRP for IPv4 and IPv6, as well as OSPF for IPv4 and IPv6. This course also covers LAN switch operations and virtual private networks.

CIS 193–Cisco 4 WAN Technologies (3)

Prerequisite or Corequisite: CIS 192

Introduces the principles and implementation of Wide Area Networks (WANs). Topics include the traffic control and access control lists (ACLs), services and protocols for wide-area access, Point-to-Point (PPP) protocols and WAN, as well as the concepts and operations of frame relay. Students will learn to configure, verify, and troubleshoot WANs.

CIS 200–IT Support Services (3)*Prerequisite: CIS 101, CIS 106, CIS 111M, or CIS 212*

Introduces the fundamentals, operations, roles, and responsibilities of information technology (IT) support services. Students practice problem-solving and communication skills appropriate in the computer user-support environment. Best practices in customer support and professional work habits are emphasized throughout the course. Topics include incident identification, incident management, information collection skills, communication skills, personal skills, technical skills, security skills, troubleshooting skills, training skills, and business skills.

CIS 201–Computer Science I (4)*Prerequisites: MA 82 or MA 85 and [CIS 140 (prerequisite or corequisite) or minimum grade of "C" in CIS 106]*

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 (4)*Prerequisites: Minimum grade of "C" in 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*

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 208–C++ Programming (3)*Prerequisite: CIS 106*

Emphasizes object-oriented programming in C++. This course provides a comprehensive coverage of C++ features, including arrays, strings, pointers, references, classes, inheritance, polymorphism, function overloading, function overriding, virtual function, and template. Students learn to design and implement object-oriented programs in C++ programming language.

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 212–PC Repair & Diagnostics (3)*Prerequisite or Corequisite: CIS 101, CIS 106, CIS 116D, or CIS 111M*

Introduces diagnosis and troubleshooting of personal computers. This course covers the hardware and software troubleshooting techniques, including diagnosis software, board replacement, storage, and memory troubleshooting. Completion of this course will help prepare students for the A+ certification exam. It is recommended that students take this course and CIS 111M–PC Operating Systems in the same semester.

CIS 217–Network Security Forensics and Audit (3)*Prerequisite: CIS 111L or CIS 111M*

Introduces the fundamentals of computer forensics including the techniques and processes involved in identifying, collecting, preserving, and analyzing digital evidence. Surveys the contemporary crime and related legal issues and laws.

CIS 218–Information Security & Assurance (3)*Prerequisite or Corequisite: CIS 106*

Introduces the fundamentals of information security and assurance. Topics include cryptography, security architecture and controls, risk management and governance, disaster recovery planning and management, as well as security frameworks, standards, and policies. Students learn to protect information systems from unauthorized access in order to ensure confidentiality, integrity, and availability.

CIS 219–Ethical Hacking and Systems Defense (3)*Prerequisite: CIS 106*

Introduces the fundamentals of protecting information technology resources from cyber attacks. Students learn the tools and penetration testing methodologies used by ethical hackers, as well as the methods and tools to protect against attacks and vulnerabilities. Surveys computer crime-related laws and regulations.

CIS 222–Computer Organization (4)*Prerequisite: CIS 106*

Introduces the organization and essential functions of computer systems. This course surveys the components of computer systems from the architecture point of view and provides an in-depth discussion on topics including central processor unit (CPU) structure, instruction sets, data representation, computer arithmetic, digital logic, memory architectures, and parallel processing. Students will also explore the support of operating systems from programming perspectives.

CIS 223–Cloud Security (3)*Prerequisite: CIS 180*

Introduces the essentials of cloud security technologies, mechanisms, and standards/frameworks as outlined by Cloud Security Alliance (CSA) and National Institute of Standards and Technology (NIST) Cloud Computing Security Standards. Surveys cloud governance, certification compliance, and accreditation. Students learn to analyze risk in cloud environments and cloud security solutions, create and secure public and private cloud instances, and secure cloud applications.

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 225C–Computer Programming Language: Mobile Applet Programming (3)*Prerequisite: CIS 106*

Introduces applet programming for mobile devices using the Android operating system.

CIS 225D–Computer Programming Language: HTML5 & CSS3 (3)*Prerequisite: CIS 106*

Surveys the latest Web Design and Development skills with a focus on HTML5 and CSS3. Students will learn a variety of tools including Open Source editing tools as well as Dreamweaver and some editing software. It is recommended that students have a foundational knowledge of HTML. Emphasis is placed on designing cross-browser compatible interfaces that optimize usability, accessibility, and enhance browser interoperability.

CIS 225E–Computer Programming Language: Python (3)

Prerequisite: CIS 106

Introduces the fundamental concepts of design and programming using Python. Topics include language syntax and semantics, primitive and structured data types, control structures, debugging techniques and language facilities, e.g., files, exceptions, objects/classes, inheritance, recursion and GUI programming.

CIS 230–Database Management Systems (3)

Prerequisite: CIS 106

Provides an in-depth study of database management systems and the fundamentals of database design and development. Topics include Structured Query Language (SQL), normalization, integrity constraints, data models, and transaction control. Students design and develop databases and database applications utilizing database management systems (DBMS), such as Oracle or Microsoft SQL Server.

CON: Construction Management

CON 101–Introduction to Construction Management (3)

Prerequisite: EN 52 or ESL 99

Introduces the construction management process, each party's roles and responsibilities, forms of construction management delivery systems, and construction documents. Students will describe the role of the construction manager within the context of ensuring timely, high quality, profitable, and safe construction projects.

CON 131–Construction Law (3)

Prerequisite: EN 52 or ESL 99

Corequisite: CON 101

Explores construction law and the relationship between owners, engineers, architects, contractors, sub-contractors, suppliers, and attorneys relative to construction legal and contractual issues.

CON 132–Materials & Methods of Construction I (3)

Prerequisite: EN 52 or ESL 99

Provides the construction manager with a fundamental understanding of construction materials and methods of construction. Emphasis of the course is on properties of materials, engineering methods, construction methods, testing methods, and related building codes. Part one of two courses, this course focuses on soil, earthwork, foundations, paving, concrete, masonry, thermal products, and roofing.

CON 133–Materials & Methods of Construction II (3)

Prerequisite: CON 132

Provides the construction manager with a fundamental understanding of construction materials and methods of construction. Emphasis of the course is on properties of materials, engineering methods, construction methods, testing methods, and related building codes. Part two of two courses, this course focuses on wood construction, steel construction, exterior and interior finishes, glazing, windows, doors, exterior wall systems, cladding, interior walls/partitions, finish ceilings, and flooring.

CON 140–Architectural Blueprint Reading (3)

Prerequisite: EN 51 or ESL 97

Introduces basic blueprint and construction document reading methodology. Develops the practice of utilizing construction documents as an important communication tool in the construction process. Areas of focus include views, symbols, scales, dimensions, materials, construction methods, and terminology used in the various disciplines included in construction documents.

CON 171–Green Building - Introduction to LEED & Other Rating Systems (3)

Prerequisite: CON 101 or BLD 101 or CAD 101 or permission of program manager based on industry experience

Provides an overview of emerging delivery systems for high performance green buildings and the basis on which their sustainability can be evaluated. The U.S. Green Building Council Leadership in Energy and Environmental Design (LEED) criteria are discussed in detail.

CON 200–Construction Surveying (3)

Prerequisites: CON 140 or CAD 101, and MA 81

Introduces basic principles and concepts of surveying with an emphasis on building construction applications.

CON 202–Mechanical and Electrical Systems (3)

Prerequisite or Corequisite: CON 101 or BLD 101 or CAD 101

Introduces basic principles and concepts of mechanical and electrical building systems and their application to design and construction of buildings. The course develops an understanding of basic concepts of heating, cooling, plumbing, and electricity.

CON 203–Principles of Site Management (3)

Prerequisites or Corequisites: CON 101 or BLD 101; and CON 133

Examines the principles that apply to planning and managing construction project field operations. Major areas of focus include documentation and recordkeeping, jobsite layout and control, project safety, jobsite labor relations, subcontracting and purchasing, time and cost control, changes and claims, quality management, payments, and project closeout.

CON 204–Construction Project Cost Estimating (3)

Prerequisite: CON 101 or CAD 101, and CON 133; *Note:* students who do not have experience using spreadsheet software (Excel) should take an introductory course in spreadsheet applications prior to taking this course.

Introducing cost estimating concepts and methodologies that apply to the construction industry. Areas of emphasis include estimating techniques, quantity take-off, pricing, material and labor estimation, estimating by division, bidding, and computer applications.

CON 205–Construction Accounting and Financial Management (3)

Prerequisites: CON 101 and CIS 101

Provides an introduction to construction accounting and financial management. Areas of emphasis include principles of construction accounting, job costing, interpreting financial statements, cash flow/management, cost and profit management, financing, computer applications, and tax management.

CON 206–Construction Project Scheduling (3)

Prerequisites: CON 101, CON 133, CON 140, and CIS 101

Introduces the concepts and procedures in preparing a project schedule. Bar charts, critical path method, and computer applications are examined. Students will use sample projects and case studies to apply scheduling concepts.

CON 210–BIM and Construction Management (3)

Prerequisite: CON 101

Introduces Building Information Modeling (BIM) programming into the Construction Management environment. Utilizing the text and mock construction scenarios the student will learn and experience how to utilize BIM technology to aide in the construction and maintenance of facilities.

Construction (TRD)

(Continuing Education/Noncredit)

TRD 132–Small Gas Engine Repair

Provides basic instruction in the diagnosis, maintenance and repair of four-cycle and two-cycle gasoline engines. Includes practice troubleshooting and repairing techniques for small gasoline engines. Lecture and hands-on labs. List of required tools given out first night of class. (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.

TRD 189–Maryland Stationary Engineer Exam Prep

This course will prepare students to take the exam for the Maryland Stationary Engineer's License. Topics include: boilers, control devices, pneumatics, basic electricity, fire alarms and pumps, draft, combustion instruments and controls, water treatment, boiler operation and licensing.

TRD 179–Small Gas Engines: Advanced

Prerequisite: CCO 110

This course offers advanced instruction on two- and four-cycle gasoline engines. Includes advanced diagnostics, disassembly, measurement and rebuilding of engines in hands-on labs. Topics include: hydrostat and manual transmissions, single and dual stage snow throwers, hydraulic system diagnostics and repair. Appropriate for homeowners, professionals, and those who want to test for national certification.

TRD 205–OSHA 10-Hour Construction Safety & Health Outreach Program

The OSHA Outreach Training Program for the Construction Industry provides training for workers and employers on the recognition, avoidance, abatement, and prevention of safety and health hazards in workplaces in the construction industry. The program also provides information regarding workers' rights, employer responsibilities, and how to file a complaint. Students who successfully complete this course will receive OSHA 10 cards.

TRD 206–OSHA 10-Hour General Industry Safety & Health Outreach Program

The OSHA Outreach Training Program for General Industry provides training for workers and employers on the recognition, avoidance, abatement, and prevention of safety and health hazards in workplaces in general industry. The program also provides information regarding workers' rights, employer responsibilities, and how to file a complaint. Students who successfully complete this course will receive OSHA 10 cards.

TRD 255–Backflow Prevention Assembly Tester Certification

This course provides guidelines for acceptable practices for testing and annual inspection of backflow prevention assemblies used in cross-connection control programs. A final written and hands-on exam will be administered at the end of the course. Those receiving a passing grade will receive certification which is valid for 2 years.

TRD 256–Backflow Prevention Assembly Tester Refresher

This course provides a one day refresher course for individuals already holding certification as a tester. It is voluntary for individuals whose certifications have not expired but mandatory for those whose certification has expired with the last 12 months. The Certification Test must be registered for separately.

TRD 257–Backflow Prevention Assembly Tester Recertification Exam

This course is for Individuals currently holding Backflow Prevention Assembly Tester certification but whose certification is due to expire. Assembly testers hold valid certification for two years from the date of initial certification and/or recertification. Recertification will be awarded after successful completion of a hands-on lab test and a 50-question written exam.

TRD 260–EPA 608/CFC Certification

The EPA 608 certification is required for all technicians working with CFCs. This course will prepare you to take the exam. Core, Type 1, 2, & 3 will be reviewed. At the end of the class, each student will have the opportunity to take the EPA 608 exam. Students will need to pass Core and one or more of the three Types to receive certification. Students passing all four sections will receive Universal certification.

TRD 265–National Electric Code (NEC) Update-10 Hour

This course covers the updates to the National Electric Code (NEC). The NEC is updated every 3 years. Learn about the important changes that have happened to the NEC and how to perform new calculations. An overview of NEC navigation and application will assist you in staying compliant. There will also be time to cover NEC related questions.

CE Professional Development (CPD)

(Continuing Education/Noncredit)

CPD 120–SHRM-CP & SHRM-SCP Certification Prep Course

Business leadership has changed over recent decades. We now live and work in a global economy, in which geographic borders are virtually non-existent, and innovation, agility and strategy are critical success factors. The HR profession operates at the core of this global economy, ensuring the alignment of organizational strategy with a high-performing workforce. The new SHRM credentials, SHRM Certified Professional (SHRM-CP) and SHRM Senior Certified Professional (SHRM-SCP), address these new roles. The SHRM-CP and SHRM-SCP encourage HR professionals to acquire the behavioral competencies and knowledge they'll need to effectively perform their jobs and achieve career success. This certification program was built with employers in mind. It will undoubtedly help set the global standard for excellence in HR and aims to grow certification throughout the HR profession. Join fellow HR practitioners to prepare and practice for your certification exam in this 12-week course. You'll learn test-taking strategies as well as important concepts that are essential for your mastery of the exam's body of competency and knowledge.

CJ: Criminal Justice**CJ 101–Introduction to Criminal Justice (3)**

Prerequisite: EN 52 or ESL 99

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 or ESL 99

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 101

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 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 212–Criminalistics (4)

Prerequisite: Acceptance into the Police Academy

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)

Prerequisites: EN 50A or EN 61 and EN52 OR ESL 95 and ESL 99, 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 Procedures (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 223—Emergency Vehicle Operations Course (EVOC) (3)

Prerequisite: Acceptance into the Police Academy

Presents the concepts and goals of professional driving, i.e. to reduce motor vehicle collision frequency by improving future law enforcement officer's attitude and skills. Provides a better understanding of the capabilities and limitations of an emergency police vehicle while enhancing student's knowledge and abilities as it relates to safe operation of the vehicle.

CJ 224—Awareness Training for Weapons of Mass Destruction (3)

Prerequisite: Acceptance into the Police Academy

Provides baseline awareness-level training involving weapons of mass destruction (WMD) developed by the U.S. Department of Homeland Security. Introduces the role first-responders play in prevention, preparedness, deterrence and response to a potential terrorist incident.

CMM: Digital Media

CMM 101—Introduction to Electronic Media (3)

• GenEd Arts and Humanities/Arts

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

GenEd Arts and Humanities/Arts

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 105—Basic Darkroom to Digital Photography (3)

• GenEd Arts and Humanities/Arts

Prerequisites: EN 52 or ESL 99

Explores photography as a medium for artistic expression through analysis of photographic masterworks and other forms of visual art. Examines standards of professional photography and the means by which photographic works of artistic integrity are identified and comprehended. Presents basic principles of camera work in film and digital formats. Black & white and color printing techniques are also studied. For the beginning photographer.

CMM 111—Communications Graphics I (3)

Level one graphic design. Prepares the student for the print graphic design field through the use of the computer. The student will be introduced to design vocabulary, methods and technology through lecture, examples and hands-on project work. Emphasizes Adobe Illustrator, Adobe Photoshop, and Adobe InDesign.

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 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 Adobe InDesign, Illustrator, Acrobat, Bridge, and Photoshop.

CMM 114—Web Design I (3)

Prerequisite: CMM 111 or CMM 132

Presents beginning level design for the Internet. 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 Dreamweaver, Photoshop, and Imageready.

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 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—Digital Studio Production (4)

Develops digital studio production skills pertaining to camera operation, set design, studio lighting, audio recording, and professional crew roles and responsibilities. Extensive hands-on active learning provides an insight into on set studio productions and real world applications. As a member of a production team, students participate in the design and execution of an effective digital studio production.

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, photography and illustration. An intensive study using current graphics software to generate print graphics such as corporate identity, advertising, collateral and package designs. Primary software: Adobe InDesign, 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 252–Digital Film Production (4)*Prerequisite: CMM 152*

Develops digital film production skills pertaining to preproduction, production, and post production. Extensive hands-on active learning provides an insight into script writing, budgeting, scheduling, field production, sound design, and non-linear post production. As a member of a production team, students will be required to create a production book, digital film, and DVD as part of their professional portfolio.

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.

CMM 259–Television News Production (4)*Prerequisite: CMM 252*

Develops television news writing and production skills with hands-on studio and field exercises. Students will write news stories, interview campus and community newsmakers on-camera and edit news segments into finished programs on Final Cut Pro. Brief lectures, demonstrations and video examples are followed by news production work. Students will learn to use professional equipment and processes while producing news, sports and event programming.

CMM 261–Digital Post Production (4)*Prerequisite: CMM 254*

Develop advanced skills in digital post production through a series of demonstrations and intensive hands-on exercises. By studying various editing styles and philosophies, students will design and complete assigned post-production projects using Final Cut Pro, After Effects, Photoshop and other professional software packages.

DR: Drama*see THR: Theatre, page 139***ECD: Early Childhood Development****ECD 101–Introduction to Early Childhood Education (3)***Prerequisites: EN 52 or ESL 99*

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 or ESL 99**Corequisite: ED 100*

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 state requirements for Office of Child Care Licensing & Credentialing. This course is 45 hours of the 90 hours required for Preschool Lead Teacher. Fifteen hours of documented observation are required.

ECD 106–Infants & Toddlers Development and Care (3)*Prerequisite: EN 52 or ESL 99*

Examines the best practices designed to meet the needs of infants and toddlers as related to their physical growth and development, mental health, and human relationships. Attention will be given to the family and child's multicultural customs, gender equity, and children with special needs, while insuring quality program development and implementation in out of home care environments. Content will focus on the caregiver, the child, and the program being provided to meet the learning needs of the infant and toddler. This course meets the state requirements of the Office of Child Care Licensing and Credentialing for Infant/Toddler Lead Teacher.

ECD 107–Health, Safety and Nutrition (3)*Prerequisite: EN 52 or ESL 99*

Presents a survey of the health, safety, and nutritional needs of young children. Includes required state and federal codes. Emphasizes the establishment and maintenance of a safe and healthy learning environment.

ECD 108–Activities for the School-Age Child (3)*Prerequisite: EN 52 or ESL 99*

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, cognitive, and social development. This course meets the state requirements of Office of Child Care Licensing and Credentialing for School Age Teacher.

ECD 110–Special Education in Early Childhood (3)*Prerequisites: EN 52 or ESL 99*

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 (grade of "C" or higher) of ED 100, ED 203 or ECD 110, ECD 101, ECD 104, ECD 106 and ECD 213*

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: ED 100 and (ECD 104 or ECD 108)

Designed to provide students with management skills necessary to operate an early childhood center, family child care or before/after school program that serves children from infancy through age twelve. Topics include program policies and procedures, government regulations, finance and budget, facility operation, personnel management, health and safety, accreditation systems, and program evaluation and improvement. This course meets the state requirements of Office of Child Care licensing and credentialing for School Age and Preschool Director.

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.

EC: Economics

EC 201--Principles of Economics (3)

• GenEd Social & Behavioral Sciences/Economics
Prerequisite: EN 52 or ESL 99

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)

• GenEd Social & Behavioral Sciences/Economics
Prerequisite: EC 201

Emphasizes price theory, distribution, international trade and economic development with an essentially micro-economic approach.

ED: Education

ED 100--Child Development & Behavior (3)

Prerequisite: EN 52 or ESL 99

Introduces basic growth and developmental principles necessary to work with young children from birth to twelve years old. Emphasizes the social, emotional, physical and cognitive developmental stages of the young child. This course meets the Maryland State Department Office of Child Care licensing & credentialing requirements. This course is 45 hours of the 90 hours required for Preschool Lead Teacher.

ED 102--Schools and Society (3)

• GenEd Social & Behavioral Sciences/Education
Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99. It is strongly recommended that students pass this course prior to ED 202 and ED 203, if applicable.

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)

Prerequisites: EN 50A or EN 61 or ESL 95, and PS 101. It is strongly recommended that students pass ED 102, if applicable, prior to taking this course.

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)

• Cultural Competence

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99. It is strongly recommended that students pass ED 102 or ECD 101, if applicable, prior to taking this course.

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)

• GenEd Social & Behavioral Sciences/Education

Prerequisite: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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.)

EM: Emergency Management**EM 102–Emergency Management Planning (3)**

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Provides the student with a thorough understanding of risk management, operational planning, and strategic planning as applied in current emergency management policy. The student will evaluate and use current policy tools to determine risk vulnerabilities and capabilities, evaluate and critically assess an emergency operations plan, identify the components of an emergency operations plan, and assess the purpose of strategic planning.

EM 104–Disaster Response and Recovery (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Provides students with an understanding of disaster response and recovery operations in emergency management. Students will examine the nature of emergencies and disasters, identify the human responses in the disaster process, assess current procedures for response operations, and review recovery policies, programs, and methods to promote the return to normalcy.

EM 106–Mitigation and Hazard Management (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Provides the student with a thorough understanding of mitigation for disaster management, and the application of hazard management. The student will investigate various methods of risk management, risk reduction, risk avoidance, risk acceptance, and risk transfer to address both structural and non-structural mitigation. The concept of sustainability and its role in local land-use planning is examined.

EM 110–Federal Emergency Management (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Provides the student with the understanding of the role of the federal government in emergency management on the national level, and the influence of the federal government on the local, regional, state, and international emergency management. Explores the historical development of the federal emergency management effort with emphasis on significant events that shaped existing policy.

EM 120–Homeland Security (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Provides students with a thorough understanding of the strategic, political, legal and organizational challenges associated with the protection of the U.S. homeland, including the historical foundation of terrorism. Introduces the roles of emergency management in the response to the growing threat of domestic and international terrorism. Addresses the implication of homeland security challenges and policies for constitutional rights, legal protections, and civil liberties.

EM 130–Integrated Emergency Management (3)

Prerequisite: EM 102

Provides students with an understanding of the concept of Integrated Emergency Response to disasters and other critical incidents. Students examine the role of Integrated Emergency Preparedness in the government environment, and expand the understanding to public-private cooperation in emergency management.

EM 201–Research and Technology in Emergency Management (3)

Prerequisite: EM 102

Provides students with an overview of research and technology applications in emergency management. The course examines the principles of scientific research; evaluates existing research and technology; and applies the methods and resources of research, science, and technology to emergency management. Students will examine scientific research, research methodology, technology, evaluation, and utilizing research and technology in emergency management.

EM 203–Social Impacts of Disaster (3)

Prerequisite: EM 102

Provides students with an awareness and understanding of the response of individuals, groups, and communities to disaster-related issues such as disaster warnings, evacuations, relocations, civil unrest, loss of family and property, and recovery activities. The focus is on understanding how individual and community social factors affect preparation, response, recovery, and mitigation. Students examine the impact of disasters on response organizations and personnel.

EM 205–Emergency Management Leadership (3)

Prerequisites: EM 104, EM 106, and EM 201

Provides the student with understanding of leadership theories, skills, and techniques for application in emergency management. The course introduces the concept of effective leadership in emergency management by identifying leadership models utilized in managing across the life-cycle of the incidents along with evaluating current emergency management leaders.

EM 210–Emergency Management Capstone (3)

Prerequisites: EN 101, EM 205

As the culminating experience for the Emergency Management Track II major, this course enables students to exercise critical thinking and evaluation skills, while applying comprehension of the emergency management discipline. Students will write a research paper, under the supervision of a faculty mentor, which demonstrates the ability to analyze and synthesize the theories and practices to reduce vulnerability to hazards and mitigate disasters.

EG: Engineering

EG 100–Introductory Engineering Science (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and 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.

EN: English & Literature

** 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]**

Prerequisite: Placement in EN 51 or higher on reading placement exam

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]**

Prerequisite: EN 50 or appropriate score on writing placement test; Prerequisite or Corequisite: EN 52

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]**

Prerequisite: EN 51 or appropriate score on reading placement test

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 60–Writing Skills II Part 1 (0) [2]**

Prerequisites: EN 50 and EN 51 or ESL 94 and ESL 97 or placement based on the reading and writing placement exams

The first of a two-part sequence that develops writing skills in preparation for EN 61 and EN 101. Emphasizes writing well-organized paragraphs and essays. Includes review of grammar and punctuation and development of proofreading and editing skills.

***EN 61–Writing Skills II Part 2 (0) [2]**

Prerequisite: EN 60 or results of writing placement exam

The second of a two-part sequence that develops writing skills in preparation for EN 101. Emphasizes writing well-organized essays. Includes review of grammar and punctuation and development of proofreading and editing skills.

EN 101–English Composition (3)

• GenEd English Composition

Prerequisites: EN 50A or EN 61 (or satisfactory performance on writing assessment) and EN 52 (or satisfactory performance on reading assessment) OR ESL 95 and ESL 99

Develops students' ability to use writing, reading, research, and thinking processes to create documented essays that demonstrate the conventions of academic writing.

EN 102–English Composition and Literature (3)

• GenEd Arts & Humanities/Humanities or Arts & Humanities/Communications

Prerequisite: EN 101

Reinforces, through an examination of literature, the reading, writing, critical thinking, and information literacy skills introduced in English 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 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 201–British Literature (3)

• GenEd Arts and Humanities/Humanities

Prerequisite: EN 101

Surveys the literature of Great Britain from the Anglo-Saxon period to the eighteenth century.

EN 202–British Literature (3)

• GenEd Arts and Humanities/Humanities

Prerequisite: EN 101

Surveys the literature of Great Britain from the eighteenth century through the present.

EN 203–American Literature (3)

• GenEd Arts and Humanities/Humanities

Prerequisite: EN 101

Surveys the literature of the United States from the Colonial period to the Civil War.

EN 204–American Literature (3)

• GenEd Arts and Humanities/Humanities

Prerequisite: EN 101

Surveys the literature of the United States from the Civil War period through the present.

EN 205–World Literature (3)

• GenEd Arts and Humanities/Humanities; Cultural Competence

Prerequisite: EN 101

Surveys selected works of world literature from its beginnings through 1650 CE.

EN 206–World Literature (3)

• GenEd Arts and Humanities/Humanities; Cultural Competence

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 216–The Short Story (3)

• GenEd Arts and Humanities/Humanities

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 Practicum: Tuscarora Review Editorial Board (3)

Prerequisite: EN 210 or instructor permission

Provides opportunities for students to work on the college's magazine of the creative arts for credit by evaluating submissions of essays, short stories, poetry, drama and two-dimensional art by copy editing the material and by laying out the magazine. May be taken three times for a maximum of nine credits.

EN 223–Classical Mythology (3)

• GenEd Arts and Humanities/Humanities

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 226–Film as Literature (3)

• GenEd Arts and Humanities/Humanities

Prerequisite: EN 101

Surveys selected films and their counterparts in literature. Emphasizes narrative abilities of film.

EN 227–Literature: Multicultural Perspectives (3)

• GenEd Arts & Humanities/Humanities or Interdisciplinary & Emerging Issues/Multicultural Issues & Perspectives; Cultural Competence

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.

THR/EN 229–Modern Drama (3)

• GenEd Arts & Humanities/Arts or Arts & Humanities/Humanities

Prerequisite: EN 101

Presents selected works of drama that have gained prominence during the late nineteenth and twentieth centuries.

EN 230–African American Literature (3)

• GenEd Arts and Humanities/Humanities; Cultural Competence

Prerequisite: EN 101

Surveys a wide variety of African American literature: fiction, drama and poetry. Analyzes the elements of each of the genres with emphasis on the literature as a response to people and events affecting African American life, culture and rights.

EN 231–English Language Studies (3)

• GenEd Arts and Humanities/Humanities

Prerequisite: EN 101

Introduces English language studies through a linguistics perspective, promoting a systematic approach to the study of language. Focuses on prescriptive versus descriptive approaches to grammar and syntax; sub-disciplines of linguistics: phonology, morphology, semantics, stylistics, discourse analysis, and sociolinguistics; English language variation, change, and development; and the role of English language in a multicultural society.

ESL: English as a Second Language

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.

FEM: Federal Emergency Management

See page 16 for more information on these courses.

FEM 102–Radiological Emergency Response (1)

Provides an introduction to radiological emergency response skills to provide a learning experience in which participants demonstrate a comprehensive understanding of radiological protection and response principles, guidelines, and regulations.

FEM 103–Community Disaster Exercise (1)

Introduces the basic principles of community disaster exercises. It builds a foundation for subsequent exercise courses. Included are the management of an exercise program, designing and developing of an exercise, conducting and evaluating an exercise, and developing and implementing an improvement plan.

FEM 104–Earthquake Structural Mitigation (1)

Provides students involved in state and local governments, and the building and financial industries, with knowledge concerning the requirements of federal and federally assisted or regulated new building construction. The course is also intended to provide the student with basic knowledge about earthquakes and how buildings can be built to be safe during an earthquake.

FEM 105–Retrofitting Flood-Prone Residential Structures (1)

Provides students with the essential, nontechnical background knowledge about retrofitting. The retrofitting measures presented are creative and practical, comply with applicable floodplain regulation, and are satisfactory to homeowners.

FEM 107–Hazardous Materials for Medical Personnel (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–Introduction to Disaster Assistance (1)

Provides students with a basic understanding of the roles and responsibilities of the local community, state, and the federal government in providing disaster assistance. It is appropriate for both the general public and those involved in emergency management who need a general introduction to disaster assistance.

FEM 109–Introduction to Animals in Disaster (1)

Intended to increase awareness and preparedness among animal owners and care providers. It includes sections on typical hazards, how these affect animals and what can be done by responsible owners to reduce the impact of disasters. It is also intended to help animal owners, care providers and industries to better understand emergency management. Course material 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 Planning (1)

Intended to guide emergency management officials and animal owners, care providers, and industries in preparing community disaster plans. The goal 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. Further training with local or state emergency management programs is essential.

FEM 113–Emergency Manager: A Position Orientation (1)

Explores the position of emergency manager and includes a historical study of the guiding principles of emergency management and key areas of emphasis in the profession. Examines the areas of planning, development, coordination, implementation, and execution of comprehensive emergency preparedness programs.

FEM 115–Introduction to Radiological Emergency Management (1)

Provides students with the background and practical knowledge necessary to understand the fundamental concepts of radioactivity, the types of radiological emergencies, and the potential effects of these incidents upon the emergency responder as well as the general public. Included are the measures that need to be enacted to ensure safety for all affected.

FEM 116–Introduction to Hazardous Materials (1)

Intended to provide a general introduction to hazardous materials that can serve as a foundation for more specific studies in the future. No prior knowledge of the subject is required.

FEM 119–Volunteer Agencies in Emergency Management (1)

Provides students with the basic understanding of the history, roles, and services of disaster relief voluntary agencies in providing disaster assistance. It is appropriate for both the general public and those involved in emergency management operations.

FEM 122–Community Hurricane Preparedness (1)

Provides emergency managers and disaster coordinators with basic information about the nature of hurricanes and the hazards they pose, and how the National Weather Service (NWS) forecasts future hurricane behavior.

FEM 127–Emergency Management of Hazardous Weather (1)

Designed to provide the student with a solid background in understanding hazardous weather and community risks so they can communicate effectively with the local National Weather Service office and their community.

FEM 128–State Disaster Management (1)

Provides students with fundamental information on the state disaster assistance process and disaster assistance programs. Course includes disaster plans, federal assistance, disaster partners and comprehensive emergency management.

FEM 130–Introduction to Residential Coastal Construction (1)

Provides the student with a guideline of basic information concerning residential coastal construction. It identifies the best practices for improving the quality of construction and reducing the economic losses associated with coastal disasters. It also explains how the risk to coastal residential development can be reduced by employing best practices in site location, design, and construction.

FEM 131–Principles of Emergency Management (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–Introduction to Leadership and Influence (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 (1)

Provides students with decision making and problem solving strategies and best practices that are vital requirements of the emergency manager, planner, and responder position. Explores a five-step problem-solving model. Examines effective methods for guiding group decision making during complex or significant events.

FEM 134–Effective Communication (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 (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 (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 (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 140–Emergency Planning (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–Disaster Exercise (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 143–Tribal Governments and Emergency Management (1)

Provides basic knowledge to build effective partnerships with tribal governments and work in concert with tribal governments to protect native people and property against all types of hazards. Throughout this course, tribal representatives speak about their history, culture, and way of life, and how to develop good relationships with tribal communities. Several lessons are devoted to specific program challenges that individuals may encounter in working with tribal governments to provide financial and technical assistance through disaster relief programs.

FEM 144–Environmental and Historic Preservation (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 Preparedness (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–Radiological Emergency Preparedness (REP) (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–Incident Command System (ICS) (1)

Describes the history, features, principles, and organizational structure of the Incident Command System (ICS). It also explains the relationship between the Incident Command System (ICS) and the National Incident Management System (NIMS). Additionally, it provides training on and resources for personnel who are likely to assume a supervisory position within the Incident Command System (ICS).

FEM 151–National Incident Management System (NIMS) (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 155–Emergency Radiological Response Transportation (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–Emergency Planning for Schools (1)

Describes methods utilized 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–Hazard Mitigation (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 (1)

Presents in a non-technical format specific protective measures that can reduce the negative consequences of disasters upon homes or small businesses.

FEM 159–National Response Framework (NRF) (1)

Introduces participants to the purpose, organization, and principles of the National Response Framework (NRF). Provides an introduction to how the National Disaster Medical System (NDMS) and Federal Coordinating Center (FCC) Operations section interact within the National Response Framework. Included are basic introductions to each of the Emergency Support Function (ESF) response organizational components and their role within the National Response Framework.

FEM 161–An Emergency Operation Center (EOC) (1)

Describes the role, design, and functions of Emergency Operation Centers and their relationships as components of a multi-agency coordination system. The course contains disaster related examples, activities, and case studies that relate to EOC's and multi-agency coordination systems at the local, state and federal levels of government.

FEM 170–Mitigation Grants Management (1)

Provides students with the basic knowledge about using the web-based Mitigation Electronic Grants (eGrants) Management System. Introduces the functions of the applicant and subapplicant and focuses on administration, application, and monitoring aspects of the eGrants system.

FEM 171–NIMS Communications (1)

Provides students with the basic knowledge about the primary functions of the NIMS multi-agency coordination systems, communication and information management and intrastate mutual aid.

FEM 173–Continuity of Operations Planning (1)

Provides a brief overview of continuity, including its definition, the legal basis for continuity planning, the Continuity Program Management Cycle, and essential elements of a viable continuity program. Describes the Continuity Management Cycle, how it should be used to develop sound continuity of operations plans, and the roles and responsibilities of the Continuity Program Manager and other key players. Identifies the unique aspects of designing a continuity exercise. This course is for students seeking additional instruction and practice in Continuity of Operations Planning (COOP) as prescribed in Federal Continuity Directive (FCD) 1.

FEM 174–Disaster Response Operations (1)

Covers the operational components of disaster response including public assistance, points of distribution, personnel deployment, and mission assignments.

FEM 175–Citizen Preparedness (1)

Provides a general introduction to emergency preparedness information and focuses on the role of the individual in being prepared. The study of the most common natural and manmade disasters, including the dangers of hazardous chemicals in the home are addressed.

FEM 176–Continuity of Operations Planning for Pandemics Exercise (1)

Introduces students to the characteristics of a pandemic influenza, the effects on every facet of society and the steps to minimize the effects. Covers fundamental continuity principles and processes with a pandemic focus. Describes strategies for social distancing and special protection for first responders, healthcare personnel, and others daily contact with the public.

FEM 178–Emergency Management Administrator (1)

Covers fundamental work place management principles and practices with the primary focus on administrative responsibilities relating to the emergency incident deployment. Topics covered include: FEMA employee and supervisor mandatory EEO policy, knowledge of ethical standards and the civil rights of those served during disaster assistance operations. Describes safety rights and manager responsibilities, as well as recognition and the prevention of potential work place violence. Covers the federal travel rules, regulations and deployment preparations essential to meet the unique needs of the disaster workforce while they serve our nation.

FEM 179–Emergency Management Recovery (1)

Rapid and effective damage assessments save lives, protect property and the environment, and begin the process of recovery and mitigation. This course allows participants to discover planning techniques and resources for an effective damage assessment program. Topics covered include risk and vulnerability assessments, the benefits of the Unified Hazard Mitigation Assistance grant programs and application procedures, and prepares students to conduct risk assessments using the FEMA 452 and FEMA 455 Rapid Visual Screening for Buildings.

FEM 180–Planning and Vulnerable Populations (1)

Provides an awareness of rules and regulations critical in creating and revising emergency plans for different vulnerable populations. This course allows participants to effectively create, update, and revise emergency operation plans for vulnerable populations. Topics covered include 508 awareness, the law, roles and responsibilities, and populations affected, preparing students to assess 508 compliance in emergency planning situations.

FEM 181–Integrated Public and Private Partnership Planning (1)

Prepares participants to effectively create, manage, and utilize public-private partnerships to improve preparedness, planning, and response. Topics covered include special events contingency planning, establishing and maintaining roles and responsibilities, Incident Command System, and defining specific events.

FEM 182–Local and Tribal Mitigation Planning (1)

Provides an awareness of rules, regulations, and responsibilities that are critical in creating and revising the hazard mitigation plan development. This course allows participants to effectively create, update, and revise hazard mitigation plans for local and tribal community populations. This course allows reviewers to interpret regulations affecting local and tribal hazard mitigation plans. Topics covered include locals plans as covered in 44 Code of Federal Regulations (CFR) §201.6 or for tribal plans as described in 44 CFR §201.7.

FEM 183–Public Works Role in Emergency Management (1)

Examines the details of the public works function in emergency management. Designed to help communities improve public works efforts prior to, during, and after disasters. This course is intended to help build local capacity for public works including planning for disasters, developing practices and procedures, conducting damage assessment, and participating in after-action reviews. This course also includes details of how the function of public works is integrated into the overall strategy for responding to disasters and its relationship to other emergency management functions.

FEM 184–Logistics and the Defense Priorities and Allocations System (DPAS) (1)

Provides an overview of the logistics functions and organizational relationships within logistics from a Presidential disaster declaration to close-out of FEMA field offices. It examines how the Defense Priorities and Allocations System (DPAS) supports FEMA's mission and describes how DPAS supports timely delivery of critical materials and services to meet requirements including priority ratings for contracts and orders, placement of rated orders, the roles of FEMA employees in the DPAS process, and how to address DPAS challenges.

FEM 185–Emergency Management Technical Writing and Graphic Communications (1)

Provides the emergency manager with an overview of research, writing, and graphic communications to effectively complete specific technical writing and graphic and visual communications projects as required by variable duty assignments. Focus is on the development of training materials, reports, evaluations, user instructions and graphic presentations for diverse audiences.

FEM 186–Hazard Mitigation and Disaster Workforce Basics (1)

Equips students with the necessary knowledge to understand and communicate to the public preparedness and prevention approaches that can reduce the impact of disasters. Students will also gain understanding of procedures for federal, state, local and private partners and the supporting role each agency plays in providing prevention and mitigation assistance for earthquakes, floods, hurricanes, tornados, and wildfires.

FEM 187–Local Mitigation Plan Review (1)

Equips students with the knowledge necessary to effectively review and determine if local mitigation plans meet federal mitigation planning requirements using the current FEMA Local Mitigation Plan Review Guide and developmental tools.

FEM 188–Critical Infrastructure Protection (1)

Enhances the knowledge of students in the field of critical infrastructure protection. Students will be exposed to the National Infrastructure Protection Plan (NIPP) and the National Response Framework (NRF) Critical Infrastructure and Key Resources (CI/KR) Support Annex. Students also learn the importance of vertical and horizontal collaborations across security partners and the effective strategies for the sustainment of these relationships.

FEM 189–Workforce Preparedness (1)

Introduces basic preparedness concepts and strategies for improving workplace, business and community preparedness. The course provides guidance to students on how to contribute to improve workplace security in addition to best practices for responding to an active shooter situation. The course identifies surveillance activities and the indicators associated with them while outlining prevention steps aimed at identifying, monitoring, and reporting suspicious activities.

FEM 190–Federal Preparedness & Management (1)

Enhances student knowledge in the areas of emergency preparedness, health and safety, and performance management. Provides knowledge that will help students understand safety rights and responsibilities and the best methods to safeguard their own well-being. The information moves from personal preparedness and extends to emergencies that could threaten one's home, workplace, and community. For those tasked with the additional responsibilities of preparing business, agency or community, performance management is included to improve understanding of planning approaches through the application of results-oriented and SMART goals, progress reviews, and the annual review of existing approaches.

FEM 191–Emergency Management & Technical Tools Application (1)

Introduces students to preparedness communication tools to reach all members of their communities during an emergency. Explores the National Emergency Technology (NET) Guard program, how GIS technology can support emergency management, and the Integrated Public Alert and Warning System (IPAWS).

FEM 192–Geospatial Information Systems Specialist (1)

Introduces students to the disaster response role and responsibilities of a Geospatial Information System (GIS) Specialist. Explores what types of products need to be produced and what procedures must be followed to ensure that products are produced correctly and in a timely manner.

FEM 193–Resilient Accord: Exercising Continuity Plans for Cyber Incidents (1)

Introduces students to best practices for executing continuity operations during cyber-security incidents. Explores the importance of incorporating cyber security into continuity planning.

FEM 194–Critical Infrastructure Security: Theft and Diversion - What You Can Do (1)

Introduces students to the information they need to identify threats and vulnerabilities to critical infrastructure from the theft and diversion of critical resources, raw materials, and products that can be used for criminal or terrorist activities. Explores the actions that participants can take to reduce or prevent theft and diversion.

FEM 195–Protecting Critical Infrastructure Against Insider Threats (1)

Introduces students to critical infrastructure preparedness practices and measures to reduce the risk of insider threats. Explores methods for identifying and taking action against insider threats to critical infrastructure.

FEM 196–Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education and Houses of Worship (1)

Introduces students to recommended practices and resources for developing emergency plans to prepare for, respond to, and recover from mass casualty incidents.

FEM 197–CERT Supplemental Training: The Incident Command System (1)

Introduces students to principles of the Incident Command System (ICS) and helps learners understand how to effectively apply the principles through interactive real-life scenarios. Explores Community Emergency Response Team (CERT) activation, safety of disaster workers, acceptable leadership and organizational structures, and rescue effort approaches.

FEM 198–Benefit-Cost Analysis (BCA) Fundamentals (1)

Introduces students to fundamental Benefit-Cost Analysis (BCA) and concepts and theory and is the framework and prerequisite for the classroom, field or facilitated distance learning Benefit-Cost Analysis course.

FEM 199–Engineering Principles and Practices for Retrofitting Flood-Prone Residential Structures (1)

Introduces students to engineering design and economic guidance on what constitutes feasible and cost-effective retrofitting measures for flood-prone residential and non-residential structures. This course serves as an overview of the contents of the revised Federal Emergency Management Agency (FEMA) P-259, Engineering Principles and Practices for Retrofitting Flood-Prone Residential Structures.

FEM 200–Homeland Security Geospatial Operations & Management (1)

Introduces students to the relevance and importance of GeoCONOPS to federal policy, doctrine, and the professional roles of emergency manager, incident commander, and geospatial practitioner. Students will discover an array of managed geospatial data services, tools, and capabilities that support the full range of missions within the Department of Homeland Security (DHS).

FEM 201–National Disaster Recovery Framework (NDRF) Overview (1)

Introduces students to the National Disaster Recovery Framework (NDRF), which provides a new national framework for efficient and timely federal disaster recovery operations. This course will familiarize students with key concepts, core principles, and roles and responsibilities of NDRF leadership (including individuals and households; local, state, tribal, and federal levels; and between public, private, and nonprofit sectors).

FEM 202–External Affairs Program Liaison (1)

Introduces students to the skills needed to perform effectively as a program liaison within the Planning and Products component of External Affairs (EA). Explores the position requirements needed to collaborate with the Joint Field Office (JFO) while gathering information that EA may use in disaster response and recovery.

FEM 203–Dams Sector Security Awareness (1)

Explores methods for identifying potential security threats to the nation's dams and levees and indicators of those threats. Includes an overview of protective measures used to reduce and manage risk within the Dams Sector.

FEM 204–Emergency Food and Shelter National Board Program (1)

Explores the requirements, eligibility for funding, and participant responsibilities of the Emergency Food and Shelter National Board Program. Includes an overview of the responsibilities of the National Board and the Federal Emergency Management Agency (FEMA).

FEM 205–Fundamentals of Management and Support Coordination of Federal Disaster Operations (1)

Explores the fundamental incident management knowledge needed by personnel occupying support roles during disaster operations. Includes an overview of the Federal Emergency Management Agency (FEMA) Qualification System (FQS) in incident management or incident support.

FEM 206–The Substantial Damage Estimator 2.0 Tool (1)

Enables learners to successfully use the Substantial Damage Estimator 2.0 tool. Includes demonstrations that allow students to practice populating the electronic forms; saving individual-structure and community-wide data; running reports; and importing and exporting data to other formats, such as Excel.

FEM 207–Radiological Accident Assessment Concepts (2)

Explores the radiological consequences to the public following a release of radioactivity from nuclear power reactors and non-reactor incidents. Includes an overview of how to use this assessment as a basis for recommending protective actions to decision makers.

FEM 208–Including People with Disabilities, Access & Functional Needs in Disaster Operations (1)

Explores the benefits and importance of including people with disabilities and others with access and functional needs in disaster operations. Includes an overview of access and functional needs and explains how disaster staff can apply inclusive practices in their disaster assignments.

FEM 209–Guardian Accord - Terrorism and Continuity Operations (1)

Explores the importance of incorporating the specific risks of terrorism into continuity planning for Federal Department and Agencies, state, territorial, tribal and local jurisdictions. Includes an overview of the unique continuity planning considerations of terrorism.

FEM 210–Continuity of Operations (COOP) Planner's Workshop (1)

Provides students with the knowledge, skills, and tools necessary to develop and implement continuity plans according to established continuity requirements and guidance. Explores the four phases of continuity, important factors that affect planning and plan maintenance, best practices in managing those factors, and how to effectively assess and update existing plans and programs.

FEM 211–Mission Essential Functions (MEF) Workshop (1)

Provides an overview of continuity planning assistance with a specific focus on identifying and refining organizational essential functions. Explores essential supporting activities (ESAs); conducting business process analyses (BPAs) and business impact analyses (BIAs); evaluating the impacts of threats and hazards on Mission Essential Function (MEF) performance; and developing mitigation strategies to reduce disruptions and risk.

FEM 212–Homeland Security Building Design for Continuity of Operations (1)

Provides guidance to the building sciences community working for public and private institutions, including Continuity of Operations (COOP) planners/managers, building officials, etc. Explores tools to help decision-makers assess the performance of their buildings against terrorist threats and to rank recommendations.

FEM 213–Introduction to Community Emergency Response Teams (1)

Provides an introduction to Community Emergency Response Teams (CERT) for those interested in completing the basic CERT training or as a refresher for current team members.

FEM 214–Reconstitution Planning (1)

Provides guidance to Federal Executive Branch departments and agencies for developing Continuity of Operations (COOP) Plans and Programs. Explores the advantages of developing effective and comprehensive reconstitution planning.

FSA: Fire Service Administration

FSA 101–Fire Protection Systems (3)

Prerequisite or Corequisite: EN 101

Provides information relating to the design features and operation of fire alarm systems. Design principles involved in structural fire protection and automatic suppression systems, including fire resistance and endurance, flame spread evaluation, smoke control, special hazard fire suppression systems, water supply for fire protection, and evaluation of sprinkler system designs will be examined.

FSA 103–Fire Investigation and Analysis (3)

Prerequisite or Corequisite: EN 101

Examines technical, investigative, legal, and managerial approaches to arson. Includes the fundamentals needed for proper fire scene interpretation, recognition of origin and cause, preservation and documentation of evidence, scene security, motives of the fire setter, and types of fire causes.

FSA 105–Risk Assessment, Reduction, and Safety (3)

Prerequisite or Corequisite: EN 101

Examines the concepts of community sociology, the role of fire-related organizations within the community, and their impact on shaping community policy and master planning. Components of risk identification, risk evaluation, incident management, and accountability systems are examined.

Note: If student is not an active firefighter, they must establish a mentor who is a FD Chief Officer.

FSA 107–Disaster Planning and Response (3)

Prerequisite or Corequisite: EN 101

Examines concepts and principles of community planning and response to fire, emergency, and natural disasters, including the Incident Command System (ICS), mutual aid and automatic response, training and preparedness, communications, hazardous materials planning, and disaster recovery.

Note: If student is not an active firefighter, they must establish a mentor who is a FD Chief Officer.

FSA 109–GIS and Technology for Fire Services (3)

Prerequisite or Corequisite: EN 101

Provides a foundation for implementing geospatial technologies in a local emergency service agency, within the context of planning, mitigation, response, and recovery. GIS can be applied to each of the phases of crisis management and whole community planning. The value, application, and use of geospatial technologies in emergency services and the fundamental skills required for basic implementation will be addressed.

FSA 201–Fire and Emergency Services Administration (3)

Prerequisite: FSA 101

Introduces the student to the organization and management of a fire and emergency services department and the relationship of government agencies to the fire service. New technologies, changing organizational structures, personnel and equipment, municipal fire protection planning, manpower and training, and financial management are examined. Emphasis is placed on fire and emergency service, ethics, and leadership from the perspective of the company officer.

Note: If student is not an active firefighter, they must establish a mentor who is a FD Chief Officer.

FSA 203–Principles of Fire Service Leadership (3)

Prerequisite: FSA 201

Provides the student with the knowledge and skills to understand different styles of leadership and apply their impact on behavior in a Fire Service context. Applying appropriate decision-making styles to given situations, outlining problem-solving methods, and identifying available resources are examined.

Note: If student is not an active firefighter, they must establish a mentor who is a FD Chief Officer.

FSA 205–EMS Operations (3)

Prerequisite: FSA 105

Provides EMS personnel/officers/supervisors the knowledge and skills to apply proper scene command techniques for management of medium to large incidents involving multiple sick or injured patients. Topics covered include problem-solving and EMS functions within incident command, resource management, interagency and mutual aid, size-up and strategy, tactics and action plans, EMS company operations, pre-incident preparation, incident organization, and strategic command. Emphasis is placed on pre-incident planning and the use of standard operating procedures.

GG: Geography

GG 101–Elements of Geography (3)

• GenEd Social & Behavioral Sciences/Geography

Prerequisite: EN 52 or ESL 99

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)

• GenEd Social & Behavioral Sciences/Geography; Cultural Competence

Prerequisite: EN 52 or ESL 99

Studies man in his regional settings, with emphasis on the interrelationships of physical and cultural phenomena.

GG 201–Urban Social Geography (3)

• GenEd Social & Behavioral Sciences/Geography & Interdisciplinary & Emerging Issues/Multicultural Issues & Perspectives; Cultural Competence

Prerequisite: EN50A or EN 61 and EN52 OR ESL95 and ESL99

Examining concepts of cities and how culture interacts with urban landscapes.

HE: Health Education

HE 102–Nutrition in a Changing World (3)

• GenEd Interdisciplinary & Emerging Issues/Wellness

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Presents the basic principles of human nutrition with emphasis on the nutrients and factors that affect their use in the human body.

HE 105–Smoking Cessation (1)

A health class designed to help the smoker plan and personally implement a non-smoking program.

HE 110–Nutrition Basics (1)

Applies a basic knowledge of nutrition to enable the students to make good dietary decisions. Provides a basis for discerning healthy diets.

HE 115–Stress Management Techniques (1)

Prerequisites: EN 51 OR ESL 97

Introduces the basic concepts of stress management and focuses on coping strategies and techniques to reduce stress.

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 for the maintenance of good health throughout the life-cycle. Applications of nutritional principles are presented via the connection between diet and the prevention and treatment of disease. Investigates the socioeconomic, ecological and political factors that shape national nutritional policy and ultimately affect personal health.

HE 201–Stress Management (3)

• GenEd Interdisciplinary & Emerging Issues/Wellness

Prerequisites: EN 50A and EN 52 or ESL 95 and ESL 99

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)

• GenEd Interdisciplinary & Emerging Issues/Wellness

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Covers basic areas of health, including mental health, fitness, nutrition, weight control, sexual health, drugs and alcohol, disease and consumer and environmental health.

HI: History

HI 101–History of Western Civilization (3)

• GenEd Social & Behavioral Sciences/History

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Surveys the development of Western civilization from ancient times to 1500.

HI 102–History of Western Civilization (3)

• GenEd Social & Behavioral Sciences/History

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Covers Western history from 1500 to the present.

HI 106–Introduction to Historic Preservation (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Provides a general overview of the different aspects of historic preservation, including downtown revitalization, historic site management, preservation legislation and education, historic architecture, and the history of historic preservation in the United States. Research methodologies will include using library resources, public records, maps, historic documents, images, oral histories, and folklore. Students will make on site visits to historic preservation projects.

HI 107—Introduction to Archives and Manuscripts (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Provides an introduction to the role of archives and manuscript repositories in preserving and providing access to historical records, and will present an overview of the theory and practice of archives management. The student will approach research from the other side of the reference desk and learn how primary source material is arranged and made available to researchers. The course will also cover such research-related topics as copyright, privacy, fair use, and ethical standards. This course will benefit those interested in a potential career as an archivist, manuscripts curator, or special librarian, as well as those public historians likely to utilize archival collections in their work.

HI 201—History of the United States (3)

• GenEd Social & Behavioral Sciences/History
Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

• GenEd Social & Behavioral Sciences/History
Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Covers United States history from Reconstruction to the present.

HI 212—Civil War (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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 or EN 61 and EN 52 OR ESL 95 and ESL 99

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 or EN 61 and EN 52 OR ESL 95 and ESL 99

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 or EN 61 and EN 52 OR ESL 95 and ESL 99

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.

HI 217—African-American History (3)

• Gen Ed Social & Behavioral Sciences/History or Interdisciplinary & Emerging Issues/Multicultural Issues & Perspectives; Cultural Competence
Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Surveys African-American history from the arrival of the first Africans in 1619 to the present. Includes the major economic, political, and social forces that have helped shape the role of the African American in the history of America.

H: Honors College

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.

ID 200H—Honors Seminar: Special Topics in Interdisciplinary Studies (3)

Prerequisites: EN 101, MA 82 or MA 85

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.

IS: Honors Independent Study

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:

Corequisite: IS 912H. Contact the Honors Coordinator for an application, 301.846.2535.

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.

HOS: Culinary Arts & Hospitality

HOS 109—Introduction to Culinary Arts (2)

Concentrates on skills and attributes needed to fill entry level culinary and food service positions. Instruction will assist students in practicing communication skills, utilizing listening skills to follow directions, practicing basic math skills as applied to a culinary arts setting, and reading to gain information and to perform assignments and tasks as directed. Through discussion students will gain insight into a career in restaurants and food/beverage operations. Students will also learn resume writing and job interviewing techniques.

HOS 110—Introduction to Hospitality Management (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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 112–Food Preparation I (3)

Prerequisite: MA 81

Corequisites: HOS 109, HOS 113, HOS 114 and HOS 121, or permission of program manager

Introduces the fundamental concepts, skills, and techniques involved in basic food preparation and cookery. Emphasis is placed on recipe conversion, measurements, terminology, knife skills, safe food handling, cooking methods, flavorings, seasonings, stocks, sauces, soups, vegetables and starches. Extra fees required.

HOS 113–Food Preparation II (3)

Corequisites: HOS 109, HOS 112, HOS 114 and HOS 121, or permission of program manager

Emphasizes meat, poultry and seafood fabrication and cookery; small sauces; and plate presentation. Recipe conversion, measurements, terminology, knife skills, sanitation and safe food handling, cooking methods, seasoning, vegetable and starch cookery are reinforced. Extra fees required.

HOS 114–Introduction to Baking and Pastry (3)

Corequisites: HOS 109, HOS 112, HOS 113 and HOS 121, or permission of program manager

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 113

Corequisites: HOS 116, HOS 117 and HOS 250, or permission of program manager

Provides students with skills and knowledge of the organization, equipment and responsibilities of the “cold kitchen.” Students are introduced to and prepare cold hors d’oeuvres, sandwiches, salads, as well as basic charcuterie items while focusing on the total utilization of product.

HOS 116–International Cuisine (3)

Corequisites: HOS 115, HOS 117 and HOS 250, or permission of program manager

Provides advanced training in the preparation of selected ethnic and foreign cuisines. Students will study the relationship and influence of foreign cuisine on today’s more popular ingredients and dishes. Extra fees required.

HOS 117–Culinary Nutrition (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 81

Corequisites: HOS 115, HOS 116 and HOS 250, or permission of program manager

Introduces basic nutrition concepts and application of these concepts in recipe modification and menu planning. Emphasis is placed on the role of the foodservice professional in providing nutritious foods that meet the needs of today’s diverse customer groups.

HOS 121–Sanitation & Food Safety (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–Purchasing & Cost Control (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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.

HOS 214–Advanced Baking & Pastry (3)

Prerequisite: HOS 114

Builds on previous knowledge and increases proficiency in baking and pastry techniques for production. Students will explore and demonstrate a broad spectrum of classical vs. modern applications of cakes, French pastries, and tarts. Students will sharpen their skills in mixing and shaping of breads, including artisan breads. The focus of the course will be on artistry and innovation in baked goods merged with practical skills.

HOS 215–Catering and Event Management (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Provides both practical knowledge and a comprehensive understanding of the catering and event management industry. Equips students with the knowledge to advance in the field if you are currently working in the field or will prepare you to enter the profession with an understanding of the industry. Provides the foundation for which students can build their careers in catering and special events or start their own business, and will examine the complex role of catering in the event management process. Topics include planning and development for special events such as weddings and anniversaries, menu planning, service planning, room selection, setup and operation, and coordination and management of the event from the inception phase to the post-evaluation of the event.

HOS 216–Food and Beverage Operations (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Provides an analysis of different types of food service operations, beginning with an overview of the food service segment of the hospitality industry. Detailed consideration is given to food and beverage operations, food service marketing, menu planning, nutrition concerns, menu cost and pricing strategies, production, service, beverage management, sanitation and safety issues, facility design and equipment, accounting and food service automation.

HOS 218–Hospitality Information Systems (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99; Prerequisite or Corequisite: CIS 101

Provides an overview of the information needs of lodging properties and food service establishments; addresses essential aspects of computer systems, such as hardware, software, and generic applications; focuses on computer-based property management systems for both front office and back office functions; examines features of computerized restaurant management systems; describes hotel sales computer applications, revenue management strategies, and accounting applications; addresses the selection and implementation of computer systems; focuses on managing information systems; and examines the impact of the Internet and private intranets on the hospitality industry.

HOS 219–Foundations of Lodging Management (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Explores lodging facilities and the services provided throughout the guest cycle. Included are the analysis of front desk operations, front office management, marketing, reservations, data processing, guest services, security, executive housekeeping, and night auditing.

HOS 250–À La Carte Cooking and Service (3)

Corequisites: HOS 115, HOS 116 and HOS 117, or permission of program manager

Provides the student with the opportunity to work in a simulated restaurant setting. Students rotate through the dining room and kitchen in this intensive capstone course. Front-of-the-house students learn various styles of table and beverage service. Back-of-the-house students learn à la carte preparation, cooking, and plating techniques. Customer relations and timing of service are emphasized.

HS: Human Services

HS 102–Human Relations (3)

• GenEd Social & Behavioral Sciences/Human Services; Cultural Competence

Prerequisite: EN 52 or ESL 99

Introduces students to the fundamentals of interpersonal communication and examines such communication in the context of culture, ethnicity, gender, age, and race in particular. As an experiential course, it seeks to increase the skills and sensitivity necessary for successful human relationships in a diverse global, national and local community. The impact of the increasing use of interactive technologies is also examined.

HS 103–Introduction to Social Work and the Human Services (4)

Prerequisite: EN 52 or ESL 99

Surveys the philosophies of the field of social work and all of the human services. Examines the historical and theoretical approaches to the understanding of social work and the agencies that deal with delivery of services to members of society. Includes the interrelationship of human services and examines the knowledge, values and skills of the helping process. Particular emphasis is placed on the concept of human diversity and the impact of oppression and discrimination. This course will highlight the human needs that social workers address across the life span with particular emphasis on the needs of older adults.

HS 104–Mediation: Theory and Practice (3)

Prerequisite: EN 52 or ESL 99

Explores mediation as a conflict resolution method used in today's society. Students will learn the skill set necessary to use the mediation process in formal and informal situations.

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 or ESL 99

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.)

HU: Humanities

HU 201–Humanities I: Culture & Human Experience (To the Renaissance) (3)

• GenEd Arts and Humanities/Humanities

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

• GenEd Arts and Humanities/Humanities

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Surveys Western culture through study of art, music, literature and philosophy from the sixteenth century to the present.

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.

Information Technology

(Continuing Education/Noncredit)

CCO 110–Introduction to AutoCAD I

Students are introduced to the architecture, structure, functions, components, and models of the Internet and other computer networks. The OSI and TCP layered models are used to examine the nature and roles of protocols and services at the application, network, data link, and physical layers in conjunction with the Cisco Networking Academy. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. Introductory router/switch device configuration skills are also included. Prerequisites: A+ certification or equivalent work experience. Most class lessons, materials, and labs are accessed via the Web; however, students and instructor also will interact at scheduled times via online classroom and will require two Saturday meetings. Meeting dates and times will be scheduled by the instructor and enrollees. Students must have a personal computer and Internet access (broadband is recommended) to complete online assignments and exams.

CCO 111–CCNA: Networking II

Prerequisite: CCO 110

Participants will examine the architecture, components, and operation of routers, and apply the principles of routing and routing protocols. Students analyze, configure, verify, and troubleshoot the primary routing protocols RIPv1, RIPv2, EIGRP, and OSPF. By the end of this course, students will be able to recognize and correct common routing issues and problems. Offered in conjunction with the Cisco Networking Academy. Required: CCNA Networking 1. Most class lessons, materials, and labs are accessed via the Web; however, students and instructor also will interact at scheduled times via online classroom and will require two Saturday meetings with the instructor. Meeting dates and times will be scheduled by the instructor and enrollees. Students must have a personal computer and Internet access (broadband is recommended) to complete online assignments and exams.

CCO 112–CCNA: Networking III*Prerequisite: CCO 111*

This course provides a comprehensive, theoretical, and practical approach to learning the technologies and protocols needed to design and implement a converged switched network. Students learn about the hierarchical network design model and how to select devices for each layer. The course explains how to configure a switch for basic functionality and how to implement Virtual LANs, VTP, Inter-VLAN routing, and Spanning Tree Protocol in a converged network. In conjunction with the Cisco Networking Academy, students also develop the knowledge and skills necessary to implement a WLAN in a small to medium network. Most class lessons, materials, and labs are accessed via the web; however, students and instructor also will interact at scheduled times via online classroom and will require two Saturday meetings. Meeting dates and times will be scheduled by the instructor and enrollees. Students must have a personal computer and Internet access (broadband is recommended) to complete online assignments and exams. Students must take Networking II before registering into this course.

CCO 113–CCNA: Networking IV*Prerequisite: CCO 112*

This course covers the WAN technologies and network services required by converged applications in Enterprise Networks. Students learn how to implement and configure common data link protocols and how to apply WAN security concepts, principles of traffic, access control and addressing services. Natural Address Translation (NAT) and DHCP services are also covered. Most class lessons, materials, and labs are accessed via the web; however, students and instructor also will interact at scheduled times via online classroom and will require two Saturday meetings with the instructor. Meeting dates and times will be scheduled by the instructor and enrollees. Students must have a personal computer and Internet access (broadband is recommended) to complete online assignments and exams. Networking III must be successfully completed to enroll in the Networking IV course.

CNS 214–CompTIA A+

If you are getting ready for a career as an information technology (IT) professional or personal computer (PC) service technician, the CompTIA A+ preparation course is a great first step on your path to certification. The course will build on your existing user-level knowledge and experience with PC software and hardware and present fundamental skills and concepts that you will use on the job. In this course, students will acquire the essential skills and information needed to install, upgrade, repair, configure, troubleshoot, optimize, and perform preventive maintenance of basic PC operating systems and hardware. This course has been expanded to include more skills practice and hands-on experience.

DRF 104–Introduction to AutoCAD I*Prerequisite: EN 51 or ESL 97*

Students should be familiar with the Microsoft Windows operating system.

Introduces AutoCAD software and its application as a drawing tool. Students will utilize basic AutoCAD commands to create a two-dimensional production and architectural drawings. Students will use templates, layer control, dimensioning, editing, text, symbol creation, and blocks to create and magnify geometrical designs and print/plot drawings for presentation. Also offered for credit as CAD 101.

DRF 106–Introduction to AutoCAD II*Prerequisite: DRF 104 or CAD 101*

Students should be familiar with the Microsoft Windows operating system.

Continues the study of AutoCAD at an intermediate level. Students will create pictorial views and three dimensional drawings. Students will be introduced to additional CAD systems (Autodesk Architecture, Revit, Civil3D, and Microstation). Also offered for credit as CAD 102.

DRF 124–Introduction to Revit*Prerequisite: EN 51 or ESL 97*

Students should be familiar with the Microsoft Windows operating system.

Introduces Autodesk Revit software, a Building Information Modeling (BIM) program, and its application as a design/drawing tool throughout the design process. Allows students to design structural components in 3D, annotate with 2D drafting elements and access building information from the building models database. Also offered for credit as CAD 130.

ID: Interdisciplinary Studies**ID 110–Media and Human Values (3)**

- GenEd Interdisciplinary & Emerging Issues/ Interdisciplinary

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 113–Introduction to Leadership (3)

- GenEd Interdisciplinary & Emerging Issues/ Interdisciplinary

Prerequisite: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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 209–Ethnic Diversity (3)

- GenEd Interdisciplinary & Emerging Issues/ Interdisciplinary; Cultural Competence

Prerequisite: EN 52 or ESL 99

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)

- GenEd Interdisciplinary & Emerging Issues/ Interdisciplinary

Prerequisite: EN 52 or ESL 99

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)

- GenEd Interdisciplinary & Emerging Issues/ Interdisciplinary

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

- GenEd Interdisciplinary & Emerging Issues/ Interdisciplinary

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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 or ESL 99*

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.

ID 225–Disaster, Crisis and Emergency Management (3)

• GenEd Interdisciplinary & Emerging Issues/ Interdisciplinary

Prerequisite: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Introduces students to the dynamic and relevant world of disaster, crisis and emergency management. Through the review of the history, social, political, and economic implications of disasters, students have the opportunity to explore the world of Emergency Management and experience the thrill of serving and the heartache of devastation. Students gain experience with effective writing, critical thinking skills, historical and social awareness as they travel through the emergencies of past, present and future.

INTR: Internship

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.

MA: Mathematics

Students may substitute higher level mathematics courses in their programs with advisor permission.

MA 80–Pre-Algebra (0) [1]

Prerequisite: Placement in EN 51 or ESL 97 or higher on the reading placement test

Develops foundational math skills needed for Algebra. Topics include whole numbers, factors, fractions, signed numbers, and basic Algebra skills such as working with variables and solving one step equations. Technology is integrated with traditional skill practice throughout the course.

MA 81–Introductory Algebra (0) [4]

Prerequisites: Placement in EN 51 or ESL 97 or higher on the reading placement test AND a grade of "B" or better in MA 80 or Accuplacer placement score of 30 or greater on the Beginning Algebra section

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]

Prerequisites: A grade of "B" or better in MA 81 or appropriate score on mathematics placement test, and placement in EN 51 or ESL 97 or higher on the reading placement test

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 85–Introductory and Intermediate Algebra (0) [6]

Prerequisites: Placement in EN 51 or ESL 97 or higher on the reading placement test AND a grade of "B" or better in MA 80 or Accuplacer placement score of 30 or greater on the Beginning Algebra section

Develops introductory and intermediate algebra skills. Topics include algebraic expressions, linear expressions and equations, exponents, polynomials, factoring, rational expressions and equations, graphing and solving linear, quadratic, radical, exponential, and logarithmic functions. Technology is integrated with traditional skill practice throughout the course.

MA 103–Foundations of Mathematics (3)

• GenEd Mathematics

Prerequisite: MA 82 or MA 85 or appropriate score on mathematics placement test

Covers various topics within mathematics for those who need a survey of mathematical principles rather than the in-depth analysis required for a mathematics or science-related program. 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, graph theory, and voting theory.

MA 105–Fundamental Concepts of Mathematics I (4)

• GenEd Mathematics

Prerequisite: A grade of "C" or better in MA 82 or MA 85 or appropriate score on mathematics placement test

Note: MA105 is designed and recommended for education majors only.

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)

• GenEd Mathematics

Prerequisite: A grade of "C" or better in MA 82 or MA 85 or appropriate score on mathematics placement test. It is recommended that students pass MA 105 before taking this course.

Note: MA106 is designed and recommended for education majors only.

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 111–Precalculus (4)

• GenEd Mathematics

Prerequisite: A grade of "B" or better in MA 82 or MA 85

Includes topics from college algebra and trigonometry with a graphing approach such as right triangle trigonometry, circular trigonometric functions, inverse trigonometric functions, exponential functions, power functions, logarithmic functions, and polynomial functions and their zeros.

MA 130–College Algebra (3)

• GenEd Mathematics

Prerequisite: A grade of "C" or better in MA 82 or MA 85 or appropriate score on mathematics placement test

This class can be taken as a single semester course in College Algebra or as the first part of a two semester sequence (MA 130 and MA 131) to prepare for Calculus. Topics covered include a study of function behavior, composition, and inverse using linear, polynomial, rational and radical functions; definition and analysis of exponential and logarithmic functions, complex numbers, formulae of midpoint, distance and average rate of change, and right triangle trigonometry. Two of the following courses: MA 111, MA 130 and MA 131 may be taken for a maximum of 7 credits.

MA 131–Trigonometry with Analytic Geometry (3)

• GenEd Mathematics

Prerequisite: A grade of "C" or better in MA 130

This class can be taken as a single semester course in Trigonometry with Analytic Geometry or as the second part of a two semester sequence (MA 130 and MA 131) to prepare for Calculus. Topics covered include a study of right triangle trigonometry, circular trigonometric functions, inverse trigonometric functions, trigonometric and inverse trigonometric identities, polar coordinates, parametric equations, Euler's formula, vectors and conic sections. Two of the following courses: MA 111, MA 130 and MA 131 may be taken for a maximum of 7 credits.

MA 201–Applied Calculus (3)

- GenEd Mathematics

Prerequisite: A grade of “B” or better in MA 82 or MA 85 or appropriate score on the mathematics placement test

A one-semester course for students in business, biology, social sciences, 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)

- GenEd Mathematics

Prerequisite: A grade of “B” or better in MA 82 or MA 85 or appropriate score on the mathematics placement test

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.

BU/MA 205–Business Statistics (3)

- GenEd Mathematics

Prerequisite: A grade of “C” or better in MA 82 or MA 85 and (CIS 101 or CIS 111E)

Introductory non-calculus statistics course for business. Topics include descriptive analysis and treatment of data, probability, statistical inference, linear regression and correlation, chi-square tests and non-parametric tests.

MA 206–Elementary Statistics (3)

- GenEd Mathematics

Prerequisite: A grade of “C” or better in MA 82 or MA 85

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)

- GenEd Mathematics

Prerequisite: A grade of “C” or better in MA 82 or MA 85

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)

- GenEd Mathematics

Prerequisite: A grade of “C” or better in MA 111 or grades of “C” or better in both MA 130 and MA 131

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 product 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)

- GenEd Mathematics

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)

- GenEd Mathematics

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)

- GenEd Mathematics

Prerequisite: MA 211

Presents differential equations of order one; linear differential equations with constant coefficients; non-homogenous equations with undetermined coefficients; variation of parameters; differential operators; Laplace Transforms and their inverses; systems of differential equations; nonlinear equations; elementary applications.

MA 214–Introduction to MatLab (1)

Prerequisite or Corequisite: MA 210

Provides an introduction to MatLab. It is designed to give students fluency in MatLab, including popular toolboxes. The course consists of interactive workshops with students doing sample MatLab problems in real time. Problem-based MatLab assignments are given which require significant time on MatLab.

MA 218–Linear Algebra (3)

- GenEd Mathematics

Prerequisite: MA 210

Includes systems of linear equations, determinants, vectors in 2- and 3-space, vector spaces, linear transformations, eigenvalues and eigenvectors and applications.

MDA: Medical Assistant**MDA 101–Foundations of Medical Assisting I (2)**

Prerequisite or 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: MDA 101; *Prerequisite or 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: MDA 102, MDA 112

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 105–Medical Administration Clinical I (1)

Prerequisites: MDA 109, MDA 112

Provides supervised placement in a contracted facility for guided experience in the application of business and administrative skills in a healthcare office. Emphasis is placed on enhancing competence in medical office skills for comprehensive patient care and strengthening professional communications and interactions.

MDA 108–Basic Medical Terminology (1)

Prerequisite or Corequisite: EN 52 or ESL 99

Provides students with the basic medical terminology framework needed before advancing to a more comprehensive medical terminology or anatomy and physiology based course.

MDA 109–Medical Terminology (3)

Prerequisite: EN 52 or ESL 99

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 110–Pharmacology for Medical Office Practice (3)

Prerequisite: EN 52 or ESL 99; *Prerequisite or Corequisite:* MDA 109

Introduces students interested in medical office practices to the field of pharmacology. Students will be completing clinical and multimedia applications encountered in a clinic/doctor's office setting. Applications include handwritten and electronic prescriptions, drug forms, drug labels, patient photographs, and clinical scenarios. Each anatomical system will be the subject of a unit in this course. This course is not intended for the nursing student.

MDA 112–Medical/Administrative Office Applications (3)

Prerequisite or Corequisite: MDA 109

Covers the general flow of information in a medical office and the role that computers play in administrative tasks. Simulation software is used to reflect today's office environment such as variety in fee schedules, patient scheduling, and office hour organization. Students will perform additional office procedures including Insurance claims and financial tasks.

MDA 201–Medical Assisting Laboratory Procedures (4)

Prerequisites: MDA 102; *Corequisite:* Gen Ed lab science (recommend BI 101, CH 101, BI 130)

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): collecting, handling, and examining laboratory specimens and using phlebotomy procedures according to OSHA regulations.

MDA 202–Medical Assisting Clinical Skills (4)

Prerequisite or Corequisite: MDA 201

Corequisite: GenEd lab science (recommend BI 101, CH 101, BI 130)

Introduces the basic routine clinical skills and techniques required for assisting with patients in the medical office. Presents proper clinical techniques and theory behind each technique. Skills include (but are not limited to): collecting, handling, and examining laboratory specimens and using phlebotomy procedures according to OSHA regulations. Demonstrating use of clinical equipment including a centrifuge and audiometer.

MDA 204–Medical Assisting Clinical II (2)

Prerequisite: 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 205–Medical Administration Clinical II (2)

Prerequisites: MDA 216

Provides students with supervised patient-care experience in the medical office. Emphasis is placed on enhancing competence in medical office administration for patient care and strengthening professional communications and interaction including accounting, billing and coding procedures.

MDA 210–Medical Transcription (3)

Prerequisite: MDA 109, CIS 103A or CIS 103C

Provides practical experience in taking dictation from electronically recorded sources and preparing reports like those encountered in a clinic/doctor's office setting. Reports include chart notes, history and physical reports, procedure notes, progress notes, x-ray reports, and letters. Medical terminology and dictation shortcuts are introduced and emphasized.

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.

MDA 218–Health Insurance Billing and Reimbursement (3)

Prerequisite or Corequisite: MDA 216

Introduces processing of health insurance claims including plan options, payer requirements, state and federal regulations, abstraction of source documents, accurate completion of claims, coding of diagnoses, and procedures/services. Includes the following types of insurance: Commercial Insurance, Blue Cross Blue Shield, Medicare, Medicaid, TRICARE, and Workers' Compensation. Emphasis on CMS Reimbursement Methodologies will be incorporated in the curriculum.

MDA 220–Introduction to Electronic Health Records (3)

Prerequisites: MDA 109, MDA 112

Introduces students to Electronic Health Records (EHR) through an examination of existing transitions and structures between medical facilities. Practical applications and guided exercises will enable the student to be prepared for changes in the healthcare field.

MDA 222–Introduction to Federal Healthcare Programs and Laws (3)

Prerequisites: EN 50A and EN 52 or ESL 95 and ESL 99

Prepares students in allied health programs to enter the workforce with a basic understanding of federal health care programs and federal health care laws. The course will provide students with a knowledge of the populations receiving assistance from the government as well as identifying the federal laws that govern workers' provisions of health services laws.

Medical Billing and Medical Coding (CAH)

(Continuing Education/Noncredit)

MAH 128–Medical Coding

Prepares you to sit for the American Academy of Professional Coders (AAPC) national certification test. You will learn medical terminology for the first 20 hours of the course to become familiar with the language used in the industry. You will learn how to find the service and codes using coding manuals: CPT, ICD-9, and HCPCS. Course includes first year's membership to the AAPC, textbooks, and certification testing. Must be at least 18 years of age or older.

CAH 234–Medical Billing

Prerequisite: Medical Terminology

Medical Billing is one of the fastest growing professions in healthcare today. This medical billing course will train you in the basic claims processes associated with medical insurance and third party reimbursements, to receive payment for client services. You will acquire the skills necessary to complete insurance forms and solve common problems. This course emphasizes insurance terminology, diagnostics, billing and records management. This course has a clinical practicum. Upon completion of the program, you will be prepared to perform insurance verification, pre-authorization referrals and bill insurance claims. Must be at least 18 years of age or older.

MU: Music

MU 101–Introduction to Music History & Appreciation (3)

• GenEd Arts and Humanities/Arts

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Presents a study of music masterpieces of the past and present through reading, listening and analysis.

MU 103–Fundamentals of Music (3)

• GenEd Arts and Humanities/Arts

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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 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 108–Survey of World Music (3)

• GenEd Arts and Humanities/Arts or GenEd Interdisciplinary & Emerging Issues/Multicultural Issues & Perspectives; Cultural Competence

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Provides an introduction to the indigenous musical expressions of countries around the world, including African, Asian, Latin American, native North American and the Caribbean, emphasizing a global perspective and artistic interaction of world cultures. Considers origins, unique instruments, significant genres, notable artists, and cultural functions. Selected pieces are examined in detail through directed listening. Topical writing assignments are required. Music reading skills unnecessary.

MU 109–History of American Popular Music (3)

• GenEd Arts and Humanities/Arts

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Surveys the development of American popular music in the 20th and 21st centuries, including the origins of both pop/rock styles, significant artists, cross-pollination with other genres, and impact on American culture. Selected pieces are examined in detail through directed listening. Topical writing assignments are required. Music reading skills unnecessary.

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 (1,1)

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 (1,1)

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 (1,1)

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 (1,1)

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 130–Foundations of Audio Technology (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Introduces components of the recording process including a detailed analysis of the nature of sound, human hearing, and basic principles of electricity. Students will learn basic digital audio workstation operation and other skills required to work in the studio.

MU 135–Audio Recording Techniques (3)

Prerequisite: MU 130

Provides an in-depth exploration of microphone technology, analog and digital theory, and recording systems. Students will explore techniques for recording in the tonmeister style of engineering, particularly as it relates to microphone techniques and editing using a digital audio workstation.

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 145–Publishing, Licensing, and Copyrighting (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Examines music publishing, licensing, and copyright procedures used by the professional musician, music administrator, and music producer.

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 (1,1)

Continuation of MU 117-118. Three rehearsal hours weekly.

MU 219-220–Jazz Ensemble II (1,1)

Prerequisite: MU 119 or MU 120

Continuation of MU 119-120. Three rehearsal hours weekly.

MU 221-222–Orchestral Ensemble II (1,1)

Prerequisite: MU 121 or MU 122

A continuation of MU 121-122. Three rehearsal hours weekly.

MU 223-224–Wind Ensemble II (1,1)

Prerequisite: MU 123 or MU 124

A continuation of Wind Ensemble I. Three rehearsal hours weekly. Applied instruction in chosen instrument recommended concurrently.

MU 230–Studio Recording Techniques (3)

Prerequisite: MU 135

Focuses on contemporary recording techniques associated with popular music production. Topics include multi-track recording, overdubbing, MIDI, and project management.

MU 235–Advanced Audio Production (3)

Prerequisite or Corequisite: MU 230

Provides in-depth study and practical application of the tools and techniques used in professional audio recording in a variety of musical styles at a professional level. Includes advanced practical training in signal processing, mixing, and mastering. Additional topics include audio for video and product delivery.

MU 240–MIDI Music Production Techniques (3)

Prerequisite: MU 130, MU 106

Explores electronic music production. Students will produce electronic music using a variety of software and techniques. Topics will include notation, MIDI and controller programming, sampling, sequencing, virtual instruments, synthesizers, and production techniques.

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.

MU: Applied Music Courses

Thirteen hour lessons of instruction that encompasses technique, theory, style, interpretation and performance of selected literature. Additional required repertoire and performance classes. Specific dates for these classes are announced at the beginning of the semester. A jury examination is held at the end of the semester and is to be regarded as the final exam. Additional instructor fee: see fee schedule in the credit schedule.

First Year Courses: Fall Semester

MU 172–First Year Piano (1)
MU 174–First Year Voice (1)
MU 178–First Year Brass (1)
MU 180–First Year Woodwinds (1)
MU 182–First Year Strings (1)
MU 184–First Year Guitar (1)
MU 186–First Year Percussion (1)

First Year: Spring Semester

MU 173–First Year Piano (1)
MU 175–First Year Voice (1)
MU 179–First Year Brass (1)
MU 181–First Year Woodwinds (1)
MU 183–First Year Strings (1)
MU 185–First Year Guitar (1)
MU 187–First Year Percussion (1)

Second Year Courses: Fall Semester

All second-year courses carry a prerequisite of corresponding first-year courses.

MU 272–Second Year Piano (1)
MU 274–Second Year Voice (1)
MU 278–Second Year Brass (1)
MU 280–Second Year Woodwinds (1)

MU 282–Second Year Strings (1)
MU 284–Second Year Guitar (1)
MU 286–Second Year Percussion (1)

Second Year Courses: Spring Semester

MU 273–Second Year Piano (1)
MU 275–Second Year Voice (1)
MU 279–Second Year Brass (1)
MU 281–Second Year Woodwinds (1)
MU 283–Second Year Strings (1)
MU 285–Second Year Guitar (1)
MU 287–Second Year Percussion (1)

NM: Nuclear Medicine

NM 100–Physics and Radiation Safety in Nuclear Medicine Technology (5)

Prerequisite: acceptance into the Nuclear Medicine program

Introduces the atom and its structure within the context of Nuclear Medicine focusing on nuclear structure, stabilities, radioactive series, radioactive decay, and conversion laws and decay schemes. Radioactivity will be studied in terms of the exponential decay law, calculation of the mass of a radioactive sample, specific activity, half-life, and statistics of radioactive decay. The production of radionuclides will be presented with emphasis on methods of production and principles of a generator. Includes regulations, principles and practices of radiation protection, and information particular to each radiologic specialty and/or modality.

NM 102–Nuclear Medicine Technology (3)

Prerequisite: acceptance into the Nuclear Medicine program

Orients students to clinical nuclear medicine, including medical terminology, professional ethics and conduct, patient care, radiation safety, and effect of radiation on living organisms.

NM 103–Nuclear Medicine Techniques I (4)

Prerequisite: Admission into the Nuclear Medicine Program

Introduces all aspects of nuclear imaging related to skeletal, cardiac, respiratory, gastrointestinal, genitourinary, endocrine system, nervous system, and hematopoietic system as well as therapy procedures, oncology imaging, and infection imaging procedures. The procedures, protocols, instrumentation, and radiopharmaceuticals used in nuclear medicine imaging of these systems will be studied in detail. Some of the pathologic conditions imaged in Nuclear Medicine will also be presented.

NM 104–Clinical Nuclear Medicine Technology I (1)

Prerequisite: acceptance into the Nuclear Medicine program

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)*Prerequisites: NM 100, NM 102, NM 103, and NM 104*

Introduces all aspects of advanced imaging techniques utilized in nuclear medicine and molecular imaging. Acquisition procedures, radiopharmaceuticals, standard uptake values, and other quantitative data related to imaging will be covered. Information on pathologic conditions related to all advanced imaging areas will be encompassed.

NM 107–Instrumentation and Computers in Nuclear Medicine Technology (4)*Prerequisites: NM 100, NM 102, NM 103, and NM 104*

Introduces both non-imaging and imaging instrumentation in nuclear medicine and the use of digital electronics and computer technology in medical imaging. Includes monitoring equipment, dose calibrators, well counters, uptake probes, liquid scintillation systems, and the gamma probe. Incorporates information on the components, use, and quality control of the various types of systems used for gamma and positron imaging. Includes digital image acquisition, reconstruction, post-processing, advanced visualization, decision support, computer networking and PACS, information systems, and industry standards.

NM 202–Clinical Nuclear Medicine Technology II (2)*Prerequisites: NM 100, NM 102, NM 103, and NM 104*

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)*Prerequisites: NM 100, NM 102, NM 103, and NM 104*

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 (3)*Prerequisites: NM 105, NM 107, NM 202, and 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 (2)*Prerequisites: NM 105, NM 107, NM 202, and NM 203*

Prepares students for their board certification exam. Teaches students how to develop a resume, prepare for an interview, and develop the professional knowledge, skills, and attitudes to prepare for professional employment and lifelong learning.

NM 220–CT Principle & Instrumentation (3)*Prerequisites: NM 204 and NM 205 OR graduate of NMT program*

Provides in-depth study of the physical principles and instrumentation in computed tomography. Covers the production of x-rays and their interactions with matter. Provides information on data acquisition and image reconstruction, processing, and quality. Addresses CT scanner components and operation, scanning factors, and their applications.

NM 222–Cross-sectional Anatomy (3)*Prerequisites: NM 204 and NM 205 OR graduate of NMT program*

Provides in-depth coverage of cross-sectional anatomy to include the head, neck, chest, abdomen, pelvis, spine, and extremities. Students will become accustomed to viewing anatomy of regions of the body in the different anatomical planes typically produced in cross-sectional imaging. In addition, pathology will be covered as it relates to its presentation on axial images. Special emphasis will be placed upon correlating and recognizing anatomical structures as they appear on medical images produced with CT, MRI, nuclear medicine, and ultrasound.

NM 224–CT Protocols & Applications (3)*Prerequisites: NM 204 and NM 205 OR graduate of NMT program*

Covers the various imaging protocols utilized to produce anatomy and pathology on CT images specific to the central nervous system, neck, musculoskeletal system, abdomen and pelvis, musculoskeletal system, thorax, and interventional and special procedures. The student will also become familiar with contrast administration guidelines and timing issues related to dynamic imaging. Spiral CT, 3D reconstruction procedures, and vascular imaging are discussed and compared with routine imaging on the same anatomical regions.

NM 226–Computed Tomography Clinical Practicum (3)*Prerequisites: NM 204 and NM 205 OR graduate of NMT program*

Covers imaging of anatomic structures and pathology and recording the information needed to provide optimal examinations. Provides intensive, hands-on practice under the supervision of the clinical staff. Evaluation is based on clinical competency in all aspects of CT imaging procedures and patient care.

NU: Nursing**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 101–Introduction to Clinical Nursing (6)

- Cultural Competence

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.

LA: Paralegal

LA 100—Introduction to Law (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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 or EN 61 and EN 52 OR ESL 95 and ESL 99

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 or EN 61 and EN 52 OR ESL 95 and ESL 99

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.

PH: Philosophy

PH 101—Introduction to Philosophy (3)

• GenEd Arts and Humanities/Humanities

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Surveys the major intellectual problems faced by great philosophers of all ages.

PH 204—World Religions (3)

• GenEd Arts and Humanities/Humanities; Cultural Competence

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

• GenEd Arts and Humanities/Humanities

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Introduces the problems and possibilities of moral philosophy and ethical decision making.

PH 206–Logic (3)

• GenEd Arts and Humanities/Humanities

Prerequisite: EN 52 or ESL 99

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)

• GenEd Arts and Humanities/Humanities

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

• GenEd Arts and Humanities/Humanities

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Introduces business ethics. Clarifies moral obligations and ethical dilemmas for managers who make business decisions.

PH 209–Environmental Ethics (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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.

PE: Physical Education

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 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 Health and Exercise Sciences (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

• GenEd Interdisciplinary & Emerging Issues/Wellness

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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 172–Racquetball (1)

Orientation, instruction, and participation in specific skills (racquetball), rules, and etiquette of the sport.

PE 179–Tennis I (1)

Introduces the basic skills of tennis, including the basic grips, forehand and backhand groundstrokes, volleys and serves; covers the rules of etiquette and sport.

PE 181–Golf (1)

Introduces the basic skills of golf, including the grip, stance, addressing the ball, aiming, putting, chipping, pitching, and the basic full swing; covers the rules and etiquette of the sport.

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 Snowboarding/Skiing (1)

Introduces the regulations, safety and etiquette of snowboarding/skiing. The beginner student will learn skills required to safely traverse the beginner slopes. Fees based on actual rental costs and to be paid at site.

PE 184–Intermediate Snowboarding/Skiing (1)

Introduces the regulations, safety and etiquette of snowboarding/skiing. The intermediate student will learn the enhanced techniques to improve their current skill levels. Fees based on actual rental costs and to be paid at site.

PE 185–Advanced Snowboarding/Skiing (1)

Introduces the regulations, safety and etiquette of snowboarding/skiing. The advanced student will learn the enhanced techniques to improve their current skill levels. Fees based on actual rental costs and to be paid at site.

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 189–Outdoor Skills (A,B, etc.) (1)

As an umbrella course, consists of a series of one credit courses dealing with various topics in outdoor skills. (Subdivisions in this course will be added to the curriculum as they develop.)

PE 189A–Outdoor Skills: Backpacking (1)

Instructs students in the basics of outdoor skills required to survive in relative comfort in an outdoor wilderness setting. Also instructs students in the selection and usage of proper equipment, clothing, and meals in the outdoor wilderness setting. A field trip (up to three days) is required.

PE 190–Pilates (1)

Introduces the history of Pilates and describes the physiological basis of exercises that promote core body strength. Includes demonstration and active student participation of Pilates movements.

PE 191–Body Sculpting (1)

Offers muscular strength and endurance exercises through the use of free weights, balls, and resistance tubes.

PE 192–Disc Golf (1)

Orientation, instruction and participation in specific skills (Disc Golf), rules, and etiquette of the sport. Similar to golf, the object of disc golf is to complete each hole in as few throws (or strokes) as possible. Instead of using golf clubs and a golf ball, disc golfers use a flying golf disc to traverse the hole. Each hole starts with a teeing area and is completed once the disc lands in the “hole,” which is a disc-catching target.

PE 193–Social Dance II (1)

Prerequisite: PE 187 or permission of instructor

Social Dance II builds on the dance rhythms learned in Social Dance. The patterns to be learned will incorporate the body mechanics and technique that enable creation of body swing in the Waltz, and smoothness and polish in all the dances: Fox Trot, Swing, Cha-Cha, Rumba and Tango.

PE 194–Spin Cycling (1)

An activity course designed to introduce students to Spinning. Spinning is a group stationary bicycle aerobic activity that is led by an instructor who guides the class through different intensities of bicycling.

PE 195–Tai Chi (1)

Tai Chi is a unique and traditional Chinese exercise. The benefits of practice include strengthening health, preventing illness, and slowing the effects of aging. The class is designed to provide students with a basic knowledge and history of Tai Chi, and to provide an opportunity to learn and master Tai Chi skills.

PE 196–Kickboxing (1)

Provides basic fundamentals of Lethwei (Burmese Kickboxing). Basic principles, history, and styles and linguistics of the fighter will be covered. This course emphasizes safety for the students and the instructor. There will be no competitive fights or hard physical contact between students during this course. Mental and physical control as well as proper training etiquette will always be maintained.

PE 198–Fitness (A,B, etc.) (1)

Engages students in full body exercises to improve fitness. Course will strive to dramatically change participant's level of activity, muscle tone and strength. Students will be able to integrate research to understand the effectiveness of exercise, and plan and implement exercise programs.

PE 198A–Fitness: Boot Camp (1)

Engages students in full body exercises, especially utilizing body weight. The course strives to dramatically increase the participant's level of muscular activity to affect positive changes in fitness levels. It also integrates fitness research with practical application for understanding the effectiveness of exercise.

PE 198B–Fitness: Advanced Tai Chi (1)

Provides students an opportunity to strengthen physical and mental health, improve muscular coordination and relaxation through deep breathing and movement exercises unique to Tai Chi. Advanced Tai Chi continues to build on the movement forms that were learned in the basic Tai Chi course.

PE 198C–Fitness: Zumba (1)

Zumba Fitness is a Latin-inspired, high-energy, cardio-dance workout that uses music and various easy-to-follow choreographed steps. Along with music styles such as Latin, Hip-Hop, Jazz, Pop, and other genres, Zumba incorporates interval training, alternating fast and slow rhythms, and resistance training.

PE 198D–Fitness: Soccer (1)

Introduces students to the foundations of soccer including history, principles, rules, skills, and game tactics. Students will participate in skill development and game play.

PE 236–Coaching Principles (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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 237–Exercise Psychology (1)

Introduces the psychological factors that affect exercise participation and performance.

PE 241–Methods of Fitness and Conditioning (1)

Designed for those who will be assisting others with exercise. Integrates fitness research and application, and emphasizes teaching methodologies employed in training programs that focus on group exercise. Students will apply teaching methodologies through individual and group training.

PE 247–Methods of Strength Training (1)

Designed for students who will be assisting others in a training program emphasizing muscular fitness. Emphasizes teaching methodologies employed in training programs that focus on muscular fitness. Students will apply teaching methodologies as they practice training with individuals or small groups.

PE 249–Fitness Assessment and Business Practices (3)

Prerequisite or Corequisite: BI 103 or BI 107 or BI 117

Investigates the various modes and protocols used in fitness assessment and the relationship of assessment to the Personal Training business.

PE 250–Care and Prevention of Athletic Injuries (3)

Prerequisite or Corequisite: EN 52 or ESL 99

Introduces the basic principles for care and prevention of athletic injuries. Emphasis will be placed on scientific applications for recognition, diagnosis, classification, treatment and rehabilitation of body.

PE 252–Essentials of Personal Training (4)

Prerequisites: PE 241, PE 247, PE 249;

Prerequisites or Corequisites: PE 108 and PE 154

Capstone course in the Personal Training Program that leads to the NASM Personal Trainer certification. Course combines 3-credit lecture and 2-credit lab.

PC: Physical Science

PC 103–Elements of Physical Science (3)

• GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

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)

• GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

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)

• GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

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)

• GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

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)

- GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

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)

- GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

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)

- GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

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 114–Contemporary Physical Science (4)

- GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

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)

- GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Prerequisite or Corequisite: MA 82 or MA 85

Presents an overview of the solid and fluid parts of the earth system and investigates their interactions with human culture and society. An inquiry-based, activities-oriented approach is used in the course.

PC 121–Energy and Society (3)

- GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

Explores the nature and properties of energy. Emphasizes a scientific understanding of energy and its role in the global society. Examines current and alternative energy sources used to meet the needs of a growing and developing society. Some Friday or Saturday field trips.

PY: Physics**PY 101–Survey of Physics (3)**

- GenEd Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 82 or MA 85

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)

- GenEd Science

Prerequisites: Completion of high school physics or PY 101 strongly recommended, EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and MA 111 or (MA 130 and MA 131)

Presents an introductory study of physics, with the fundamental principles of mechanics, dynamics and mechanical waves. Emphasizes problem solving and modeling of physical systems.

PY 202–Fundamentals of Physics (4)

- GenEd Science

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)

GenEd Science

Prerequisites: Completion of high school physics or PY 101 strongly recommended, EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99, and 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)

- GenEd Science

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.

PI: Political Science**PI 104–American Government: National (3)**

- GenEd Social & Behavioral Sciences/Political Science

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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 206–Civil Liberties (3)

Prerequisite: EN 52 or ESL 99

Provides historical background, social and political issues and leading cases establishing the present rules regarding civil liberties today.

PN: Practical Nursing**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.

Health Care and Wellness Careers

(Continuing Education/Noncredit)

CAH 132–Certified Nursing Assistant Part I: Theoretical Applications

Become a Certified Nursing Assistant in just a few weeks. Learn about basic patient care skills, your role as a member of the healthcare team, disease processes, infection control, and safety issues. Combined with the clinicals, this course meets all eligibility requirements for CNA certification in the state of Maryland and prepares you for the Geriatric Nursing Assistant (GNA) test. The program requires study time outside of class and includes tests, both written and skills, that must be passed prior to starting the clinical sessions. Prerequisites: The college's reading comprehension test, with a minimum score of EN 52 on the Accuplacer or 99 on the ESL test, and a current American Heart Association Healthcare Provider CPR Card. Other requirements: evidence of negative TB tests or chest X-ray, and physical examination. Students will be provided with stethoscope, blood pressure cuff, and 1 uniform. Students are required to undergo a background investigation and fingerprinting. All testing and background/fingerprinting fees are included. Students must sign up for Part I, Part II and Clinicals. Must be at least 18 years of age or older.

CAH 133–Certified Nursing Assistant Part II: Theoretical Applications

Part II is a continuation of Theoretical Applications Part I.

CAH 114– Certified Nursing Assistant Clinical Practicum

CAH 143–Introduction to Allied Health Skills
This course is designed to introduce you to the basic patient skills required as a healthcare professional and is a prerequisite for Nursing Assistant and Phlebotomy Tech. You will learn basic anatomy and physiology, the techniques of determining vital signs; blood pressure, respiration, pulse, and patient communications. These skills will enable you to function more effectively in a learning environment. Prerequisite for CAH143: The college's reading comprehension test, with a minimum score of EN52 on the Accuplacer or 99 on the ESL test.

CAH 144–Introduction to Health Care Careers

This course is designed to help you gain the knowledge and skills needed to perform effectively in a learning environment and work productively in a health care setting. You will learn basic competencies of workplace professionalism, communication and customer service, diversity, cultural competencies, task prioritization, and documentation specific to the health care environment. Required course for students entering Certified Nursing Assistant Program or Phlebotomy Technician Program.

CAH 231–Medical Coding

Prepares you to sit for the American Academy of Professional Coders (AAPC) national certification test. You will learn medical terminology for the first 20 hours of the course to become familiar with the language used in the industry. You will learn how to find the service and codes using coding manuals: CPT, ICD-9, and HCPCCS. Course includes first year's membership to the AAPC, textbooks, and certification testing. Must be at least 18 years of age or older.

CAH 234– Medical Billing

Medical Billing is one of the fastest growing professions in healthcare today. This medical billing course will train you in the basic claims processes associated with medical insurance and third party reimbursements, to receive payment for client services. You will acquire the skills necessary to complete insurance forms and solve common problems. This course emphasizes insurance terminology, diagnostics, billing and records management. Upon completion of the program, you will be prepared to perform insurance verification, pre-authorization referrals and bill insurance claims. Must be at least 18 years of age or older.

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 423–Phlebotomy Technician

CAH 466–Phlebotomy Technician Clinicals
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 hands-on lab training in intravenous therapy. Topics to be covered include in-fusion methods, fluids and electrolytes, equipment and assembly, and intravenous puncture. Innovative teaching strategies will be utilized to enhance adult learning. CAH142–Introduction to Basic Interpersonal Skills and CAH143–Introduction to Allied Health Skills are prerequisites for this course.

CAH 464–EKG Technician

Acquire basic knowledge related to electrocardiography and the skill required to perform an EKG. Topics include basic cardiac anatomy and physiology, patient preparation, and confidentiality. Learn to identify heart rhythm irregularities and distinguish more complex arrhythmias. Topics include cardiac modalities and pharmacology. Emphasis is placed on complex heart rhythms, electrical disturbances, and pacemakers. CAH142–Introduction to Basic Interpersonal Skills and CAH143–Introduction to Allied Health Skills are prerequisites for this course.

CAH 472–Introduction to Dental Assisting/ Oral Radiography

Gain the knowledge and skills needed to work in a dental office as an entry-level dental assistant, receptionist, front office assistant or back office assistant. Topics include dental terminology: disease transmission, disinfection and sterilization, dental anatomy, dental records and charting, instrumentation, impressions and castings, radiation health and safety, insurance and billing, and front desk responsibilities. This course also provides x-ray training that qualifies you to sit for the Dental Assisting National Board (DANB) Radiation Health and Safety Examination. Dental assisting requires physical labor, moving throughout the office, prolonged standing, working in confined spaces, and close contact with the public. Successful candidates need to be in good health. Must be at least 18 years of age older. High school diploma or GED required. Limited number of seats available.

CAH 473–Oral Radiography Techniques

For practicing dental assistants interested in sitting for the Dental Assisting National Board (DANB) Radiation Health and Safety Examination. Gain the knowledge and skill needed to take dental radiographs including full-mouth and bitewing x-rays. A working knowledge of oral anatomy, infection control, and dental terminology required. Topics include the proper placement of dental x-rays and radiation health and safety. Skills lab practice is included.

CAH 474–General Practice Expanded Functions

Learn to perform the skills approved by the Maryland State Board of Dental Examiners for general practice expanded functions. Student must have nine months experience working in a dental office and the employing dentist must verify employment. All theory is taught in a classroom setting and the clinical training will occur at the student's place of employment. Content includes applying topical anesthetics, impressions, preparing and removing temporary crowns, placing and removing matrix bands, etching and bonding, removing sutures, and constructing mouthguards and trays.

CAH 475–Orthodontic Expanded Functions

Learn the concepts and skills approved by the Maryland State Board of Dental Examiners to function as an orthodontic assistant. Student must have nine months experience working in a dental office and the employing dentist must verify employment. All theory is taught in a classroom setting and the clinical training will occur at the student's place of employment. Topics include dental terminology, tooth identification, force and mechanics, cephalometrics, appliance preparation, instrumentation, and dental problems. Preparation for the Dental Assisting National Board (DANB) exam is included.

CAH 476–Dental Assistant Externship

Practice, under professional supervision, the skills learned in the Introduction to Dental Assisting and Oral Radiography classes.

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 hours 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 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 142–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 155–CPR: Healthcare Provider Renewal

Designed to upgrade the current Healthcare Provider to the new 2012 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.

PS: Psychology

PS 101–General Psychology (3)

• GenEd Social & Behavioral Sciences/Psychology
Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

• GenEd Social & Behavioral Sciences/Psychology
Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

• GenEd Social & Behavioral Sciences/Education

Prerequisite: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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.)

PS 209–Women’s Studies: A Multicultural Perspective on the Psychology & Sociology of Women (3)

• GenEd Interdisciplinary & Emerging Issues/
Multicultural Issues & Perspectives; Cultural
Competence

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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.

CPD 323–Home Inspection Pre-Licensure

This course meets the requirements for home inspection pre-licensure for the State of Maryland as a provision of law under the Business Occupational and Professions Article, Annotated Code of Maryland, § 16-3A-03(1). 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. This course covers the basics of home inspection as required to be a licensed home inspector in the State of Maryland. The topics include the following systems: structural, exterior, interior, roofing, plumbing, electrical, air conditioning, insulation and ventilation, fireplace and solid burning, and heating.

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 and employee laws.

RC: Respiratory Care

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: BI 104, RC 100, 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 100, RC 102, 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: BI 104, RC 100, RC 102, RC 104

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, BI 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 103, RC 105, RC 107, 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 103, RC 105, 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 202, RC 204, RC 206, 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 103, RC 105, RC 107, 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 202, RC 204, RC 206, 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 103, RC 105, RC 107, RC 110

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 Review (3)

Prerequisites: RC 202, RC 204, RC 206, 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 103, RC 105, RC 107, 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 202, RC 204, RC 206, 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.

SO: Sociology**SO 101–Introduction to Sociology (3)**

• GenEd Social & Behavioral Sciences/Sociology
Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

• GenEd Social & Behavioral Sciences/Sociology;
Cultural Competence
Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Offers the study of community problems and sociological processes involved in the analysis of universal and local sociological phenomena.

SO 201–Criminology (3)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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)

Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

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.

SD: Student Development

See ACE: Academic and Career Engagement

ST: Surgical Technology

Additional fees required for ST 100 and ST 200. See the current class schedule. Fees are subject to change.

ST 100–Fundamentals of Surgical Technology I (6)

Prerequisite: ST 120

Develops concepts, skills and attitudes needed by students to perform as members of a surgical team. Demonstration of competence in basic skills is essential. 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.

ST 101–Introduction to Surgical Technology (6)

• Cultural Competence
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, all-hazards preparation, and teamwork.

ST 105–Clinical Practicum (5)

Prerequisite: ST 100

Develops surgical technology concepts, attitudes, and skills needed by students to perform as professional members of a surgical team. Demonstration of proficiency is essential during the perioperative phases of surgical procedures.

ST 120–Surgery Essentials (3)

Prerequisites: MDA 108 or MDA 109, BI 103 and BI 104

Provides an introduction to the surgical environment and to the essential skills required of a surgical technologist. Emphasizes the fundamental concepts of sterile technique, critical thinking, and professionalism. Application and demonstration of essential surgical technology skills and concepts are required to advance in the program.

ST 200–Fundamentals of Surgical Technology II (12)

Prerequisites: ST 100

Provides the student with theory and practice related to the dynamic role of the surgical technologist in classroom, laboratory, and clinical settings. Preceptored clinical experiences focus on participation during complex surgical procedures, advancement of skill level, and critical thinking.

THR: Theatre**THR 101–Introduction to Theatre (3)**

• GenEd Arts and Humanities/Arts
Prerequisites: EN 50A or EN 61 and EN 52 OR ESL 95 and ESL 99

Introduces the history of drama and the theatre through reading, viewing and discussing plays.

THR 102–Introduction to Acting (3)

Offers a basic study of acting, through both a historical perspective and in-depth exercises.

THR 110–Theatre Workshop (3)

Examines the socio-cultural-political context for the development of different approaches to the process of devising a piece of theatre from the ground up and performing genres (e.g. story-telling, political, etc.). Students will work together as a group to build an original theatre piece. Students of performance, design, direction, and technical will work together to build theatre from the common interest of the class group.

THR 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.

THR 203–Fundamentals of Directing (3)

Addresses problems in playwriting, directing and acting. Students work on scenes and/or one-act plays.

THR 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.

THR 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.

THR 206–Advanced Acting (3)

Concentrates on characterization and dramatic improvisation.

THR 212–Theatre 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.

THR/EN 229–Modern Drama (3)

• GenEd Arts & Humanities/Arts or Arts & Humanities/
Humanities
Prerequisite: EN 101

Presents selected works of drama that have gained prominence during the late nineteenth and twentieth centuries.

Veterinary Assistant

(Continuing Education/Noncredit)

VET110–Preparation for Veterinary Assistant Program

This course is a prerequisite to the Veterinary Assistant Certificate program. Learn the roles, responsibilities and limitations for being a veterinary assistant. Strengthen your verbal and written communication skills as well as customer service skills and ability to solve problems using critical thinking. Perform simple math calculations for applications that may be used in a veterinary office. Ethical issues concerning the care and treatment of animals will also be reviewed and discussed. Prerequisites: AccuPlacer testing into MA82 and EN52 or C or higher in college level Math and English courses. Minimum age of 18. High School Diploma or GED required.

VET111–Veterinary Assistant: Outpatient Care

Begin veterinary assistant training in this first in the series of four courses designed to provide you with a Veterinary Assistant Certificate. An orientation to the veterinary profession, office procedures and client relations. Learn how to take medical history, keep medical records, and handle and restrain animals. Exam room procedures and the anatomy and physiology of various animals are covered, as well as animal diseases and vaccinations. The physical examination of animals is reviewed, including the exam equipment and body systems. You will complete 30 hours of classroom training. You must also successfully complete 8 hours of practicum with an approved veterinary office/hospital site to fulfill the requirements for this course. Prerequisite: VET110; Minimum age of 18. High School Diploma or GED required.

VET112–Veterinary Assistant: Diagnostics and Pharmacy

This is the second in the series of four courses. Learn basic lab procedures on how to collect blood and urine samples and how to use the microscope. Also learn about parasites and perform heartworm examinations. The classification and label of drugs, including controlled substances, is covered along with drug abbreviations and terminology. Radiology materials and safety is reviewed, including radiation safety, and the physics, labeling, filing and processing of radiographs. Basic patient positioning and measuring of the patient and setting the radiographic machine are included. You will complete 15 hours of classroom training. You must also successfully complete 12 hours of practicum with an approved veterinary office/hospital site to fulfill the requirements for this course. Prerequisite: VET111; Minimum age of 18. High School Diploma or GED required.

VET113–Veterinary Assistant: Patient Care and Treatment

Third in the series of four courses. Learn how animals are medicated, including routes of medication administration and calculation of drug dosages. Also learn the six essential food nutrients related to veterinary medicine and types of food. Intravenous catheters and catheterization placements and techniques are covered. Learn the types of fluids used in therapy and routes and rates of fluid administration. Therapeutic techniques of oxygen therapy, physical therapy, bandaging, nail trimming, bathing, administering enemas, orphan animal care and preventing decubitus sores are also covered topics. You will complete 18 hours of classroom training. You must also successfully complete 16 hours of practicum with an approved veterinary office/hospital site to fulfill the requirements for this course. Prerequisite: VET112

VET114–Veterinary Assistant: Surgery, Anesthesia and Emergency Care

Final in the series of four courses. Learn about anesthesia, including the equipment and its machine systems and monitoring the anesthetic patient while under anesthesia and recovering from anesthesia. Also learn common surgical procedures and the operating room equipment and instrumentation and surgery packs associated with those common surgeries. Learn the cleaning, sterilization and caring for surgical instruments and the operating room. Preparing the animal for surgery and post-surgical patient care are covered. Emergency care includes triage, common emergencies, first aid and in-hospital cardiopulmonary resuscitation (CPR). You will complete a total of 24 classroom hours. You must also successfully complete 18 hours of practicum with an approved veterinary office/hospital site to fulfill the requirements for this course. Prerequisite: VET113.

LAR, LF, LG, LI, LL, LR, LS: World Languages

Students with prior knowledge of the language must call the World Languages program manager at 301.624.2843 for an assessment of your current proficiency level.

LAR 101–Introductory Arabic I (3)

• GenEd Arts and Humanities/Humanities
Covers the fundamentals of the Arabic language both written and spoken pertinent to the first semester. Offers a strong foundation in the language through development of vocabulary, grammar, reading and conversational skills. Offers insights into Arabic culture and customs.

LF 101–Introductory French I (3)

• GenEd Arts and Humanities/Humanities
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)

• GenEd Arts and Humanities/Humanities
Prerequisite: LF 101

A continuation of LF 101 with increased emphasis on literature and idiomatic speech.

LF 201–Intermediate French I (3)

• GenEd Arts and Humanities/Humanities; Cultural Competence

Prerequisite: LF 102

Covers advanced grammar and composition with selected readings.

LF 202–Intermediate French II (3)

• GenEd Arts and Humanities/Humanities; Cultural Competence

Prerequisite: LF 201

A continuation of LF 201. Readings in representative French prose and poetry form the basis of class discussion.

LG 101–Introductory German I (3)

GenEd Arts and Humanities/Humanities

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)

• GenEd Arts and Humanities/Humanities

Prerequisite: LG 101

Continuation of LG 101. Introduces more complicated readings.

LG 201–Intermediate German I (3)

• GenEd Arts and Humanities/Humanities

Prerequisite: LG 102

Covers advanced grammar and composition with selected readings.

LG 202–Intermediate German II (3)

• GenEd Arts and Humanities/Humanities

Prerequisite: LG 201

A continuation of LG 201. Introduces and discusses readings in representative German prose and poetry.

LI 101–Introductory Italian I (3)

• GenEd Arts and Humanities/Humanities

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)

• GenEd Arts and Humanities/Humanities

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)

- GenEd Arts and Humanities/Humanities

Prerequisite: LI 102

Presents advanced grammar and composition with selected readings pertinent to intermediate level. Group discussions in Italian.

LL 101–Introductory Latin I (3)

- GenEd Arts and Humanities/Humanities

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)

- GenEd Arts and Humanities/Humanities

Prerequisite: LL 101

Provides a continuation of LL 101. Introduces elementary readings in Latin literature.

LL 201–Intermediate Latin I (3)

- GenEd Arts and Humanities/Humanities

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)

- GenEd Arts and Humanities/Humanities

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)

GenEd Arts and Humanities/Humanities

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.

LR 102–Introductory Russian II (3)

- GenEd Arts and Humanities/Humanities

Prerequisite: LR 101

Covers fundamentals of the Russian written and spoken language pertinent to the second semester. Offers a strong foundation in the language through development of vocabulary, grammar, reading and conversational skills. Offers insights into Russian culture and customs.

LR 201–Intermediate Russian I (3)

GenEd Arts and Humanities/Humanities

Prerequisite: LR 102 or two years of high school Russian

Continues development of reading, conversational, and translational skills and habits with emphasis on proper use of grammar and knowledge of vocabulary.

LS 101–Introductory Spanish I (3)

GenEd Arts and Humanities/Humanities

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)

- GenEd Arts and Humanities/Humanities

Prerequisite: LS 101

Serves as a continuation of Introductory Spanish I. Introduces more complicated readings.

LS 201–Intermediate Spanish I (3)

- GenEd Arts and Humanities/Humanities; Cultural Competence

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)

- GenEd Arts and Humanities/Humanities; Cultural Competence

Prerequisite: LS 201

A continuation of LS 201. Students discuss readings in representative Spanish prose and poetry.

LS 211–Spanish Conversation I (3)

- GenEd Arts and Humanities/Humanities; Cultural Competence

Prerequisite: LS 102

Develops oral fluency and language skills through interpretation and discussion of select readings, videos, songs and cultural experiences.



MY GOAL
TO HELP CLIENTS STAY HEALTHY AND FIT

Frederick Community College • www.frederick.edu

Jamie Boyd, Personal/Fitness Trainer

Academic Regulations

Check the college website, 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. JanTerm students are limited to 5 credit hours. 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
DX	Clemency/Passing	0
FX	Clemency/Failing	0

A grading system using "S," "Z," 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

A grade of "I" (incomplete) is exceptional and must be arranged by the instructor who assigns a grade of "I" on the grade roster. It is given only to the student whose work has been satisfactory during the semester but because of illness or other circumstances beyond the student's control, does not satisfy the full requirements of the course. The "I" should be removed by completing the requirements of the course within a period prescribed by the instructor but not later than eight weeks following fall or spring semesters, four weeks after the close of the summer session, and two weeks after January term.

If the work is not completed in the prescribed time, the grade will automatically become an "F." In case of extreme hardship preventing a student from completing the course requirements within the prescribed period, the student may appeal to the appropriate associate vice president for additional time to complete the requirements.

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. Students who wish to audit a class must meet all prerequisites. Audited courses do not count towards full-time status and do not fulfill prerequisites.

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.

Change from Credit to Continuing Education

A student wishing to change from credit to CEU's or from CEU's to credit must do so during the credit add period.

Withdrawal from a Course

To withdraw in good standing from the college, students must complete a withdrawal form and submit it to the Welcome Center or withdraw online at www.frederick.edu. 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 Center.

A student in a co-listed credit/Continuing Education class may switch from credit to Continuing Education or Continuing Education to credit during the first week of the class. Students changing from Continuing Education to credit must meet all prerequisites.

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.

Pass/Fail

A few select courses are offered on a pass/fail basis. Students taking courses on a pass/fail basis are allowed a maximum of 9 such credits to be counted toward their degrees. 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
	<hr/>
15 credit hrs.	45 quality pts.

Total of 45 quality points divided by 15 credit hours equals 3.000 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 website. Grades are not mailed to students except upon written request. Grades are posted approximately 3 days 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. If a course is no longer offered, the grade cannot be replaced. Students may receive transfer credits for a Frederick Community College equivalent course for which they have received an 'F' grade at FCC, however the 'F' grade will remain on the transcript and will be calculated in the GPA.

Time Commitment for Academic Success

At Frederick Community College, in all credit courses, students are expected to invest a minimum of two hours completing out-of-class course work for every hour of in-class instructional time. For example, in a 3-credit course, students experience at least 37.5 hours of instructional time and should invest a minimum of 75 hours in out-of-class time preparing for the course and completing assignments. In a traditional 15-week, 3-credit course, this equates to an average minimum of 5 hours per week. For online and hybrid courses, students can expect active instructional time and "out-of-class" course work comparable to face-to-face courses with the same number of credits.

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 progress.

Academic Progress Review Standards

Students are expected to maintain minimum standards of academic achievement as indicated by both GPA and percentage of successfully completed credits.

The following grades represent successful completion of credit: "A," "B," "C," "D," "S," or "P."

The following grades represent unsuccessful completion of credit: "W," "F," "AU," "I," "Z," or "U."

All courses attempted by a student, including developmental courses and courses in which a grade of withdraw, audit, incomplete, or in progress, are included in Academic Progress Review.

All students enrolled as degree seeking, certificate seeking and Open Campus are subject to Academic Progress review; students who are enrolled under the admission classification of Courses of Interest are not subject to Academic Progress Review.

Students will be subject to Academic Progress Review after attempting a total of 12 cumulative credits.

Academic Standings

Good Standing—Students will be considered to be in good academic standing when their cumulative GPA is 2.000 or higher and when they have successfully completed at least 50% of their cumulative credits attempted.

Academic Alert—Students are placed on Academic Alert when their cumulative GPA is less than 2.000 and/or they have successfully completed less than 50% of their cumulative credits attempted.

a. While on Academic Alert, students will be required to meet with an advisor to develop an Academic Success Plan designed to provide the student with academic support to facilitate their success.

b. While on Academic Alert, students will be required to have their registration approved by an advisor.

c. While there is no credit restriction while on Academic Alert, students on Academic Alert at the time of pre-registration for a subsequent semester can only pre-register for 6 credits until final grades for the current semester have been posted; students who conclude the semester in Good Standing are then able to add additional credits to their semester schedule.

d. Students who demonstrate academic progress while on Academic Alert, as evidenced by achievement of a minimum 2.000 semester GPA and successful completion of at least 50% of semester credits attempted, will be allowed to continue even though their cumulative GPA has not reached the required 2.000. Students will be assigned a standing of Academic Alert with Progress.

Academic Alert with Progress—Students who demonstrate academic progress while on Academic Alert, as evidenced by achievement of a minimum 2.000 semester GPA and successful completion of at least 50% of semester credits attempted, will be allowed to continue even though their cumulative GPA is less than 2.000 and/or they have successfully completed less than 50% of their cumulative credits attempted.

a. While on Academic Alert with Progress, students are not required to have their registration approved by an advisor.

b. There is no credit restriction while on Academic Alert with Progress. Students on Academic Alert with Progress at the time of pre-registration for a subsequent semester can pre-register with no credit restriction.

Academic Probation—Students on Academic Alert or Academic Alert with Progress who fail to achieve a 2.000 semester GPA and/or who fail to successfully complete at least 50% of semester credits attempted are placed on Academic Probation.

a. While on Academic Probation, students will be required to meet with an advisor to develop an Academic Success Plan designed to provide the student with academic support to facilitate their success.

b. Students who are on Academic Probation must have their registration approved by an advisor and will be limited to enrollment in 6 credits.

c. Students who are on Academic Probation will not be allowed to pre-register for the subsequent semester until final grades for the current semester are posted.

d. Students who demonstrate academic progress while on Academic Probation, as evidenced by achievement of a minimum 2.000 semester GPA and successful completion of at least 50% of semester credits attempted, will be allowed to continue even though their cumulative GPA has not reached the required 2.000. Students will be assigned a standing of Academic Alert with Progress.

Academic Suspension—Students on Academic Probation who fail to achieve a 2.000 semester GPA and/or who fail to successfully complete at least 50% of semester credits attempted will be academically suspended for one fall or spring semester (and any preceding Janterm/summer session).

Academic Dismissal—Students are subject to Academic Dismissal when:

a. satisfactory progress is not made in the first semester upon his/her re-enrollment following Academic Suspension.

b. the student has been placed on Academic Suspension for a second occurrence.

Students who are subject to Academic Dismissal will be dismissed for a period of two semesters and any preceding Janterm/summer session.

Extenuating Circumstances Resulting in Withdrawals

Students with extenuating circumstances that resulted in a withdrawal from classes that negatively impacted academic standing may appeal to the Associate Vice President, Student Development/Dean of Students. Students must present written documentation substantiating the circumstances. The decision of the Associate Vice President will be final.

Appeals regarding extenuating circumstances that occurred after the withdrawal date must be submitted to the Admissions and Academic Policies Committee.

Re-admission Following Academic Suspension

Prior to re-enrollment, students who have been academically suspended must develop a plan to remediate his/her academic deficiencies and meet with an academic advisor. The advisor will develop an Academic Success Plan with the student identifying any academic requirements to be met including enrollment in developmental requirements, appropriate academic support courses, or use of academic support services (e.g., Learning Strategies, tutoring, etc.).

If approved the student will be placed on Academic Probation status upon re-enrollment and his/her course load will be restricted until satisfactory academic progress is made.

If satisfactory progress is not made in the first semester upon his/her return, the student will be subject to Academic Dismissal.

Re-admission Following Academic Dismissal

Prior to re-enrollment, students who have been academically dismissed must develop a plan to remediate his/her academic deficiencies and meet with the Associate Vice President for Student Development. The Associate Vice President will develop an Academic Success Plan with the student identifying any academic conditions of re-enrollment including enrollment in developmental requirements, appropriate academic support courses, or use of academic support services (e.g., Learning Strategies, tutoring, etc.).

If approved the student will be placed on Academic Probation status upon re-enrollment and his/her course load will be restricted until satisfactory academic progress is made.

If satisfactory progress is not made in the first semester upon his/her return, the student will again be subject to Academic Dismissal.

Academic Clemency

A. Academic Clemency provides students returning to the college an opportunity to address prior unsatisfactory academic performance. Students will be made aware of the Academic Clemency Procedure through the re-admission letter provided to them upon re-application to the college.

B. Students who wish to apply for Academic Clemency will meet with a member of the Counseling & Advising department to discuss the procedure.

1. A student may only request Academic Clemency once.
2. A student must have not attended Frederick Community College for two years before he or she is eligible to request Academic Clemency.

3. A student must demonstrate that she or he has the ability to benefit from college. Therefore, upon re-admission to the college, a student must achieve a minimum 2.000 GPA in all courses attempted by the end of the semester in which the student reaches at least 12 attempted credits, 6 of which must be General Education credits, before being eligible to apply for Academic Clemency.

4. Only courses in which a grade of "F" or "D" has been earned will be considered for Academic Clemency.

5. Developmental courses will not be considered for Academic Clemency.

6. Courses that are required for the student's major are not eligible for consideration under the Academic Clemency procedure, and therefore, students must repeat those courses. In accordance with the college's procedure on repeating courses when a course is repeated, the higher grade will be used in the calculation of Grade Point Average.

C. When a student has met the conditions of Academic Clemency, he or she will meet with a member of the Counseling and Advising department to develop an Academic Clemency plan and complete the Request for Academic Clemency form.

1. The number of credits that may be considered for Academic Clemency will be determined on a case by case basis by the Counseling and Advising staff member working with the student but in no case can exceed 24 credits.
2. The Counseling and Advising staff member will sign the completed Request for Academic Clemency form and forward it to the AVP of Student Operations for final approval and recording.
3. All course attempts will remain on the transcript. Courses that have been approved for Academic Clemency will be designated with the grade of FX.

Change of Major

A. Students declare their major at the time of application but may change their major any time. Only one major may be declared at a time; however, students may apply for multiple degrees and certificates.

B. Students must submit a Change of Major form to the Welcome Center when requesting a change of major.

C. Students changing their major will be assigned to the current catalog year.

1. Students requesting an exception to the assignment to the current catalog year need a written recommendation and justification from an advisor or Department Chair, Program Manager or appropriate Associate Vice President of Learning. The Registrar will review the request and make a determination.

2. To ensure compliance with accreditation and licensing requirements, students requesting a change of major to an allied health program will be assigned to the current catalog year.

3. Students will not be assigned to a catalog more than five years old.

Course and 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 courses 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 Classes

The college offers courses on Saturdays in two formats. Some courses are offered over a 14-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. Students should consult the academic schedule for more specific information.

Distributed Learning

See Ways to Earn Credit at FCC, page 15, for information about distributed learning opportunities. Go to www.frederick.edu and search for distributed learning to find the list of online and hybrid courses offered each semester.

Schedule of Classes

The college produces a schedule of classes offered at all locations for the fall, spring and summer semesters. 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.

Catalog Year

- A. The official college catalog year begins with the summer semester and continues through the spring semester.
- B. Students are assigned to the catalog year in effect at the time of their initial enrollment at the College. Students remain assigned to the initial catalog year unless they:
1. Are subject to re-admission—students who have had a break in enrollment greater than two years must be re-admitted to the college and are assigned to the catalog year in effect at the time of their re-admission.
 2. Request a change of major—students who request a change of major will be assigned to the catalog in effect at that time.
 3. Request assignment to a current catalog—students may request assignment to a current catalog year.
- C. Students requesting an exception to their catalog year assignment must consult with an academic advisor who will make a written recommendation to the Registrar. The Registrar will then consult with the appropriate Department Chair.
1. Re-admitted students and those subject to re-assignment of catalog year due to a change of major will not be assigned to a catalog more than five years old.
 2. To ensure compliance with accreditation and licensure requirements, readmitted students enrolling in any Allied Health program will be assigned to the catalog in effect at the time of their re-admission.

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 add/drop 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 add/drop only during the period designated in the college calendar.

Students may not sit in class if not registered.

Change of Schedule

Students who wish to change their schedule of classes or withdraw from a course(s) may do so during the defined add/drop and withdrawal period, respectively, for each session. These dates are published in the schedule of classes.

Adding a Course

Students may add a course(s) to their schedule during the defined add/drop period for each session. Students must submit a completed add/drop form to the Welcome Center or they may add online via the college's Student Information System. Students with special circumstance after the schedule period must meet with an advisor who will make a recommendation to the Registrar following consultation with the appropriate Associate Vice President of Learning, department chair, or program manager; students seeking late admission to an online course must contact the Center for Distributed Learning for approval to add a course after add/drop.

Dropping a Course

Students may drop a course(s) during add/drop for each session. The dropped course will not appear on the student's transcript. Students must submit a completed add/drop form to the Welcome Center or they may drop online via the college's Student Information System.

Withdrawal

Students may withdraw from a course(s) after the defined add/drop period but before the last day to withdraw from the session. Students who withdraw from a course(s) will receive a grade of "W". The withdrawn course and the grade of "W" will appear on the student's transcript, however, no credit or quality points will be assigned. Students must submit a completed add/drop form to the Welcome Center or they may withdraw online via the college's Student Information System.

Student's requesting to withdraw from a course(s) after the withdrawal period must apply for a retroactive withdrawal through the Admissions and Academic Policy Committee. Exceptions to the withdrawal period are made only for extenuating circumstances which prevented the student from meeting the published deadline to withdraw from the course(s).

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 (with the exception of developmental prerequisites) may be waived, however, with permission of the Department Chair or Program Manager 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.

Course Substitutions

A. Substitutions of course requirements within degree and certificate programs may be considered under special circumstances, however, no substitutions of course requirements within Letters of Recognition are allowed.

Examples of circumstances which may warrant a course substitution include those instances when:

1. A required course is no longer offered at the College
2. A student has taken a course so similar to a required course that completing the required course would be redundant
3. A required course has been cancelled or is not scheduled to be offered soon enough that a student's ability to graduate in a timely manner is compromised.

B. A non-General Education course may not be approved as a course substitute for a General Education requirement. In all cases, students must meet the minimal requirements for graduation as determined by the Maryland Higher Education Commission.

C. The number of course substitutions should be limited in order to maintain the academic integrity of the program. In no case may course substitutions constitute more than 25% of the program as this constitutes a substantial change in the curriculum as defined by MHEC.

D. Program Managers and/or Department Chairs must complete a course substitution form identifying the recommended course substitution. The course substitution form should then be forwarded to the appropriate Associate Vice President for Learning for concurrence and then submitted to the Registrar for review and final approval. In the event that the recommended substitution does not fall within the course substitution guidelines, the Registrar will consult with the appropriate Associate Vice President for Learning.

E. Students requesting a course substitution based on the presence of a disability may do so through the Services for Students with Disabilities program. Information on the course substitution protocol is available from the SSD department.

F. Approved course substitutions are recorded in the student's PeopleSoft record and are reflected in the appropriate curricular requirement in the student's degree audit.

G. Course substitutions should be requested, approved and recorded as of the last date to apply for graduation.

Graduation Applications

Students who anticipate completing the requirements for an associate's degree, certificate or letter of recognition are required to file a graduation application with the Welcome Center. The form is online in the PeopleSoft Student 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, December or January, as well as those who complete their requirements in May, are invited to participate.

Honors & Academic Recognition

Honors College

Students who complete 12 honors credits (3 at the 200-level) with an overall grade point average (GPA) of 3.250 or higher are eligible to graduate from the Honors College. Graduates receive a notation on their transcripts recognizing this achievement. Further, at the graduation ceremony they wear an Honors College medallion and stand to be recognized. The transcript notation and color of the medallion are based on the student's grade point average at the time of graduation:

GPA	Transcript Notation	Medallion
3.250-3.490	Honors College	Bronze
3.500-3.749	Honors College-Honors	Silver
3.750-4.000	Honors College-High Honors	Gold

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.

Honors 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, have accumulated a minimum of 12 credit hours, achieved a GPA of 3.700 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 Center for Student Engagement, 301.846.2489.

Graduation with Honors

Associate degree recipients who have accumulated a cumulative GPA of 3.500-3.749 are awarded a degree with Honors. A degree with High Honors is awarded to those students who have accumulated a cumulative GPA of 3.750 or better. The certificate will be awarded with distinction to all students with a cumulative GPA of 3.750 or higher. All honors designations will be printed on the diploma or certificate..



Student Support Services

Alumni Services

Alumni services are housed in the Institutional Advancement office. The office maintains a database of active alums. The Alumni Association sponsors events for alumni and friends. For more information, call 301.846.2438.

Athletics

Mission Statement

The FCC Athletics Department promotes the academic and athletic growth of student athletes by offering opportunities to participate at a competitive level as part of a balanced intercollegiate athletics program. We serve the community by offering camps, clinics, and partnerships with outside groups. The department operates under the highest standards of integrity, equality, and sportsmanship.

Department Overview

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 is available online at www.frederick.edu/srkt. A hard copy of this report is also available in the Welcome Center, Athletics department, and the Associate Vice President/Dean of Students office.

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.

Career and Transfer Services

Mission Statement

The Career & Transfer Resource Center at Frederick Community College provides comprehensive services to assist students in achieving their career and transfer goals through individual career and transfer counseling, online resources, campus programming, and credit courses. The Center provides opportunities for students to make connections with business and educational partners leading to a successful transition beyond FCC. In addition to students, we serve a multitude of constituents including alumni, faculty, staff, business and educational partners.

Department Overview

The Career & Transfer Resource Center has a wide range of services and resources to assist students with their career and transfer planning. Whether you need assistance exploring options, making decisions, preparing and implementing an action plan, and/or moving on to your next destination in reaching your career and transfer goals, we are here to help. For more information, please call 301.846.2594.

Career Planning Services

The college offers many types of career planning assistance to help students make the appropriate choices. Students who are not sure where to begin their career and college major exploration can visit the Career & Transfer Resource Center or make an appointment to meet with a counselor. The counselor may suggest a structured approach to career planning such as the course ACE 110—Career Assessment and Planning or ACE 111A—Introduction to Career Planning. To make an appointment with a counselor, call 301.846.2594.

The Career & Transfer Resource Center has a variety of on-campus and online 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, interests, 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 Resource 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 & Transfer Resource Center Web page at www.frederick.edu.

Career Assessment and Planning Course

The three-credit course Career Assessment and Planning (ACE 110) is beneficial to students who need a comprehensive, structured approach to career planning. In this elective course, students will first assess their skills, interests, personality 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.

Transfer Planning Services

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 Resource Center has a variety of print and electronic resources available to help with transfer planning. The center has Internet access so that students can view college websites and access online transfer resources. ARTSYS, a computerized articulation system created especially to help community college students transfer to Maryland four-year institutions, is available, as well as College Source and College Board, which are online resources that enable students to conduct a college search using criteria such as major, size of enrollment, geographic location, cost and available student activities. College Source also allows students to view college catalogs from across the nation.

A library containing in-state and many close-by out-of-state college catalogs and brochures is available for student use.

Transfer guides outlining the majors offered and requirements of the colleges to which our students most frequently transfer are maintained in the Career & Transfer Resource Center. Resource books such as Peterson's Guide to Four-Year Colleges, The College Board Guide to Campus Visits and College Interviews, and The College Board Index of Majors are also available.

Transfer workshops covering topics such as how to select a transfer school, the application process, transfer scholarships and practical information on the transfer process are offered throughout the year. Transfer counselors are also 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 the Transfer Day Fair and the FCC-sponsored Frederick County College Night provide opportunities to explore potential transfer schools. Additionally, four-year college recruiters and advisors are available to meet with students in the Career & Transfer Resource Center on a weekly basis. The Career & Transfer Resource Center also sponsors several field trips to visit local colleges and universities each semester so students can tour campuses, meet with faculty, staff and students, and learn about transfer requirements.

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 Resource Center Web page at www.frederick.edu. For information on transfer planning, or to schedule an appointment for advising, contact the Career & Transfer Resource Center at 301.846.2594 or the Counseling & Advising Office at 301.846.2471.

Center for Teaching & Learning

The Center for Teaching and Learning (CTL) supports and enhances high-quality instruction and responds to the individual learning, teaching, and support needs of students, faculty, and staff. CTL encourages exploration and innovation in a variety of learning environments by sharing knowledge and providing tools and resources. The following departments and programs are coordinated within CTL: the Testing Center, Distributed Learning, faculty Professional Development, International Education, and the Learning Commons.

Learning Commons

The Learning Commons provides convenient access to research resources, academic support services, study spaces, and technology in order to promote collaboration and inspire academic excellence. In this welcoming learning environment, students and faculty will find Library Services, the Tutoring and Writing Center, computers, learning technologies, and academic engagement courses and workshops. The Learning Commons is on the second floor of Linganore Hall. For more information and online resources, consult the college website.

Library—The FCC Library offers a comprehensive library service program for students, faculty, and staff. A deep set of research resources supports the curricula and research needs of the College. Most content is digital, which allows for robust search options and off-campus access. Memberships in local, state, and national information networks provide extended research capabilities. The Library conducts a comprehensive information literacy program, with in-person and digital support of student learning needs.

The Library website (www.frederick.edu/library) provides the Library catalog, reference and research content, subject-based Research Guides, information literacy instruction, service request forms, and other information.

For information on hours, collections, and services, please call 301.846.2444, or consult the Library website.

Tutoring and Writing Center—The Tutoring and Writing Center provides free tutoring and computer access to students currently enrolled in FCC courses. Academic support can help students develop important skills to better master course content, study more effectively, write more clearly, read more strategically, and overcome academic conflicts. The professional and peer tutors are trained to collaborate with students to help them develop their learning strategies, writing and reading techniques, and critical thinking skills. Students can work with a tutor individually, in small groups, or online. In addition, the Center conducts orientations and workshops for students and faculty. Topics may include reviewing for finals, avoiding plagiarism, stopping procrastination, or for faculty, designing writing assignments.

The Testing Center

FCC's Testing Center, in the Linganore Hall (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 program manager 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.

Distributed Learning Exams—The Testing Center has responsibility for distributed 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 DSST—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.

Community Proctoring Services—External distance and professional certification 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.

Center for Distributed Learning

Students can expect that technology is utilized to enhance learning and promote information literacy. Online courses provide distributed learning options for students. Some campus-based course sections may also require access to the course Blackboard website. Students enrolled in those courses are expected to participate through the Blackboard format using their own or appropriate college-available computers. For more information on Distributed Learning and Learning Technologies, see page 15.

First Year Student Courses

First Year Student Courses—ACE 101—Academic Engagement Seminar, is a 3-credit course that promotes the successful transition of students into college, effective study skills, and career development. ACE 101, Academic Engagement Seminar, is a 3-credit course that provides an innovative learning opportunity for first year students as they transition into the new culture of college. ACE 100, Learning Strategies, is a 2-credit course that teaches students to utilize effective and efficient study skills and strategies in their college courses.

Counseling and Advising

Mission Statement

Counseling & Advising strives to empower all students to achieve their personal, academic, and career goals by providing tools and resources to encourage self-directed learning. The office offers innovative, student-centered programs and services to meet the diverse and ever-changing needs of the community.

Department Overview

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.

Academic Advising

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.

All students are strongly encouraged to meet with an advisor prior to course registration each semester. Students who have been placed on probationary status 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.

Allied Health Advising

Students interested in the college's allied health programs (medical assistant, respiratory care, associate degree nursing, practical nursing certificate, surgical technology program or nuclear medicine technology) are encouraged to meet with the allied health advisor. Individual appointments and information sessions are available. For more information, call 301.846.2471.

Personal and Social Counseling

FCC offers counseling referral services to assist students with the many choices confronting them as they enter and progress through college. In addition, staff offer workshops on a variety of topics and serve as a resource for students and faculty. Contact the Counseling & Advising office at 301.846.2471.

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.

English as a Second Language (ESL)

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 240.629.7925 to determine which courses meet specific needs. See instructions on how to apply and register for ESL classes on page 7. For community-based English as a Second Language classes, see page 157.

Job Search Assistance

The Career & Transfer Resource Center at FCC offers job search assistance to graduates and those students seeking part-time or full-time employment.

The Career & Transfer Resource 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 job board and view which employers will be visiting the Recruiter's Corner seeking job applicants for their open positions.

Students seeking job search assistance services can call 301.846.2594. For more information, visit the Career & Transfer Resource Center Web page at www.frederick.edu

Math Learning Center

In the Math Learning Center, students may review mathematics skills, get help with mathematics classes, and work to improve mathematics study skills.

The center is staffed with faculty, tutors, and math learning assistants to help you succeed in your math course. Students can access drop-in tutoring and a quiet place to study, ask questions from homework, get help with a calculator, or use our supplemental math resources.

The math aides are experienced FCC students who can help you with beginning Algebra through Calculus as well as Statistics and problems from online homework.

We are open from 8:30 a.m. to 8:30 p.m., Monday through Thursday during the fall and spring semesters. More information is available from your mathematics professor.

Multicultural Student Services Program

Mission Statement

The Multicultural Student Services program at Frederick Community College provides a comprehensive support program that consists of academic planning, counseling, mentoring, leadership development and dynamic cross cultural experience to ensure the successful transition to college and completion of a college degree or certificate.

Overview

The Multicultural Student Services office 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 Services Program office is located in H-103. Call 301.846.2531 for additional information.

Office of Adult Services

Mission Statement

The Office of Adult Services at Frederick Community College provides services and support in identifying and achieving educational, career, and personal goals to adults in transition. The services include academic advising, needs assessment, career and personal adjustment counseling, financial assistance, mentoring, workshops, and referral to College and community services. Specific services are offered to single parents, single pregnant women, displaced homemakers, and young women ages 18–35 who desire mentors.

General Overview

The Office of Adult Services (A-103) 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. 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-103) 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 at 7:00pm the second Thursday of each month. Call 301.846.2483 for more information.

Woman to Woman Mentoring Program

The Woman to Woman Mentoring Program (A-103) assists women ages 18 - 35 with career and personal guidance to help transform their lives. Mentees are paired with professional women who live or work in Frederick County. Call 301.846.2556 to apply or for more information.

Allied Health Academy

The Allied Health Academy offers education and supports for individuals interested in becoming Certified Nursing Assistants/Geriatric Nursing Assistants. Financial resources are available. Call 301.846.2483 for more information.

Services for Students with Disabilities

Mission Statement

The Services for Students with Disabilities (SSD) office at Frederick Community College assists and supports eligible students with disabilities. Student services may include academic advising, individualized accommodation plans, transition coaching, as well as workshops and programs. Students will be empowered to become self-advocates in order to achieve individual success at FCC and beyond. The SSD office provides community outreach and collaborates with agencies and resources to meet the diverse needs of students with disabilities.

Department Overview

Frederick Community College is committed to full compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA). 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 301.846.2408. Reasonable accommodations, based on documentation, are then offered to qualified students for courses and for placement testing. Students in need of sign language interpreting services should contact the office two weeks prior to the beginning of classes to ensure services are in place. Students may call the above number or email Interpreting@frederick.edu.

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 301.846.2408 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. Any resident of Maryland who is out of the workforce because of a permanent disability as defined by the Social Security Act, the Railroad Retirement Act, or in the case of former federal employees, the Office of Personnel Management, and enrolls in a community college class that has at least 10 regularly enrolled students, may be eligible for a tuition waiver. The tuition waiver does not apply to fees. For specific guidelines related to this waiver, refer to Waivers and Tuition Reductions, page 25. Additionally, the Division of Rehabilitation Services 301.600.3075) may be able to provide other support services, as well as financial assistance.

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. The advisor is 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 kept.

Student Technology Help Desk

The student technology help desk assists students with their technological needs while navigating FCC technologies. Orientations and one-on-one sessions designed to guide students through basic logins, including myFCC E-mail, Data Storage, Blackboard, PeopleSoft, FCC Alert, wireless printing, and general wireless access are provided. Other services include password resets, student's familiarization with Microsoft Office, and other school supported applications.

The student help desk can be reached by phone at 301.846.2509, online by visiting www.frederick.edu/support, or by visiting the Student Center, room H-214.

Transcripts

All transcripts issued by the college are free of charge.

Official Transcript

An official transcript is issued only by the Welcome Center and is sent to the receiving party by mail or through electronic transmission designed/monitored by the Maryland State Department of Education. Students may request transcripts by filling out a request form or online by logging into their PeopleSoft student account. An official issued-to-student transcript may be provided in a

sealed envelope upon request. Students must show identification to obtain an official transcript. It is provided on security 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 transcripts. Request forms may be downloaded from the college's website, www.frederick.edu.

Unofficial/Issued to Student Transcripts

Unofficial transcripts are available on the web. An unofficial student transcript may be issued by the Welcome 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 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 Center prior to the completion of their first semester at FCC. The student will receive an electronic 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.



Center for Student Engagement

Mission Statement

The Center for Student Engagement at Frederick Community College provides an atmosphere on campus that invites and encourages all members of our campus community to celebrate the richness of the human experience. Through social programming, personal/professional leadership development, and the exploration of personal interests, the CSE promotes respect and appreciation among our students, faculty and staff for self and others and an understanding of our shared responsibility to create an environment that celebrates learning.

Department Overview

At FCC we know your time in the classroom is only one part of your “college experience.” The Center for Student Engagement 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 Center for Student Engagement 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 student engagement. 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 Center for Student Engagement, Student Center, or by calling 301.846.2488.

Campus Clubs

Student clubs and organizations contribute to the development of the student and enrich campus life. 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 Center for Student Engagement for information and support. A current list of all active clubs and organizations can be found in the Center for Student Engagement or on the FCC website 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 Center for Student Engagement houses a service learning center that provides volunteer and community service placement opportunities for all members of our campus 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 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 Center for Student Engagement staff will work with you to find your perfect placement. 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 Center for Student Engagement acknowledges outstanding student service at the annual Recognition Awards Ceremony in May.

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 complement 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 Center for Student Engagement, or can be found on the FCC website under Events.

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 has created the Leadership Legacy, a training for all students who are interested in developing their leadership skills regardless of previous experience or involvement. The program is designed to give students an opportunity to develop their leadership skills on a personal, group, and community level. Through participation in the program, students will build a portfolio demonstrating their leadership skills and involvement and establish an excellent network of connections to students, college faculty and staff, and community members. Participants will learn more about themselves and the skills they need to become better leaders. In addition, 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 Center for Student Engagement 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 Center for Student Engagement, in the student handbook, or on the FCC website 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. Patricia Stanley Exemplary Community Service and Leadership Award
- 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
- Jan Kuczma II Memorial Awards
- Lindblad/Longman "We Are One" Award
- Catoctin Scholar History Award

- 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

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, H-106.

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 Publications

FCC has two major student publications. The FCC Commuter is the college's student newspaper and the Tuscarora Review is the 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 co-curricular 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, Bryan Hiatt at 301.846.2511.

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.

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 Center for Student Engagement (Student Center, H-101), or in the Welcome Center (Jefferson Hall).

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.

For more information on any of the above student life programs, students should contact the Center for Student Engagement at 301.624.2793.

Campus Life

Bookstore

The FCC Bookstore is open year-round, Monday and Tuesday from 8:30 a.m. to 7:00 p.m., Wednesday and Thursday from 8:30 a.m. to 5:00 p.m. and Friday from 8:30 a.m. to 1:00 p.m. Extra hours are added at the beginning of each semester. Please see our website, bookstore.frederick.edu for the most current information about hours.

The Bookstore sells course materials, school and art supplies, backpacks, chef and allied health equipment and uniforms, clothing, gifts, and much more.

Some course books may be available to rent from the store. See our website, bookstore.frederick.edu for information about which books are required for your classes and to order books to be shipped to you or to be held for you to pick up in the store.

A textbook buyback service is offered at the end of each semester. Visit our website, bookstore.frederick.edu to get buyback dates and other information.

The FCC Bookstore accepts cash, checks (sorry, no starter checks), Visa, MasterCard, Discover, American Express, and charges to financial aid.

Campus Safety and Security

FCC places a high priority on maintaining a safe, secure learning and working environment. The security office (Student Center, H-116) is committed to the safety and welfare of all students, employees and visitors. For safety and protection, security staff are on campus 24/7. Exterior emergency help phones are located adjacent to sidewalks of parking lots (#1–Bus stop, #2–lot 1, #3–lot 3, #4–lot 4, #5–lot 6, #6–lot 7 south, #7–lot 7 north, #8–lot 9, #9–lot 10, #10–lot 11 north, #11–lot 14 north, #12–lot 14 south).

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.

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 website. Individuals may also request a paper copy of either the college's safety and security policies or campus crime statistics at the college's security office located in the Student Center 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.

College Closing

During inclement weather, the following area radio and television stations will be notified by 5:30 a.m. to broadcast announcements concerning cancellations, closings and delays:

WFMD (AM 930)	WFRE (FM 99.9)
WAFY (FM 103.1)	WARX (FM 106.9)
WJZ-TV (CH. 13)	WUSA-TV (CH. 9)
WTTG (CH. 5)	WHAG-TV (CH. 25)
NEWS4 (CH. 4)	ABC (CH.7)
NEWS Channel 8	WBAL (CH. 11)

Sign up for FCC Alert to receive instant alerts direct to your cell phone and/or e-mail account. Students can sign up at www.frederick.edu. Students and staff may also call the FCC switchboard, 301.846.2400, visit the website (www.frederick.edu), or FCC Facebook page for the latest FCC inclement weather announcement. See the Student Handbook for more information.

College Information Center

The College Information Center supports all offices of the college by answering the switchboard and providing information to all callers and visitors to campus. In addition, the Information Center can assist students with applications to the college, registration activities and transcript requests.

College Publications

Student Handbook—Includes college activities and resources, school policies and regulations, etc. Copies are available from the Center for Student Engagement or on the Web at www.frederick.edu.

A variety of other publications and brochures are available from different departments throughout the college to meet student needs.

Dining Services

Our mission is to provide premier dining services to the college community and campus guests through outstanding quality and choice of food with superb customer service.

Dining Services manages three venues on campus: the Cougar Grille, Smooth Joe's and A Taste for All Seasons Catering. Vending is also part of the dining services department operated by Pepsi and Royale Vending Services. The management office is located in the Student Center in room H-115G. For information on any of our services contact Donna Sowers at 301.846.2466/dsowers@frederick.edu or Sandy Toms at 301.624.2738/stoms@frederick.edu or drop by our office. Suggestions or comments on our venues are always welcome; there is an online suggestion/comment form available at www.frederick.edu. For the most up-to-date information, operating hours, menus for each venue and special events, check the college website at www.frederick.edu then click on Student Resources, then click Dining Services/Catering.vice

Meal Cards

You can purchase meal cards at the Cougar Grille or Smooth Joe's for any denomination five dollars and up. Purchase a meal card for \$50.00 and receive a coupon good for \$5.00 off any purchase at the Cougar Grille and Smooth Joe's. If you purchase a \$100 meal card you will receive two \$5.00 coupons. Meal cards are sold and valid at the Cougar Grille and Smooth Joe's. See the cashiers at both locations for further details and to purchase your meal card. Meal cards can now be purchased online at www.frederick.edu.

Cougar Grille

Located in the Student Center (Building H)

- Open fall & spring semesters:
Monday–Thursday, 8:00 a.m.–5:00 p.m.;
Friday, 8:00 a.m.–1:30 p.m.
- Open summer:
Monday – Friday, 8:00 a.m.–1:30 p.m.;
(Please note: hours are subject to change)

The Cougar Grille is open to all students, faculty, staff and the general public. The attractive dining room features large windows with seating styles to fit every taste. The Cougar Grille features made-to-order omelets, breakfast sandwiches from 8:00 a.m.–10:30 a.m. For lunch and throughout the day, look for custom-made deli sandwiches, subs and wraps, made-to-order sandwiches hot from the char grille, French fries, sweet potato fries, onion rings, Tyson chicken tenders and more. Build your own salad from the fresh salad bar or grab a salad, wrap, sandwich, yogurt parfait, pudding, dessert or hummus cup from our large grab & go area. Stop by Chef's Alley for a made-to-order hot lunch or try one of our chef prepared hot features. Don't forget to try our fresh baked pizza. Stop by for a quick snack or drink.

Smooth Joe's

Located in the Cougar Grille Dining Room, first floor of H Building

- Open fall & spring semesters:
Monday–Thursday, 7:30 a.m.–8:00 p.m.;
Friday, closed
Saturday, 7:30 a.m.–1:00 p.m.
- Summer: Monday–Thursday, 4:00 p.m.–8:00 p.m.
- JanTerm: Tuesday–Friday, 1:30 p.m.–6:00 p.m.
(Please note: hours are subject to change)

Looking for the 'Seattle-style' coffeehouse experience? Visit Smooth Joe's for your favorite hot or cold beverage customized to your taste. We feature a full menu of espresso drinks, fresh-brewed coffee, and hot teas, and Big Train Smoothies. For your enjoyment and convenience, we also offer a wide selection of pastries, bagels and desserts, delicious house made deli wraps, salads and sandwiches, yogurt parfaits and fresh fruit, and more!

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 service to boxed lunches to fully catered buffets for groups of 10 and up. Phone Donna Sowers at 301.846.2466 or by email at dsowers@frederick.edu or phone Sandy Toms at 301.624.2738 or by email at stoms@frederick.edu for further information. You can view our catering brochure at www.frederick.edu, then click on Student Resources, then click on Dining Services/Catering. You can also place your catering order at www.frederick.edu by using the convenient online reservation form.

Vending

Vending machines are conveniently located in the Conference Center, Visual & Performing Arts Center, Athletics Center, Langanore Hall, B/C Knuckle, the Student Center and the Monroe Center. 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 may be placed. Refunds are available at the Cougar Grille during normal operating hours.

Parking Stickers

Parking stickers are issued by the Welcome Center once registration is completed.

Student ID

All students will be assigned a student identification number when they are admitted to FCC. ID cards are issued by the Welcome Center once a student has registered for credit courses.

ID cards are required for library services, registration, and admission to college events.

MY GOAL

TO BE AN AMAZING EXECUTIVE CHEF

Frederick Community College • www.frederick.edu

Brian Hall, Culinary Arts

Continuing Education & Workforce Development

FCC's continuing education provides programs that reflect the needs, interests and trends in business and industry, and programs that promote the personal and professional growth of the community.

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. All courses can be tailored to the applications of individual businesses through customized training contracts within parameters convenient to the companies.

Partnerships

The Continuing Education/Workforce Development division has developed numerous partnerships and collaborative groups providing the community greater resources and access to training. Our partners include Frederick Memorial Healthcare Systems Wellness Center and Frederick County Workforce Services.

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 301.846.2431.

Workforce development programs include:

Information Technology

- Computer Technician Training (A +)
- Cisco Certified Network Associate (CCNA)
- Microsoft Office preparation

Health Care and Wellness

- Certified Nursing Assistant/Geriatric Nursing Assistant
- CPR
- Dental Assistant

- Pharmacy Technician
- Phlebotomy Technician
- Professional Development

Business

- Certified Bookkeeper
- Project Management Professionals (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

Construction

- Basic AutoCAD
- Carpentry
- Electricity
- Heating, Ventilation and Air Conditioning (HVAC)
- Welding

Child Care

Emergency Management

- Business Continuity
- Homeland Security & Emergency Preparedness

Veterinary Assistant

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 301.846.2682.

FCC Customized Training

Frederick Community College Customized Training prepares organizations and their employees to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning.

Customized Training allows businesses 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.

Companies may access customized training courses on a wide variety of topics, including:

- Employee Effectiveness
- Professional and Organizational Leadership
- Computer Software/Hardware Technical Training
- Customer Service
- Diverse Perspectives in the Workplace
- Cardio-Pulmonary Resuscitation (CPR)
- Health/Wellness
- Job Training/Skilled Trades
- Safety
- Credit, certificate, degree and noncredit programs

By examining what our customers need, Customized Training has established itself as Frederick County's premier local training provider.

Call 301.846.2404 for more information.

Adult Education Programs

GED Preparation

The college offers adult diploma programs that help to improve the basic skills needed at work, at home, and in everyday life.

Courses prepare students to take the GED exam and earn a high school diploma. Instruction is given in math, reading, social studies, English, and writing and is tailored to the skill level of the student. GED practice tests are available for those who complete the program and advisement and counseling are accessible for those who wish to continue with job training or a college education. All classes are offered free of charge. For more information call 240.629.7962.

External Diploma Program

Designed for mature adults who have learned life skills at work, at home, and in the community, the External Diploma Program provides an opportunity to earn a high school diploma through independent study and portfolio development. Students study and complete assignments on their own and meet with advisors/assessors at scheduled weekly sessions. Tuition for the External Diploma Program is \$200. For more information call 240.629.7962.

Community Based English as a Second Language

The college offers English courses for foreign-born persons who want to learn or improve their English. Course size is small to meet the needs of the students. Intensive instruction is given in listening, speaking, reading and writing. Students also learn about the American culture and democracy. Courses are open to adults over 16. The Beginning and Intermediate courses are free of charge. There is a charge for Advanced Level courses. Students are tested to determine class placement. For academic English as a Second Language classes, see pages 7 & 149. For more information call 240.629.7962.

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 a second language
- Health, fitness & the great outdoors
- Home & garden
- Languages
- Motorcycle safety
- Music & dance
- Personal finance
- Personal growth & self help
- Photography
- Test preparation
- Writer's Institute

Youth Programs

Our Youth Programs offer extensive course selections for children and adolescents. Courses build on existing skills while exploring interests and introducing new ideas. Course lengths range from several hours to several weeks..

Our creative and interactive course subjects include:

- Test Preparation
- Kids On Campus
- 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

Call 301.846.2661 for more information.

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 one's curiosity in the company of other lifelong learners.

ILR offers casual classes in a range of subjects including:

- 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. Non-members are also welcome to take some ILR classes. To receive a course schedule for the Institute for Learning in Retirement, call 301.624.2732.

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 301.846.2400 or 301.846.2427 for the most current schedules.

Scholarships

Scholarships are available for students who enroll in continuing education programs. While some scholarships are available for any programs, others are restricted to students registering for a specific course.

Students interested in applying for Continuing Education scholarships should email foundation@frederick.edu and include *CE scholarships* in the subject line.



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 website (www.frederick.edu) for revisions.

Academic Assessment and Placement

Policy (4.11, rev. 4/16/08)

All new incoming students, unless otherwise exempted, must undergo a comprehensive basics skills assessment in the areas of reading, writing, mathematics, and study skills before initial enrollment in credit-level courses, developmental, and designated continuing education courses. Assessment scores will be used to determine the proper placement in the appropriate program, based on the individual student's needs. Students whose assessment scores indicate placement in a developmental program will be required to enroll in and satisfactorily complete developmental and/or English as a second language (ESL) coursework designed to provide these skills.

Academic Integrity

Policy (4.15, rev. 1/21/09)

A. Frederick Community College is committed to sustaining an environment that actively promotes honesty, dignity, trust, and respect in the institutional policies and our professional behavior and interactions. An integral part of this core value is a relationship of trust among faculty, staff, and student.

B. Frederick Community College promotes academic integrity by setting standards of conduct for learning, creating learning environments that encourage and demand honesty in academic work and behaviors, and holding faculty and staff accountable for modeling behaviors that support the development and worth of all students. All faculty, staff, and students are expected to uphold these standards and be active participants in FCC's efforts to promote academic integrity. Individuals violating this policy will be subject to the provisions of Procedure 4.15, Violation of Academic Procedure.

Procedure (4.15, rev. 12/10/08)

Violation of Academic Integrity

A. Introduction

A violation of the Code of Academic Integrity includes, but is not limited to, cheating, plagiarism, or facilitating dishonest activities. Examples of each type of violation are provided below. The principles of the code are applicable to all credit and non-credit courses at the college. All documented violations of the Code of Academic Integrity will be kept on file with the Chief Academic Officer. Cases referred to the Code of Student Conduct will also be kept on file with the Vice President of Learning Support.

B. Definitions

1. Cheating - the intentional or attempted use of unauthorized materials, information, or study aids in an academic exercise. Examples include, but are not limited to:
 - a. Use of notes, examinations, instructional material, or information obtained by electronic means during academic activities.
 - b. Obtaining, using, or processing copies of an examination, and/or providing or receiving information contained in an examination.
 - c. Submitting another's work as one's own.
 - d. Having an examination taken by another party.
 - e. Altering or falsifying examination or course results after evaluation is completed by the instructor.
 - f. Carrying examination answers into an in-class testing period.
 - g. Copying answers and/or work from another student during an individually assigned classroom activity.
2. Plagiarism - the presentation of an idea or product as new when taken from an original existing source without properly citing the source of the material. Examples of plagiarism include:
 - a. Duplicating another author's work (in whole or part) without quotation marks and/or proper citations.
 - b. Duplicating the author's exact words with the proper citation, but without quotation marks.
 - c. Using an author's paraphrased ideas without proper citations.
 - d. Submitting a paper in which the exact words are only rearranged in order without proper citation.
3. Facilitating Academic Dishonesty - intentionally, or knowingly, assisting or attempting to assist another student in violation of the Academic Integrity policy. Examples include but are not limited to:
 - a. Completing an academic activity in another name.
 - b. Permitting another student to copy one's work for an assignment, or examination.
 - c. Providing another student with unauthorized material during an academic activity.
 - d. Collaboration with other students to complete course assignments when prohibited by the instructor.
 - e. Providing examination information to students in other course sections.
 - f. Selling, possessing, or purchasing examinations, papers, or other assignments.
4. Other Forms of Academic Dishonesty. Examples include but are not limited to fabricating, falsifying, or inventing information, data, or citations in an academic activity.

C. Investigation of Alleged Violations

1. When a faculty member has reason to believe that a violation of the Code of Academic Integrity has occurred, the faculty member will notify the Vice President of Learning, who will notify the Registrar to place an academic hold on the student record. The hold will prevent the student from withdrawing from the course during the investigation process. The faculty member will schedule a meeting with the student(s) to present evidence of the violation. If the student fails to attend the meeting, the faculty member may make a decision based on the available evidence.
2. The student will be afforded the opportunity to respond to the allegation during the meeting with the faculty member. Following the meeting with the student, the faculty member will make a determination as to the occurrence of a violation based on the evidence presented during the investigation.

D. Imposition of a Sanction

1. Following the investigation, students found to be in violation of the Code of Academic Integrity may receive sanctions imposed by the faculty member in whose class the violation occurred. Sanctions will increase in severity in accordance with the number of prior documented violations. The faculty member will confer with the Associate Vice President for Learning Operations to determine if other recorded violations have occurred prior to imposing a sanction. The faculty member will confer with the department chair and/or the appropriate Associate Vice President to inform him/her of the sanction the faculty member has determined to be appropriate. Students not registered in a course where sanctions are warranted but who facilitate academic dishonesty will be referred for sanctions under the Code of Student Conduct. Once the sanction has been imposed, the Vice President for Learning will notify the Registrar to remove the hold on the student record, unless the sanction is a failing grade for the course, in which case the hold will remain and the student will not be permitted to withdraw from the course.

a. First Violation

(1) Students found in violation of the Code of Academic Integrity for the first time may be assigned a sanction ranging from a warning to grade of zero (0) for the assignment, examination, presentation, or activity in question, to receiving a failing grade in that class should the offense be determined by the faculty member to be sufficiently severe to warrant such a sanction. The student will be made aware of the sanction in writing by the faculty member.

(2) Recognizing the potential for unintentional violations of the Code of Academic Integrity, the faculty member may include within the written notice of sanction a referral to the Writing Center. The faculty member may inform the Writing Center Manager of the student's violation and referral. The Writing Center will provide the student with individualized instruction relating to the particular violation, which may include one-on-one tutoring, online tutorials, and/or referrals to other college resources (e.g. Study skills workshops, etc.). The Writing Center Manager will inform the faculty of the student's progress and completion of educational experiences.

(3) A copy of the sanction notice will be sent to the department chair and the Associate Vice President of Learning Operations. If the department chair is the involved faculty member, the appropriate academic Associate Vice President will act as the department chair. The Associate Vice President will document the incident and file the documentation with the Vice President for Learning.

b. Second Violation

(1) Students found in violation of the Code of Academic Integrity for the second time, either in the same course or a different course, will be assigned a failing grade in the course where the second violation occurred.

(2) The student may appeal the failing grade using the college's Grievance Procedure for Grades.

(3) The student will be made aware of the sanction in writing by the faculty member. A copy of the sanction notice will be sent to the department chair and the Associate Vice President of Learning Operations. The Associate Vice President will document the incident and file the documentation as the second violation with the Vice President for Learning.

c. Third Violation

(1) Students found in violation of the Code of Academic Integrity for the third time, either in the same or a different course, will be assigned a failing grade in the course where the third violation occurred. The student forfeits the opportunity to repeat the course in question. Additionally, the student will be referred for appropriate action through the Code of Student Conduct with the recommendation that the student be expelled from the college.

(2) The student may appeal the grade using the college's Grievance Procedure for Grades prior to his/her exposure to the procedures associated with the Student Code of Conduct. If the failing grade is not overturned on appeal, the student will be referred to the Code of Student Conduct for consideration of expulsion from the college.

(3) The student will be made aware of the sanction in writing by the appropriate academic Associate Vice President and a copy of the sanction notice will be sent to the department chair and faculty member. The Associate Vice President will document the incident and file the documentation as the third violation with the Chief Academic Officer and notify the Vice President for Learning Support for initiation of action in accordance with procedures outlined in the Code of Student Conduct.

E. Appeals

All appeals must be submitted in writing as indicated below:

1. Appeal of Finding of First Violation - Students who have been found in violation of the Academic Integrity policy for the first violation will have 7 working days from the student's notification in which to request an appeal. Failure to request an appeal within the allotted time frame will result in the student's waiver of the right to appeal. Written request of appeal must be submitted to the appropriate academic Associate Vice President. The Associate Vice President will appoint a department chair to schedule a meeting with the student, the faculty member, and the Department Chair within 10 working days of receipt of the request for appeal and will inform all parties of the date, time, and location of the appeal hearing. Failure of the student to appear for the appeal hearing without prior notification or evidence of extenuating circumstances, provided adequate advance notice of the hearing date, time, and location has been given, results in a waiver of his/her right for further appeal and the sanction imposed by the faculty member will stand. The decision of the Associate Vice President will be final. The Associate Vice President will notify the student in writing of their decision within 3 working days of the meeting.

2. Appeal of Second and Third Violations - All appeals of the second and third violations will proceed according to the Student Grievance Procedure for Grades and where appropriate, the Student Code of Conduct.

a. If an appeal results in a change in the student's recorded final grade for the course, the faculty member will submit an official change of grade to the Registrar and the Vice President of Learning will notify the Registrar to remove the hold on the student record.

Acceptable Use of Information Technology Resources

Policy (6.26, rev. 4/18/07)

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) 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. Electronic information residing on college owned and/or leased servers is the property of Frederick Community College. As such, the college reserves the right to review any e-mail or transaction that transits an FCC server.

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 FERPA – Family Educational Rights and Privacy Act) and other statutes regarding electronic media and technology in general.

C. Disclaimer: Users of the college information technology resources owned, operated or leased by the college do so subject to applicable laws and college policies and procedures. The college makes no guarantee that the services provided will be error-free or without defect. The college cannot be responsible for any damage suffered including, but not limited to, loss of data or disruption of service. The college disclaims any responsibility and/or warranties for information and materials residing on non-college systems or available over publicly accessible networks.

Procedures (6.26a, rev. 4/13/10)

Information technology resources owned, leased or operated by the school are governed by college policy as well as federal, state, and local laws. Users who inappropriately or illegally

use information technology resources are subject to all applicable college and legal penalties for such misuse (see Procedure 6.26z -, "Violations of Acceptable Use of Information Technology Resources"). Frederick Community College reserves the right to monitor its information technology resources (i.e., hardware, software, networks, peripheral devices, email, data, and any other components connected to or associated with these resources) to ensure compliance with the acceptable use policy, procedures and related policies and procedures.

A. Access to Technology Resources

1. 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

1. Users of the information technology resources 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 Procedure 6.26c - "PeopleSoft System Access."

C. Standards of Acceptable Use

1. 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.

a. Users represent the college while using internal and external information technology resources and as such must comply with all college policies and procedures, as well as all federal, state, and local laws and regulations.

b. 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 (pending) and procedure (pending).

c. 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.

d. 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 (pending) and procedure (pending).

e. Users will not run any utilities to capture information, eavesdrop on network communications, degrade or disrupt equipment, software, or network performance, including providing programs intended to damage or place excessive load on a computer system.

f. 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.

g. 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.

h. Users shall use e-mail in a responsible manner in compliance with the college's general e-mail procedure (see Procedure 6.26b -, "General E-Mail Procedures").

i. Users may not purchase, install, uninstall or download any applications without prior authorization by the Chief Technology Officer and/or the IT Director of Network Services, including users who have been granted administrative access rights (see Procedure 6.26d -, "Administrative Access Rights"). Certain applications may not be authorized because they represent a security risk and/or violate State/federal copyright and/or entertainment downloading statutes.

j. 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, gaining unauthorized access to any computer system, or attempting to circumvent data protection measures.

k. 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 email).

l. Users may not connect any personally owned computer or related equipment to any device on the college's networks without the specific authorization of the Chief Technology Officer or the IT Director of Network Services. Users granted permission may connect to college networks only with equipment/computers meeting the college's technical and security standards.

- m. 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 drives, tampering with cables, adding or deleting files or software without authorization, changing network settings, and introducing or creating invasive software such as worms or viruses.
- n. The college has a finite amount of bandwidth and resources that must be used responsibly. Users will promote the efficient use of the network to minimize and to avoid intentionally creating congestion within or upon the networks that interferes with the work of other users. 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.
- o. User work created using the college network(s) may be saved in the designated account storage space, on approved reusable media or a pre-specified and approved network folder.
- p. Users may not misrepresent one's identity in electronic communication for any purpose.
- q. Users may not engage in illegal trading of copyright protected music and movie files (Peer-to-Peer file sharing) in the college's network.
- r. Users may not share their account(s) login and password(s) with others, including family member, co-workers or any other individuals. Each user is responsible for the use or misuse of their account(s).
- s. Users should follow printing guidelines when using lab and library computers and printers.
- D. Disclaimer: Users of the college information technology resources owned, operated or leased by the college do so subject to applicable laws and college policies and procedures. The college makes no guarantee that the services provided will be error-free or without defect. The school cannot be responsible for any damage suffered including, but not limited to, loss of data or disruption of service. This includes the loss of data resulting from delays, non-deliveries, or user error or omissions. The college disclaims any responsibility and/or warranties for information and materials residing on non-college systems or available over publicly accessible networks..
- E. Violations of this procedure will be investigated under the procedure 6.26z -, "Violations of Acceptable Use of Information Technology Resources".
- ### General E-mail Procedures (6.26b, rev. 4/11/12)
- A. General E-mail Procedures
1. Users shall utilize e-mail in a responsible and lawful manner in compliance with Frederick Community College policy and procedures and all applicable state and federal laws. Users 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 users are aware of the legal risks of e-mail. If any user sends or forwards e-mails with libelous, defamatory, offensive, racist, or obscene remarks, the user can be held liable. If any user unlawfully forwards or copies messages without permission, the user can be held liable for copyright infringement
 2. FCC e-mail accounts are intended to serve as the official means of electronic communication at the college.
- B. 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 Procedure 6.26z -, "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 may need access to a user'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. Users 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 Campus Security.
 9. E-mail use for internal and external marketing
 - a. Initial requests for use of the e-mail system for marketing prospective or current students should be sent to the Executive Director of Marketing and Public Relations. Requests should include information on the target market, reasons for the use of e-mail, timelines for use, and the text of the message.
 - b. The Executive Director of Marketing and Public Relations and the Associate Vice President for Enrollment Management will review the request and make recommendations, if necessary, for adjustment of text, timeline, and/or target market.
 - c. Approved messages will be returned to the sender with guidelines for e-mailing (e.g., template, timing, etc.).
 10. E-mail communication with students
 - a. The Student Government Association and The Center for Student Engagement will be allowed to send e-mails to all students for the purpose of promoting student involvement on campus.
 - b. All e-mails must be pre-approved by the Director of The Center for Student Engagement and The Student Government Association President.
- C. Violations of this procedure will be investigated under the procedure 6.26z -, "Violations of Acceptable Use of Information Technology Resources".

myFCC (6.26j, rev. 11/25/08)

A. Purpose

1. myFCC is the official FCC student e-mail/data storage system. The purpose of this procedure is to outline the intent, creation and configuration details of the student myFCC account, along with the method to follow regarding the use of myFCC for internal and external communication.

B. Account Intent

1. The myFCC e-mail address will serve as the official means of electronic communication between the school and the student.

C. Account Creation

1. A myFCC account is created automatically for each student enrolling in a Frederick Community College credit course.
2. During initial login to the system, students must answer four Challenge Response questions. These questions allow students to reset their own passwords if forgotten.

D. myFCC use for internal and external communication

1. Initial requests for use of the myFCC announcement or e-mail feature for marketing and/or communicating with prospective or current students should be sent to the Executive Director of Marketing and Public Relations. Requests should include information on the target market, reasons for the use of e-mail or announcement, timelines for use, and the text of the message.
2. The Executive Director of Marketing and Public Relations and the Associate Vice President for Enrollment Management will review the request and make recommendations, if necessary, for adjustment of text, timeline, and/or target market.
3. Approved announcements and/or messages will be returned to the sender with appropriate guidelines (e.g., template, timing, etc.).

E. Violations of this procedure will be investigated under the procedure 6.26z -, "Violations of Acceptable Use of Information Technology Resources".

Computer Lab Usage (6.26k, rev. 8/1/07)

A. Purpose

1. Frederick Community College provides computer resources, network and Internet access, to users at the college for legitimate academic pursuits as outlined by the college's mission statement. However, use of college computer resources is a privilege that carries with it certain shared rights and responsibilities. The rights and responsibilities, as well as the consequences of misuse, are outlined below.

B. User Rights & Responsibilities

1. All lab users are expected to comply with the Acceptable Use of Information Technology Resources Policy 6.26 and all associated procedures.
 - a. The open-lab access provided by the college is a privilege that requires users to act responsibly. Broadly stated, users must respect and value the rights and privacy of other users, respect the integrity of information systems and related physical resources, and observe all relevant laws, regulations, and contractual obligations. More specifically, users are expected to do the following:
 - i. Protect the security of their accounts
 - ii. Avoid transmission of viruses by using software conscientiously
 - iii. Comply with copyright and license laws
 - iv. Avoid offensive or inflammatory speech
 - v. Avoid degrading the network's performance

C. Unacceptable Behavior Guidelines

1. Without being exhaustive, the following list enumerates activities which are considered unacceptable behavior for lab users:
 - a. Unauthorized usage of the lab/network for financial or commercial gain. Commercial activities include but are not limited to consulting, typing services, or developing software for sale.
 - b. Attempting to gain unauthorized access to resources or entities.
 - c. Using an account owned by another, attempting to monitor or tamper with another's communications or reading, copying, changing or deleting another user's files.
 - d. Invading the privacy of individuals.
 - e. Using the network for any illegal activity, including violation of copyright or license agreements, gaining unauthorized access to any computer system, or attempting to circumvent data protection measures.
 - f. Deliberately degrading or disrupting equipment, software, or network performance, including providing programs intended to damage or place excessive load on a computer system.
 - g. Vandalizing the data of another user.
 - h. Posting anonymous messages or masking the identity of an account or machine.
 - i. Posting messages using the e-mail address or identity of another user.
 - j. Harassing or threatening individuals or groups including sending e-mail that would reasonably be anticipated to be unwelcome.

D. General Lab Rules

1. Computer labs are for users currently enrolled in classes at the college.
2. Proof of enrollment must be presented if requested by a Lab Aide.
3. The computer lab is for academic purposes; therefore, a quiet atmosphere is required and enforced.
4. Food and drinks are not permitted, nor are computer games to be played in the lab.
5. Users may not engage in illegal trading of copyright protected music or movie files on the college's network.
6. Unauthorized copying and/or installing of software is not permitted and is a violation of the AUP and software copyright laws.
7. Tampering with the hardware or software settings on individual computers is not permitted.
8. Users should follow the lab printing guidelines when printing. Users are responsible for picking up their printouts.
9. Users found internet surfing for personal reasons may be asked to leave as the labs are reserved for students doing course work.
10. Personal files are not to be stored on the local drive. Instead, the student should store their files on their myFCC account or on a USB drive. USB drives can be purchased at the campus bookstore or from a local retailer.
11. Children are not allowed in the computer lab. The computer lab is a learning environment and is not suitable for children's activities.
12. User-supplied hardware or software will not be allowed on any college computer.

E. Items Left in the Lab

1. Frederick Community College, and the computer lab aides, are not responsible for any items left in the labs. Users leave items at their own risk. Safety and Security maintains a lost and found service for items left in the classrooms, labs, rest rooms, and lounges. Any items left in the lab will be turned over to Security. Items can be retrieved by going to the Security Office, located in H building (first floor).

F. Disclaimer

1. Users of the college information technology resources owned, operated or leased by the college do so subject to applicable laws and college policies and procedures. The college makes no guarantee that the services provided will be error-free or without defect. The school cannot be responsible for any damage suffered including, but not limited to, loss of data or disruption of service. This includes the loss of data resulting from delays, non-deliveries, or user error or omissions. The college disclaims any responsibility and/or warranties for information and materials residing on non-college systems or available over publicly accessible networks.

G. Violations

1. Violations of this procedure will be investigated under the procedure 6.26z -, "Violations of Acceptable Use of Information Technology Resources".

Violations of Acceptable Use of Information Technology Resources (6.26z, rev. 8/1/07)

A. Violations of the Acceptable Use of Information Technology Resources policy or procedures may result in short-term or permanent loss of access to the college information technology resources; and/or may result in civil or criminal prosecution and/or may result in termination of employment; and/or may result in academic discipline or dismissal for students.

B. An Incident Report shall be prepared in all cases of alleged violation of the Acceptable Use of Information Technology Resources policy or procedures.

1. Any individual who becomes aware of an alleged violation should contact Campus Security. Employee or student violators of the procedures are subject to the college's disciplinary policies and procedures that accord the employee or student 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 Code of Student Conduct (5.11), up to and including expulsion. If appropriate, the college may pursue criminal and civil prosecution against violators of the guidelines.

- a. Each student's application for admission is signed and dated acknowledging his/her agreement to comply with college policies and procedures.

Administrative Withdrawal and Evaluation

(5.11c, rev. 9/10/14)

A. Administrative Withdrawal

1. This Procedure is intended to address those circumstances in which a student is unable or unwilling to request a voluntary withdrawal from the College and a withdrawal is determined to be necessary to protect the health, safety, or property of others or the integrity of the learning environment. This could include, but not be limited to, situations such as, threats of bodily harm to, or damage to the property of, another person, and disruption to the normal operations and activities of the College, its students, faculty, or staff.

2. This Procedure is not intended to take the place of disciplinary actions that are in response to violations of the Code of Student Conduct, nor does it preclude the suspension or dismissal of students from the College as a result of such violations.

3. Before an administrative withdrawal is considered, the student will be encouraged to take a voluntary withdrawal from the College. In the event that a student does not take such a voluntary withdrawal within 24 hours of notification that the College recommends that he/she does so, the steps described in this Procedure will be implemented.

4. Administrative Withdrawal (Application to students with disabilities)

- a. An Administrative Withdrawal will be implemented with respect to a student with a disability only to the extent that the College has determined that the individual poses a direct threat to the health or safety of others, following an individual assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration and severity of the risk; the probability that potential injury will actually occur; and whether reasonable modifications of the College's policies, practices, or procedures will mitigate the risk.

- b. A direct threat is defined as a high probability of substantial harm to the health and safety of others.

- c. In making the assessment, the College will confer with individuals who have in- depth knowledge of, and experience in, the area of the student's disability.

- d. The College will not require a student to provide a comprehensive mental health evaluation and/or similar documentation, except: (i) in the course of conducting an individualized assessment of whether that student poses a direct threat to the health and safety of others, when it has a reasonable basis to believe that the student may pose such a threat; or (ii) as otherwise reasonably necessary for the College to comply with obligation under Section 504 of the Rehabilitation Act of 1973 and its amendments.

- e. Pending the outcome of a formal assessment, the College may set interim conditions on the student, provided the student is afforded minimal due process (i.e., notice of the imposed action, the opportunity to present information on his or her behalf, and a right to appeal).

- f. If the College makes a final determination that a student poses a direct threat to the safety of others, it will give the student the opportunity and/or forum to address these charges and present evidence supporting a contrary finding.

- g. Following a determination that a student poses a direct threat to the safety of others, the College must communicate to the student the exact circumstances, including timetables if applicable, that would cause the student to no longer be considered a direct threat, reaffirm such student's qualified status as an individual with a disability and allow the student to return to the College's program.

- h. Once the College determines that a student no longer poses a direct threat to the safety of others, the College will no longer exclude the student, or place special conditions on the student's participation in its program, and as such, provide the proper written notice to the student of this determination, effectively readmitting the student and restoring all his/her attendant privileges, benefits and services, as a student in the College's academic program in the status of, and at the academic level attained by the student prior to the determination that he/she was a direct threat.

- i. If the College determines that, as a result of its final determination the student does pose a direct threat to the safety of others following the student's opportunity and/or forum to address the charges and present evidence supporting a contrary finding, the College may condition the student's future receipt of a benefit or service upon the student's provision of documentation showing the student is no longer a threat. Such evidence may include, but not be limited to a treatment plan or periodic reports from a physician. The College will not; however, condition the provision of a benefit or service upon showing by a student that he/she has eliminated behaviors that are a manifestation of a disability, unless such behavior significantly contributed to the direct threat.

5. Where the College has a reasonable basis for believing that a student poses such a direct threat, it will make an individualized assessment of the direct threat posed by the student, based on a reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of the College's policies, practices, or procedures will mitigate the risk. In making the assessment, the College will confer with individuals who have in-depth knowledge of, and experience in, the area of the student's behavior, if applicable. Pending the outcome of the formal assessment, the College may set interim conditions for the student, provided the student is afforded notice of the proposed action, the opportunity to present information on his or her behalf, and a right to appeal.
- B. Determinations with Respect to Administrative Withdrawals; Related Procedures
1. Administrative Withdrawal
- The Associate Vice President of Student Development/Dean of Students or his/her designee may recommend to the Vice President for Learning Support or his/her designee an administrative withdrawal from the College of any student whose behavior poses a risk of harm to the health, safety, or property of others or causes, or threatens to cause, a disruption to the normal operations and activities of the College, its students, faculty, or staff. When making a recommendation about an administrative withdrawal, the Associate Vice President of Student Development/Dean of Students or his/her designee will take into consideration the nature and severity of the harm or potential harm, the imminence of the potential harm, the likelihood that the potential harm will occur, the duration of the risk, the ability to mitigate the risk, and the impact of the behavior in question on others in the campus community. The Associate Vice President/Dean of Students may consult with other College administrators as appropriate, including the Executive Director of Counseling and Advising, the Director of Services for Students with Disabilities, the Executive Director of Risk Management and Public Services and any other staff determined to have a "need to know". Dependent upon the situation, the Associate Vice President of Student Development/Dean of Students may consult with the College's Behavior Evaluation Response Team (BERT), as is necessary.
- a. The Associate Vice President of Student Development/Dean of Students or his/her designee will notify the student in writing and by telephone and/or e-mail that an administrative withdrawal is under consideration.
- b. The Associate Vice President of Student Development/Dean of Students or his/her designee will discuss the administrative withdrawal procedures with the student and provide the student with a copy of this Procedure. Whenever possible and appropriate, the Associate Vice President will encourage the student to take a voluntary withdrawal from the College.
- c. The College may require a student to provide a comprehensive mental health evaluation (i) when, in the course of conducting an individualized assessment of whether that student poses a direct threat to the health and safety of others, it has a reasonable basis to believe that the student may pose such a threat; or (ii) as otherwise reasonably necessary for the College to comply with its policies and procedures. If the student fails to initiate such evaluation or refuses to undergo such an evaluation within 48 hours of notification by the Associate Vice President of Student Development/Dean of Students or his/her designee that an evaluation is required, The College may automatically withdraw the student from the College.
- d. Following consultation with appropriate campus administrators, the Associate Vice President of Student Development/Dean of Students will make a recommendation to the Vice President for Learning Support or his/her designee regarding an administrative withdrawal.
- e. Following a determination that a student poses a direct threat to the safety of others, the College must communicate to the student the exact circumstances, including time tables if applicable, that would cause the student to no longer be considered a direct threat, reaffirm such student's qualified status as a student and allow the student to return to the College's program. If the decision is to institute an administrative withdrawal, it will be instituted immediately, and the Associate Vice President of Student Development/Dean of Students or his/her designee will inform the student in writing of the decision, as well as the specific requirements for reenrollment.
- (1) The specific length of time that the student is to be withdrawn from the College will be determined on a case-by-case basis.
- (2) The Vice President for Learning Support or his/her designee reserves the right to notify the affected student's parent, guardian, or other appropriate person of the administrative withdrawal, if notification is deemed appropriate.
- (3) The student's transcript will reflect a grade of "W" for each course in which the student was enrolled that semester, regardless of whether the withdrawal occurred within the college's specified withdrawal period.
- (4) The Registrar will be notified by the Vice President of Learning Support or his/her designee that the student's record should have a service indicator preventing reenrollment without authorization from the Vice President for Learning Support.
- (5) Instituting an administrative withdrawal will not relieve the student of any and all financial responsibilities associated with his/her attendance at the College that semester.
- (6) Following institution of the administrative withdrawal, the student will not be permitted on the College's campus or to attend any off-campus College activity, unless and until the student subsequently is permitted to reenroll at the College.
- f. If the decision is not to institute an administrative withdrawal, the Associate Vice President of Student Development/Dean of Students in consultation with the Vice President for Learning Support or his/her designee may impose other conditions and/or requirements under which the student is allowed to remain enrolled at the College. The student will be notified in writing of the decision and any conditions and/or requirements to remain enrolled.
2. Interim Removal of a Student from Classes and/or Campus
- As initially referred to in Section A.5. above, during the period of time that the Associate Vice President of Student Development/Dean of Students or his/her designee is seeking to make a determination about an administrative withdrawal, the student in question may be suspended from classes and/or campus as an interim measure pending the Associate Vice President's or designee's determination. Specifically, if, in the opinion of the Vice President for Learning Support or his/her designee, and with the concurrence of the President or his/her designee, the presence on campus of the student in question (a) is considered to be an immediate danger to the health, safety, or property of any member of the College community or the public and/or (b) may result in serious disruption to normal College operations, then, the student may be suspended from classes and/or campus as an interim measure pending the results of the determination by the Vice President for Learning Support or his/her designee about an administrative withdrawal.

3. Right to Appeal Administrative Withdrawal

- a. A student for whom an administrative withdrawal has been instituted may appeal the decision. The student must submit a written request to the Vice President for Learning Support within seven calendar days from the date of receipt of the written notification of the administrative withdrawal. Failure to file a request within the specified time presumes the student's acceptance of the administrative withdrawal and constitutes a waiver of his/her right to further appeal. The appeal will not stay the administrative withdrawal.
- b. Upon receipt of the student's request for an appeal of the administrative withdrawal, the Vice President of Learning Support will notify the student, in writing, of the date, time, and location of the appeal hearing. The hearing will be scheduled no more than fifteen calendar days after receipt of the written request for an appeal.
- c. Prior to the hearing, the student will be:
 - (1) Provided with a written statement of the reasons for the administrative withdrawal.
 - (2) 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.
 - (3) Advised of the right to argue in his/her behalf and present evidence.
 - (4) Advised of the right to appear alone or with an advisor who may advise the student but not otherwise participate in the hearing; legal counsel is not permitted during the appeal process.
- d. Decision of the Vice President for Learning Support in consultation with the College President is final.
- e. Standard of Evidence. The standard of proof in a case arising under this Procedure shall be the "preponderance of the evidence." A "preponderance of the evidence" shall mean evidence which is of greater weight or more convincing than evidence to the contrary; evidence which shows that something more likely than not is true.

4. Request for Reenrollment

Students who have been administratively withdrawn must submit a formal request for reenrollment to the Vice President for Learning Support. Students must present evidence that they have satisfied all conditions of reenrollment that were established at the time the administrative withdrawal was instituted. The Vice President for Learning Support or his/her designee must approve the reenrollment.

- a. Once the College determines that a student no longer poses a direct threat to the safety of others, the College will no longer exclude the student, or place special conditions on the student's participation in its program. As such, the College will provide the proper written notice to the student of this determination, effectively readmitting the student and restoring all his/her attendant privileges, benefits and services, as a student in the College's academic program in the status of, and at the academic level attained by the student prior to the determination that he/she was a direct threat. A student will be notified in writing of the decision regarding his/her request for reenrollment.
- b. If the College determines that a student continues to pose a direct threat to others, the College may condition the student's future receipt of a benefit or service upon the student's provision of documentation showing that the student is no longer a threat. Such evidence may include, but not be limited to a treatment plan or periodic reports from a physician. The College will not, however, condition the provision of a benefit or service upon a showing by a student that he has eliminated behaviors that are a manifestation of a disability, unless such behavior significantly contributed to the direct threat.

5. Right to Appeal Reenrollment Decision

- a. A student whose application for reenrollment has been rejected may appeal the decision. The appeal must be submitted in writing to the President's Office within seven calendar days following receipt of the Vice President's decision. Failure to file a written appeal within the time period presumes the student's acceptance of the Vice President's decision and waives his/her right to further appeal.
- b. If a student files a written appeal with the President, a furnished copy of any hearing files and records of the student will be provided to the President.
- c. Within seven calendar 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.
- d. Within seven calendar 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. The decision of the President is final.

C. Medical and/or Mental Health Procedure

1. In connection with his/her making a determination about an administrative withdrawal the Associate Vice President of Student Development/Dean of Students or his/her designee may require a student to participate in a medical and/or comprehensive mental health evaluation to assess:
 - a. Whether the student's behavior poses a risk of harm to the health, safety, or property of others or causes, or threatens to cause, a disruption to the normal operations and activities of the college, its students, faculty, or staff and if so, the nature, duration and severity of the risk.
 - b. Whether the risk of harm to the health, safety, or property of others or disruption, or threatened disruption to the normal operations and activities of the College, its students, faculty, or staff would likely continue, if the student were to remain enrolled at the College.
 - c. Whether reasonable modifications of policies or procedures would mitigate the risk.
 - d. Whether the student requires assistance or referral to appropriate support or treatment services.

2. The Associate Vice President of Student Development/Dean of Students or his/her designee shall inform the student of this mandated referral for evaluation in writing and provide a copy of this Procedure.
3. At the discretion of the Vice President for Learning Support or his/her designee, any pending disciplinary or administrative action may be stayed until the evaluation is completed.
4. The evaluation must be completed within 10 calendar days from the date that the student is notified of the requirement to participate in an evaluation, unless an extension is granted by the Associate Vice President of Student Development/Dean of Students or his/her designee. The student shall sign a release authorizing the results of the evaluation to be provided to the College representatives who are involved in the decision making process, as identified by the Associate Vice President of Student Development/Dean of Students or his/her designee.
5. Should the evaluation result in a determination that there is no risk of harm to the health, safety, or property of others or of disruption, or threatened disruption to the normal operations and activities of the College, its students, faculty, or staff, the Associate Vice President of Student Development/Dean of Students and/or his designee may take that into consideration in making a determination with respect to the student about an administrative withdrawal.

6. Should the evaluation result in a determination that there is risk of harm to the health, safety, or property of others or of disruption, or threatened disruption to the normal operations and activities of the College, its students, faculty, or staff, that the behavior is likely to continue, and that reasonable modifications of policies or procedures are not likely to mitigate the risk, it shall be conclusive to the Associate Vice President of Student Development/Dean of Students or his/her designee that an administrative withdrawal may be instituted.
7. If the student refuses or fails to participate in the mandatory evaluation process, the College may automatically withdraw the student from the college.
8. If a student withdraws from the College, or leaves the College prior to participating in a mandatory medical and/or comprehensive mental health evaluation, which shall be sufficient grounds for the College automatically to withdraw the student from the College, he/she will be prohibited from reenrolling or returning until the Vice President for Learning Support or his/her designee has received and evaluated documents from a qualified professional which expressly states that the student no longer poses a risk of harm to the health, safety, or property of others, or of disruption, or threatened disruption to the normal operations and activities of the College, its students, faculty, or staff.

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 online at www.frederick.edu > about fcc > admissions/welcome center > forms, and in the Welcome Center. Documentation is required. The Committee, part of the college Senate, meets once a month and students are contacted by email of the results.

Behavior Evaluation and Response Team

(Procedure 5.11b, 10/8/08)

A. Introduction

The Behavior Evaluation and Response Team (BERT) is a team of campus officials who receive and evaluate faculty, staff, and student concerns regarding student behavior that may be disruptive, self injurious, or potentially pose a risk of harm to the health, safety, or property of any person or of the college, or otherwise be dangerous. The goal of BERT is to provide members of the campus community with a response to problematic behavior that maximizes the opportunity to effectively resolve the issue and minimizes the

likelihood that problematic behavior will escalate.

B. Team Composition

The BERT team will consist of the following core members: The Associate Vice President for Student Development, the Executive Director of Counseling and Advising, the Director of Services for Students with Disabilities, the Executive Director, Risk Management/ Public Safety, the Assistant Director, Risk Management/Public Services, and the Associate Vice President/Dean of Workforce Development and Professional Preparation. In addition, in cases involving student behavior brought to the attention of the team by a faculty member, the Department Chair of the relevant discipline will be included. The Department Chair may request that the relevant Program Manager also participate. Further, staff from other departments who may have relevant information or who may have knowledge of the involved student may be asked to participate on an ad hoc basis.

C. Reporting Concerns

Faculty, staff, or student concerns about student behavior may be reported by completing the Behavior Evaluation and Response Team Report form which can be accessed from Communication Central or from the Academic Office Manager for each academic area. Individuals not able to access the report form can make a verbal report to the Associate Vice President for Student Development, the Executive Director of Counseling and Advising, or the Assistant Director Risk Management/Public Services.

D. Responding to Reports

1. If the reported behavior constitutes a violation of an existing college policy or procedure, e.g., Classroom Behavior Procedure, the report will be referred for response under the appropriate existing college procedure.
2. Reports involving potential threats to the health, safety, or property of any person or of the college or of the security of the campus will be communicated to the President or his/her designee. In such cases, response will be in accordance with established Crisis Management policy and procedures.
3. Upon receipt of a report, the Associate Vice President for Student Development or his/her designee will undertake an investigation of the facts that led to the reported concern. This may include contacting the originator of the report for additional details about the reported behavior, obtaining collateral information about the individual named in the report, such as his/her current and prior class schedule, any prior reports made to BERT or Campus Security, any prior disciplinary action taken against the individual, etc.

4. The Associate Vice President for Student Development or his/her designee will convene a meeting of BERT members to review the report and information obtained through the investigation. As appropriate, the individual making the report, or other persons deemed to have relevant information or knowledge of the student and/or the complained of behavior, may be asked to attend some or all team deliberations.
5. As appropriate, the team members may recommend that the student named in the report be interviewed by a member of the team, including any ad hoc members participating, because of their knowledge of the student and/or situation.
6. As appropriate, the team members may take such informal actions as: (a) making suggestions or recommendations to any faculty member or staff member who has filed a report, and in compelling circumstances, any student who has filed a report, as to means by which to deal with the behavior of the student who is the subject of the report; or (b) requesting that a staff member in the college's advisory or other service area informally contact the student, who is the subject of the report, in order to suggest that the student meet with the staff member for an informal discussion as to the student's well-being.
7. As appropriate, the team members may recommend referral to existing campus services (e.g., Services for Students with Disabilities) or college sponsored resources (e.g., Student Counseling Program).
8. As appropriate, the team members may recommend to the Vice President of Learning Support the implementation of specific college procedures relating to disruptive behavior (i.e., Administrative Withdraw/Referral for Medical and/or Psychological Evaluation).
9. Reports made to BERT, deliberations by team members, and recommended response plans will be maintained in a confidential file within the office of the Associate Vice President for Student Development. Information will be maintained and disclosed in accordance with the college's compliance with the Family Educational Rights Privacy Act (FERPA).
10. In instances in which team members decide that action should be taken with respect to the student, who is the subject of a report, as provided in Paragraphs 7 and 8 above, the Team will provide notice to the student that a report with respect to him or her has been filed under this Procedure and further, will describe the action under Paragraph 7 or 8 that is being recommended.

11. In all instances, the identity of the person making a report will be maintained in confidence to the extent reasonably possible by the BERT team and those involved in deliberations and will not be disclosed to the student who is the subject of the report.
12. Any person who makes a report under this Policy in bad faith, or in order to intimidate or harass another person will be subject to discipline, up to and including dismissal from the college.

Classroom Behavior

Policy (5.17, 10/08/08)

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. Procedure 5.17 is designed to provide an efficient and informal process for resolving student-instructor classroom conflicts.

Procedure (5.17, rev. 10/8/08)

A. Introduction

Instructors 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. Disruptive students in the academic setting hinder the educational process. Accordingly, instructors should establish, communicate and enforce reasonable rules of class behavior and decorum via the syllabus and class discussion. Recognizing that learning takes place in areas other than traditional classrooms, the Classroom Behavior Policy and Procedures apply to learning environments, including but not limited to, clinical sites, field trips, library visits, off-site facilities, online learning environments and Continuing Education courses (with the exception of courses specifically designated for younger ages such as Kids on Campus and Home School Enrichment courses, which have specific procedures for addressing classroom behavioral issues). Copies of the college's Classroom Behavior Policy and Procedures will be posted in learning environments including the Writing Center, Library, Math Learning Center, Computer Labs, Blackboard, etc. Civil expression of disagreement with the instructor or other students during times when the instructor permits discussion is not in itself disruptive behavior and should not be prohibited.

B. Preventive Measures

Instructors who have concerns about student's behavior should consult with a member of Student Development. This consultation is intended to provide the instructor with resources to address the behavior before it escalates to the point of requiring intervention.

Behavior Evaluation and Response Team – Instructors who have concerns about student behavior which, while not considered to be a violation of this procedure, warrants evaluation, can make a referral to the Behavior Evaluation and Response Team (BERT). The BERT team functions as a consultative resource for faculty, intended to ensure an opportunity to evaluate problematic behavior and develop a response designed to prevent escalation (Procedure 5.11b).

C. Disruptive or Threatening Behavior

1. Disruptive behavior means conduct that substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Examples include but are not limited to:
 - a. Inappropriate use of electronic devices including cell phones, video players, tape players, laptops, etc.
 - b. Inappropriate comments or personal insults, conveyed orally or in writing, including communications within e-mails, and online course venues.
 - c. Persistent speaking without being recognized or interrupting other speakers.
 - d. Behavior that distracts the class, such as sleeping, holding private conversations, frequent leaving/entering the classroom, etc.
 - e. Conduct that distracts or intimidates others in a manner that interferes with instructional activities.
 - f. Refusal to comply with instructor's directions.
2. Threatening behavior is defined as any statement or communication - including those in written form, conduct or gesture - directed toward any member of the college community that causes reasonable apprehension of physical harm to a person or property. Threatening behavior can be explicit or implicit. An implicit threat may also include behaviors that make one feel uncomfortable, like invading another's personal space or using techniques of behavioral intimidation, such as yelling or using aggressive gestures. The threatening behavior does not have to be directly observed or received by the person who is the object of the threat, so long as a reasonable person would interpret the statement, communication, conduct, or gesture as an expression of intent to harm.

3. Students who may have a disorder that manifest itself in disruptive behaviors, while considered disabled and protected under the Rehabilitation Act of 1994/ADA, are still held to the same standards of conduct as any student.

D. Responding to Disruptive or Threatening Behavior
Recognizing that disruptive behavior often involves a continuum of behavior, the college has developed both informal and formal responses to address disruptive class behavior. Whenever possible, attempts should be made to resolve the situation through the informal process.

As this procedure extends beyond the traditional classroom to all forms of learning environments including online environments, references to suspending a student from a class on an interim basis or for the duration of the semester apply to online students as well. Students who are suspended from an online class on an interim basis will have their access to that particular online course blocked for the duration of the suspension; they will however, retain access to any other online course in which they are registered. Students who are suspended from an online class for the duration of the semester will be administratively withdrawn from the class and their access to that course blocked.

Response to disruptive behavior involves progressive sanctions ranging from verbal warnings to referral for action under the college's Code of Student Conduct commensurate with the nature, severity, and frequency of violations. However, involuntary suspension from the classroom for more than one class period, involuntary withdrawal from the class, or more serious sanctions require that the disciplinary procedures set forth in D. 2. below be followed.

1. Informal Resolution

- Informal resolution is intended to provide recourse for an instructor to address disruptive behavior with the goal of providing the student the opportunity to modify the behavior to conform to the behavioral standards established by the instructor as necessary to remain in the class.
- a. If a student's behavior, in the judgment of the instructor, willfully disrupts the teaching and learning process, the instructor should issue a warning, explaining that such behavior is unacceptable, instructing the student on the behavior that is required in the future and describing the consequences if the behavior does not cease.
 - b. If necessary, the student may be asked to leave the class for the remainder of the class time, or in the case of an online student, suspended from the class until a meeting between the instructor and student is held. If the student does not do so willingly, the instructor will request the assistance of the Frederick Community College Security Office. The instructor should inform his/her Department Chair.

c. In instances where a student has been asked to leave the class or suspended from an online course, the instructor and student must meet prior to the next scheduled class, or as soon as possible in the case of an online student, to resolve the issue and review class expectations in order to be reinstated in the class. At this meeting, the instructor will inform the student of the unacceptable behavior, instruct the student on the behavior that is required in the future, and describe the consequences if the behavior does not cease. Consequences can include referral for formal resolution. The instructor or student may wish to request that a member of the Student Development staff participate in this meeting.

d. Should the student refuse to meet with the instructor, the instructor will complete a Disruptive Classroom Behavior Report and the case will be referred for resolution under the Formal Resolution procedures.

2. Formal Resolution

Formal resolution provides recourse for those situations involving: a) behavior which represents a potential threat to the safety and/or security of the faculty and/or students, b) disruptive behavior that continues after an attempt to resolve the situation through informal resolution has failed, or c) a student's refusal to comply with an instructor's attempt to resolve the situation informally.

a. The instructor must submit a Disruptive Classroom Behavior Report to the Vice President of Learning Support through the college Security Office. The report should include any documentation related to prior incidents and the names of any witnesses.

b. Upon receipt of a Disruptive Classroom Behavior Report, the Vice President of Learning Support or his/her designee will schedule a meeting with the student, the instructor, the Department Chair, and in the case of an online class, the Director of Distributed Learning. Whenever possible, this meeting will be scheduled prior to the next scheduled class session or as soon as possible in the case of an online student. In the event that an online instructor or student does not reside locally, the meeting may involve remote participation.

c. At that meeting, the Vice President of Learning Support may 1) require the student to provide some oral or written assurance that there will be no further incidents of disruptive behavior as a condition for reinstatement to the class, 2) apply an interim suspension and suspend the student from the class as an interim measure until any stipulated conditions are met, 3) recommend an Administrative Withdrawal (Procedure 5.11c), or 4) apply a disciplinary sanction in accordance with the Code of Student Conduct (Procedure 5.11a).

d. If, in the finding of the Vice President for Learning Support, a resolution is unable to be reached that allows for the immediate reinstatement of the student to the class, the Vice President of Learning Support will apply an interim suspension from the class pending an administrative hearing. The Vice President of Learning Support will schedule the administrative hearing with the student, the instructor, the Vice President of Learning Support and the Vice President of Learning within five calendar days of the initial meeting with the student, instructor and Department Chair. The Vice President of Learning will make a determination regarding the student's suspension from the class for the duration of the semester.

e. Following an administrative hearing, where there is sufficient evidence to support the suspension from the class for the duration of the semester, the Vice President of Learning Support will inform the student of the suspension in writing within five calendar days after meeting with the student. A student who has been suspended from a class for the duration of the semester is entitled to a formal hearing before the college's Student Disciplinary Committee. The request for a hearing must be made within five calendar days of receiving the written notice of suspension from the class by the Vice President of Learning Support. Failure to file a request for a formal hearing within the specified time presumes the student's acceptance of the suspension and constitutes a waiver of his/her right to further appeal.

E. Appeal

A request for an appeal of any disciplinary sanction or suspension from the class for the duration of the semester will follow the process outlined under Sections M, N, and P of the Code of Student Conduct (Procedure 5.11a). In cases of an appeal of a suspension from the class for the duration of the semester, the suspension from the class will stand pending the outcome of the appeal hearing. The student remains responsible for all registered course assignments during the appeal process.

F. Interim Suspension from the Class

1. If the Vice President of Learning Support or his/her designee, after conferring with the instructor and Department Chair, determines that a student's behavior in the class seriously compromises the safety and security of the learning environment, a student may be suspended from the class as an interim measure.

2. The interim suspension may be issued: a) upon receipt of a Disruptive Classroom Behavior Report, pending a meeting with the student, instructor, Department Chair, and Vice President of Learning Support or his/her designee; b) pending an administrative hearing between the student, instructor, Vice President of Learning Support and Vice President of Learning in cases where a meeting with the student, instructor, Department Chair and Vice President of Learning Support did not result in a resolution that allowed for the immediate reinstatement of the student to the class.

3. A student who is subject to interim suspension from the class will be notified in writing by the Vice President of Learning Support within twenty-four hours of the student's interim suspension from the class. The student has the right to have his/her case heard expeditiously to present his/her side of the story.

G. Records

Disciplinary action resulting from the imposition of a written disciplinary sanction by the Vice President for Learning Support will result in the establishment of a disciplinary file in the name of the accused student. Files will be kept in accordance with the records retention process outlined in Section R of the Code of Student Conduct (Procedure 5.11a).

Closed Circuit Television (CCTV)

Procedures (6.32e, 3/10/10)

1. All officers and supervisors involved with the use of video equipment and systems will perform their duties in accordance with department and college rules and regulations.
2. All Testing Center full-time and hourly staff members will be trained in the use of video monitoring equipment, and FCC's reporting procedure for academic dishonesty will be followed.
3. Security/safety officers/Testing Center staff are prohibited from using and/or disseminating any information acquired from the video equipment. All information and/or observations made in the use of the CCTV equipment are considered CONFIDENTIAL and can only be used for official college and law enforcement business upon the approval of the Vice President for Administration.
4. Camera locations are discussed with and approved by the President's Administrative Staff (PAS) for each campus building before installation takes place.

5. The Department of RMPS will post signage at appropriate campus entrances. Signage will state: This facility employs video surveillance equipment for security purposes. This equipment may or may not be monitored at any time. Signage will be posted at the entrance to the Testing Center as well as in individual testing labs that states: The Testing Center employs video monitoring equipment for promoting academic integrity. This equipment is monitored and recorded at all times.
6. Recorded events are stored temporarily on a Digital Video Recorder (DVR), unless retained as part of a criminal investigation, court proceedings (criminal or civil), college judicial proceedings, or other Bona Fide use as approved.
7. Cameras are NOT monitored under normal operating conditions, but may be monitored periodically for legitimate safety and security purposes that include, but are not limited to, the following: high risk areas, restricted access areas/locations, in response to an alarm, at times and locations that have previously experienced violations, special events and specific investigations upon reasonable cause.
8. Should monitoring reveal activity that violates laws or policy, an investigation will be initiated. Should exam monitoring in the Testing Center reveal violations of academic integrity, College Procedure 4.15, Violation of Academic Integrity, will be followed.
9. Periodically the college experiences patterns of criminal activity, both to persons and property. Much of the problem has been confined to acts of vandalism or theft of property or equipment. In an effort to combat these problems, either by deterring the activity or apprehending violators, the college may use video equipment for covert surveillance purposes. As previously noted, the cameras will not be installed in any area that would violate the reasonable expectations of privacy as defined by law. No further announcement will be made prior to the actual placement of video equipment.

Code of Student Conduct

Policy (5.11, rev. 11/19/08)

A. Philosophy and Purpose

Frederick Community College has a responsibility to establish and maintain standards of behavior that are considered essential to its function as a learning institution. Students are required to obey the law, show respect for properly constituted authority, comply with and perform contractual obligations, maintain integrity and high standards in academic work, and demonstrate responsible personal and social conduct appropriate for an educational institution. As members of the college community, students are expected to recognize the worth of each member and treat every individual with dignity and respect regardless of their 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.

B. Authority

The Code of Student Conduct is adopted by the Frederick Community College Board of Trustees.

C. Application and Scope of Jurisdiction

1. Disciplinary action will be taken when any student, group of students, or student organization fails to observe the general standards of conduct or any specific college policy, procedure, rule, or regulation, or acts in a manner that is not in the best interest of the college community. In all proceedings, the principle of due process is guaranteed to the student.
2. 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/or civil liability. Disciplinary action by the college will be independent of civil or criminal prosecution and will proceed during the adjudication of civil or criminal proceedings.
3. The college reserves the right to take immediate action to suspend a student from the campus as an interim measure should the presence of the student on campus be considered an immediate danger to the health, safety, or property of themselves or other members of the college community or public, or whose behavior causes, or threatens to cause, a disruption to the normal operations and activities of the college, its students, faculty or staff. This action requires the recommendation of the Vice President for Learning Support or in his/her absence an appointed representative) and concurrence of the President (or in his/her absence the Acting President). Financial and academic consequences of this suspension are the responsibility of the student.

Certain criminal or civil offenses or other behavior 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.

4. Persons not officially enrolled 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 and/or College Policy/Procedure 6.32.

5. All proceedings of the college's disciplinary adjudication process are confidential to the extent required by law. In accordance with the Family Educational Rights and Privacy Act (FERPA), as amended, a student's judicial and disciplinary records are educational documents and thus protected under FERPA. The college, however, is required to provide the results of a final on campus disciplinary action against an alleged perpetrator of a crime to an alleged victim, or the parents of the victim if the victim died, if the parent or victim requests such information.

Procedure (5.11a, rev. 5/14/14)

A. Philosophy and Purpose

Frederick Community College has a responsibility to establish and maintain standards of behavior that are considered essential to its function as a learning institution. Students are required to obey the law, show respect for properly constituted authority, comply with and perform contractual obligations, maintain integrity and high standards in academic work, and demonstrate responsible personal and social conduct appropriate for an educational institution. As members of the College community, students are expected to recognize the worth of each member and treat every individual with dignity and respect regardless of their 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.

B. Application and Scope of Jurisdiction

1. Disciplinary action will be taken when any student, group of students, or student organization fails to observe the general standards of conduct or any specific College policy, procedure, rule, or regulation, or acts in a manner that is not in the best interest of the College community. In all proceedings, the principle of due process is guaranteed to the student.
2. 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/or civil liability. (Senate suggested that we clarify with attorney regarding violations occurring during study abroad, however, it is felt that current wording covers any off campus jurisdiction.) Disciplinary action by the College will be independent of civil or criminal prosecution and will proceed during the adjudication of civil or criminal proceedings.

3. The College reserves the right to take immediate action to suspend a student from the campus as an interim measure should the presence of the student on campus be considered an immediate danger to the health, safety, or property of themselves or other members of the College community or public, or whose behavior causes, or threatens to cause, a disruption to the normal operations and activities of the College, its students, faculty or staff. This action requires the recommendation of the Vice President for Learning Support or in his/her absence an appointed representative) and concurrence of the President (or in his/her absence the Acting President). Financial and academic consequences of this suspension are the responsibility of the student.

4. Certain criminal or civil offenses or other behavior 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 officially enrolled 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 and/or College Policy/Procedure 6.32.

6. All proceedings of the College's disciplinary adjudication process are confidential to the extent required by law. In accordance with the Family Educational Rights and Privacy Act (FERPA), as amended, a student's judicial and disciplinary records are educational documents and thus protected under FERPA. However, the College must, upon written request, disclose to the alleged victim of any crime of violence, or a nonforcible sex offense, the results of any disciplinary proceeding conducted by the institution against a student who is the alleged perpetrator of such crime or offense. If the alleged victim is deceased as a result of the crime or offense, the information shall be provided, upon request, to the next of kin of the alleged victim. (See FERPA 34 CFR, 99.39 for definitions of crimes of violence, nonforcible sex offenses and limits on the information to be disclosed.)

C. Student Rights and Responsibilities

Frederick Community College recognizes that its students have certain rights as members of the College community and also bear certain responsibilities as well.

1. Students have the right to freedom of expression, assembly, advocacy and inquiry. Students are responsible for complying with all College policies, procedures rules, and regulations.

2. 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 personal expression in a manner that is not disruptive or defamatory.

3. 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.

4. Students have the right to participate in, or receive the benefits of any educational program or activity provided by the College without regard to their 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.

5. Students have the right to participate in any student group without discrimination and to form such groups according to the Student Government Association's (SGA) policies. Student groups are responsible for not discriminating against others.

6. 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.

7. 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.

8. 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 and will abide by the prescribed procedures outlined in the SGA Funding Guidelines.

9. Students have the right to participate in the evaluation process of academic courses, programs, and services. Students are responsible for rendering fair and accurate evaluations.

10. 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 each course in which they enroll.

11. 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 policies, procedures, rules, and regulations that apply to student conduct.

12. 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 or violated College policies, procedures, rules, or regulations. Students are responsible for following the College's policies and procedures.

D. Definitions

When used in this Code:

1. The term "College" means Frederick Community College and, collectively, those responsible for its control and operation and applies to all sites at which the college conducts classes and/or activities.

2. The term "College premises" means buildings or grounds owned, leased, operated, controlled, or supervised by the college.

3. The term "student" includes any person who has registered either for a credit or non-credit courses on a full-time or part-time basis.

4. The term "instructor" means any person hired or retained by the college to conduct educational activities.

5. The term "faculty member" means any person hired or retained by the college to conduct classroom instruction.

6. The term "group" means a number of persons who have not yet completed the formal requirements of college recognition as defined in the Constitution of the Student Government Association.

7. The term "college official" pertains to all college employees.

8. The term "College community" includes students and all employees of the college as well as any independent contractors retained by the College to conduct educational activities or provide classroom instruction.

9. The term "student organization" means any entity officially recognized by the Student Government Association of Frederick Community College.

10. The term "President" means the President of Frederick Community College, or his/her designee.

11. The term "organization" means a number of persons who have complied with formal requirements of college recognition as defined in the Constitution of the Student Government Association.

12. The term "College-sponsored activity" means any activity (including, but not limited to, research, studying, administration, participation in field experiences, online activities, internships, athletic, and cultural events), whether on campus or off campus, that is initiated, authorized, or supervised by the College, or that involves representation of the College.

13. The term "classroom" refers to any environment in which teaching occurs including courses offered online.

14. The term “disruptive classroom behavior” means behavior which the instructor would view as interfering with the conduct of the class. Specific examples of disruptive behavior are outlined in Policy/Procedure 5.17.
15. The term “distribution” means any form of sale, exchange, or transfer.
16. The term “weapon” means any object or substance designed to inflict a wound, cause injury, or death, or incapacitate, including, but not limited to, all firearms, explosives, pellet guns, sling shots, martial arts devices, brass knuckles, star knives, razors, sand clubs, nunchucks, Bowie knives, daggers or similar knives, switchblades, and chemicals such as tear gas.
17. The term “sexual harassment” means unwelcome sexual advances, requests for sexual favors and other inappropriate behavior of a sexual or gender-based nature when made by a member of the College staff to a student, by a student to a College staff member, or by a student to another student (see College Policy 3.18/Procedure 5.19 for additional information).
18. The term “sexual assault” is defined by Maryland Annotated Code as rape, forcible sodomy, or forcible sexual penetration, however slight, of another person’s anal or genital opening with any object by a stranger or acquaintance. These acts must be committed either by force, threat, intimidation or through the use of the victim’s mental or physical helplessness of which the accused was aware or should have been aware (Level 1); the touch of an unwilling person’s intimate parts (defined as genitalia, groin, breast or buttocks, or clothing covering them) or forcing an unwilling person to touch another’s intimate parts, in any case by a stranger or acquaintance. These acts must be committed by force, threat, intimidation or through the use of the victim’s mental or physical helplessness of which the accused was aware or should have been aware (Level 2) (see College Policy/Procedure 6.24 for additional information).
19. The term domestic violence means – the willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior perpetrated by an intimate partner against another.
20. The term dating violence means a “pattern of abusive and coercive behaviors used to maintain power and control over a former or current intimate partner. (The Center for Relationship Abuse Awareness)
21. The term stalking means repeatedly pursuing or approaching another individual with the intention of putting that person in reasonable fear of serious bodily injury, assault in any form, rape or any other type of sexual offense, kidnapping or any other type of false imprisonment, and/or death. (Maryland Criminal Law Code § 3-802)

22. The term “calendar days” means Sunday through Saturday of each week excluding days on which the College is officially closed.
23. The term “complainant” means an individual who makes a complaint that a violation of the Code has occurred.
24. The term “shall” is used in the imperative sense.

E. Procedural Safeguards

Students accused of violations of the Code of Student Conduct are entitled to the following procedural protections:

1. To be informed of the specific charges against him/her.
2. To be allowed an opportunity for a hearing in which to present evidence and otherwise to have his/her side of the story heard.
3. To be allowed reasonable time to prepare a defense.
4. To be allowed an opportunity to defend him or herself with knowledge of the adverse evidence.
5. To call and question relevant witnesses presented by the College in accordance with the procedures outlined in Section N.1.
6. To be assured of confidentiality in accordance with the terms of the Family Educational Rights and Privacy Act of 1974.
7. To be considered innocent of the charges until proven to be in violation of the Code of Student Conduct by the preponderance of the evidence. A “preponderance of the evidence” shall mean evidence which is of greater weight or more convincing than evidence to the contrary; evidence which shows that something more likely than not is true.
8. The right to appear alone or with one advisor who may advise the accused but not question witnesses, present information or argument or otherwise participate directly in the hearing; legal counsel is permitted to serve as the student’s advisor, at the student’s expense, only when the student faces concurrent criminal charges, the institution proceeds through counsel, or the student faces potential suspension or expulsion from the institution.

F. Proscribed Conduct

The Code of Student Conduct provides guidelines for violations that are most readily identifiable. Violations not specifically mentioned may still subject a student to disciplinary action.

The following acts, when committed by any students of Frederick Community College, shall constitute misconduct under this Code, and apply to all acts on campus, off-campus at College-leased or owned facilities, when attending College-sponsored activities or any activities (including participation in field experiences, online activities, internships, athletic, and cultural events) which are initiated, authorized, or supervised by Frederick Community College, or when representing the College, and may subject offenders to disciplinary action.

1. Academic Dishonesty

Includes, but is not limited to, cheating on an examination, assessment tests, or laboratory work, plagiarism, fabrication, collusion, and facilitating academic dishonesty. (Code of Academic Integrity - College Policy/Procedure 4.12 defines examples of academic dishonesty and outlines the process for reporting and adjudicating such violations.)

2. Disruptive Classroom Behavior

Is behavior that disrupts or interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. This may include, but is not limited to, inappropriate use of electronic devices including cell phones, video players, tape players, laptops; inappropriate comments or personal insults, conveyed orally or in writing, including communication within e-mails and online course venues; persistently speaking without being recognized or interrupting other speakers; sleeping, holding private conversations, or frequently entering/leaving the classroom; intimidation of others in a manner that interferes with instructional activities; refusing to comply with an instructor’s directions. (College Policy/Procedure 5.17 outlines the process for reporting and adjudicating such violations.)

3. Sexual Harassment

Sexual harassment involves unwelcome sexual advances, requests for sexual favors and other inappropriate behavior of a sexual or gender-based nature when made by a member of the College staff to a student, when made by a student to another student, or when made by a student to a College staff member. College Policy 3.18/Procedure 5.19 outlines the process for filing a sexual harassment complaint. If a complaint cannot be resolved informally, the complainant may file a formal complaint in accordance with procedures outlined in this Code. When the accused party is an employee of the College, the complaint is handled under the College’s sexual harassment procedures for employees.

4. Discrimination

Acts of discrimination on the basis of race, religion, gender, gender identity, 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. (College Policy/Procedure 3.17 outlines the process for reporting and adjudicating such violations.)

5. Other Forms of Misconduct

The following acts, when committed by a student of Frederick Community College, will be adjudicated in accordance with the procedures outlined in this document:

- a. Actions or written or verbal statements that threaten the personal safety of any faculty, staff, student, or others lawfully assembled on campus.
- b. Disruption, obstruction of, or interference with College or College-sponsored activities, including, but not limited to research, studying, administration, participation in field experiences, online activities, internships, athletic events, cultural events, fire, police, or emergency services, or other College functions on College property, at College-leased or owned facilities, or at any sites where College-sponsored activities are held. Disruption to teaching is addressed under College Policy/Procedure 5.17.
- c. Failure to comply with the reasonable directions (including refusing to furnish identification upon request) of authorized College officials, including campus security personnel, acting in the performance of their duties.
- d. Unlawful manufacture, sale, distribution, dispensing, possession or use of any illegal or 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. The use by anyone under the legal age for consuming alcohol or the abuse of alcohol by anyone at College-leased or owned facilities or any College-sponsored or supervised activity off campus is also prohibited (see College Policy/Procedure 6.23).
- e. Participation in, or organization of, any unauthorized activity to interrupt the functions of the College or intentional and substantial interference with the freedom of expression of others.
- f. 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 College official.
- g. Molestation, assault and battery, verbal/physical and/or psychological abuse, threat, domestic violence, dating violence, stalking, 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. Sexual harassment violations are reported and adjudicated in accordance with College Policy/Procedure 3.18.
- h. Sexual assault. Sexual assault violations are reported and adjudicated in accordance with College Policy/Procedure 6.24.
- i. Theft or attempted theft of College or personal property of a member of the College community or campus visitor, or knowingly possessing stolen property.
- j. Illegal gambling.
- k. Obscene or indecent conduct on College property.
- l. Forgery, unauthorized alteration, falsification of, or unauthorized use of any College documents (including those submitted to the College as part of its admissions process), records, keys, or instruments of identification.
- m. Furnishing false information to the College or to members of the College community who are acting in the exercise of their official duties, including providing false information on any College application, transcription, or written document.
- n. Illegal or unauthorized use, possession, or storage of any weapon, fireworks, explosive, or dangerous chemical. Students who are employees of law enforcement organizations and are required to carry a weapon on campus must notify the security office in writing of their intent to carry a licensed weapon at the beginning of each semester.
- o. Unauthorized use or misuse of the College name for soliciting funds or for sponsorship of activities, or on printed matter.
- p. Use of all tobacco products on all College property, either owned or leased, with the exception of designated parking lots (see College Policy/Procedure 6.21).
- q. Acts of harassment, written, verbal or physical, that stigmatizes or victimizes an individual on the basis of, but not limited to, the following: 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. (Sexual harassment violations are reported and adjudicated in accordance with College Policy 3.18/Procedure 5.19; acts of harassment based on 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 are adjudicated in accordance with College Policy/Procedure 3.17.)
- r. Violation of rules and regulations pertaining to the operation of automobiles, bicycles, mopeds, or other vehicles on College property or at College-sponsored activities.
- s. Deliberate destruction of, damage to, malicious use of, or abuse of College property or property under its jurisdiction or the property of a member of the College community or campus visitor.
- t. Intentional initiation or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency.
- u. Violating fire or safety regulations, including the unauthorized use or misuse of fire safety equipment or damage of said equipment.
- v. Unauthorized or fraudulent use of the College's facilities and/or equipment, or use of any of the above for any illegal act.
- w. Irresponsible, unethical, unauthorized, or illegal use of, or entry to the College's information technology resources, including its network, e-mail system, and data bases (see College Policy/Procedure 6.26).
- x. Threatening or intimidating any person who: 1) has or may file an allegation of a violation of this Code against you, and/or 2) may be a witness in any proceedings or investigation of an alleged violation of the Code.
- y. Repeated violations of the Code of Academic Integrity (see College Policy/Procedure 4.12).
- z. Deliberate filing of false accusations of sexual harassment.
- aa. Any other act(s) on College property or at College-sponsored activities that are in violation of Maryland or federal law.
- bb. Knowingly violating the terms of any disciplinary sanction imposed in accordance with the Code of Student Conduct.

G. Sanctions

The goal of student discipline is generally to rehabilitate or deter rather than to punish or remove the offending student from the College community. Student disciplinary action may be imposed for a violation of the Code of Student Conduct or other College policy, procedure, rule, or regulation or violation of civil or criminal law. The severity of the penalty will be in relation to the severity of the violation. Penalties will be applied consistently so that students violating the same standard, policy, rule, regulation or procedure receive similar penalties, provided however, that the occurrence of prior instances of disciplinary offenses may result in the imposition of more severe discipline than for a single violation. Although a student's disciplinary history will have no bearing on the determination if a student is in violation of the Code, his/her full disciplinary history may be considered in determining the sanction. The following range of disciplinary sanctions may be imposed through formal adjudication based on the determination of the Vice President of Learning Support or his/her designee:

1. Disciplinary warning—In cases of a minor violation, a written or verbal warning may be issued. Its purpose is to notify the student that the behavior resulting in the warning is unacceptable and is a violation of the Code of Student Conduct. Continuation or repetition of this conduct could result in further disciplinary action.
2. Disciplinary reprimand—In cases of a serious violation, a written reprimand may be issued. The reprimand is intended to notify the student that the behavior resulting in the reprimand is a violation of the Code of Student Conduct and will not be tolerated. Continuation or repetition of this conduct could result in more severe disciplinary action.
3. Disciplinary probation—Indicates that an extremely serious violation of the Code has occurred or an additional violation has occurred after the prior issuance of a reprimand. The probation shall last for a stated period of time and until any conditions imposed have been met. Any misconduct during or after the probationary period will result in further disciplinary action and may result in suspension.
4. Suspension from enrollment in a particular class on an interim basis or for the duration of the semester. Issued in cases where the behavior, determined to be a violation of the Classroom Behavior Procedure, has compromised the learning environment of a particular class. Suspension from the class for the duration of the semester requires the approval of the Vice President for Learning in accordance with the Classroom Behavior Procedure 5.17.

5. Suspension from enrollment in a particular program of study. Issued in cases where the behavior, determined to be a violation of the Code of Student Conduct, has compromised the learning environment of a particular program of study. After suspension from a program of study, the student may not re-register for the program without the approval of the Vice President for Learning. This sanction requires the approval of the Vice President for Learning.
6. Disciplinary suspension—Indicates that a critical violation of the Code of Student Conduct has occurred or the conditions of disciplinary probation have been violated. Disciplinary suspension results in a student's involuntary separation from the College for a stated period of time and until any imposed condition is met. The student is not permitted to enter campus without the express permission of the Vice President for Learning Support and concurrence of the President. A notation is entered on the student's transcript and will remain there for the duration of the suspension. This penalty may be applied only with the recommendation of the President and approved by the Board of Trustees.
7. Expulsion—Is the most serious of all sanctions and indicates that a most serious violation of the Code of Student Conduct has occurred. Expulsion results in permanent separation from the College and will be noted on the student's transcript. The student is not permitted to enter campus without the express permission of the Vice President for Learning Support and concurrence of the President. A notation is entered on the student's transcript and will remain there permanently. This penalty may be applied only with the recommendation of the President and approved by the Board of Trustees.

H. Emergency Disciplinary Procedures

1. Interim Suspension from Campus
 - a. If, in the opinion of the Vice President for Learning Support (or in his/her absence, an appointed representative), and with the concurrence of the President (or in his/her absence, the Acting President), the presence of a student on campus is considered to be an immediate danger to the health, safety, or property of any members of the College community or the public and/or may result in serious disruption to normal College operations, a student may be suspended from campus and all classes as an interim measure. Financial and academic consequences of this suspension are the responsibility of the student

- b. A student suspended from campus will be afforded an administrative hearing in accordance with procedures outlined in Section L. If the suspension is upheld after the Administrative Hearing, the student may request a formal hearing by the Student Discipline Committee in accordance with section L, 4.b.3. The suspension, however, will stand pending the outcome of the hearing.

2. Interim Suspension from the Classroom

- a. If a student's behavior in the classroom seriously compromises the safety and security of the learning environment and cannot be resolved under the College's Classroom Behavior Policy/Procedure, a student may be removed from the classroom as an interim measure in accordance with the Classroom Behavior Procedure 5.17.

I. Additional Conditions

The following conditions may be imposed in lieu of a disciplinary sanction or in combination with any disciplinary sanction listed above:

1. Educational project or community service assignment. A 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.
2. Referral for specialized help (e.g., psychological assistance, consultation with a counselor and/or social service agency). Student would be required to meet periodically with the Associate Vice President for Student Development to review his/her progress. In addition, consents by the student will be required to allow the College to communicate with the provider of specialized help in order to determine the student's progress and to allow the provider to respond.
3. Probation or deactivation of a Student Government Association recognized group. This may involve loss of all privileges, including College recognition.
4. Suspension/expulsion from participation in College-related activities (e.g., participation in intercollegiate athletics, student government association, student clubs and organizations, etc.).
5. 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.
6. Restitution requires the student to repair damages or reimburse the affected individual or entity for damage to (or misappropriation of) property. This may take the form of monetary payment or payment of time and services.

The College reserves the right to pursue any and all legal remedies and such rights and remedies are specifically reserved. Denial of readmission may be imposed upon a student who has violated the Code of Student Conduct and has withdrawn from the College prior to or during disciplinary proceedings. The College's official version of the Code of Student Conduct is on its Web site (www.frederick.edu) which may be revised from time to time.

J. Reporting an Alleged Violation of the Code of Student Conduct

1. Alleged violations of the Code of Academic Honesty, Classroom Behavior, Sexual Harassment, and Discrimination should be reported in accordance with the related procedure as noted in section F, 1-4 above. Alleged violations of the Code of Student Conduct or violation of College policies, procedures, rules, or regulations and/or a violation of criminal or civil law, however, should be reported immediately to the Frederick Community College Security Office by completing the "Reporting Violations of the Code of Student Conduct" form.
2. A written report which provides information that a violation has been alleged and describes the alleged violation will be completed by the FCC Security Office. The Vice President of Learning Support or his/her designee will be notified promptly by the Security Office of the alleged violation.

K. Conference with Alleged Violator

- 1 The Vice President of Learning Support or his/her designee will request a conference with the alleged violator of the Code of Student Conduct by email and/or telephone, as well as by written notification, within five calendar days of the receipt of the notice of the alleged violation. The written notice will include the alleged violation of the Code, and the specific charge(s) against him/her. In addition, the student will be informed that he/she will have an opportunity to present his/her side of the story and present any evidence at the conference with the Vice President.
2. All written notices will be sent by registered and priority mail. Time lines for responding to written notices are determined by the date the registered letter is mailed. Failure to accept a registered letter, however, constitutes an acknowledgement that a violation of the Code of Student Conduct has occurred and the student's rights to any further appeal are waived.
3. If the student fails to respond to the Vice President's or his/her designee's request for a conference within five calendar days after receiving the notice of the request, the Vice President of Learning Support or his/her designee may impose a disciplinary sanction as outlined in sections G and I based on the allegations reported.
4. After conferring with the student, the Vice President of Learning Support or his/her designee may:

a. Dismiss the allegation due to insufficient and/or unsubstantiated evidence.

b. Accept the student's acknowledgement that a violation has occurred and impose an administrative disciplinary sanction. The Vice President or his/her designee will inform the student in writing of the sanction to be imposed and the conditions for reenrollment if appropriate. The written notice will be sent within five calendar days of the conference with the student and will include an explanation of the alleged violation of the Code and the specific charge(s) against him/her.

(1) Failure to respond to the written notice within five calendar days of receiving the written notice shall constitute acceptance of the administrative sanction imposed.

(2) If the student acknowledges that a violation has occurred and agrees to accept the administrative disciplinary sanction, he/she shall sign a statement that he/she understand the charge(s), the sanction imposed, and agrees to waive his/her right for a formal hearing to hear the appeal of his/her case before the College's Student Discipline Committee. The signed statement must be returned within five calendar days of receiving the written notice.

c. Request that the FCC Security Office conduct an investigation of the alleged violation in cases where the student denies that a violation has occurred.

L. Investigation of an Alleged Violation of the Code of Student Conduct

At the request of the Vice President of Learning Support or his/her designee, the Frederick Community College Security Office will conduct an investigation of the alleged violation by collecting evidence and interviewing witnesses and will consult with the Vice President of Learning Support and if appropriate, the Associate Vice President for Student Development in the course of the investigation. A violation of civil or criminal law will be reported to the appropriate law enforcement agency and the Security Office will conduct the investigation in coordination with law enforcement authorities.

At all times, the Security Office will follow appropriate procedures to assure the protection of persons and property on campus. The alleged violator will be informed in writing by the Vice President of Learning Support or his/her designee that an investigation is being conducted and investigations will be conducted promptly usually no longer than 10 calendar days. If, however, an investigation requires a longer period of time in which to complete the investigation, the alleged violator will be notified in writing of the extension by the Vice President of Learning Support or his/her designee.

M. Administrative Hearing

1. Following an investigation by the FCC Security Office, requested by the Vice President of Learning Support or his/her designee in cases where the alleged violator denies that a violation has occurred, the Vice President of Learning Support or his/her designee will request a conference with the alleged violator of the Code of Student Conduct by email and/or telephone, as well as by written notification, within five calendar days of the completion of the investigation. The written notice will include the alleged violation of the Code, the specific charge(s) against him/her, and an explanation of the evidence the Vice President has. In addition, the student will be informed that he/she will have an opportunity to present his/her side of the story and present any evidence at the hearing with the Vice President.
2. All written notices will be sent by registered and priority mail. Time lines for responding to written notices are determined by the date the registered letter is mailed. Failure to accept a registered letter, however, constitutes an acknowledgement that a violation of the Code of Student Conduct has occurred and the student's rights to any further appeal are waived.
3. If the student fails to respond to the Vice President's or his/her designee's request for a conference within five calendar days after receiving the notice of the request, the Vice President of Learning Support or his/her designee may impose a disciplinary sanction as outlined in sections G and I based on the evidence obtained through the investigation of the alleged violation.
4. After conferring with the student, the Vice President of Learning Support or his/her designee may:
 - a. Dismiss the allegation due to insufficient and/or unsubstantiated evidence.
 - b. Impose an administrative disciplinary sanction. In cases where there is sufficient evidence to support the imposition of a disciplinary sanction, the Vice President or his/her designee will inform the student in writing of the sanction to be imposed and the conditions for reenrollment if appropriate. The written notice will be sent within five calendar days of the Administrative Hearing and will include an explanation of the alleged violation of the Code, the specific charge(s) against him/her, an explanation of the evidence upon which the Vice President or his/her designee has based his/her decision, and the rights of appeal if he/she refuses to accept the administrative sanction to be imposed.
 - (1) Failure to respond to the written notice within five calendar days of receiving the written notice shall constitute acceptance of the administrative sanction imposed.

(2) If the student acknowledges that a violation has occurred and agrees to accept the administrative disciplinary sanction, he/she shall sign a statement that he/she understands the charge(s), the sanction imposed, and agrees to waive his/her right for a formal hearing to hear the appeal of his/her case before the college's Student Discipline Committee. The signed statement must be returned within five calendar days of receiving the written notice.

(3) If the student refuses to accept the administrative disciplinary sanction imposed, the student is entitled to a formal hearing before the College's Student Discipline Committee. The request for a formal hearing must be made in writing to the Vice President for Learning Support or his/her designee within five calendar days of receiving the written notice. Failure to file request for a formal hearing to hear the appeal within the specified time shall constitute the student's acceptance of the administrative disciplinary sanction and shall also constitute a waiver of his/her right to further appeal.

N. Initiation of a Hearing by the Student Discipline Committee

1. The Student Discipline Committee shall be a standing committee of the College Senate. The duties of the Committee are to hear student disciplinary cases, decide on the merits of the charges based on the evidence presented, and either: 1) uphold the finding that the student violated the Code and uphold the sanction imposed by the Vice President for Learning Support; 2) uphold the finding that the student violated the Code, but impose a different sanction; or 3) find that the student did not violate the Code and dismiss all charges against the student.

Membership of the Committee shall be constituted in accordance with the College Senate Constitution: a chairperson 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. (Note: Senate recommended not delineating the membership but rather indicate that membership was per Senate Constitution. However, as students do not have ready access to the Senate Constitution, it was felt that membership should be specified for student awareness.)

The chairperson will vote only in the case of a tie. A quorum shall consist of the chair and four members of the Committee, of which at least one member shall be from Learning, one member shall be from Learning Support, and one member shall be from the Student Government Association.

2. Upon receipt of the student's request for a hearing of the appeal, the Vice President of Learning Support or his/her designee will notify the student, in writing, of the date, time, and location of the hearing. The hearing will be scheduled no more than fifteen calendar days after receipt of the written request for a hearing.

3. Prior to the hearing, the student will be:

- Provided with a written statement of the violation charge(s) against him/her.
- 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; reciprocally, the student will provide the College, in advance, a list of potential witnesses and the nature of their proposed testimony.

c. The right to appear alone or with one advisor who may advise the accused but not question witnesses, present information or argument or otherwise participate directly in the hearing; legal counsel is permitted to serve as the student's advisor, at the student's expense, only when the student faces concurrent criminal charges, the institution proceeds through counsel, or the student faces potential suspension or expulsion from the institution.

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 in accordance with guidelines regarding witness participation outlined in Subsection N, 1.

f. Advised of the right to appeal the decision of the Student Discipline Committee in cases where the disciplinary sanction is suspension or expulsion from the College.

O. 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. The student shall have the right to ask questions of the witnesses provided that the Chairperson shall have the discretion to establish appropriate questioning parameters.

Failure of the student to appear for the hearing without prior notification or evidence of extenuating circumstances, provided adequate advance notice of the hearing time, date, and location has been given, waives his/her right for further appeal and the disciplinary action taken by the Vice President for Learning Support will stand. All meetings of the Student Discipline Committee will be taped or transcribed. In addition, the following will be observed:

Order of Presentation

- Opening statements of accuser (Vice President for Learning Support or his/her designee) and accused, if desired by each.
- Presentation of evidence by accuser, then accused.
- Closing statements by the accused followed by the accuser.
- Private deliberation by the Student Discipline Committee.

2. Proceedings

- Only that tangible evidence which the parties have had an opportunity to review in advance will be permitted to be introduced at the hearing.
- The Vice President for Learning Support or his/her designee and the accused student will be given the opportunity to present, question, and cross-examine witnesses in accordance with guidelines regarding witness participation outlined in Section N.1 and offer evidence in support of their position(s). The accused student also will be given the opportunity to speak on his/her behalf.
- Witnesses will be excluded from the hearing room and brought in individually before the Committee.
- Committee members may ask questions of the witnesses after examination and cross-examination have taken place.
- At the close of all testimony and after admission of all evidence, each side shall be allowed a closing statement.
- 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.
- A simple majority vote of the Committee shall determine whether the accused student has violated the Code or any other College policy, procedure, rule, or regulation and if so, the disciplinary penalty, if any.

- h. The student will be notified of the Committee's decision and reasons for the determination in writing within five calendar days. The Committee may: 1) uphold the finding that the student violated the Code and uphold the sanction imposed by the Vice President for Learning Support; 2) uphold the finding that the student violated the Code, but impose a different but lesser sanction; or 3) find that the student did not violate the Code and dismiss all charges against the student.
- i. If a different but lesser sanction is imposed, the Committee shall notify the Vice President of Learning Support in accordance with section R.
- j. The decision of the Student Discipline Committee shall be final, subject only to the student's right of appeal to the President and ultimately the Board of Trustees in cases where the sanction is suspension or expulsion from the College
3. Hearings between semesters or during the Summer Semester
- a. For violations that occur at the end of the fall, spring, or summer semesters or during the summer semester(s), a special Student Discipline Committee will be established. Timelines will be modified as necessary to accommodate both the College and the alleged violator and to ensure that the matter is adjudicated prior to the beginning of the subsequent semester.
- b. A Special Student Discipline Committee shall consist of at least two full-time faculty members from Learning, two representatives from Learning Support, and two representatives from the Student Government Association.
- c. The Special Student Discipline Committee shall conduct the hearing according to procedures established herein.
- d. 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
- P. Appeal of the Decision by Student Discipline Committee
1. The student may appeal to the President the decision of the Student Discipline Committee only when the disciplinary sanction imposed is suspension or expulsion from the College. This appeal must be submitted in writing to the President's Office within seven calendar days following receipt of the Committee's decision.
2. 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.
3. If a student files a written appeal with the President, a copy of the hearing file will be provided to the President.
4. Within seven calendar days of receipt of the student's appeal, the student will be notified in writing of the President's decision regarding the appeal.
5. If all administrative processes have been exhausted, a student is entitled to appeal in writing to the College's Board of Trustees through the President. The appeal must be filed within seven calendar days following receipt of the President's decision. The Board may or may not decide to hear the appeal.
- Q. Reenrollment Following a Disciplinary Suspension
1. A student who has been subject to disciplinary suspension from the College must submit a formal request for reenrollment to the Vice President for Learning Support. The student must present evidence that he/she has satisfied any and all conditions of reenrollment that were established at the time the suspension was imposed. Where appropriate, the student may be required to provide documentation from a qualified professional indicating that the student no longer poses a significant risk of substantial harm to the health or safety of such student, or others, or of interference with the normal operations of the College, its students, faculty, and staff.
2. The Vice President for Learning Support or his/her designee must approve the request for reenrollment. In approving a request for reenrollment, the Vice President or his/her designee may impose conditions and/or requirements under which the student will be allowed to reenroll. The student will be notified in writing of the decision regarding his/her request for reenrollment including any conditions and/or requirements under which the student will be allowed to reenroll.
- R. Records
1. Disciplinary action resulting from the imposition of any disciplinary sanction other than a disciplinary warning by the Vice President for Learning Support will result in the establishment of a disciplinary file in the name of the accused student. If the student is found innocent of charges by the Student Discipline Committee, the file will be voided and will not leave the student with a disciplinary record. In accordance with the Family Educational Rights and Privacy Act (FERPA), as amended, the student's judicial and disciplinary records are educational documents and thus protected under FERPA. However, the College is required to provide the results of a final on campus disciplinary action against an alleged perpetrator of a crime to an alleged victim, or the parents of the victim if the victim died, if the parent or victim requests such information.
- Disciplinary files may be voided for good cause by the Vice President for Learning Support. Factors to be considered include, but are not limited to:
- Present demeanor;
 - Conduct of student subsequent to the violation;
 - Nature of violation (e.g., severity of any damage, injury, or harm resulting from it).
2. Files of students who have received a written disciplinary sanction will be retained for seven years from the date sanctions were imposed. The files will then be destroyed except in cases where the student has been indefinitely suspended or expelled from the College. Files for these students will be retained permanently. 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 suspended or expelled, complete records of the hearing proceedings and all pertinent documents shall be maintained permanently by the Vice President of Learning Support. A notation of the sanction is entered on the student's transcript when the sanction is either suspension or expulsion from the College. For suspended students it remains on the transcript for the duration of the suspension; for expelled students it remains on the transcript permanently.
4. Records of all disciplinary actions will be filed in the office of the Vice President of Learning Support.

College Closings for Inclement Weather

Policy (6.16, rev. 4/20/05)

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.

Procedures

The college will provide inclement weather announcements concerning cancellations, closings, and delays by 5:30a.m. Please refer to the following sources:

- FCC switchboard, 301.846.2400
- FCC website www.frederick.edu
- FCC Alert, sign up on www.frederick.edu
- Other websites: www.schoolsout.com

Radio and TV Stations

Radio:	WFMD (AM 930)	WFRE (FM 99.9)
	WARX (FM106.9)	WAFY (FM 103.1)
TV:	NEWS4 (CH. 4)	Newschannel 8
	WJZ-TV (CH. 13)	WTTG FOX-5 (CH. 5)
	WUSA-TV (CH. 9)	WHAG-TV (CH. 25)
	ABC (CH. 7)	WBAL (CH. 11)

NOTE: Radio and TV stations might not use the exact words we provide them, so please beware that announcements could differ from station to station. Due to possibility of inaccurate announcements we would advise you to check more than one source.

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. College delayed openings for weather will always be at 11 a.m. (Note: all classes and activities starting prior to 11 a.m. are canceled). However, depending on changing weather conditions, the decision to open at 11 a.m. or to close will be re-evaluated at 9 a.m. When in doubt, call 301.846.2400 or check the web sites for the most current updates BEFORE you head to campus.

3. FCC is open; classes are delayed until "X"

All administrative and support staff are expected to come to work at their normal start time (e.g., 8:00 a.m. - 8:30 a.m.). The Children's Center will be open. Faculty and students should report after the delay. [For example, when classes are delayed until 9:30 a.m., 8:00 a.m. - 9:15 a.m. classes are cancelled and instruction will begin with regularly scheduled 9:30 a.m. classes. If a class is scheduled to run later than 9:30 a.m. (e.g., 8:00 a.m. - 10:30 a.m.), the class will begin at 9:30 a.m.]

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 and will be allowed on campus. NO students, faculty, or other staff members will be allowed on campus. The Children's Center will also be closed.

Special note for when the college delays opening:

Doors will be opened 30 minutes prior to the announced opening.

Important notice:

- No non-essential personnel will be allowed on campus more than 30 minutes prior to the announced opening in order to allow the college's maintenance and security staff enough time to prepare the campus for opening (clearing snow from sidewalks, parking lots, roads, etc.)
- All offices, laboratories, and the Children's Center will be open and staffed 15 minutes prior to the announced opening.

- Students are not allowed on campus until 15 minutes prior to the announced opening in order to allow the college's maintenance and security staff enough time to prepare the campus for opening (clearing snow from sidewalks, parking lots, roads, etc.)

The above announcements and procedures apply to FCC's main campus, the Monroe Center and any other FCC facility. FCC classes held at Frederick County Public School facilities follow FCPS procedures.

Communicable Diseases

Policy (6.12, prior to 1986)

A. 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.

B. Actions taken with respect to students or employees shall be consistent with rights afforded individuals under state and federal statutory regulations.

C. 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.

1. 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.

2. 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.

D. 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 insure strict confidentiality regarding infected individuals.

Course Participation and Attendance

Policy (4.17, 10/13/10)

To maintain the highest quality of academic work, participation in all course activities is necessary. Students who are unable to participate in a given course activity remain responsible for completing all requirements of the course.

Procedure (4.17, 10/13/10)

A. To maintain the highest quality of academic work, participation in all course activities is necessary. Students who are unable to participate in a given course activity remain responsible for completing all requirements of the course.

B. Guided by the following principles, the instructor articulates and publishes a class participation policy for each course.

1. The course level class participation policy is designed to support the learning process.
2. The course level class participation policy is designed within the framework of approved class formats such as online, hybrid and face-to-face classes.
3. To maintain the highest quality of academic work, the course level class participation policy encourages and expects the student to participate fully in all course activities.
4. In case of serious illness, emergency, religious holidays, or participation in official college functions, students remain responsible for completing the requirements of the course.
5. If 'Class Participation' affects the grade of the student, the course syllabus identifies measurable units of class participation in course activities.
6. If face-to-face participation components cannot be met due to serious illness, emergency, religious holidays, or participation in official college functions, the instructor may explore make-up opportunities in different class participation formats as warranted.

Drug and Alcohol Abuse

Policy (6.23, rev. 4/20/05)

A. 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.

B. 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 (6.23, rev. 10/21/09)

A. 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. Frederick Community College, in accordance with the Crime Awareness and Campus Security Act of 1990, is required to disclose certain crime statistics, including liquor and drug law violations. See Frederick Community College's Crime Awareness and Campus Security Act procedures for more information.

B. Standards of Conduct

1. The unlawful manufacture, sale, 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.

C. Employee Regulations

1. As required by the Drug-Free Workplace Act of 1988, and as a condition of employment, employees must abide by the terms of this procedure and notify the Human Resources Office in writing, of any criminal drug statute conviction for a violation occurring on Frederick Community College property, no later than five calendar days after such conviction. Lack of compliance with these requirements may subject the employee to immediate dismissal.
2. Upon receipt of notification of a conviction, the college will take the following actions as required by law:
 - a. Notify the appropriate federal agencies of such convictions, and

- b. Take appropriate personnel action against the employee, up to and including termination; and/or
- c. Require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement, or other appropriate agency.

D. Student Drug Free Pledge

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 website and all students will be notified by FCC student e-mail of its availability on the website and directions on how to access the information. Copies of the college's drug and alcohol brochure will be available in information racks on campus as well as in various college offices.

E. Reporting an Alleged Violation of the Employee and Student Drug and Alcohol Policy

1. Violation by an Employee

An alleged violation of the Employee and Student Drug and Alcohol Policy should be reported to the employee's supervisor(s) and the appropriate Vice President. An alleged violation by an employee will be investigated and adjudicated in accordance with Section F below.

2. Violations by a Student

An alleged violation of the Employee and Student Drug and Alcohol Policy should be reported immediately to the Frederick Community College Security Office by completing the "Reporting Violations of the Code of Student Conduct" form. Alleged violations will be investigated and adjudicated in accordance with procedures outlined in Section F below and the Code of Student Conduct (Policy/Procedure 5.11).

F. College Sanctions

1. Any member of the college community who violates the Employee and Student Drug and Alcohol Policy 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 – may include reprimand, warning, or dismissal from the institution (a complete list of disciplinary sanctions for students is included in the Code of Student Conduct; 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 members of the campus community. The policy and procedures is designed to encourage those persons 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

G. Local, State and Federal Law Descriptions Relating to Alcohol and Other Drug Use

Students and employees at Frederick Community College are subject to federal, state and local laws for the possession and distribution of illegal drugs.

Federal law states that it is unlawful to possess controlled substances including marijuana, cocaine, LSD, PCP, heroin, designer drugs, etc. (1) If the substance is cocaine, or contains a cocaine base, the penalty for simple possession is a fine and/or imprisonment from 5 to 20 years.

In February 2000, a law was enacted to categorize gamma hydroxybutyrate (GHB), also known as a "date rape" drug, as an illegal drug. This means that anyone possessing, manufacturing, or distributing GHB may face up to a 20-year penalty.

For other illegal drugs, the penalty for simple possession is a fine of at least \$1,000 and/or imprisonment up to 3 years. The penalties increase if the possession includes intent to manufacture, distribute, or dispense a controlled substance, especially if done near a public or private elementary, vocational, or secondary school or a public or private college or university. Additionally, any person who violates this law shall be liable for an amount up to \$10,000 in civil penalties.

In addition to Federal laws, the State of Maryland has its own laws dealing with distribution, manufacturing, and possession of controlled substances. For instance, any person who unlawfully manufactures or distributes a narcotic drug may be fined up to \$25,000 and may be imprisoned for up to 20 years for a first offense. (2)

Students and employees at Frederick Community College are subject to state and local laws for drinking and obtaining alcohol. It is illegal in the State of Maryland for any person under 21 to drink alcohol. (3) It is also illegal for a person under 21 to falsify or misrepresent his or her age to obtain alcohol, or possess alcoholic beverages with the intent to consume them. (4) It is also illegal in most situations to furnish alcohol to a person under 21. (5) The penalty is a fine of up to \$500 for a first offense, and up to \$1,000 for repeat offenses.

In addition, state law dictates that it is illegal to possess alcohol in an open container in any parking lot of any shopping center or retail store, unless given permission by the owner. The penalty is a fine of up to \$100. (6)

It is also illegal to consume alcohol on any public property or highway unless authorized by the governmental entity that has jurisdiction over the property, with penalties including a fine of up to \$100. (7)

Students and employees are also subject to state and local laws governing drinking and driving. A person may not drive or attempt to drive while impaired or under the influence of alcohol. (8) Individuals under 21 with a B.A.L. of only .02 (approximately 1 drink) will be charged with a violation of restricted license and result in suspended license until the age of 21. (9)

Any individual with a B.A.L. of 0.08 will be presumed to be driving under the influence of alcohol. An individual with a B.A.L. of .08 or more shall be determined to be under the influence of alcohol per se. (10) Any of these violations will result in fines, imprisonment, or both.

It is also unlawful to drive while impaired by any Controlled Dangerous Substance whether or not it is illicit (prescribed or unlawfully obtained). (11) A person can still be charged with these violations even though they possess a driver's license from another state.

1. Federal Law 21 USCA/sections 841 and 844 to 845a (1990)
2. Md. Code Criminal Art. Section 5-608
3. Md. Code Criminal Art. Section 10-114
4. Md. Code Criminal Art. Section 10-113
5. Md. Code Criminal Art. Section 10-117
6. Md. Ann. Code Art. 2B, Section 19-204
7. Md. Ann. Code Art. 2B, Section 19-204
8. Md. Code Transportation Art. Sections 21-902
9. Md. Code Transportation Art. Sections 16-113(b)
10. Md. Ann. Code Transportation Art. Sections 21-902
11. Md. Code Transportation Art. Sections 21-902 (c) and (d)

Adapted and reprinted with permission from the University of Maryland, College Park University Health Center and the President's Legal Staff.

H. Health Risks Associated with Alcohol and Drug Use

Alcohol—Ethyl alcohol, the form of alcohol found in beer, wine, and liquor, is a psychoactive drug. It is classified as a central nervous system depressant, although its effects are often misinterpreted as stimulating.

Low doses of alcohol significantly impair the judgment and coordination required to safely operate a motor vehicle. Moderate to high doses cause marked impairments in higher mental functions and alter a person's ability to learn and remember information. Very high doses can cause respiratory depression and death.

About one in ten people will find it difficult to control consumption, will have continuing problems associated with alcohol use, and will develop the disease of alcoholism. Even those who do not eventually develop alcoholism can experience and/or cause considerable harm to themselves, others, and the community. Individuals with a family history of chemical dependency face a higher chance of developing alcoholism or other forms of drug addiction.

Women who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, alcohol use has been found to be significantly related to the transmission of HIV and other sexually transmitted infections, unplanned pregnancy, fighting, assaults, vandalism, and the incidence of acquaintance rape and other crimes.

Narcotics—Drugs included in this classification include opium, morphine, codeine, heroin, oxycontin, methadone, percodan, percocet, and other opium derivatives and synthetics. Narcotics are the most physically addictive illicit drugs. The first or second administration of narcotics results in a tremendous euphoric feeling that cannot be repeated due to the rapid development of tolerance to the drug. This leaves the user with high cravings and low benefits from continued drug use. The user must continue ingesting the drug in order not to develop withdrawal symptoms. A major physical risk associated with the use of narcotics is sudden death resulting from respiratory arrest. Other risks include infection due to IV drug use. Psychologically, cravings for narcotics can be severe.

Stimulants—Drugs included in this classification include cocaine (e.g., coke, crack), methamphetamine, ritalin/adderall, amphetamines (speed), high doses of caffeine and other stimulants. Cocaine has been known to cause sudden death by causing the heart to beat in an abnormal rhythm resulting in a heart attack. The heart attack can be sudden and unexpected and can occur at any time when a person is using cocaine. Stimulants can cause a person to become emaciated, resulting from an increased metabolism and an extremely decreased appetite. Psychologically, cocaine and most amphetamines are extremely addictive and affect the pleasure center of the human brain. Stimulant intoxication can lead to visual, auditory and tactile hallucinations and delusional type thinking. After a person develops dependence upon cocaine or an amphetamine, sudden or gradual cessation in use can cause markedly diminished interest or pleasure in most daily activities. Fatigue, insomnia, and feelings of worthlessness are also common and can possibly result in suicide attempts.

Phencyclidine/Ketamine—These drugs form a distinct category of their own because the effects produced are unlike any other drugs. Ketamine (Special K) and Phencyclidine (PCP) act similarly to a hallucinogen, in some respect. In other respects they act similarly to that of a central nervous system (CNS) stimulant as well as a CNS depressant. Among

their side effects are delirium, visual disturbances, hallucinations and severe violence. Some evidence of long-term memory disorders and psychological disturbances resembling schizophrenia also has been linked to the use of these drugs.

Hallucinogens—Drugs in this classification include LSD (acid), mescaline (peyote), mushrooms (psilocybin), amphetamine variants (ecstasy), and other hallucinogens. The greatest short-term risk associated with ecstasy is dehydration and overheating. Additionally, consequences that ecstasy may have on the brain include depression, anxiety and effects on the brain's ability to think and store memories.

The greatest risk associated with LSD use is a "bad trip." A bad trip can occur at any time, even occurring in individuals who have used the drug many times. A bad trip is a psychological reaction to the ingestion of LSD and is primarily based upon the user's mind set and environment at the time of administration. A bad trip can result in extreme paranoia, panic attacks and a loss of self-control. The most extreme outcome of a bad trip can be permanent psychosis or even death.

Nicotine—Nicotine is the powerfully addictive substance in tobacco that can "hook" a user in as few as three cigarettes. Short-term health effects related to smoking can include wheezing, coughing, frequent colds, and decreased senses of smell and taste. Smoking can also trigger asthma symptoms. Long-term health effects can include chronic bronchitis, lung cancer, or cancer of the mouth, throat, bladder, pancreas, or kidney.

Inhalants—Inhalants include a wide variety of breathable chemicals that produce mind-altering results. The three major subcategories of inhalants include volatile solvents, aerosols and anesthetics. The most commonly abused inhalants are gas, glue, paint and nitrous oxide (including whippets). A major physical consequence in inhalant use is sudden death occurring from heart beat irregularities. Inhalants produce an inebriation effect with associated bizarre thoughts, dizziness, numbness and a lack of coordination. The intoxicated person will have problems performing even the most mundane tasks, and serious accidents can result. Long-term effects can include brain damage, poor concentration and memory loss.

Cannabis—Drugs in this classification include: marijuana, tetrahydrocannabinol (THC), hashish, and hashish oil. Physical risks of marijuana use include damage to the lungs, chromosomes, and reproductive system. The most severe consequences of cannabis use affect brain functioning. Chronic marijuana use can result in changes in perception, motor activity, sensation, emotional response, motivation, memory and states of awareness.

Depressants—Drugs in this classification include Rohypnol and other barbiturates, benzodiazepines, xanax, valium, GILB and other depressants including alcohol. Depressants produce rapid tolerance. Severe withdrawal, including seizures and death, can occur if depressant use is immediately stopped. Depressants also can cause sudden death by respiratory arrest or by stroke resulting from a marked increase in blood pressure. Mixing alcohol with other depressants can be lethal.

Reprinted with permission from the University of Maryland, College Park University Health Center and the President's Legal Staff.

I. Substance Abuse Prevention Program and Notification to Employees

Frederick Community College has established an on-going substance abuse prevention program utilizing a variety of educational and prevention strategies. One of the goals of this program is to heighten the awareness of faculty and staff about the dangers of substance abuse in the workplace, the college's policy of maintaining a drug-free campus, the availability of substance abuse counseling, rehabilitation or employee assistance programs, and the penalties that may be imposed upon employees for substance abuse violations. In addition, the college will issue annual written notice to employees of the college's drug and alcohol policy and all specific notifications required by the law.

J. 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 learning support - employees may obtain information on referrals from the associate vice president for human resources.

J. Area Drug and Alcohol Abuse Services

Detoxification Services

Frederick Memorial Hospital Emergency Room
400 West 7th Street
Frederick, MD 21701
240.566.3500

For medical emergencies only

Behavioral Health Services of Washington County Health System
Washington County Hospital
Walnut Street
Hagerstown, MD 21740
301.766.7600

Frederick County Health Department
Substance Abuse Services - Adult Services
350 Montevue Lane
Frederick, MD 21702
301.600.1775

Outpatient detoxification

Inpatient Treatment Facilities

Jackson Unit
Country Club Road
Cumberland, MD 21502
301.777.2290

A 30 day residential treatment program for youth, age 13 -18 who present a primary diagnosis of drug and/or alcohol abuse or dependence. Serves residents of Allegany, Garret, Washington, and Frederick counties.

Massie Unit
Country Club Road
Cumberland, MD 21502
301.777.2285

A residential treatment facility designed to provide comprehensive, addictions treatment to people who are chemically dependent or abuse chemicals, and their significant others. Referrals for admission are accepted from employee assistance programs, hospitals, private physicians, counseling and community agencies, lawyers, legal/judicial system and others. Transportation is provided to and from the facility to the Western Maryland cities of Frederick, Hagerstown and Oakland.

Mountain Manor Treatment Center
9701 Keysville Road
Emmitsburg, MD 21727
301.447.2360

A 50-bed short term, high intensity adult residential substance abuse treatment. Its 12-step based program includes a detox track, relapse prevention, full medical and nursing services, and psychiatric support for dual diagnosis patients. The program also features a long-term residential track for pregnant and postpartum substance abusing women who may keep their young children and infants with them.

Outpatient Services

Frederick County Health Department
Substance Abuse Services – Adult Services
350 Montevue Lane
Frederick, MD 21702
301.600.1775

Adult outpatient services, IOP, outpatient detoxification, in-house psychiatric consultations and assessments, narcotics treatment program, men's recovery groups, women's recovery groups, and other specialty groups and alternative health services.

Frederick County Health Department
Substance Abuse Services – Adolescent Services
350 Montevue Lane
Frederick, MD 21702
301.600.3293

Adolescent outpatient services, IOP, At Risk Group, and Parent Group.

Allied Counseling Group
306 West Patrick Street
Frederick, MD 21701
301.698.7077
Comprehensive mental health services, including state-licensed and certified treatment for substance abuse, MVA certified DWI program, relapse prevention, continuing care, in-patient referrals; intensive outpatient treatment.

Crossroads Center
203 Broadway Street
Frederick, MD 21701
301.696.1950
Adult and adolescent intensive outpatient counseling for persons with alcohol and drug problems, abuse, and dependence. MVA approved DWI programs.

Residential Treatment Facilities

Gale Houses, Inc
336 North Market Street
Frederick, MD 21701
301.662.2303
Operates private, nonprofit residential treatment continuing care (halfway and transitional houses) for women and men recovering from drug and/or alcohol addiction. Admission is allowed by referral from addiction professionals.

Facilities include:

Olsen House for Men
608 East Patrick Street
Frederick, MD 21701
301.662.2303

Gale House for Women
336 North Market Street
Frederick, MD 21701
301.662.2303

Self-Help Groups

Alcoholics Anonymous
301.662.0544

Al-Anon
301.663.6626

Narcotics Anonymous
301.662.3263

Cocaine Anonymous
1.202.726.1717
www.tradition5.org/wmdvaca

24 Hour Hotline Services

Frederick County Hotline
301.662.2255

Alcohol Hotline
1.800.Alcohol

L. Review of Policy and Procedures

The Associate Vice-Presidents for Student Development and Human Resources will conduct a biennial review of the Employee and Student Drug and Alcohol Policy and Procedures and their implementation to determine their effectiveness, implement changes as needed, and ensure that disciplinary sanctions are consistently enforced.

Family Educational Rights & Privacy Act (FERPA)

Policy (4.13, rev. 1/21/09)

- A. An adequate system of student records shall be developed and maintained under the supervision of the President or his/her delegate.
- B. Frederick Community College accords to students all rights under the Family Educational Rights and Privacy Act (FERPA) of 1974, 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.
- C. FERPA provides students with the following rights with respect to their education records: 1) to inspect and review the student's education records; 2) to consent to disclosure of the student's education records to third parties, except to the extent that FERPA authorizes disclosure without consent; 3) to request amendment of the student's education records when the student believes that they are not accurate or are misleading; and 4) to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

Procedures (4.13, 11/12/08)

A. Elements of a Student's Records

The following are considered the essential elements of a student record and shall be required of all students applying to the college:

1. Legal name
2. Permanent address
3. Phone number
4. County and state of legal residence
5. Date of birth

B. Definition of a Student

A student means an individual who is or has been enrolled at the college. An individual who applied but did not enroll is not a student.

Eligible student means a student who has reached 18 years of age or is attending an Institution of postsecondary education.

- C. At the time of application, a system assigned student ID number will be generated. A letter is sent to new students with their ID number enclosed and this number is to be used by the student to register or classes.
- D. The social security number (SSN) is not required at the time of application, but is requested for validation purposes. Students not presenting an SSN are required to appear in person with a photo ID in order to request a Web account.
- E. Students must present a college photo ID or drivers license to conduct in-person record transactions.

F. Education Records

Education records are specifically defined as records, files, documents, and other materials (including but not limited to handwriting, print, tapes, film, computer or other media) that contain information directly related to a student and maintained by the college or an agent of the college. The following information is considered part of the student's education record:

1. Academic standing/probation/dismissal
2. Advising notes
3. Assessment scores
4. Courses registered/completed
5. Credits or grades earned
6. Grade point average (GPA)
7. Financial aid records
8. Student disciplinary records
9. Student account information

G. Exceptions to Education Record

Education records do not include records on an eligible student that are:

1. Sole Possession Records. A sole possession personal record kept by a faculty or staff member, if it is kept in the sole possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute.
2. Employment Records. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.
3. Law Enforcement Records. Records maintained by the college's security office, if the record is maintained solely for law enforcement purposes, is revealed only to law enforcement agencies of the same jurisdiction and the security office does not have access to education records maintained by the college.
4. Alumni Records. Alumni records which contain information about a student after he or she is no longer an attendant of the community college and the records do not relate to the person as a student.
5. Treatment Records
 - a. Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her capacity or assisting in a professional capacity.
 - b. Made, maintained, or used only in connection with the treatment of the student.
 - c. Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution.

6. Health Insurance Portability and Accountability Act (HIPPA) Privacy Rule. HIPPA establishes standards and imposes requirements to protect the privacy of individually identifiable health information. HIPPA Privacy Rule excludes from its definition of "protected health information" individually identifiable health information contained in an "education record" covered by FERPA, as well as "treatment" records excluded from the definition of "education records."

H. Family Educational Rights and Privacy Act (FERPA). Frederick Community College complies with the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, 20 U.S.C. 1232g; 34 CFR § 99, and any regulation promulgated there under.

I. Annual Notification. Students will be informed of their rights under FERPA annually by publication in the student handbook, catalogue, schedule of classes, and www.frederick.edu.

J. Student Rights and Access to Education Records. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records.

1. A student has the right to inspect and review his/her education records within 45 days of the day the college receives a written request for access. The student should submit a written request to the Registrar and identify the record(s) he/she wishes to inspect. Upon receipt of the written request, an appointment will be scheduled with the Registrar to review the student's records and receive an explanation and interpretation of the records requested. If the records are not maintained by the Registrar, the student will be advised of the correct official to whom the request should be addressed.

The student has the right to review his/her records except for: 1) financial information submitted by the student's parents; 2) those records which are excluded from the FERPA definition of education records; and 3) education records containing information about more than one student, in which case the college will permit access only to that part of the record that pertains to the inquiring student.

2. A student has the right to request the amendment of his/her education records if he/she believes the records are inaccurate or misleading. A student may ask the college to amend a record that he/she believes is inaccurate or misleading. The student should clearly identify the part of the record that he/she believes is inaccurate or misleading. A student who requests to amend directory or personally identifiable information shall submit the appropriate request form to the Welcome Center. If the college decides not to amend the record as requested by the student, the student will be referred to the Vice President for Learning Support who will advise the student of his/her rights under the college's grievance policy and procedures. (See sections K and L of this procedure.)

3. A student has the right to consent to disclosures of personally identifiable information contained in his/her education records, except to the extent that FERPA authorizes disclosure without consent. (See section L of this procedure.)
4. A student has 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, S.W., Washington, DC 20202-4605.
5. Disclosure Without Prior Consent of the Student. The college may disclose personally identifiable information from a student's education records without prior written consent of the student if the disclosure meets one or more of the following conditions:
- a. The disclosure is to other school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted as its agent to provide a service instead of using college employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Upon request, the college may disclose educational records without consent to other colleges in the University System of Maryland for purposes of recruitment and research. School officials, including those designated contractors, however, may not re-disclose the information to any other party by any means. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the college.
- b. The disclosure, subject to requirements of 34 CFR § 99.34, is to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll.
- c. The disclosure is, subject to the requirements of 34 CFR § 99.35, is to authorized representatives of: the Comptroller General of the United States, the Secretary, or State and local educational authorities.
- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to: determine eligibility for the aid; determine the amount of the aid; determine the conditions for the aid; enforce the terms and conditions of the aid.
- e. The disclosure is to State and local officials or authorities to whom this information is specifically: allowed to be reported or disclosed pursuant to State statute adopted before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and the systems' ability to effectively serve the student whose records are released; allowed to be reported or disclosed pursuant to State statute adopted after November 19, 1974, subject to the requirements of 34 CFR § 99.38.
- f. The disclosure is to organizations conducting studies for, on behalf of, educational agencies or institutions to: develop, validate or administer predictive tests; administer student aid programs; improve instruction. The college does not have to initiate the research request or agree with or endorse the conclusions or results of the study. The college must agree with the purposes of the study and retain control over the information from the education records it discloses.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions.
- h. The disclosure is to parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954.
- i. The disclosure is to comply with a judicial order or lawfully issued subpoena.
- j. The disclosure is in connection with a health or safety emergency, under the conditions described in 34 CFR § 99.36 (See section Q of this procedure).
- k. The disclosure is information the educational agency or institution has designated as "directory information", under the conditions described in 34 CFR § 99.37 (See section K of this procedure).
- l. The disclosure is to parents of students under 21 who have violated the college's alcohol and drug policy (See section V of this procedure).
- m. The disclosure is to an alleged victim of any crime of violence, as that term is defined in section 16 of title 18, United States Code, or to an alleged victim of a non-forcible sex offense (as defined in 34 CFR § 99.39), of the results of any disciplinary proceeding conducted by an institution of postsecondary education against the alleged perpetrator of the crime with respect to the crime.
- K. Directory Information. Some information about students is considered Directory Information and the college may release directory information without the student's consent. A student who wishes to have Directory Information withheld must contact the Welcome Center and complete a request for non-disclosure of directory information form. The college will assume a student's failure to request withholding of Directory Information as his/her consent to the release of the information. Frederick Community College has defined Directory Information as the information listed below:
- Directory Information
1. Student's name
 2. Date of birth
 3. E-mail address
 4. Major
 5. Dates of attendance
 6. Enrollment Status (Full-/Part-time status)
 7. Degrees/awards/honors earned or anticipated
 8. Graduation Date
 9. Participation in recognized activities/sports
 10. Photographs
 11. Weight/height of members of athletic teams
 12. Most recent educational institution attended by the student
- L. Personally Identifiable Information. Personally identifiable information is defined as the following:
1. Student ID number
 2. Social security number
 3. Address
 4. Phone number
 5. Place of birth
 6. Name/address of student's parents or family members
 7. Student account information
 8. Gender
 9. Religious preference
 10. Ethnic background
- M. Parental Inquiry. Parental requests regarding access to a student's education records are referred to the Welcome Center. The parent(s) must contact the Registrar to clarify his/her concerns and discuss FERPA requirements.
- It is the practice of the college to notify the student of a parental inquiry regarding their education record and to encourage the student to discuss their academic status with the parent(s). If the student agrees to release the information to the parent(s), he/she will sign a Release Form to do so. If the student is a dependent, however, and it becomes necessary to release the requested information without the written consent of the student, the parent(s) is/are required to provide a copy of the most recent federal income tax form showing that the student was claimed as a dependent. Once the information is provided, the college may disclose the requested information.

N. Parental Notification. Frederick Community College complies with the provisions of the Family Educational Rights and Privacy Act of 1974, (FERPA) as amended and any regulation promulgated thereafter. FERPA permits, but does not require, institutions of higher education to notify parents or guardians when a student under the age of 21 is involved in a drug or alcohol violation, or when a student is experiencing a health or safety emergency.

Whenever possible, students will be informed that parental notification is planned so that they have the opportunity to discuss the planned notification with the Vice President. In such cases, the student will first be given the opportunity to notify the parent him/herself. However, the college may provide parental notification without prior notice to the student in cases where action has been or will be taken to protect the safety of the student or other individuals.

O. The college reserves the right to deny copies of records, including transcripts, not required to be made available by FERPA if: 1) the student has an unpaid financial obligation to the college; 2) there is an unresolved disciplinary action against the student.

P. Health or Safety Emergencies. The college reserves the right to release information on any student regardless of age or status to a parent or other appropriate individual such as a spouse or guardian, in health or safety emergencies, hospitalizations, or when in our judgment, the health or well being of the student or others may be at risk. Examples of health or safety emergencies may include, but not be limited to:

1. A student's Involvement in a disturbance of others on campus.
2. Disruption of the educational process by a student.
3. Demonstration of disregard for a student's personal safety or the safety of others.
4. A student who was harmed or injured, or harmed or injured others.
5. A violation which resulted in an arrest in which the student was taken into custody.
6. An incident which involves a serious violation of college policy which could result in interim suspension from the classroom or suspension or expulsion from the college.
7. An incident in which the student became physically ill and/or required medical intervention as a result of alcohol or drugs.

Q. Alcohol or Drug Policy Violation. The Vice President for Learning Support or his/her designee may notify parent(s) or legal guardian(s) of any student under the age of 21 who has committed a violation of any Federal, State, and/or local law, or college policy governing the use or possession of alcohol or a controlled substance. Notification will be made in writing and mailed to the parents or guardian at the address shown on college records.

R. Confidentiality of Student Records. Frederick Community College accords all rights under the Family Educational Rights and Privacy Act (FERPA).

S. Legal Subpoenas/Court Orders. Information concerning a student shall be released in response to a judicial order or lawfully issued subpoena. In these cases, the Registrar will make a reasonable attempt to contact the student at the last known address. A copy of the subpoena, as well as the college's procedures, will be sent by registered mail to the student. The student will be given a specific date (10 working days) to file a motion to stop the subpoena. A copy of this letter will also be sent by registered mail to the person issuing the subpoena. If the Associate Vice President does not receive a lawfully issued order to stop the subpoena by the date stated in student letter, the Associate Vice President must comply with the subpoena and information requested will be mailed one day after the deadline date provided to the student. A copy of all records sent will be maintained in the student's file. Education records may be disclosed to the U.S. Attorney General or his or her designee in response to an ex parte order concerning an authorized investigation or prosecution of domestic or international terrorism, without prior consent to the student.

T. Disciplinary Hearing Results

1. Disclosure to Victims. The college may disclose to an alleged victim of any crime of violence, or a non-forcible sex offense (as defined in 34 CFR § 99.39), the final results of any disciplinary proceeding conducted by the college against the alleged perpetrator of such crime or offense with respect to such crime or offense, regardless of whether the alleged perpetrator was found responsible for violating the college's Code of Student Conduct with respect to such crime or offense. The disclosure of final results is limited to the name of the student, the violation committed, and any sanction imposed by the institution against the student.
2. Disclosure to Third Parties. The college may disclose the final results of any disciplinary proceeding against a student who is an alleged perpetrator of any crime of violence or non-forcible sex offense (as defined in 34 CFR § 99.39), if the student is found responsible on or after October 7, 1998, for violating the college's Code of Student Conduct with respect to such crime or offense. Such disclosure shall include only the name of the student, the violation committed, and any sanction imposed by the college on that student. Such disclosure may include the name of any other student, such as a victim or witness, only with the written consent of that other student.

U. Alcohol and Drug Violations. The college may disclose to a parent or legal guardian of a student, information regarding any violation of any federal, State, or local law, or any policy or rule of the college, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student's education records, if the student is under the age of 21 at the time of disclosure to the parent, and the college determines that the student is responsible for a disciplinary violation with respect to such use or possession.

V. 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.

Grievance Policy for Students

Policy (5.18, rev. 1/16/08)

A student who reasonably believes that an improper, unfair, or arbitrary action has been taken by a member of the faculty or staff which involves the application of a specific provision of a college policy, procedure, rule, or regulation that adversely affects his/her status, rights, or privileges as a student has the right to seek redress for such action. Procedures have been established for resolving instructional (i.e., grade disputes), non-grade, and ADA (Americans with Disabilities Act) grievances. The burden of proof in such instances shall rest with the student. Retaliation of any kind taken against a student for participating or not participating in a grievance is prohibited.

Grievance Procedure for Students: Grade Disputes

(5,18a, rev. 5/14/14)

A. Introduction

1. The purpose of the Grade Grievance Procedure for Students is to provide a method of recourse to students who reasonably believe that a particular course assessment on the part of a College faculty member has violated institutional practices and standards.
2. This procedure is applicable to all students, including Continuing Education students enrolled in courses where performance issues impacts the student's progress toward course or program certification. While the use of this procedure is most appropriate in those instances where a student believes that the instructor in question has misapplied course evaluation standards as outlined in the course syllabus, it is not necessarily limited to this condition.

3. **This procedure is not intended to be used as an appeal route for students who disagree with the subjective judgment of their instructor regarding submitted tests and projects.**

The College relies on, and endorses, the instructor's right to pass expert judgment on all submitted student work. The College also recognizes the instructor as the sole evaluator of all work submitted by students for/in a specific course. This procedure is also not intended to address student concerns regarding harassment or discrimination in the classroom. The College provides separate strategies to students for addressing these issues. Those strategies can be referenced in the student handbook published annually by the College.

4. For the purposes of this Procedure, the College will use "working" days instead of "calendar" days which is the College's standard for use in policy and procedure.

B. Procedures

1. The student and faculty member involved in the student's concern or disagreement must first try to resolve the dispute through informal discussion. Preceding this discussion, it is recommended that the student consult with a member of the counseling staff to clarify the issues involved, to explore student options, and to answer questions about the nature of the grievance procedure.

If, after meeting with the faculty member involved, the student remains unsatisfied with the resolution of his/her concern, the student may meet with the faculty member and his/her department chair (or appropriate designee). The appropriate Associate Vice President of learning will substitute for the department chair when the Chair is directly involved as a party in the grievance. This meeting must take place within 14 calendar days following the beginning of the subsequent semester (summer and Janterm excluded).

Prior to the meeting, the student must submit a written account of the nature of his or her complaint and a requested remedy/ outcome to the department chair using the appropriate Student Complaint Form. The Complaint Form is available from the area's academic office manager and in the Office of the Vice President for Learning and the Counseling and Advising Office.

If a satisfactory outcome is not reached in consultation with the department chair, a formal grievance can be initiated by the student. The formal grievance, however, must be initiated within 10 calendar days of the student's meeting with the faculty member and his/her department chair. **Formal grade grievances may not be initiated without the student's first addressing the informal steps in the Grade Grievance Process.**

2. Formal Level: Initiation of the Grade Grievance

a. A formal grievance is started by the student with the submission of an Initiation of Grievance Form to the appropriate department chair. This form is available from the academic office manager of the department and must be signed by the student, the faculty member involved, and the department chair. Any refusal of the faculty member to sign the form should be noted by the department chair and should not inhibit the process from continuing.

b. The department chair must attach the Student Complaint Form to the grade Grievance Form.

c. The student's written summary of issues and requested remedy (Student Complaint Form), and the completed Grievance Form, are sent by the department chair to the Chief Academic Officer (copy to the appropriate Associate Vice President of Learning's Office).

C. Formal Grievance Process

1. The formal grievance must be initiated by the student within 10 calendar days of the student's meeting with the department chair at the Informal Level of the Grievance Procedure.

2. The Grade Grievance Committee will be convened by the Chief Academic Officer's representative upon receipt of the Grievance Form from the appropriate department chair. The Grievance Committee shall then meet within 14 calendar days to assess the student's appeal and complaint.

3. A written report of the Committee's decision will be submitted to the Chief Academic Officer within 10 calendar days following the Committee's last meeting. A representative of the Chief Academic Officer will promptly notify the student, faculty member, and department chair of the Committee's decision.

4. The Committee's decision is generally final with no further appeal available to the student or faculty member. However, when the decision of the Committee directly results in the student's displacement from an academic program or in his/her inability to continue with prescribed clinical assignments, the student may appeal to the President. This appeal must be filed within 7 calendar days of the student's receipt of the letter which provided the Committee's decision.

D. Grade Grievance Committee. The Grade Grievance Committee is convened and administered by a representative of the Chief Academic Officer.

1. Membership

a. Two faculty members

b. Associate Vice President of Learning Operations

c. Two students

2. Method of Selection

a. The faculty representatives shall be appointed by the Chief Academic Officer.

b. The student representatives shall be appointed by the President of the Student Government Association (SGA).

c. The Grievance Committee will select a chairperson who will hold voting privileges.

d. Members of the Committee will serve for one-year terms and may serve unlimited terms.

e. If a member of the Grade Grievance Committee is involved in the grievance, a substitute will be appointed.

E. Procedural Requirements for the Grievance Process

1. The Grievance Committee, in hearing the grievance, shall observe the principles of due process, as defined in Procedure 5.11.C. 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. Participation in the deliberation of the Grievance Committee is limited to the student, faculty, and Committee members and shall be confined to those points set forth in the student's written Complaint. The student must present and prove his/her case.

3. The presence of legal counsel is not permitted at any meeting convened under this Procedure, including during the Grievance Committee process.

4. 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 the grievance. The withdrawal of a grievance by the student at any point in the process bars the student from re-initiating the grievance. Once initiated, the grievance is confined to the student's narrative of complaint originally submitted to the department chair at the Informal Level.

5. The failure by the student to appear for any scheduled meeting without prior notification or evidence of extenuating circumstances shall constitute withdrawal of the grievance appeal.

6. The student may withdraw the formal grievance at any time by written notice to the Chief Academic Officer. Any verbal notice given by the student will be confirmed in writing by the Chief Academic Officer's representative.

7. Student non-compliance with any aspect of the process results in the termination of the grievance process and the dismissal of the grievance.

8. Records of all formal grievances will be retained by the Chief Academic Officer for a period of three years.

9. Standard of Evidence. The standard of proof in a case arising under this Procedure shall be the "preponderance of the evidence." A "preponderance of the evidence" shall mean evidence which is of greater weight or more convincing than evidence to the contrary; evidence which shows that something more likely than not is true.

Grievance Procedure for Students: Non-grade Complaints

(5.18b, rev. 5/14/14)

A. Introduction

The purpose of the Grievance Procedure for Non-grade Complaints is to establish a process for students to express and resolve misunderstandings, concerns, or grievances that they have with any College employee in a prompt, fair, and equitable manner. Actions that may be grieved under this procedure include (but are not limited to unless otherwise excluded as defined below) unfair, inequitable treatment, improper application of College policy or procedure, improper disclosure of grades (i.e., FERPA violation), and unprofessional treatment. Although the procedure encourages the resolution of the concern informally, a formal grievance is available should the concern not be resolved informally.

Actions that may not be grieved under this procedure include: 1) actions by another student as these are subject to the College's Code of Student Conduct (College Policy/Procedure 5.11); 2) sexual harassment by a College employee or student (College Policy 3.18/Procedure 5.19); 3) discrimination (College Policy 3.17/Procedure 3.17); 4) American with Disabilities Act (ADA) compliance complaints (College Policy 5.18/Procedure 5.18c); and 5) grade disputes (College Policy 5.18/Procedure 5.18a). Federal, State, and local laws, rules and regulations may not be grieved. The burden of proof shall rest with the student.

B. Procedures

1. Informal Level

The parties involved in the grievance should try to resolve the misunderstanding, concern, or grievance 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 employee involved in the grievance, the student remains unsatisfied, the next step in the informal process is to meet with the employee and his/her supervisor(s). This meeting must take place within fourteen (14) calendar days from the time the student knew or reasonably should have known about the unfair or unjust treatment. If a satisfactory outcome is not

reached, a formal grievance can be initiated. A formal grievance must be initiated within ten (10) calendar days of meeting with the employee and his/her supervisor(s).

2. Initiation of Formal Grievance

a. A formal grievance is initiated with the Initiation of Grievance form which must be signed by the student, employee involved in the dispute, and the employee's supervisor(s). Should the employee refuse to sign the form, that refusal shall be noted by the supervisor(s) and should not inhibit the process from continuing. Documentation supporting the complaint should be attached to the form. The Initiation of Grievance form may be obtained from the offices of the Vice Presidents for Learning, Learning Support, and the Counseling and Advising Offices.

b. The form and relevant documentation is sent from the supervisor(s) to the appropriate department administrator who will act on the complaint. The student will be notified of the administrator's decision in writing within ten (10) calendar days after the formal grievance is filed.

If the student is unsatisfied with the decision of the department administrator, he/she may appeal to the Vice President to whom the department reports. The appeal must be in writing and submitted to the appropriate Vice President within five (5) calendar days of receiving the department administrator's notification of his/her decision. The Vice President will meet with the student within five (5) calendar days of receiving the student's appeal. The decision of the Vice President is final and will be communicated to the student in writing within five (5) calendar days of meeting with the student.

c. A written report of the Vice President's decision will be maintained in the respective Vice President's office or in the case the case where a grievance is filed against a Vice President the file will be maintained in the Office of the President.

C. Procedural Requirements for the Grievance Process

1. Legal counsel is not permitted during the grievance process.
2. No retaliation of any kind shall be taken against a student for participating or refusing to participate in a grievance. Retaliation may be subject to action under the Code of Student Conduct or applicable employee policies and procedures.
3. The failure of the student to appeal a decision within the designated time period shall constitute a withdrawal of the grievance and bar further action by the student on this grievance. The retraction of a grievance by the student at any point in the process bars the student from re-initiating the grievance.

4. The failure by the student to appear for any scheduled meeting without prior notification or evidence of extenuating circumstances shall constitute withdrawal of the grievance or appeal.

5. The student may withdraw the formal grievance at any time by written notice to the appropriate Vice President.

6. Grievance records will be held in the appropriate Vice President's office or, in the case where a grievance is filed against a Vice President, in the Office of the President. Records will be held for a period of three years after which the records will be destroyed.

7. Standard of Evidence. The standard of proof in a case arising under this Procedure shall be the "preponderance of the evidence." A "preponderance of the evidence" shall mean evidence which is of greater weight or more convincing than evidence to the contrary; evidence which shows that something more likely than not is true.

Grievance Procedure for Students: ADA Grievances

(5.18c, rev. 5/14/14)

A. Introduction

1. 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.

2. In this connection, the College subscribes to full access to all College facilities as outlined in Title II of the Americans with Disabilities Act of 1990 (ADA), as amended and complies with Section 504 of the Rehabilitation Act of 1973 (Section 504) as it pertains to potential students or currently enrolled students. The purpose of this Grievance Procedure is to establish a process for students (and potential students) to express and resolve, in a prompt, fair, and equitable manner, any misunderstandings, concerns, or grievances that they have with respect to the College's fulfillment of its obligations under the ADA and Section 504. Although the procedure encourages the resolution of the concern informally, a formal grievance is available should the concern not be resolved informally. Actions not grievable under this procedure include 1) actions by another student, as these are subject to The College's Code of Student Conduct (College Policy/Procedure 5.11); 2) sexual harassment by a College employee or student, as these are subject to the College's anti-harassment policies (College Policy/Procedure 3.18); 3) discrimination complaints (College Policy/Procedure 3.17); 4) non-academic complaints (College Policy/Procedure 5.18b); and 5) grade disputes (College Policy/Procedure 5.18a) with the exception that grade disputes resulting from alleged ADA or Section 504 compliance complaints should first be addressed under this Grievance Procedure. Once these compliance complaints are addressed and/or resolved, such grade disputes will then follow College Policy/Procedure 5.18a if applicable. Federal, state, and local laws, rules and regulations are not grievable. The burden of the proof shall rest with the student.
- B. Procedures**
- 1. Informal Level**
- a. Students initiating proceedings under this Grievance Procedure must do so by submitting a signed Student Complaint form to the Services for Students with Disabilities office within thirty (30) calendar days of the alleged compliance violation. The Student Complaint form is available from the Services for Students with Disabilities office. The parties involved in the grievance should try to resolve the misunderstanding, concern or grievance through discussion. Preceding this discussion, it may be helpful for the student to consult with the individual whose action, including a determination with respect to a requested accommodation, has resulted in the grievance, in order to clarify the issues involved.
- b. If, after meeting with that individual, the student remains unsatisfied, the next step in the informal process is to meet with the individual and his/her immediate supervisor(s). This meeting must take place within fourteen (14) calendar days from the date of the initial meeting between the student and individual. Upon request, a Services for Students with Disabilities staff member (other than the Director) can assist the student with mediation at these meetings.
- c. Prior to the meeting, the student must submit a written account of the nature of his/her complaint and a requested remedy/outcome to the individual's supervisor using the Student Complaint Form.
- d. If a satisfactory outcome is not reached, a formal grievance can be initiated. A formal grievance must be initiated within ten (10) calendar days from the date the student meets with the individual and his/her supervisor(s).
- 2. Initiation of Formal Grievance**
- a. A formal grievance is initiated with the submission of an Initiation of Grievance form, which must be signed by the student. Documentation supporting the complaint should be attached to the form. The Initiation of Grievance form may be obtained from the offices of the Vice Presidents for Learning, Learning Support, and the Counseling and Advising Offices.
- b. The Initiation of Grievance form, the Student Complaint form, and any other relevant documentation should be submitted to the ADA Coordinator who will investigate the complaint. The Coordinator will complete the investigation, make a determination with respect to the grievance, and inform the student of his/her determination within fourteen (14) calendar days. If the student is not satisfied with the ADA Coordinator's determination, the student may seek a hearing.
- c. A hearing will take place within fourteen (14) calendar days from the time the ADA Coordinator completes the investigation and informs the student of his/her determination. Prior to the hearing, the findings from the ADA Coordinator's investigation of the complaint will be forwarded to the Associate Vice President for Student Development. This hearing will include the student, the individual whose action, including a determination with respect to a requested accommodation, has resulted in the grievance, his/her supervisor(s), and the Associate Vice President for Student Development who will conduct the hearing and render a decision regarding the alleged ADA compliance violation. The student will be provided with a full opportunity at the hearing to describe the facts which support his/her grievance and to direct reasonable and relevant questions to the Associate Vice President for Student Development, which will be re-communicated to the individual whose action has resulted in the grievance and his/her supervisor(s) for response. The student will be notified of the Associate Vice President for Student Development's decision in writing within ten (10) calendar days from the date of the hearing.
- d. If the complaint is against the Services for Students with Disabilities program or the ADA Coordinator, an investigation by the ADA Coordinator will be dispensed with, and the complaint will proceed directly to a hearing conducted by the Associate Vice President for Student Development.
- e. If the student is unsatisfied with the decision of the Associate Vice President for Student Development, he/she may appeal to the Vice President for Learning Support. The appeal must be in writing and submitted to the Vice President within ten (10) calendar days of receiving the Associate Vice President for Student Development's notification of his/her decision. The findings of the Associate Vice President for Student Development will be forwarded to the Vice President. The Vice President will meet with the student within ten (10) calendar days of receiving the student's appeal. The decision of the Vice President is final and will be communicated to the student in writing within ten (10) calendar days of meeting with the student.
- f. A written report of the Vice President's decision will be maintained in the Vice President for Learning Support's office for a period of three years after which the records will be destroyed.
- C. Procedural Requirements for the Grievance Process**
1. Throughout the Grievance Procedure, legal counsel is not permitted to attend (i) at the informal level, either the discussion between the student and the individual whose action, including a determination with respect to a requested accommodation, has resulted in the grievance or any subsequent meeting among the student, the individual in question, and his/her supervisor, or (ii) at the formal level, any meeting or hearing.
2. No retaliation of any kind shall be taken against a student for filing a grievance or for participating or refusing to participate in a grievance. Retaliation may be subject to action under the Code of Student Conduct or applicable employee policies and procedures.
3. The failure by the student to appear for any scheduled meeting or hearing without prior notification or evidence of extenuating circumstances shall constitute withdrawal of the grievance or appeal.

4. The failure of the student to appeal a decision within the designated time period shall constitute a withdrawal of the grievance and bar further action by the student on this grievance. The retraction of a grievance by the student at any point in the process bars the student from re-initiating the grievance.
5. The student may withdraw the formal grievance at any time by written notice to the ADA Coordinator.
6. Grievance records will be held in the ADA Coordinator's office or, in the case of a hearing or where a grievance is filed against the ADA Coordinator or the Services for Students with Disabilities program, in the office of the Associate Vice President for Student Development. Records will be held for a period of three years after which the records will be destroyed.
7. Standard of Evidence. The standard of proof in a case arising under this Procedure shall be the "preponderance of the evidence." A "preponderance of the evidence" shall mean evidence which is of greater weight or more convincing than evidence to the contrary; evidence which shows that something more likely than not is true.

D. External Grievance Process

Although a student is encouraged to seek resolutions to grievances within the College's processes, the student has the right to file any grievance directly with the following agencies, at any time:

- (a) Maryland Commission on Human Relations
6 Saint Paul Street, Suite 900
Baltimore, MD 21202
Toll Free: 1.800.637.6247; Voice
410.767.8600; TTY 410.333.1737
- (b) Office for Civil Rights, Philadelphia Office
United States Department of Education
Wanamaker Building
100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323
Phone 215.656.8541; Fax 215.656.8605

The Statue of Limitations for filing a complaint with OCR is 180 calendar days from the time the alleged compliance violation or discrimination occurred.

Intellectual Property

Policy (4.16, 1/19/11)

A. General Statement: The purpose of this Intellectual Property Policy is to establish rights and responsibilities with respect to intellectual property created, developed, or used by any employee, independent contractor, grant recipient, or student of Frederick Community College ("College"). Unless otherwise specified in the procedure, intellectual property is owned by the creator.

B. Policy Goals

1. To encourage research, publishing, and other activities that further the mission of the college by providing incentives and recognition for these activities.
2. To achieve a fair balance between the rights of creators and the college, taking into account College Resources used to create Intellectual Property.

Procedure (4.16, 11/09/10)

A. Definitions: Intellectual Property means the product of creative or scholarly efforts, whether or not protected by patent, copyright, trademark, or trade secret laws, including, but not limited to:

1. Inventions and improvements to Inventions.
2. Discoveries.
3. Works of authorship, including, but not limited to:
 - a. Works in traditional or technology-based media.
 - b. Software programs and related manuals and/or documentation.
 - c. Websites or Web pages.
 - d. Course material.
 - e. Telecourses, both content and presentation.
 - f. Online courses, both content and presentation.
 - g. Lab manuals.
 - h. Documents.
 - i. Musical works, including any accompanying words.
 - j. Dramatic works, including any accompanying music.
 - k. Pantomimes and choreographic works.
 - l. Audiovisual works.
 - m. Pictorial, graphic, and sculptural works.
 - n. Motion pictures and other audiovisual works.
 - o. Sound recordings.
 - p. Architectural works.
 - q. Mask works.
4. Trademarks, servicemarks, trade dress, and trade names.

B. "Creator" means an employee, independent contractor, grant recipient, or student of the college who is the author, inventor, or originator of Intellectual Property.

C. "College Resources" means college property or personnel, including, but not limited to:

1. College funds, such as grants, stipends, additional compensation, and/or release time.

2. College equipment, such as audiovisual, computer resources, and computer related tools, equipment, and software.
3. College land or buildings.
4. The college name and/or logo.
5. College personnel, such as librarians, graphic artists, videographers, instructional and media designers, photographers, administrative staff, and/or information technology professionals.

D. Ownership of and Rights to Intellectual Property

1. Intellectual property is owned by the creator (unless specified below).

E. College Participation in Ownership of Intellectual Property

1. If college resources are used in the creation of Intellectual Property, the creator and the college should enter into a negotiated written agreement as to the legal and financial rights to the Intellectual Property. Absent such agreement, by creator's use of college resources and the college's provision of college resources to creator, the creator and the college acknowledge and agree that their respective rights as to such Intellectual Property are determined by this Intellectual Property Procedure.
2. Intellectual Property created or discovered by an employee or independent contractor of the college as part of his or her assigned responsibilities is the property of the college, regardless of where the work was performed.
3. Intellectual Property created or discovered by an employee, independent contractor, grant recipient, or student of the college under a separate, project related contract with the college is the property of the college, unless the contract explicitly provides otherwise. Without limitation of the foregoing this Intellectual Property will be treated as a "work made for hire" to the maximum extent permitted by law. Upon request by the college, the creator will execute any document that the college deems necessary to confirm or protect the college's ownership or other rights with respect to this Intellectual Property. The creator may retain the right to use this Intellectual Property if permitted by the contract.
4. To assure educational continuity, if the creator of any course material that constitutes Intellectual Property under this policy owns that Intellectual Property, the creator, upon leaving the employ of the college, shall grant the college a license to use and modify the Intellectual Property for teaching purposes. The college will appropriately acknowledge creator's role in creating the Intellectual Property.

5. If a college employee, independent contractor, or grant recipient, who is the creator of any course material that constitutes Intellectual Property owned by the college pursuant to this policy, leaves the employ of the college, the college may, on request by the creator, grant the creator a license to use and modify the Intellectual Property for teaching purposes.
6. If the creator of Intellectual Property who owns the Intellectual Property pursuant to this Policy is allowed by written agreement with the college to use the college's name and/or logo, the creator shall secure written authorization to use any third-party copyrighted works incorporated in the creator's work. The creator shall also indemnify and hold harmless the college from any copyright infringement claims relating to the creator's Intellectual Property or the use of any third-party copyrighted works within the creator's work.
7. The owner of Intellectual Property pursuant to this policy shall have the sole right to the use of and revenues from the Intellectual Property, unless otherwise provided in this procedure or in a written agreement.
8. Exempted or Traditional Scholarly Work. The college continues to recognize ownership in the creator of works defined as "exempted or traditional scholarly work" without modification as a result of these procedures.
9. With respect to non-credit adjunct faculty, the college will retain rights to unlimited use of all course titles and descriptions, regardless of the non-credit adjunct's employment status with the college. Course materials (syllabi, lesson plans, test, quizzes, etc.) created outside the scope of the non-credit adjunct faculty's normal responsibilities and produced without the use of college resources remain the sole intellectual property of the adjunct faculty member.

Regardless of ownership under this section, a copy of all course materials will be kept by the program manager area.

Intercollegiate Athletics Policy

Policy (rev. 4/20/05)

- 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. The College supports programs of intercollegiate athletics which cater primarily to the needs of Frederick County youth. The administration of the College is directed to insure that all activities and functions of the College that deal with athletics are operating to support the needs of Frederick County youth and that these activities and functions are educationally sound.

Non-discrimination Policy/ Procedures

Policy (3.17, rev. 6/18/14)

- A. Frederick Community College prohibits discrimination against any person on the basis of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status in its activities, admissions, educational programs, and employment. The college will abide by all applicable requirements of State and federal law prohibiting discrimination.
- B. 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. 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, State, or local law.
- C. 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.
- D. All members of the College community are expected to abide by this non-discrimination policy and to abide by federal, State and local 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 federal, State or local law.

E. The President of the College will implement this policy and notify administrative staff, faculty and support staff 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.

F. 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 to the senior HR administrator

G. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Title IX Coordinator
Associate Vice President for Human Resources
7932 Opossumtown Pike, Building G
Frederick, MD 21702
301.846.2436

Procedures (3.17, rev. 6/11/14)

- A. The following procedures are adopted to process complaints alleging violations of the College's policies on Non-discrimination, Equal Employment Opportunity, Equal Educational Opportunity, or Sexual Harassment, and will be in addition to any complaint or charges an employee, applicant or student files with State or federal agencies. These procedures apply to all complaints of sexual harassment made against an employee. Complaints of sexual harassment made against a student will be processed under the student sexual harassment procedure.
- B. Initiation of a Complaint. Any employee, applicant, or student who alleges a violation of College policy on Non-discrimination, Equal Employment Opportunity, Equal Educational Opportunity, or Sexual Harassment should file a complaint with the Associate VP for Human Resources* setting for the grounds for the complaint. If the complaint is against the Associate VP for Human Resources, the employee should file the complaint with the VP for Administration. If the complaint is regarding sexual harassment, the administrator will inform the Title IX Coordinator. The following person has been designated as the Title IX Coordinator:

Associate Vice President for Human Resources
7932 Opossumtown Pike, Building G, Suite G230
Frederick, MD 21702
301.846.2436

C. Fact Finding. The AVP for Human Resources* (or the VP for Administration) will initiate the impartial fact-finding process in response to the complaint and attempt to resolve the issue with the employee, applicant or student. The College will take interim preventative measures to protect the victim(s) and the school community during the investigation, and will maintain ongoing contact with the victim(s) throughout the investigation. The Department of Human Resources maintains all documentation of the complaint investigation, and any corrective action. Within a maximum of ten (10) work days of the receipt of the written/verbal complaint, the college administrator will complete the investigation and prepare a packet containing the statements and findings of the investigation. If the complaint is complicated or otherwise cannot reasonably be investigated within 10 work days, the administrator may extend the time for a decision by not more than ten (10) additional work days and will inform the complainant of the extension in writing.

D. Conference with the President. If the Associate VP for Human Resources* cannot resolve the complaint, the matter will be forwarded to the President of the College by the Associate VP for Human Resources* (or the VP for Administrator) with a recommendation. The President will hold separate information conferences with each party and make a decision of the charges.

E. Appeal. The decision of the president may be appealed to the board of trustees.

F. Standard of Evidence. The standard of proof in a case arising under this Procedure shall be the "preponderance of the evidence." A "preponderance of the evidence" shall mean evidence which is of greater weight or more convincing than evidence to the contrary: evidence which shows that something more likely than not is true.

G. Confidentiality. All parties and staff will keep the complaint, fact-finding process and conference or hearings confidential, except to the extent that it is necessary to investigate and process the complaint.

H. Reprisals and False Complaints. Persons filing complaints of discrimination, harassment, or retaliation will be protected against reprisals by actions that are appropriate to the circumstances. Those persons filing deliberate false complaints will be subject to disciplinary action including dismissal.

I. Disciplinary Action. Substantiated complaints of violation of the above referred to policies may subject the offending party to disciplinary action.

J. Title IX prohibits retaliation against any individual who, in good faith files a complaint under the Title IX or participates in a complaint investigation.

Note: * Indicates that the Associate VP for Human Resources may designate another College administrator to act in his or her absence.

Posting of Information on Campus

Policy (6.19, rev. 4/20/05)

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 Center for Student Engagement, located in the Student Center (room H-101), before posting. 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 Career & Transfer Resource Center.

Safety & Security

Policy (rev. 6/15/11)

A. Frederick Community College is committed to a workplace and campus environment free of violence or threat of violence. The College will not tolerate, condone, or ignore intimidating, hostile or threatening behavior by employees, students, vendors, visitors, or others on campus, in other FCC owned or leased facilities, or at FCC sponsored events regardless of their locations.

B. 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.

C. Frederick Community College uses silent video technology at all of its campus locations to ensure a safe and secure learning and working environment for all College students, employees, and visitors. Silent video technology is used selectively and strategically on campus for monitoring areas where situations might merit it (e.g., Testing Center, parking lots, building entrances, etc.). Silent video technology shall not infringe upon Academic Freedom (policy 4.00). The President's Administrative Staff (PAS), in consultation with others as appropriate, will determine the specific instances and locations that necessitate the use of silent video technology on campus. The College utilizes visible signage and published information to notify employees, students, and the public that silent video technology is in use on campus.

Sexual Assault

Policy (6.24, rev. 2/20/08)

Frederick Community College recognizes that sexual assault is a serious crime that 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 assault of any form.

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 campus, off-campus at college-leased or owned facilities, when attending college-sponsored activities or any activities (including participation in field experiences, internships, athletic and cultural events) which are initiated, authorized, or supervised by Frederick Community College, even off-campus, or when representing the college.

Alleged violations of the Sexual Assault policy by an employee will be adjudicated in accordance with college personnel procedures. A substantiated charge against an employee of the college will subject that employee to disciplinary action, which may include dismissal. Alleged violations by a student will be adjudicated in accordance with the Code of Student Conduct. A substantiated charge against a student of the college will subject that student to disciplinary action including suspension or expulsion.

Sexual Assault Prevention and Response Procedures (6.24, rev. 6/11/14)

A. Definition and Scope

1. Frederick Community College will not tolerate sexual assault in any form, including date or acquaintance rape. The term "sexual assault" is defined by the Maryland Annotated Code as rape, forcible sodomy, or forcible sexual penetration, however slight, of another person's anal or genital opening with any object by a stranger or acquaintance. These acts must be committed either by force, threat, intimidation or through the use of the victim's mental or physical helplessness of which the accused was aware or should have been aware (Level 1); the touch of an unwilling person's intimate parts (defined as genitalia, groin, breasts or buttocks, or clothing covering them) or forcing an unwilling person to touch another's intimate parts by a stranger or acquaintance. These acts must be committed by force, threat, and intimidation or through the use of the victim's mental or physical helplessness of which the accused was aware or should have been aware (Level 2).

2. Making reports and taking action in response to a sexual assault against a student or employee will be limited to incidents occurring on campus, off campus at College leased or owned facilities, when attending College sponsored activities or any activities (including participation in field experiences, internships, athletic, and cultural events) which are initiated, authorized, or supervised by Frederick Community College, even off-campus, or when representing the College.
- B. Prevention and Education Programs**
1. The College will do everything reasonably feasible to reduce the risk of sexual assault in the College environment. An annual review will be conducted by the Executive Director of Risk Management and Public Services or his/her designee to identify areas that might pose such a risk, and recommendations for corrective action(s) will be made to the Vice President for Administration.
 2. The College provides education programs to promote awareness of domestic violence, dating violence, rape, acquaintance rape, stalking and other sex offenses for students and employees on a regular basis. In addition, during new student orientation programs, Alcohol Awareness Month, Wellness Month, and throughout the academic year, the Division of Student Development and student organizations sponsor a variety of educational programs focusing on sexual assault, sexual harassment, prevention, and awareness. Similarly, new employees will receive training and education on sexual assault, sexual harassment, prevention, and awareness. Continuing education of employees will be provided by the Associate Vice President for Human Resources.
 3. Confidential Resources to talk with about a Sexual Assault
 - a. Frederick Community College's Counseling and Advising Center – located on the 2nd floor of J Building, 301.846.2471
 - b. Frederick Memorial Hospital, 240.566.3300
 - c. Heartly House, 301.662.8800

Other Resources

 - d. Maryland Coalition Against Sexual Assault (MCASA) www.mcasa.org (The website provides a detailed list of sexual assault crisis centers located in Maryland).
 - e. National Sexual Assault Hotline 24/7 at 1-800-656-HOPE. (This is a free and confidential hotline for incidents occurring outside of Maryland).

Please feel free to contact any of the resources listed above for assistance and support.
- C. Victim Action**
1. Anyone who believes that he/she has been sexually assaulted has the following options:
 - a. Choose to report the incident and press charges through a local law enforcement agency and/or file a report with the Department of Risk Management and Public Safety.
 - b. File a Peace or Protective Order with the Frederick County District Court to prevent contact with the person alleged to have committed the sexual assault. The Department of Risk Management and Public Safety staff is available to assist in this process. And Heartly House may provide a victim advocate to assist with this process free of charge.
 - c. Utilize Campus Security to be escorted on campus if feeling unsafe.
 - d. Utilize FCC's counseling services in the Counseling and Advising office.
 2. If you are raped or sexually assaulted go to a safe place and consider seeking medical treatment as soon as possible. Try to preserve all physical evidence. Call someone you trust. Remember that being assaulted is not your fault.
 3. If you decide to seek medical attention, a Sexual Assault Forensic Exam (SAFE) is available to you as a means to collect evidence for possible prosecution. This exam can also provide options for the prevention of sexually transmitted infections, internal injuries, and the possibility of pregnancy. This medical examination, performed by a specially trained nurse, is available at Frederick Memorial Hospital or The Heartly House (24 Hour Hotline: 301.662.8800). The Heartly House can provide accompaniment for the forensic exam by calling their hotline.
 4. Transportation can be arranged for on campus incidence by the Department of Risk Management and Public Safety, 301.846.2674, or by calling the ambulance at 911.
 5. Collect Evidence as soon as possible. Evidence collection is necessary for the investigation of the crime. Even if you do not think you would like to pursue a criminal case now, you can have evidence collected so you can decide later whether filing a report with police is right for you.
 6. If the victim decided to have a medical exam and/or pursue criminal prosecution it is advised that he/she NOT shower, bathe, brush your teeth, and if at all possible, avoid using the restroom prior to having a medical exam. This can allow important evidence to be collected. Place all clothing worn at the time of the assault in a paper, not plastic, bag to preserve any evidence present on the items. Do not apply medication to any injuries unless absolutely necessary.
 7. Helping the Victim Remain calm and go to a safe place. Seek medical treatment as soon as possible Help the victim to preserve all physical evidence. Contact someone you trust to get help and support.
- D. Response Procedures**
- The College encourages full reporting of incidents of sexual assault as well as the full use of all available campus and off-campus resources. The College also recognizes that someone who believes that he/she has been sexually assaulted has the right in most circumstances to decide whether to report the incident to College authorities and/or law enforcement and to decide what campus or community resources to use. The College cooperates with all investigative agencies. The College will do its best to comply with the wishes of someone who believes that he/she has been sexually assaulted. Due to the extremely private nature of sexual assault incidents, the College will not normally pursue charges of sexual assault unless the person who believes that he/she has been sexually assaulted is involved in the process. However, the College reserves the right, at its sole discretion, to pursue an incident of sexual assault to its conclusion in cases where not pursuing the incident would constitute a danger to the College community.
1. All allegations of a sexual assault are to be reported, responded to, and investigated according to the procedures outlined below. When the accused is a student, findings from the investigation will be reported to the Vice President for Learning Support or his/her designee, at 7932 Opossumtown Pike, J-324, Frederick, Maryland 21702 and 301.846.2565, for adjudication in accordance with the Code of Student Conduct. When the accused is an employee, the findings will be reported to the Associate Vice President for Human Resources or his/her designee, at 7932 Opossumtown Pike, G231, Frederick, Maryland 21702 and 301.846.2436, for adjudication under the College's personnel procedures.
 2. A person who believes that she/he has been sexually assaulted should contact the Department of Risk Management and Public Safety or the College's Title IX Coordinator. If a person makes a report to a faculty or staff member, federal law requires that the information be reported to the Vice President of Learning Support or the Title IX Coordinator. Reports include the name of the individual who reported that he/she has been assaulted, date, time, and the location of the incident. A representative from Counseling and Advising Office is available to students during this process to explain and facilitate the process and provide support to the victim. Human Resources will assist employees who are victims in contacting the EAP or local victim advocate services to provide support.

3. If an individual believes a sex offense has occurred (as a possible witness to alleged assault), he or she must report it to Campus Security. 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.
 4. Campus Security will notify the Executive Director of Risk Management and Public Services or his/her designee, the Counseling and Advising Office, and the President for Learning Support if the victim or the accused is a student. In the event that the victim or the accused is an employee, the Associate Vice President for Human Resources will be notified. If the victim so chooses, the Counseling and Advising 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 emergency medical assistance.
 5. 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.
 6. Throughout the process, the President will be apprised of the circumstances by the Vice President for Learning Support, when the accused is a student, or by the Associate Vice President for Human Resources, when the accused is an employee.
 7. 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.
 8. The FCC Counseling and Advising Office will inform victims of sexual assault about existing on and off-campus counseling, mental health, or other services for victims of a sexual crime.
 9. Hospitals equipped with Maryland State Police Sexual Assault Forensic Exam kits:
 - Frederick Memorial Hospital
 - Washington County Hospital Center
 - Carroll County Hospital
 - Gettysburg Hospital
 - Montgomery General Hospital
 - Howard County Hospital
- E. Investigating an Alleged Sexual Assault
1. Regardless of whether criminal proceedings are initiated, the College may conduct an adequate, reliable, and impartial investigation and initiate disciplinary proceedings if the evidence warrants. An investigation will be conducted by the Executive Director of Risk Management and Public Services or his/her designee, who will report the findings to the Vice President for Learning Support, if the accused is a student, or to the Associate Vice President for Human Resources, if the accused is an employee within a maximum of ten (10) work days from the initiation of the complaint. If the complaint is complicated or otherwise cannot reasonably be investigated within 10 work days, the administrator may extend the time for a decision by not more than ten (10) additional work days and will inform the complainant of the extension in writing.
 2. Pending the outcome of an investigation of the alleged incident, the Vice President for Learning Support, or if the accused is an employee, the Associate Vice President for Human Resources 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.
 3. During the investigation, the Executive Director of Risk Management and Public Services 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.
 4. The Executive Director of Risk Management and Public Services shall also meet with the accused and present allegations made by the accuser. The allegations need not be presented in writing. The accused shall be provided 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.
 5. During the investigation, the Executive Director of Risk Management and Public Services shall interview other witnesses who are believed to have information potentially relevant to the allegations.
 6. The College will implement appropriate interim steps during any law enforcement agency's investigation period and/or College investigation period to provide for the safety of the victim(s) and the school community and the avoidance of retaliation.
 7. The College will keep the complaint and investigation confidential to the extent possible.
 8. The Executive Director of Risk Management and Public Services will maintain all documentation of the complaint investigation.
9. Standard of Evidence. The standard of proof in a case arising under this procedure shall be the "preponderance of the evidence". A "preponderance of the evidence" shall mean evidence which is of greater weight or more convincing than evidence to the contrary: evidence which shows that something more likely than not is true.
- F. Adjudicating Alleged Violations
1. The Executive Director of Risk Management and Public Services will report the evidence adduced during the investigation to the Vice President for Learning Support for adjudication in accordance with the Code of Student Conduct when the accused is a student. Sanctions for students can include disciplinary warning, reprimand, probation, suspension, or expulsion. When the accused is an employee, the findings will be reported to the Associate Vice President for Human Resources for adjudication under the College's personnel procedures. The College may take any action necessary to discipline the offending employee. Disciplinary action may include a wide variety of actions up to and including the termination of the employment of the employee. Any disciplinary action taken will be in accordance with prescribed policies and procedures governing student or employee conduct. The Associate Vice President for Learning Support will maintain all documentation regarding disciplinary action for complaints in which the accused is a student. The Associate Vice President for Human Resources will maintain all documentation regarding disciplinary action for complaints in which the accused is an employee.
 2. In addition to reviewing the evidence presented by the Executive Director of Risk Management and Public Services, the College 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.
 3. The Student Right to Know and Campus Security Act as amended by the Higher Education Amendments of 1992 and the Higher Education Technical Corrections Act of 2009 requires the College to inform both the accuser and the accused simultaneously and in writing of the outcome of any disciplinary proceeding, appeal procedures, any change to the result before it becomes final, and when the results become final. The extent of information released regarding any disciplinary action that is taken against an offending employee will be in accordance with applicable State and Federal laws.

G. Prohibition Against Retaliation

Retaliation against a complainant or a person who provides information in support of a complainant is prohibited. Any person who retaliates against a complainant or a person who provides information in support of a complainant shall be subject to disciplinary action.

H. False Accusations

The College condemns the deliberate filing of false accusations of sexual assault. If it is determined that the complainant deliberately filed a false accusation, he/she will be subject to disciplinary measures in accordance with prescribed policies and procedures governing student or employee behavior.

Sexual Harassment

Policy (3.18, rev. 2/20/08)

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 this policy, 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 or gender-based nature. It is also a violation of this policy for students to harass other students through conduct or communications of a sexual or gender-based nature or for students to harass staff.

Making reports and taking action in response to a charge of sexual harassment will be limited to incidents occurring on campus, off-campus at college-leased or owned facilities, when attending college-sponsored activities or any activities (including participation in field experiences, internships, athletic and cultural events) which are initiated, authorized, or supervised by Frederick Community College, even off campus, or when representing the college.

Alleged violations of the Sexual Harassment policy by an employee will be adjudicated in accordance with college personnel procedures. A substantiated charge against an employee of the college will subject that employee to disciplinary action, which may include dismissal. Alleged violations by a student will be adjudicated in accordance with the Code of Student Conduct. A substantiated charge against a student of the college will subject that student to disciplinary action including suspension or expulsion.

Student Procedures for Filing a Sexual Harassment Complaint (5.19, rev. 5/14/14)

A. Definition and Scope

1. Frederick Community College will not tolerate sexual harassment. Students are prohibited from engaging in sexual harassment of faculty, staff, or other students.

a. Sexual harassment can be committed by a student, employee, or third party. Sexual harassment of an individual is the unwelcome conduct of a sexual nature that interferes with a student's ability to learn, study, work, achieve, or participate in school activities or with an employee's/ third party's term, condition, or privilege of employment/relationship with the school system. Examples of sexual harassment include, but are not limited to:

1. Offensive language (epithets, dirty jokes, derogatory comments, or slurs of a sexual nature) communicated verbally or in writing, including electronic formats.
2. Visual harassment such as derogatory posters, photography, cartoons, drawings, clothing or gestures.
3. Offensive touching, including inappropriate patting or pinching, or impeding or blocking a person's physical movement.
4. Making unwelcome sexual contact.
5. Engaging in unwelcome sexual contact.
6. Spreading rumors about or evaluating someone for their sexual behavior.
7. Taunting or ridiculing someone because of perceived or actual sexual orientation.
8. Pressuring someone for sexual activity
9. Sexual harassment also encompasses sex discrimination, sexual assault and sexual violence.

b. Such conduct has the purpose or effect of substantially interfering with an individual's educational performance or of creating an intimidating, hostile or offensive educational environment.

2. Sexual harassment may occur between people of the same or different genders, as well as between people of the same or different sexual orientation. Sexual harassment may take many forms. Sexual assault and requests for sexual favors that affect educational decisions constitute sexual harassment. However, sexual harassment may also arise from behavior that has the effect of creating an intimidating, hostile, or offensive educational environment. Sexual harassment may include physical action, spoken words, or written communication. Examples of conduct that may be harassment include: unwelcome physical contact; pressure for sexual activity; sexual remarks about a person's clothing, body, or sexual relations; conversation, jokes, or stories of a sexual nature; and the display of sexually explicit materials including posters, cartoons, and e-mail.

B. Investigating Alleged Violations of the Sexual Harassment Policy

The following procedures are to be followed when the accused party is a student. If the accused party is an employee, the complaint is to be referred to the Associate Vice President, Human Resources.

1. Informal Procedures

Students who reasonably believe that they have been sexually harassed under the definitions set forth above should contact the Associate Vice President/Dean of Students, Student Development or his/her designee within 120 days following an alleged incident of sexual harassment. The Associate Vice President/Dean of Students may waive the 120 day period with good cause. At the initial meeting with the Associate Vice President/Dean of Students, the complainant will be asked to document in writing the nature of the complaint. These discussions will be handled in a professional and confidential manner. The Associate Vice President/Dean of Students 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.

a. When a complaint is received the Associate Vice President/Dean of Students will discuss the complaint with the accused party who will have an opportunity to respond. The Associate Vice President/Dean of Students will record the complaint in a confidential log but will not disclose the complainant's identity to the accused party without the written 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.

In addition, the Associate Vice President/Dean of Students may determine that no action is warranted; arrange for a written agreement acceptable to both parties without an indication of findings; or investigate and then present findings to the Vice President for Learning Support, in accordance with the Code of Student Conduct, if an informal resolution cannot be reached.

b. The results of the investigation will be confidentially reported to the complainant, the alleged offender, and the Vice President for Learning Support.

c. Care will be exercised to affect an informal resolution of the complaint that is acceptable to the parties. However, if a resolution cannot be found through informal procedures, then the Associate Vice President/Dean of Students will refer the case to the Vice President for Learning Support or his/her designee for adjudication under the Code of Student Conduct.

d. Such informal procedures are optional.

2. Formal Procedures

a. Initiation of a Complaint. Any employee, applicant, or student who alleges a violation of College policy on Sexual Harassment should file a complaint with the Title IX Coordinator or the Associate Vice President/Dean of Students setting for the grounds for the complaint. The following person has been designated to handle the intake of complaints:

Title IX Coordinator
Associate Vice President for Human Resources
7932 Opossumtown Pike
Frederick, MD 21702
301.846.2436

Associate Vice President/Dean of Students
7932 Opossumtown Pike
Frederick, MD 21702
301.846.2565

b. When referring the case, the Associate Vice President will direct the complainant to complete a "Reporting Violations of the Code of Student Conduct" form. The completed "Reporting Violations of the Code of Student Conduct" form, the student's initial written documentation of the complaint, and the report from the Associate Vice President summarizing the evidence adduced during the investigation will be forwarded to the Vice President for Learning Support.

The Vice President will request a conference with the alleged violator and will provide written notification of the alleged violation, the specific charges against him/her, and an explanation of the evidence the Vice President has. In addition, the student will be informed that he/she will have an opportunity to present his/her side of the story and present any evidence at the conference with the Vice President.

After conferring with the student, the Vice President may dismiss the allegation due to insufficient or unsubstantiated evidence or impose an administrative disciplinary sanction in cases where there is sufficient evidence to support such action. Any disciplinary action taken will be in accordance with prescribed policies and procedures governing student conduct. A substantiated charge against a student will subject that student to disciplinary action which may include suspension or expulsion.

c. Fact Finding. The Title IX Coordinator or the Associate Vice President/Dean of Students will initiate the impartial fact-finding process in response to the complaint and attempt to resolve the issue with the employee, applicant or student. The College will take interim preventative measures to protect the victim(s) and the school community during the investigation, and will maintain ongoing contact with the victim(s) throughout the investigation. The Title IX Coordinator maintains all documentation of the complaint, investigation, and any corrective action. Within a maximum of ten (10) work days of the receipt of the written/verbal complaint, the principal or school administrator will complete the investigation and prepare a packet containing the statements and findings of the investigation. If the complaint is complicated or otherwise cannot reasonably be investigated within 10 work days, the administrator may extend the time for a decision by not more than ten (10) additional work days and will inform the complainant of the extension in writing.

d. Appeal. A decision of the Associate Vice President/Dean of Students may be appealed to the President. Any such appeal will be conducted in an impartial manner.

e. Standard of Evidence. The standard of proof in a case arising under this procedure shall be the "preponderance of the evidence." A "preponderance of the evidence" shall mean evidence which is of greater weight or more convincing than evidence to the contrary; evidence which shows that something more likely than not is true.

C. Confidentiality

All complaints of sexual harassment are to be kept confidential. The complaint will be discussed only with those who have a legitimate administrative or legal reason to know about the complaints. Failure to exercise care in the disclosure of information is a violation of the Sexual Harassment policy and may result in disciplinary action.

D. Prohibition Against Retaliation

Retaliation against a complainant or a person who provides information in support of a complainant is prohibited. Any person who retaliates against a complainant or a person who provides information in support of a complainant shall be subject to disciplinary action.

E. False Accusations

The College condemns the deliberate filing of false accusations of sexual harassment. If it is determined that the complainant deliberately filed a false accusation, he/she will be subject to disciplinary measures in accordance with prescribed policies and procedures governing student or employee conduct.

Smoking

Policy (6.21, rev. 6/18/14)

The use of all tobacco products is prohibited on all College property, either owned or leased, with the exception of the parking lots.

Tobacco is defined as all tobacco-derived or containing products, including, but not limited to, cigarettes (clove, bidis, kreteks), electronic cigarettes and vaporizers, cigars and cigarillos, hookah smoked products, and oral tobacco (spit and spitless, smokeless, chew, snuff).

All faculty, staff, students, and visitors will be required to comply with this policy. The Security Department is responsible for monitoring and maintaining compliance with smoking regulations. Problems of non-compliance should first be presented to appropriate supervisors (for students, the chief student affairs officer) for resolution.

Procedures (6.12, rev. 9/12/07)

A. Introduction

All college employees, students, and visitors are expected to comply with the college Smoking Policy and Procedures and assume personal responsibility for effective implementation of the policy. To ensure effective campus-wide compliance, the college will provide education about the policy and enforcement procedures to all students, staff, and visitors.

B. Notification about the Policy/Procedures

1. The policy/procedures are communicated to all individuals through a variety of mediums including the student handbook, faculty handbook, college Intranet, college website, and Use of Facility form.

2. The policy/procedures will be given to all newly hired employees during new employee orientation sessions.
3. No Smoking signs are posted in common areas such as building entrances and lobbies, athletic fields, food service areas, walkways, and parking lots.
4. Faculty, staff, and students are encouraged to inform violators of the smoking policy. In doing so, individuals should not become confrontational with violators. In those instances where a violator refuses to comply with the policy, Security should be contacted.

C. Enforcement

1. When a violation of the smoking policy is observed by a faculty, staff, student, or visitor, the individual should inform the violator of the college's smoking policy and request that they stop smoking or move to a designated smoking area.
 - a. If the violator(s) refuses to comply or becomes confrontational, Security should be contacted.
 - b. When a violation of the smoking policy is observed by a Security Officer, a Smoking Policy Violation form will be prepared in duplicate. One copy shall be issued to the violator(s) and one shall be filed in the Security Office.
 - c. If the violator(s) refuses to comply, or otherwise becomes confrontational, reasonable, non-physical efforts (including the use of Security cell phone camera) will be made to identify the violator(s).
 - d. Incidents of refusal to comply or confrontational response will be documented on a Security Incident Report and forwarded to the appropriate campus authority. Incidents involving employees will be reported to the AVP for Human Resources. Incidents involving students will be reported to the Vice President Learning Support or his/her designee.

D. Reporting and Tracking Violations

1. Violations of the smoking policy are recorded on the Smoking Policy Violation form. All violations will be kept on file and tracked in the Security Office.
2. When the Security office receives a third documentation of a violation of the policy, the employee or student will be referred for adjudication to the appropriate campus official.
 - a. Repeat violations by employees will be reported to the AVP for Human Resources by providing a copy of the Smoking Policy Violation Form.

- b. Repeat violations by students will be reported to the Vice President, Learning Support or his/her designee. Security will complete and submit a Code of Student Conduct Violation Report form identifying all prior documented violations.

E. Adjudication

1. Cases involving employees charged with three violations of the smoking policy will be adjudicated in accordance with college personnel procedures.
2. Cases involving students charged with three violations of the smoking policy will be adjudicated in accordance with the Code of Student Conduct.

F. Smoking Prevention and Cessation Resources

1. The college is committed to providing education and assistance to both discourage individuals from starting to smoke and to help smokers in their efforts to quit. A variety of information and resources regarding smoking prevention and cessation is available from the following offices: Counseling and Advising, Office of Adult Services, and Student Life.

Student Right to Know / Athletic Graduation / Completion & Transfer-out Rates / Equity in Athletics

Frederick Community College is pleased to provide all students with information regarding Athletic Participation Rates and Financial Support Data and Completion/Graduation and Transfer out Rates for Students Receiving Athletically Related Student Aid as well as First-Time, Full-Time, Degree Seeking students. This data as well as other required consumer information are compiled each year by FCC in compliance with the Department of Education's Higher Education Act of 1965 and is available online at www.frederick.edu/srkt. A hard copy of this report is also available in the Welcome Center, Athletics department, and the Associate Vice President/Dean of Students office.

Questions related to this student enrollment data should be directed to Gohar Farahani, Executive Director, Assessment & Research, at 301.846.2451.

Traffic Control Procedures

Parking Information

The Executive Director of Risk Management and Public Service 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 20 mph.

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.

Motorcycle parking—Located in lots 7 and 8.

Student parking—Student parking lots are located in the following areas: Lots 2 and 3 are adjacent to Annapolis Hall (A), lots 5 and 6 are adjacent to the Conference Center (E), lot 7 is adjacent to the Catoctin Hall (C), lot 8 is adjacent to the baseball field, lots 9, 10 and 11 are adjacent to the softball field, lot 14 is adjacent to the Visual & Performing Arts Center (F), and after 5:00pm lot 13 adjacent to the Athletics Center (D). Parking stickers are available in the Welcome Center.

Visitor parking—The visitor parking area (lot 1) adjacent to Jefferson Hall (J) 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 may be issued to permit use of reserved or college-owned vehicle spaces. These temporary permits may be issued to faculty and staff for medical reasons. Vehicle registration forms and stickers are available from the security office in the Student Center. Spaces marked "Reserved for College Vehicles" are for college-owned vehicles or vehicles displaying special temporary permits 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 or reserved spaces. Temporary permits must be issued by the Chief of Security and displayed on the vehicle's dash board.

A. Purpose and Application

1. Disabled Parking: Parking is available throughout the campus to all persons displaying a valid state handicap vehicle registration plate or permit.
2. Vehicles parked illegally, disrupting traffic flow, or creating a safety hazard, will be towed immediately, at the owner's expense.

Parking Deck—Hours of operation:

- Monday—Thursday, 7:00 a.m. - 11:45 p.m.
- Friday, 7:00 a.m. - 5:00 p.m.
- Saturday & Sunday, open only for special events

Note: all vehicles remaining in the deck after 11:45 p.m. will not be released until 7:00 a.m. the next day.

Parking Tickets—Campus police are now empowered to issue City of Frederick tickets for handicapped parking and fire lane violations on campus. Citations will range in fines of \$15 to \$100. FCC will not be authorized to collect the fines nor revoke the citations; violators will need to work within the normal City of Frederick processes for disposition of the fines.

Use of Force

Policy (6.33, 6/18/14)

Frederick Community College recognizes and respects the value and special integrity of each human life. In vesting its security officers with the authority to use physical force to protect the public welfare, a careful balancing of all human interests is required. Therefore, it is the policy of Frederick Community College (FCC) that security officers will use force only to accomplish lawful objectives and will use only the minimum amount of force required to accomplish those lawful objectives.

Procedure (6.33, 6/11/14)

A. Purpose

The purpose of this Policy is to provide Frederick Community College (FCC) security officers with guidelines on the appropriate use of force in the performance of the duties.

B. Definitions

1. **Appropriate Force:** The amount of force which a reasonable, trained security officer would apply in order to obtain the compliance of a resisting individual. Appropriate force must be proportional with the actual or imminent threat posed.
2. **Constructive Force:** Includes a security officer's presence, verbal commands and directives.
3. **Deadly Force:** Physical force which has a substantial risk that it will result in death or serious physical injury.
4. **Empty-Hand Control:** Any weaponless control or technique performed with empty or open hands, such as control holds or the intentional moving (pushing) of an uncooperative person, as well as, instinctive weaponless control techniques used to gain control of a resistant individual. Empty-Hand Control does not include any strikes or active use of personal weapons (feet, fists, elbows, knees, etc.) or the mere application of handcuffs.
5. **Excessive Force:** Physical force that is disproportionate to the actual or potential threat posed by an individual. Excessive force exceeds the amount of force that a reasonable and prudent, trained security officer would employ under similar circumstances.
6. **Force:** The amount of effort used by a security officer to gain a resisting individual's compliance. This definition includes physical force and constructive force.

7. **Imminent:** Likely to happen without delay or immediately impending.
8. **Light-Handed Control:** Any minimal physical hand contact used by a security officer to guide, direct, or steer an individual in a given direction.
9. **Non-Deadly Force:** Physical force which by its application is not intended to cause and/or has a low probability of causing death or serious physical injury.
10. **Physical Force:** Includes Light-Handed Controls and Empty-Handed Controls.
11. **Reasonable Belief:** Is that which would cause an ordinary and prudent person to act or think in a similar way. The reasonableness of a decision to use force, however, must be viewed from the perspective of the security officer on the scene, who may often be forced to make split-second decisions in circumstances that are tense, unpredictable, and rapidly evolving.
12. **Serious Physical Injury:** An injury that causes major disfigurement, sever tissue damages, broken bones, damage to internal organs, or permanent paralysis.

C. General

1. Use of Force Continuum

- a. When the application of force is necessary, security officers shall, to the extent possible, utilize an escalating scale of options. The security officer shall not employ a more forceful measure unless it is determined that a lower level of force would not be adequate, or unless such level is attempted and actually found to be inadequate.
- b. The use of force continuum of options, in order of increasing severity is set forth below:
 - (1) Presence
 - (2) Verbal Commands and Directives
 - (3) Compliance-no use of physical force necessary
 - (4) Non-compliance-assess action and necessity
 - (5) Light-Handed Control
 - (6) Empty-Hand Controls
- c. Security officers shall de-escalate force immediately when it is apparent that a lesser level of force has become appropriate. A security officer need not attempt to gain control over an individual through the use of the lowest level of force on the continuum when circumstances dictate and the security officer has reasonable belief that a higher level of force is necessary. Likewise the skipping of steps may be appropriate given the level of resistance encountered. The continuum should be viewed as a wheel and not a ladder or steps. A security officer may immediately employ any level of force on the continuum provided that the level of

force selected is reasonable and justified at the time employed.

2. Authorization to Use Force

FCC security officers are authorized to use force, in accordance with the requirements of this procedure, which is reasonable and necessary to accomplish the following lawful objectives.

- a. When a security officer reasonably believes the use of force is necessary to prevent serious injury to an individual, the officer, or others, including the use of physical force to defend against the physical attack of another or to defend a third party from the physical attack of another.
- b. To detain an individual when a serious crime has been committed and the security officer has a reasonable belief that the person being detained committed the crime. Security officers may detain such an individual long enough for local law enforcement authorities to arrive and take custody of the individual. Security officers are further authorized to use physical force to assist law enforcement authorities, when necessary, in securing and maintaining control of an arrestee once police have taken control of the situation.
- c. A supervisor shall respond to the scene of all incidents where the use of force by a security officer has been reported.

3. Determining the Appropriate Level of Force

FCC security officers when assessing whether force should be employed and the appropriate level of force to employ shall consider all relevant information, including, but not limited to, the following:

- a. The nature, extent, and imminence of the threat or perceived threat to the security officer and/or a third parties presented by the individual(s);
- b. The severity of the crime or incident;
- c. The threat level posed or perceived to be posed by the individuals(s);
- d. The availability of, and benefit of, other options or tactics which do not involve the use of physical force;
- e. The skill level of the particular security officer in various tactics and techniques;
- f. The threat posed to innocent third party(s).

4. Inappropriate Uses of Force

FCC security officers using physical force in the performance of their duties must do so in accordance with the requirements of this procedure. FCC security officers are only authorized to use physical force in support of the lawful objectives described above in subpart 2. In accordance with the provisions above, FCC security officers shall use the minimum amount and level of force necessary to accomplish their lawful objectives. Each use of physical force by a FCC security officer shall be evaluated by

FCC's administration to determine whether appropriate force was employed in accordance with the requirements of this procedure. Should it be determined that an FCC security officer employed excessive force, the security officer will be subject to disciplinary action up to and including termination of employment.

5. Prohibited Uses of Force

FCC security officers, notwithstanding any provision of this procedure to the contrary, shall not knowingly or intentionally use deadly force in the performance of their duties. Absent the reasonable apprehension of an imminent threat of death or serious physical injury, FCC security officers, when employing physical force in accordance with this policy, shall not intentionally give direct blows to the head or other vital areas of the body. FCC security officers shall not employ chokeholds that restrict an individual's ability to breath or the flow of blood to the brain.

6. Wearing, Carrying, Possession, or Use of Weapons

Security personnel who have received College approved training and endorsement by the College to employ College supplies and authorized weapons. These weapons or tools are explicitly limited to: handcuffs, baton, and Oleoresin capsicum (OC) spray.

D. Report Requirements

All incidents involving the employment of physical force by a FCC security officer shall be thoroughly examined to determine whether the use of force was authorized and justified under the circumstances.

See Administrative Report Guidelines in this procedure.

E. Responsibilities

1. Security Officer Responsibilities

a. FCC security officers will immediately report and provide written documentation of any incident involving the use of physical force to supervisors and Chief of Security. A Use of Force Report documenting any incident involving the use of force shall be completed and submitted prior to the conclusion of a security officer's shift in which the use of force occurred. A Use of Force Report shall be separate from the standard incident report produced in reference to an incident. A Use of Force Report shall specifically address the circumstances which led the security officer employing physical force to conclude an imminent threat existed which required the use of physical force, a description of the physical force employed, and a description of any injuries sustained by the security officer, third parties, or the individual(s) against whom physical force was employed.

b. If the use of physical force results in injury, the security officer shall, if appropriate:

- (1) Render first aid to the injured;
- (2) Alert dispatch to the situation and request medical assistance and additional personnel as necessary;
- (3) Request that local law enforcement authorities respond to the scene of the incident;
- (4) Secure and protect the scene of the incident, including but not limited to, preserving all physical evidence;
- (5) Identify witnesses and obtain written statements; and
- (6) Remain on the scene until supervisory personnel arrive, unless there are hazardous conditions, which require evacuation of the immediate area.

2. Supervisor Responsibilities

a. An FCC Campus Security Supervisor shall immediately respond to the scene of any incident where a FCC security officer has employed the use of physical force. The responding FCC Campus Security Supervisor shall:

- (1) Ensure the welfare of the security officers involved in the incident;
- (2) Ensure that anyone injured in the incident receives immediate medical treatment;
- (3) Interview all parties involved in the incident;
- (4) Interview all witnesses;
- (5) Coordinate with any local law enforcement officers responding to the scene;
- (6) Complete an initial review of the incident to determine whether physical force was employed in compliance with this procedure and make recommendations to the Chief of Security;
- (7) Notify the Executive Director of Risk Management and Public Services. In the absence of the Executive Director of Risk Management and Public Services, the responding supervisor shall notify the Assistant Director of Risk Management and Public Services and the Vice President for Administration.
- (8) An on-duty supervisor must respond to the scene and take digital photographs of all parties involved in the Use of Force incident at the time the incident occurs.

F. Guidelines for Administrative Reports

1. Use of Force Reports shall include, but not be limited to, the following principles:
 - a. Report the facts accurately; guesses, theories, and editorial comments have no place in Use of Force Reports.

b. Use of Force Reports shall not be written solely to supply justification for the physical force employed in an incident. A fair, accurate, impartial reporting of the facts will determine if the force employed in a given incident was justified and complied with the requirements of this procedure. A statement of the security officer's state of mind at the time physical force was employed is often useful and, to the extent known, should be included in a Use of Force Report.

c. Note any property which was damaged as a result of the incident.

d. Note any evidence recovered at the scene of incident.

e. Note any witnesses interviewed.

f. Note any physical injuries sustained as a result of the incident and any resulting medical treatment.

g. If a drawing or diagram of the scene would be helpful in understanding what occurred, one should be attached to the Use of Force Report.

h. Attach any photographs relevant to the incident, including but not limited to, photographs of injured individuals, property damage, and the scene of the incident.

i. Note any involvement of local law enforcement authorities either during the incident or after the fact.

j. Explain why alternatives to the use of physical force were not used to resolve the incident.

k. Explain why the level of physical force employed during the incident was appropriate.

l. Include any statements obtained from other security officers who were present at the time of the incident.

m. Describe, if any, previous incidents in which the security officer has employed physical force in the performance of his or her duties.

G. Certification of Review and Understanding

All FCC Campus Security Officers shall within thirty (30) days of the effective of this procedure be supplied with a copy of this procedure and certify in writing that they have reviewed and understand its requirements. Thereafter each FCC Campus Security Officer shall be required to certify in writing that they have reviewed and understand this procedure on annual basis. A copy of each security officer's initial and annual certifications of review and understanding of this procedure shall be maintained in each security officer's respective personnel file.

Use of College Facilities

Policy (6.20, rev. 4/20/05)

- 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 noncollege 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 non-college groups.

Visitors & Children on Campus

Procedure (6.32c, rev. 4/20/05)

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.

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

Policy (6.22, 6/18/14)

Weapons and ammunition are potential safety hazards and as such, unless explicitly permitted, are not allowed to be possessed, stored, used, transported or displayed by any employee, faculty, staff, student or visitor:

- at any college owned, leased, or rented property.
- in any building owned, leased or used by the college.
- in any vehicle on college property.
- at any college sponsored activity at any location, whether on campus or off campus that is initiated, authorized, or supervised by the college, or that involves representation of the 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.



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 Science 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 Science 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 SA(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 transfer 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:
- Arts and humanities,
 - Social and behavioral sciences,
 - Biological and physical sciences,
 - Mathematics, and
 - 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:
- One course in each of two disciplines in arts and humanities;
 - One course in each of two disciplines in social and behavioral sciences;
 - Two science courses, at least one of which shall be a laboratory course;
 - One course in mathematics at or above the level of college algebra; and
 - 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:
- Be integrated into other general education courses or may be presented as separate courses; and
 - Include courses that:
 - Provide an interdisciplinary examination of issues across the five areas, or
 - 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.

Effective date: December 4, 1995 (22:24 Md. R. 1901)
 Regulation .02B amended effective July 1, 1996 (23:13 Md. R. 946)
 Regulation .02-1 adopted effective April 6, 1998 (25:7 Md. R. 528)
 Regulation .03 amended effective July 1, 1996 (23:13 Md. R. 946)
 Regulation .05A amended effective July 1, 1996 (23:13 Md. R. 946)

Staff Listing

Faculty

Robin M. Abell (1999)

Assistant Professor, English
B.A., Transylvania University
M.A., North Carolina State University

Khaled Abuhatab (2009)

Assistant Professor, Nursing
B.S.N., Hashemite University
M.S., Florida Atlantic University

Barbara Angleberger (1990)

Assistant Professor, Psychology
B.A., M.Ed., Western Maryland College

Cynthia Baush (2014)

Assistant Professor, Art (2D)
B.F.A., Corcoran School of Art
M.F.A., University of Maryland, College Park

Sarah Bigham (2006)

Associate Professor, Program Manager, Education
B.A., College of William & Mary
M.S., Cornell University
Ed.D., Northcentral University

Marshall A. Botkin (1977)

Professor, Sociology
B.A., M.S., University of Baltimore
Ph.D., University of Maryland

Natalie P. Bowers (2012)

Assistant Professor, Program Manager, Human Services
B.A., Hood College
M.S.W., University of Maryland Baltimore

Kathy Brooks (2008)

Associate Professor, Program Coordinator, Speech
B.A., University of Maryland, Baltimore County
M.S., Morgan State University
Ph.D., Pennsylvania State University

Bryan Burke (2013)

Assistant Professor, Construction Management & Computer Aided Design
B.S., Texas A & M University
M.B.A., University of Phoenix

Brad Burtner (1983)

Associate Professor, Accounting & Business
B.S., M.B.A., Mount Saint Mary's University
CPA, State of Maryland

Teresa Calzonetti (2014)

Assistant Professor, Biology & Genetics
B.S., Ph.D., University of Toronto

Ivy Chevers (2014)

Assistant Professor, Creative Arts
M.A., Ph.D., Ohio State University

Paula Chipman (2006)

Associate Professor, Music; Chair, Communications, Humanities & Arts
B. M.E., University of Kansas
M.M., Arizona State University
D.M.A., University of Maryland, College Park

Teresa S. Clark (2006)

Associate Professor, ESL
B.S., Clarion State College
M.A., Pennsylvania State University
M.S. Ed., Shenandoah University

Aaron Clayton (2010)

Associate Professor, English Composition
B.A., Bryan College
M.A., Middlebury College

Natasha L. Cleveland (2003)

Associate Professor, Physical Science
B.S., Brigham Young University
M.S., University of Utah
M.S., Montana State University

Gregory M. Coldren (2012)

Assistant Professor, Mathematics
B.A., James Madison University
M.S., Ph.D., Northwestern University

Frederick Cope (2010)

Assistant Professor, English Composition; Coordinator, EN 101
B.A., M.A., University of Alabama

Laura Cordova (2012)

Assistant Professor, Spanish
B.A., North Dakota State University
M.A., M.S., Hood College

Martin A. Crabbs (1978)

Associate Professor, Accounting & Business; Program Manager, Business Studies
A.A., Frederick Community College
B.S., M.B.A., Mount Saint Mary's University
CPA, State of Maryland

Kylena Cross (2011)

Assistant Professor, Mathematics; Program Manager, Developmental Mathematics
B.S., University of Maryland, College Park
M.S., Johns Hopkins University

Nancy Dankanich (1996)

Assistant Professor, Program Manager, Surgical Technology
B.S.N., University of Maryland Baltimore
M.A., Hood College

Andrea Dardello (2014)

Assistant Professor, English
B.A., M.A., Mississippi State University
Ph.D., University of Maryland, College Park

Maura David (2010)

Assistant Professor, Nursing
B.S.N., Niagara University
M.S., Towson University

Lawrence "Larry" Devan (2014)

Assistant Professor, Business & Economics
B.B.A., M.B.A., Hood College

Joann Doherty (2010)

Assistant Professor, Nursing
B.S.N., University of Maryland Baltimore
M.S., Towson University

Debra J. Ellis (2005)

Associate Professor, Chemistry
B.A., Wellesley College
Ph.D., University of Maryland

Evan Evans (2007)

Associate Professor, Mathematics
B.A., Lebanon Valley College
M.S., Towson University

Robert H. Ford (1994)

Professor, Biology; Chair, Science
B.S., M.S., Ph.D., Virginia Polytechnic Institute & State University

Marc Frankenberry (2008)

Assistant Professor, Anatomy & Physiology
B.S., Wheeling Jesuit College
Ph.D., West Virginia University

Richard C. Fulton (1997)

Professor, Speech Communications; Faculty Development Program Coordinator
B.S., James Madison University
M.A., Wayne State University
M.S., Hood College
Ed.D., University of Maryland, College Park

Joanna B. Gannon (2001)

Assistant Professor, Mathematics
B.S., University of Maryland, College Park
M.S., Western Maryland College

Magin LaSov Gregg (2012)

Assistant Professor, English
B.S., Syracuse University
M.A., Louisiana Tech University
M.F.A., Goucher College

Susan Hannon (2006)

Assistant Professor, Program Manager, Psychology
B.S., Towson State University
M.A., Hood College

Josiah Hartley (2013)

Assistant Professor, Mathematics
B.S., North Carolina State University
M.S., Wichita State University

Lisa Hawkins (2011)

Assistant Professor, Computer & Information Sciences
A.A.S., Allegany College of Maryland
B.S., DeVry University
M.I.S.M., Keller Graduate School of Management
Ph.D., Capella University

Joseph Healey (2008)

Associate Professor, English Composition; Program Manager, Developmental English
B.A., University of Connecticut
M.A., University of Colorado
M.A., Shepherd University

Bryan Hiatt (2006)

Assistant Professor, Chair, English;
B.A., Weber State University
M.A., Oregon State University

David A. Hickman (1988)

Professor, Business & Economics
B.S., University of Maryland
M.A., George Washington University

Larry Huff (2009)

Assistant Professor, Mathematics
M.S., University of Alaska Fairbanks

Kathleen Hughes (2006)

Assistant Professor, Nursing
B.S.N., M.S., University of Maryland Baltimore

Gary C. Hull, Jr. (2002)

Associate Professor, Chair, Mathematics
B.S., Shepherd University
M.S., Shippensburg University

Thomas Jandovitz (1984)

Professor, Health & Physical Education
B.A., Queens College
M.A., Ph.D., University of Maryland

Thomas F. Janes (1998)

Assistant Professor, Program Manager, Theatre
B.F.A., West Virginia University
M.A., Goucher College

Susan Johnson (1999)

Professor, Computer & Information Sciences; CIS 101 Coordinator
B.S., Towson State University
M.S., University of Colorado

Ramon Jones (2012)

Assistant Professor, English Composition
B.A., M.A., Miami University

Jon K. Kimbrough (2007)

Assistant Professor, Culinary Arts & Hospitality
A.O.S., Culinary Institute of America
B.S., Johnson & Wales University
M.Ed., Nicholls State University

Donna Lane (1990)

Associate Professor, Accounting & Business
B.S., University of Maryland
M.B.A., Mount Saint Mary's University
CPA, State of Maryland

Amy N. Lee (2007)

Assistant Professor, Reading
B.A., Antioch University
M.A., University of Mississippi

Dennis Little (2006)

Assistant Professor, Director, Clinical Education, Respiratory Care
B.S., Juniata College

Yi Lin Liu (2009)

Assistant Professor, Health & Physical Education
M.S., M.Ed., Frostburg State University

Val Lochman (2013)

Assistant Professor, Mathematics
A.A., Wor-Wic Community College
M.S., Texas Tech University

Rebecca A. Lohmeyer (2001)

Assistant Professor, Nursing
A.A., Frederick Community College
B.S.N., University of Maryland, Baltimore County
M.S., University of Maryland Baltimore

Gengshi Lu (2007)

Associate Professor, Microbiology
Ph.D., Indiana State University

Vicky Malik (2015)

Assistant Professor, Nursing
B.S.N., University of Delhi
M.S., University of Phoenix

Erum Marfani (2010)

Assistant Professor, Mathematics
B.A., M.S., University of Maryland Baltimore County

David Martin (2005)

Assistant Professor, Program Manager, American Sign Language Studies
B.A., Gallaudet University
M.S., Western Maryland College

Kathleen M. Martin (2000)

Professor, Nursing
A.A., Prince George's Community College
B.S.N., University of Maryland, Baltimore County
M.S., D.N.P., University of Maryland Baltimore

Michael J. Martin (1986)

Associate Professor, Accounting & Business; Program Manager, Accounting
A.A., Frederick Community College
B.S., M.B.A., Mount Saint Mary's University
CPA, State of Maryland

Walter Martynenko (1990)

Associate Professor, Computer & Information Sciences
B.S., Drexel University
M.S., University of Pennsylvania

Barbara J. McGaughran (2003)

Assistant Professor, Nursing
B.A., California State University; Long Beach
B.S.N., M.S., University of Maryland Baltimore

Susan McMaster (2014)

Assistant Professor, Business & Economics
B.S., Arizona State University
M.S., Ph.D., University of Illinois at Urbana-Champaign

Jane B. Menker (2004)

Assistant Professor, Nursing
A.S., Frederick Community College
B.S.N., M.S., University of Maryland

Mary Mogan-Vallon (2010)

Associate Professor, Mathematics
B.S., Northeastern University
M.S., Johns Hopkins University
M.M.E., Worcester Polytechnic Institute

Sandra Moorman (2015)

Assistant Professor, Nursing
B.S.N., University of Maryland, Baltimore County
M.S., Liberty University

David L. Moreland (2001)

Professor, Art History
B.A., University of Iowa
M.A., M.F.A., University of Wisconsin

Wen Nellis (2014)

Assistant Professor, Chemistry
Ph.D., University of Canterbury

Jessica Newnam-Baicy (2014)

Assistant Professor, Human Biology
B.A., University of North Carolina at Chapel Hill
M.A., East Carolina University
Ph.D., University of Arkansas

Corwin Parker (2008)

Assistant Professor, Geography
B.A., Syracuse University
M.A., Georgia State University

Tracy R. Parker (2001)

Professor, Program Manager, Paralegal
B.A., West Virginia Wesleyan College
J.D., West Virginia University College of Law

Rhonda Patterson (2006)

Assistant Professor, Program Manager, Respiratory Care
A.A.S., State University of New York Health Science Center
B.S., University of Maryland University College
M.L.S., University of Maryland, College Park

Keri-Beth Pettengill (2006)

Associate Professor, Program Manager, Bioprocessing Technology
B.S., University of Maryland, College Park
M.S., Hood College

Ana María Pinzón (2004)

Associate Professor, Program Manager, World Languages
B.A., Universidad Externado de Colombia
M.A., M.B.A., West Virginia University

Wendell Poindexter (1988)

Professor, Program Manager, Art; Arts Center Director
B.F.A., Maryland Institute College of Art
M.A., University of Baltimore

Michael A. Powell (1990)

Professor, History & Political Science
B.A., University of North Carolina at Chapel Hill
M.A., The George Washington University
J.D., Syracuse University
Ph.D., University of Maryland

Christine Rai (2014)

Assistant Professor, English
B.S., Towson University
M.A., Loyola University

Anne Hofmann Regules (2014)

Assistant Professor, English
B.A., Miami University
M.Ed., George Washington University
M.A., University of Texas at San Antonio

Mary C. Rolle (1998)

Assistant Professor, Program Manager, Criminal Justice
B.A., Towson State University
M.A., Hood College

Joseph Rosebrock (2006)

Associate Professor, Program Manager, Anatomy & Physiology
B.A., Western Maryland College
Ph.D., Bowman Gray School of Medicine of Wake Forest University

Jason Santelli (2004)

Assistant Professor, Program Manager, Digital Media Design Television
B.F.A., M.A., Savannah College of Art and Design

Jill Schultz (2001)

Professor, Sociology & Women's Studies; Chair, Social Sciences
B.A., M.A., California State University
Ph.D., University of Maryland

Francis M. Seidel (1992)

Associate Professor, Computer & Information Sciences
B.S., M.B.A., Mount Saint Mary's University
M.S.E., Johns Hopkins University

Shane Sellers (2006)

Assistant Professor, Art
B.F.A., Frostburg State University
M.F.A., University of Massachusetts, Amherst

Julie D. Shattuck (1998)

Associate Professor/Instructional Designer, Center for Teaching & Learning
B.A., Birmingham University, U.K.
M.A., Lancaster University, U.K.
D. Ed., Athabasca University

Lisa L. Sheirer (1999)

Associate Professor, Program Manager, Computer Graphics & Photography
B.F.A., West Virginia University
M.F.A., University of Notre Dame

John Sheldon (1976)

Professor, Psychology
B.A., Edinboro University of Pennsylvania
M.A., Hood College
M.Ed., D. Ed., Pennsylvania State University

Shemica Sheppard (2012)

Assistant Professor, Reading
B.A., Johnson C. Smith University
M.Ed., West Chester University of Pennsylvania

Janet Sholes (1989)

Professor, Program Manager, Health & Physical Education; Chair, Allied Health & Wellness
B.S., Springfield College
M.A., Kent State University

Christine Spilker (2014)

Assistant Professor, Education
B.A., M.A., Michigan State University

Edward D. Taft (1994)

Professor, English
B.A., M.A., Ph.D., University of Rhode Island

Pei W. Taverner (2000)

Associate Professor, Mathematics
A.A., Frederick Community College
B.S., University of Maryland Baltimore County
M.Ed., University of Maryland University College
M.S., Hood College

Michele Tertel (2005)

Assistant Professor; Program Manager, Nuclear Medicine Technology
B.S., M.S., Thomas Jefferson University

Bruce A. Thompson (1996)

Professor, History; Coordinator, Honors College
B.A., M.A., Marshall University
Ph.D., University of Maryland

Neil V. Waravdekar (2000)

Medical Director, Respiratory Care Program
B.S., University of Maryland
M.A., M.D., Hahnemann University

Delaine M. Welch (1996)

Assistant Professor, Early Childhood Education & Psychology; Program Manager, Early Childhood Development
B.S., Salisbury State University
M.A., Bowie State University

Karen A. Wilson (2008)

Assistant Professor; Program Manager, Medical Laboratory Technology; Chair, Computing & Business Technology
B.S., University of Maryland Baltimore
M.S., Kennedy-Western University
M.B.A., Western Governors University
Ph.D., Warren National University

Perry A. D. Wood (2014)

Assistant Professor, Physics
B.A., Gettysburg College
M.S., Pennsylvania State University
Ph.D., University of Virginia

Dina Yagodich (2012)

Assistant Professor, Mathematics
B.S., Cornell University
M.S., Johns Hopkins University

Shunchi "Andy" Yao (2014)

Assistant Professor, Program Manager, Computer & Information Science
B.S., M.S., Old Dominion University

Part-Time faculty

There were 390 part-time faculty members teaching classes during the 2014-2015 academic year. Individuals are appointed on a semester-by-semester basis and teach in both the day and evening programs.

Board of Trustees

Debra S. Borden, chair

David F. Bufter, vice chair

Nick Diaz

Gary V. Fearnow,

Doris J. White

Myrna R. Whitworth

Roger A. Wilson

President's Office

Elizabeth Burmaster (2014)

President
B.M., M.S., University of Wisconsin-Madison

Theresa Dorsey (2014)

Administrative Associate II

Kari Melvin (2014)

Executive Associate to the President & Board of Trustees

Michael H. Pritchard (1997)

Director of Special Projects
B.A., University of Maryland
M.S., University of Maryland University College

Diversity, Equity, & Inclusion

Shezwaë Fleming (2014)

Director of Diversity, Equity, & Inclusion
A.A., Wayne County Community College District
B.A., M.A., University of Iowa

Thanh Thanh Saint-Johns (2011)

Office Associate II, Diversity

Institutional Advancement

Marcelena Holmes (2014)

Executive Director, Institutional Advancement and Foundation
M.P.A., University of Baltimore
M.A.T., St. Mary's Seminary & University
Assistant Director, Alumni Relations & Annual Fund (vacant)

Verna Bernoi (2001)

Senior Accountant
A.A., B.S., Columbia Union College
CPA, State of Maryland

Michelle Nusum-Smith (2014)

Assistant Director, Corporate Relations
B.S., Coppin State University

Academic Affairs

Tony Hawkins (2015)

Provost/Vice President for Academic Affairs
B.S., Towson State University
M.A., University of Georgia
Ph.D., New York University

Elizabeth Duffy (2013)

Director, Open Campus & Dual Enrollment
B.S., Indiana University of Pennsylvania
M.Ed., Frostburg State University

Erin Peterson (2000)

Scheduling Manager
B.A., Washington College
M.B.A., Mount St. Mary's University

Joyce Ruane (2010)

Executive Associate to Vice President for Academic Affairs

Mary Sciré (1993)

Director, Curriculum Systems & Compliance
A.A., Frederick Community College
B.A., M.A., Hood College

Arts & Sciences

Kenneth P. Kerr (1999)

Interim Associate Vice President/Dean of Arts & Sciences
A.A., Frederick Community College
B.A., Hood College
M.S., Towson State University
Ed.D., Morgan State University

Communications, Humanities & Arts

Paula Chipman (2006)

Chair, Communications, Humanities & Arts; Associate Professor, Music
B. M.E., The University of Kansas
M.M., Arizona State University
D.M.A., University of Maryland, College Park

David Norman (2010)

Theatre Technician/Assistant Production Manager
B.S., Minnesota State University, Mankato

Karen Santelli (2007)

Academic Office Manager
A.A., Frederick Community College
B.A., University of Maryland Baltimore County

English

Bryan Hiatt (2006)

Chair, English; Assistant Professor, English
B.A., Weber State University
M.A., Oregon State University

Cheryl Peterson (2009)

Academic Office Manager

Mathematics

Gary C. Hull, Jr. (2002)

Chair, Mathematics; Associate Professor, Mathematics
B.S., Shepherd University
M.S., Shippensburg University

Jeanne Nesbitt (2009)

Academic Office Manager
B.S., Youngstown State University

Science

Robert H. Ford (1994)

Chair, Science; Professor, Biology
B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University

Lorell Angelety (2007)

Science Lab Technician I

Emily Boward (2014)

Interim Science Lab Manager
A.S., Hagerstown Community College
B.A., Hood College

Alma Diggs (1980)

Science Lab Technician I

Christopher Gladding (2012)

Science Lab Technician II
A.A., Southern Virginia University
B.S., Brigham Young University

Edith M. Hillard (1999)

Science Lab Manager
A.A., Montgomery College
B.S., University of Maryland
M.S., Hood College

Sharon Smith (1980)

Academic Office Manager

Social Sciences

Jill Schultz (2001)

Chair, Social Sciences; Professor, Sociology & Women's Studies
B.A., M.A., California State University
Ph.D., University of Maryland

Simone Dalmida (2014)

Academic Office Manager
B.B.A., Temple University

Robin Shusko (2014)

Program Manager, Public Safety
B.S., Frostburg State University
M.A., Hood College

Career Programs

Alanka Brown (2014)

Associate Vice President for Academic Affairs/Dean of Career Programs
B.S., Florida A & M University
M.A., Florida State University
Ed.D., Nova Southeastern University

Kristi Waters (2007)

Office Manager, Career Programs
B.A., University of Maryland
M.S., Kansas State University

Allied Health & Wellness

Janet Sholes (1989)

Chair, Allied Health & Wellness; Associate Professor, Program Manager, Health & Physical Education
B.S., Springfield College
M.A., Kent State University

Ann Geyer (2009)

Academic Office Manager
B.A., Gustavus Adolphus College

David Lufkin (2012)

Clinical Coordinator, Surgical Technology
A.A.S., Hagerstown Community College

Computing & Business Technology

Karen A. Wilson (2008)

Chair, Computing & Business Technology; Assistant Professor, Program Manager, Medical Assisting
B.S., University of Maryland Baltimore
M.S., Kennedy-Western University
M.B.A., Western Governors University
Ph.D., Warren National University

Michael Leonard (2014)

Academic Program Manager
B.S., University of Missouri
M. of Agricultural & Extension Ed., North Carolina State University

Doree Lynn Miles (2011)

Academic Office Manager
A.A., Montgomery College
B.A., University of Maryland, Baltimore County

Nicole Welch (2013)

Administrative Associate I
B.S., Mount St. Mary's University

Nursing

Vanessa Lovato (1990)

Director of Nursing Education; Chair, Nursing
A.A., Frederick Community College
B.S.N., University of Maryland, Baltimore County
M.S., University of Maryland, Baltimore

Lisa Brandenburg (2013)

Simulation Lab Manager
A.S., A.A.S., Frederick Community College
B.S., Frostburg State University

Cathie Galeano (1997)

Academic Office Manager
B.A., Ohio Dominican College

Center for Teaching & Learning

Kelly L. Trigger (2000)

Associate Vice President, Center for Teaching & Learning

B.S., Pennsylvania State University
M.Ed., University of Massachusetts, Amherst
Ph.D., University of Maryland

Sheri Bailey (2004)

Administrative Associate II, Library
A.A., Frederick Community College

Kimberly Carr (2006)

Academic Office Manager, Distance Learning
A.A., Baltimore City Community College

Rosie Dunn (2008)

Coordinator of Tutoring Center Services
B.A., Longwood College
M.B.A., Marymount University of Virginia
M. Ed., George Mason University
Ph.D., Nova Southeastern University

Jessica Eaton (2008)

Office Associate II, Learning Technologies

Patty Furry-Hovde (1997)

Administrative Specialist, Library

Jurgen Hilke (1989)

Executive Director of the Center for Distributed Learning

B.D., University of Goettingen, Germany
S.T.M., M.A. Yale University

Christopher Jacobson (2009)

Director of Testing Center
B.A., Appalachian State University
M.A., University of North Carolina Greensboro

Nicole H. Martin (1997)

Reference Librarian
B.A., Hood College
M.L.S., University of Maryland, College Park

Colleen McKnight (2011)

Digital Resources & Faculty Support Librarian
B.A., Otterbein University
M.L.S., University of Maryland, College Park

Maurice J. O'Leary (1976)

Executive Director, Library
B.A., Haverford College
M.A., University of Chicago

Alesha Rosen (2013)

External & Dual Enrollment Testing Coordinator
B.S., Towson University

Cheryl Smith (2014)

Office Manager, Center for Teaching & Learning

Jessica Young (2012)

Instructional Designer
B.S., Shippensburg University
M.A., University of Phoenix

Betsey Zwing (2008)

Director of Writing Center
B.A., Pennsylvania State University
M.A., Clemson University

Administration

Dana McDonald (2012)

Vice President for Administration
B.S., Virginia Polytechnic Institute and State University
M.B.A., Mount St. Mary's University

Administrative Projects

Linda Seek (1990)

Director, Administrative Projects

Auxiliary Services

Frederick "Fred" Hockenberry (2008)

Executive Director, Auxiliary Services
B.A., Pennsylvania State University

Teresa Bickel (2005)

Director, Children's Center
M.S., Hood College

Catherine Florimbio (2007)

Assistant Director, Children's Center
B.A., La Roche College

Trudy L. Lyles (1995)

Bookstore Financial Manager
A.A., Frederick Community College

Kimberly Madden (2007)

General Merchandise Manager
B.A., Wake Forest University

Donna Mortimer (1987)

Bookstore Manager
A.A., St. Mary's College of MD.
B.A., Juniata College
M.A., S.U.N.Y., New Paltz

Bradley Patenaude (2011)

Bookstore Textbook Assistant
B.A., University of Maine at Presque Isle
B.S., University of Maine at Augusta

Deborah Robbins (2014)

Print Shop Assistant

Donna S. Sowers (1989)

Director, Dining Services
B.S., Shepherd College

Sandra D. Toms (2000)

Assistant Director, Dining Services

Facilities Planning

Diane Branson (2013)

Executive Director, Facilities Planning
B.S., Southern Illinois University Edwardsville

Christine Gaites (1999)

Administrative Associate II, Learning Operations Strategic Planning
A.A., Frederick Community College
B.A., University of Maryland, Baltimore County

Sharon Hammond (2013)

Administrative Associate II
A.A., Frederick Community College

Mark Sikes (2011)

Facilities Project Manager
A.A., Montgomery College
B.S. Arch., Catholic University of America
M. Arch., Texas A&M University

Space Planning Manager (vacant)

Fred D. Yonker (1996)

Facilities Scheduling Specialist

Facilities Management - Plant Operations & Custodial Services

Walter Smith (1980)

Chief of Operations

David Anderson, Jr. (2013)

Maintenance Technician/Carpenter

Paul Barnes, Jr. (2010)

Custodian, 3rd Shift

Jeffrey L. Buhrman (1989)

Custodian, 2nd Shift

Teresa Campbell (2010)

Custodian, 3rd Shift

Sharon Copley (1989)

Office Manager, Risk Management & Public Services

Chantay Corbin (2011)

Custodian, 3rd Shift

Dennis Cupp (2008)

Custodian, 3rd Shift

Reynaldo Delaluz (2008)

Custodian, 3rd Shift

David Eichelberger (2012)

Maintenance Technician/General, 3rd Shift

Jerome "Jake" Ford (2013)

Custodian, 3rd Shift

Jacqueline "Jackie" Gadomski-Gibbons (2006)

Custodian, 2nd Shift
A.A., Frederick Community College

Charles Gallion (2005)

Groundskeeper

Paul Greenwood (2013)

Maintenance Technician/HVAC

Pernell Harrison (2012)

Custodian, 3rd Shift

Jenny Hill (2011)

Custodial Shift Supervisor, 3rd Shift

Ronald Jackson (2011)

Custodian, 1st Shift

Jackson M. Jenkins (2003)

Custodial Shift Supervisor, 2nd Shift

William Jenkins (2011)

Custodian, 3rd Shift

Justin Koerting (2010)

Grounds Crew Foreman

Richard A. Lawrence (1992)

Groundskeeper

Tonya R. Lewis (2003)

Custodian, 2nd Shift

Michael Linnemann (2007)*Painter***Christopher Lucas (2004)***Custodian, 1st Shift***Roxana Escobar Mendoza (2013)***Custodian, 3rd Shift***Charles Montgomery (2008)***Building Services Specialist, Monroe Center***Amparo Morales***Custodian, 2nd Shift***Jesse Morgan (2013)***Maintenance Technician/General***Mark Price (2007)***Custodian, 2nd Shift***Roy Rippeon (2014)***Maintenance Technician/Electrician***Darrell A. Rollins (1999)***Custodian, 3rd Shift***Mary Sawyer (2008)***Administrative Associate II, Plant Operations***McKenzie Schepis (2013)***Custodian, 3rd Shift***John Sherwood (2012)***Custodian, 3rd Shift***Gregory Small (2013)***Groundskeeper***Larry A. Smith (1995)***Custodial Supervisor***John Stein (2013)***Maintenance Technician/General, 2nd Shift***Johnny A. Watkins (1998)***Maintenance Technician/Automotive***Fiscal Services****William Grutzkuhn (2015)***Associate Vice President, Fiscal Services**B.S., Mansfield University**M.Ed., Bloomsburg University***Roseann Abdu (2015)***Assistant Director, Grants Management**B.A., American University**M. of Community Planning, University of Maryland, College Park***Jane Beatty (2006)***Director, Student Finance/Bursar**A.A., Frederick Community College***Shawn A. Chesnutwood (2001)***Senior Accountant**B.S., Johnson and Wales University**M.B.A., Frostburg State University**CPA, State of Maryland***Shannon Clabaugh (2012)***Finance Associate, Accounts Payable***Brenda Cunningham (2009)***Student Accounts Associate**B.A., University of Maryland Baltimore County***Jennifer "Jen" Frank (2010)***Senior Student Accounts Associate***Justin Hedges (2013)***Student Accounts Associate**B.S., Baltimore International College***Barbara Herald (2006)***Staff Accountant**A.A., Montgomery College***Lorraine Kennedy (2013)***Payroll Specialist***Angela Ludeman (2012)***Assistant Director, Fiscal Services**A.A., A.S., Hagerstown Community College**B.S., Frostburg State University***Tonya McClellan (2008)***Accounts Payable Manager***Regina O'Rourke (2009)***Finance Associate, Accounts Receivable**A.A., Frederick Community College**B.A., Hood College***Purchasing Specialist (vacant)***Kathryn "Katie" Reed (2010)**Administrative Associate II, Accounts Payable***Michelle Sweet (2011)***Finance Associate, Accounts Receivable***Jane Wolfe (1991)***Payroll Manager**A.A., Frederick Community College***Human Resources***Associate Vice President, Human Resources (vacant)***Diana Oliver (2007)***Assistant Director, Human Resources**B.A., Hood College***Daniel J. Smith (2005)***HR Recruitment Manager**A.A., Valencia Community College**B.A., M.A., Rollins College***Risk Management/Public Services****William Burch (2011)***Director, Risk Management & Public Services***Gary Anderson (2009)***Receiving Operations Manager***James F. Concannon (2002)***Security Officer**B.A., University of Lowell***Carman Dotson (2009)***Security Officer***Elaine Eurick (1998)***Dispatcher**A.A., Frederick Community College***Charles M. Hanfman (1999)***Environmental Health & Safety Coordinator***Wayne Jarvis (2006)***Security Officer***Richard Linton (2006)***Receiving Assistant**A.A., Frederick Community College***Oscar J. Rojas (2001)***Security Officer**Ph.D., UNPHV Santo Domingo, Dominican Republic***Catherine A. Summers (1998)***Mail Room Associate***Charles "Chuck" Tobery, Jr. (2013)***Chief of Security**A.A., Frederick Community College**B.A., M.A., Hood College***Continuing Education & Workforce Development****David Croghan (2006)***Vice President for Continuing Education & Workforce Development**B.A., University of Maryland College Park**M.A., University of Maryland Baltimore County***Suzan Adams (2004)***Program Manager, Institute for Learning in Retirement**B.A., George Fox University**M.A., Hood College***Diane Banner (2012)***Instructional & Technical Designer**B.A., University of Baltimore***Lauren Bedenbaugh (2014)***Administrative Associate I, Allied Health**B.S., University of North Carolina at Greensboro***John F. Brashears (1997)***Administrative Associate I, CEWD***Stephen Carter (2014)***Instructional Coordinator, Emergency Management**B.A., Thiel College**M.S., University of Maryland University College***Cheryl Concannon (2010)***Office Manager, Monroe Center**A.A., Frederick Community College***Judy L. DeLuca (1993)***Program Manager, Personal Enrichment**A.A., A.S., Boyce Community College***Kimberly Duncan (2010)***Program Director, Adult Basic Education**B.A., Mercyhurst College***Zonya Eubanks (2010)***MIS Specialist, Adult Education***Valerie Fox (2012)***Administrative Associate, Emergency Management Programs**B.A., Salisbury University*

Kathy Francis (2009)

Director, Emergency Management Programs
B.A., Columbia College
M.S., Johns Hopkins University

Karen Freeman (2011)

Program Manager, Youth Programs
B.A., Pennsylvania State University

Rhonda J. Geesaman (2005)

Administrative Associate I, CE Rec/Registration

Jennifer Goodridge (2009)

Program Assistant, Business Technology, Professional Licensure

Kathleen Groover (2014)

Program Manager, Business & Technology
B.S., Lynchburg College
Ph.D., Duke University

Cheryl Henman (1993)

CE Program Specialist, Personal Enrichment & Kids on Campus
A.A., Frederick Community College

Brian Holt (2014)

Instructional Support Technician, Building Trades

Julie Hoyle (2014)

Administrative Associate, Emergency Management
B.S., University of Maryland, College Park

Stephanie Hurd (2015)

Business Development Manager
B.A., Pennsylvania State University

Stephanie Landon (2014)

ESL Program Manager/Transition Specialist
B.A., University of California at Irvine
M.A., Simmons College

Susan Leibman (2011)

Intake & Assessment Specialist, Adult Education
B.A., Valparaiso University

Mary Beth Liller (2010)

Administrative Associate I, CEWD
A.A.S., Montgomery College

Samuel "Sam" Lombardo (2012)

Instructional Coordinator, Emergency Management
B.S., Seton Hall University
M.Ed., Wayne State University

Charles LoSchiavo (2013)

Instructional Specialist, Construction & Building Trades

Suzanne Markowitz (2011)

Transition Specialist, Adult Education
B.S., Towson State University
M.S., Marshall University

Douglas McDaniel (2013)

Instructional Coordinator, Emergency Management Programs
B.S., South University

Patricia Meyer (2010)

Director, Workforce Training
B.A., Central Connecticut State University
M.S., Rensselaer Polytechnic Institute

Carla Milan (2015)

Administrative Specialist, Emergency Management Programs
B.S., Western New England College

Sarah Radinsky (2014)

Clinical & Lab Coordinator, Health Care & Wellness
A.A.S., Howard Community College

Brenda Steele (2012)

Special Projects Manager, Emergency Management Programs
A.A., Frederick Community College
B.B.A., Hood College
M.S., University of Maryland University College

Adrienne Summers (2015)

Program Manager, Licensure/Certification & Vocational Technical Programs
B.A., M.S., Hood College

Michelle Wichman (2010)

Instructional Specialist, Adult Education
B.A., Wartburg College

Elizabeth Worden (2012)

Administrative Associate I, CEWD
B.A., University of Maryland

Carrie Wyrick (2014)

Program Manager, Construction & Building Trades
B.S., University of Cincinnati
M.B.A., Hood College

Institutional Effectiveness

Gerald "Jerry" Boyd (2010)

Special Assistant to the President for Institutional Effectiveness
B.A., M.A., George Mason University

Dana Pierce (2008)

Administrative Support, Institutional Effectiveness

Communications & Digital Media Services

Caroline Cole (2014)

Communications Coordinator
B.A., Franklin & Marshall College
M.S., Boston University

Christina Eichelberger (2009)

Web Content Coordinator
B.A., Salisbury University

Charles Pham (2011)

Digital Media Specialist
A.S., Everest University

Richard A. Schellenberg (1999)

Digital Media Manager/Producer

Information Technology

Wayne Keller (2013)

Chief Technology Officer
B.B.A., Pacific Lutheran University
M.B.A., Arizona State University

Samuel "Sam" Appiah (2007)

User Support Technician
B.S., University of Maryland University College

Brendan Frey (2014)

User Support Specialist
A.A.S., Frederick Community College

Nelson Gomez (2011)

User Support Technician
A.S., Prince George's Community College
B.S., University of Maryland University College

James R. Harris II (1999)

Enterprise Application Analyst/Programmer
A.A.S., Frederick Community College
B.S., University of Maryland University College

Franklin Hilderbrand (2010)

Network Administrator

Joseph A. Marshall (2004)

Executive Director, Network Services
A.A., Charles County Community College
B.S., M.S., University of Maryland University College

Michael "Mike" Marshall (2012)

Manager User Services
A.A., Montgomery College

Sandra Marshall (2005)

Manager Student Technology Services
A.A., Frederick Community College
B.S., University of Maryland University College

John McMahon (2007)

Senior User Support Technician
B.F.A., Art Institute of Washington

Sara "Beth" Miles (2001)

Enterprise Application Analyst/Programmer
B.B.A., James Madison University

Timothy O'Keeffe (2009)

Network Systems Engineer
A.S., Frederick Community College

Cindy Osborn (1993)

Director, Web Services
A.A., Frederick Community College
B.S., University of Maryland University College

Bradley Paradise (2006)

Enterprise Application Analyst/Programmer
B.S., Frostburg State University
M.S., Hood College

Adam C. Reno (2000)

Executive Director, Enterprise Application Services
B.S., Frostburg State University

Keith J. Rice (1996)

Media Technician

Michael "Mike" Schlosser (2007)

Mac Lab Supervisor
A.A., University of Phoenix

Melissa D. Smith (1999)

IT Office Manager

Jennifer Unitis (2007)

User Support Technician
B.A., Strayer University

Bryan Valko (2005)

Director, IT Instructional Projects
B.A., University of Maryland, Baltimore County
M.S., Mississippi State University

Lori A. Walker (2001)

Assistant Director, Enterprise Application Services
B.S., Shepherd University

Sharon B. Woodfield (2012)

Network and Telecommunications Administrator
A.A., Frederick Community College

Dongmei "Mei" Xie (2002)

Web Master
A.S., Frederick Community College
B.S., The Capitol University, Beijing
M.S., Southeastern University

Joel C. Younkens (1994)

Network Security Engineer
A.A., Frederick Community College
B.S., University of Maryland University College

Laurie Younkens (2011)

Web Technician
A.A.S., Frederick Community College

Xiaopeng "Sydney" Zhang (2012)

Enterprise Application Analyst/Programmer
M.S., Southeastern University

Marketing & Publications

Director of Marketing (vacant)

Pierre F. Bowins (1998)

Senior Designer
B.F.A., Maryland Institute, College of Art

Karen Defibaugh (1984)

Publications Coordinator
A.A., Frederick Community College

Jennifer Kline (2013)

Marketing Coordinator
B.S., Salisbury University

Planning, Assessment & Institutional Research**Jacob Ashby (2011)**

Senior Researcher, Assessment & Institutional Effectiveness
A.A., A.A.S., Hagerstown Community College
B.S., Shippensburg University
M.S., West Virginia University

Gohar Farahani (1995)

Executive Director, Research & Assessment
A.A., Santa Monica College
B.A., University of California, Los Angeles
M.S., California State University, Domingues Hills
Ph.D., Virginia Polytechnic Institute & State University

Cheoleon Lee (2014)

Senior Researcher, Institutional Research & Compliance
M.A., University of Florida
Ph.D., University of California, Riverside

Andrea Matthews (2001)

Research Analyst
B.A., York University

Learning Support**Wayne Barbour (2013)**

Vice President for Learning Support/Chief Student Affairs Officer
B.A., Virginia Union University
M.A., George Washington University
Ed.D., Morgan State University

Kara Bennett (2008)

Special Projects Coordinator, Learning Support
B.S., Shepherd University
M.B.A. Frostburg State University

Lisa Hildebrand (1989)

Executive Associate to Vice President for Learning Support
A.A., Frederick Community College

Enrollment Management**Laura Mears (2011)**

Associate Vice President, Enrollment Management
B.A., M.A., Washington College

Britney Carter (2014)

Financial Aid Scholarship Coordinator
B.A., William Penn University

Brenda K. Dayhoff (1979)

Executive Director, Financial Aid
A.A., Frederick Community College
B.A., M.B.A., Hood College

Melissa Ensminger (2006)

Coordinator Transcript Services
A.A., Frederick Community College
B.S., Towson University

Doris "Jane" Filler (2007)

Administrative Associate II, Admissions
A.A., Frederick Community College
B.S., Shepherd University

Lisa H. Freel (2002)

Director, Admissions
B.A., Western Maryland College
M.S., Western Maryland College

Beverly Grubbs (1983)

Transfer Evaluator Coordinator
B.A., Lynchburg College

Pamela Grzybowski (2010)

Financial Aid Specialist
B.S., Virginia Polytechnic Institute & State University

Lori Henry (2010)

Financial Aid Counselor/Satisfactory Academic Progress
B.S., Coker College

Andrew McClain (2012)

Enrollment Specialist

Melanie Molesky (2006)

CE Registration Specialist
A.A., Frederick Community College

Jennifer Moxley (2014)

Admissions Advisor/Recruiter
A.A., Frederick Community College
B.S., Shenandoah University
M.A., Hood College

Amy Pearson (2007)

Administrative Associate I, Registration & Records
A.A., Frederick Community College

Katelyn Piper (2008)

Graduation & Records Manager
B.A., University of Delaware

Sandra Rajaski (2010)

Transfer Evaluator
M.A., University of Illinois at Springfield

Saran Smith-McLaughlin (2006)

Administrative Associate II, Registration & Records
A.A., Frederick Community College

Candace Specht (2012)

Financial Aid Counselor
B.S., Mount St. Mary's University

Marie Staley (1989)

Assistant Director, Admissions
A.A., Frederick Community College

Susan L. Stitely (1997)

Assistant Director, Financial Aid

Sharon L. Wallick (2005)

Financial Aid Counselor
A.A., Frederick Community College
B.S., Frostburg State University

Deirdre Weilminster (2004)

Executive Director, Welcome Center/Registrar
A.A., Frederick Community College
B.A., M.A., Hood College

Elizabeth Witcher (2014)

Office Manager, Financial Aid
A.A.S., Plaza Business Institute

Student Development**Jerry Haynes (2014)**

Associate Vice President Student Development/Dean of Students
B.S., Bowling Green State University
M.Ed., Miami University

Chad Adero (2006)

Interim Executive Director, Counseling & Advising
A.A., Kirkwood Community College
B.A., University of Northern Iowa
M.Ed., Goucher College

Persis Bates (2009)

Assistant Director, Multicultural Student Services
A.A.S., B.A., Fairmont State University
M.A., West Virginia University

Rodney Bennett (2006)

Director of Athletics
B.S., Davis & Elkins College
M.S., California University of Pennsylvania

Janice F. Brown (2001)

Director, Office of Adult Services
B.A., Pennsylvania State University
M.A., University of Maryland, Baltimore County

Shelby V. Carmon (2000)

Office Manager, Career & Transfer Services
A.A., A.A.S., Frederick Community College

Amy Coldren (2010)

Advisor
B.S., James Madison University
M.A., Ph.D., Northwestern University

Brenda Davis (2007)

Service Learning Coordinator
A.A., Frederick Community College
A.A., Montgomery College
B.A., Hood College

Marcia A. Dean (2000)

Degree Audit Specialist/Advisor
A.A., Hagerstown Community College
B.S., Shippensburg University
M.S., Kansas State University

Gary Demski (2014)

Coordinator of Athletics
B.S., Indiana University
M.S., Valparaiso University

Kerry Dee Goto (2011)

Office Associate II, Student Development

Ashley Hull (2013)

Athletic Trainer
B.S., Marietta College

Mary Catherine "Cathy" Hull (2014)

Disabilities Specialist
B.A., Shepherd University
M.Ed., University of Nebraska-Lincoln

Monica Hutchins (2014)

Counselor, Allied Health & Nursing
B.S., Morgan State University
M.A., Trinity University
M.A., West Virginia University

Elizabeth Kirby (2011)

Counselor
B.A., Pittsburg State University
M. Ed., Stephens College

Kathryn "Kate" Kramer-Jefferson (2006)

Director, Services for Students with Disabilities
M.A., Indiana University of Pennsylvania

Joy Linton (2011)

Certified Interpreter

Traci Lowrey (2009)

Certified Interpreter
A.A.S., Community College of Baltimore County
B.A.S., Siena Heights University

Melissa Main (2009)

Assistant Director, Center for Student Engagement
M.Ed., Mount St. Mary's University

Kathryn Manwiller (2009)

Counselor
B.S., University of Maryland College Park
M.S.W., University of Maryland Baltimore

Belinda Marks (2010)

Administrative Associate I, Athletics
A.A., Frederick Community College

Marsha Mason-Sowell (1985)

Counselor, Transfer Services
B.S., M.Ed., University of Maryland

Kristi R. Mills (1996)

College Activities Coordinator
A.A., Frederick Community College
B.S., M.B.A., Mount Saint Mary's University

Jennifer B. Moore (2010)

Academic Advisor
B.A., Elon College

Patricia Morris (2013)

Office Associate II, Veteran Services

Rachel Nachlas (2004)

Coordinator of Veteran Services
B.S., Frostburg State University
M.S., Western Maryland College

Stella Natale (2007)

Academic Advisor
B.S.W., James Madison University

Elizabeth Nichols (2013)

Office Manager, Counseling & Advising
B.S., Lake Superior State University

Kathleen Desmond Porter (2007)

Disabilities Specialist/Deaf & Hard of Hearing Counselor
B.S., Hunter College of the City University of New York
M.A., George Washington University

Leslie Puzio (2015)

Coordinator, Deaf & Hard of Hearing Services
B.A., Ashford University

Beth E. Reilly (1996)

Career Counselor
B.S., Indiana University of Pennsylvania
M.S., Western Maryland College

Jennifer L. Ward (2000)

Office Manager, Adult Services
A.A., Frederick Community College

Jeanni Winston-Muir (1990)

Director, Center for Student Engagement/Co-Curricular Programs
B.S., Frostburg State University
M.A., Seton Hall University

Anastasia (Stacey) Yost (2013)

Counselor, Office of Adult Services
M.A., University of Maryland, College Park

The listing of faculty and staff is for information purposes only and does not imply a contractual relationship. Ranks and titles were accurate as of the time of printing.

Emeritus

Mr. Bernard Adams

Assistant to the President for Community Relations
Deceased

Ms. Rosemarie Alavanja

Associate Professor, Computer & Information Sciences • Frederick, Maryland

Dr. Suzanne Beal

Vice President for Academic Affairs and Dean
Frederick, Maryland

Dr. Lee J. Betts

President • Deceased

Mr. Gerard Blake

Associate Professor, Program Manager, Aviation Maintenance • Smithsburg, Maryland

Mr. Michael D. Boyd

Associate Professor, Behavioral Sciences • Deceased

Susan Boyne

Associate Professor, Computer & Information Sciences • Frederick, Maryland

Mr. Richard F. Burgo

Associate Dean, Management & Behavioral Sciences
Johnstown, Pennsylvania

Mr. Joseph P. Campbell

Professor, Art • Harpers Ferry, West Virginia

Ms. Sandra Cavalier

Director, Office of Adult Services • Brunswick, Maryland

Dr. Tony Chiu

Professor, Chemistry • Walkersville, Maryland

Mr. David G. Clark

Director, Resource Development • Frederick, Maryland

Ms. Ann Commito

Associate Professor, Mathematics • Frederick, Maryland

Dr. Cresap Davis

Professor, Business • Deceased

Dr. Shirley Davis

Professor, Science • Damascus, Maryland

Ms. Joan Disburg

Professor, Speech • Deceased

Ms. Louise Doty

Instructor, English • Deceased

Dr. Carol W. Eaton

President • Ormond Beach, Florida

Dr. Dorothy V. Elliott

Director of Nursing Education • Deceased

Ms. Neeta Falconer

Assistant Professor, Nursing • Frederick, Maryland

Ms. Kathy Fenimore

Assistant Professor, Mathematics • Walkersville, Maryland

Ms. Kathy J. Frawley

Associate Vice President, Student Operations/
Registrar • Frederick, Maryland

Mr. J. LeRoy Frazier

Manager, Workforce Development • Walkersville,
Maryland

Ms. Jane A. Garvin

Professor, Director, Nursing Education • Sykesville,
Maryland

Ms. Elizabeth Geiser

Associate Professor, English • Deceased

Mr. Richard Gottfried

Professor, Physics & Geology • Lovettsville, Virginia

Mr. David Hamby

Instructional Services Systems Specialist •
Walkersville, Maryland

Ms. Phyllis R. Hamilton

Professor, English • Deceased

Dr. L. Richard Haney

Vice President for Learning Support;
Executive Director, FCC Foundation • Frederick,
Maryland

Dr. Christine Helfrich

Associate Vice President, Teaching & Learning •
Monrovia, Maryland

Ms. Katherine W. Helfrich

Professor, Social Science; Program Manager, Human
Services • Ellicott City, Maryland

Mr. Thomas E. Hicks

Professor, Business • Baltimore, Maryland

Dr. Janice Holly

Professor, Music • Sanibel, Florida

Ms. Elizabeth J. Holton

Assistant Professor, English • Thurmont, Maryland

Ms. Irene Jacobs

Assistant Professor, English • Deceased

Dr. Martin Kalmar

Professor, Mathematics • Deceased

Ms. Agnes Kemerer

Associate Dean, Nursing Education • Deceased

Mr. Joseph B. Kerr

Library Manager • Thurmont, Maryland

Dr. Jack B. Kussmaul

President • Deceased

Dr. Jon H. Larson

Vice President for Administration • Toms River, New
Jersey

Dr. Carolyn Lewis

Associate Professor, Biology • Frederick, Maryland

Ms. Pamela Lilly

Associate Professor, English • Harpers Ferry, West
Virginia

Dr. Paula F. Lindsay

Professor, Economics • Emmitsburg, Maryland

Mr. Charles R. Luttrell

Professor, Mathematics • Boyds, Maryland

Mr. Gerard Marconi

Associate Professor, Drama • Baltimore, Maryland

Ms. Peggy J. Mauzy

Assistant Professor, Center for Teaching & Learning;
Coordinator, International Education • Lansdowne,
Virginia

Ms. Laura Frances Mayo

Associate Professor, Office Technology • Frederick,
Maryland

Ms. Joyce D. Meeks

Associate Dean, Humanities/Visual & Performing Arts
Frederick, Maryland

Mr. Joseph T. Millington

Professor, Social Science • Deceased

Dr. Carl H. Mitlehner

Professor, Economics • Deceased

Mr. James Morrison

Project Director, Peoplesoft • Beaufort, South
Carolina

Mr. Donald W. Neel

Director, Plant Operations • Frederick, Maryland

Dr. Harold A. Neufeld

Adjunct Professor, Science • Deceased

Ms. Mary Noel

Associate Professor, English • Knoxville, Maryland

Mr. Joseph D. Osmann

Professor, Digital Media Design • Windsor, Colorado

Dr. Roberta C. Palmer

Professor, Mathematics • Deceased

Dr. May E. Phillips

Professor, Nursing • Gettysburg, Pennsylvania

Ms. Cheryl Potter

Professor, Psychology & Education • Frederick,
Maryland

Dr. Harry Prongas

Professor, Social Science • Deceased

Mr. William G. Quinn, Jr.

Associate Professor, Mathematics • Hagerstown,
Maryland

Dr. Francis Reinberger

Adjunct Professor, Humanities • Deceased

Ms. Betty Coe Riner-Kulp

Professor, Art • Deceased

Dr. B.W. Rodgers

Vice President for Academic Affairs & Dean •
Summerfield, Florida

Ms. Priscilla J. Roessler

Associate Professor, Nursing • Deceased

Dr. Albert Samuel

Professor, Biology • Deceased

Ms. Anne Slater

Associate Professor, English • Frederick, Maryland

Mr. Francis R. Smith

Professor, Psychology • Sunset Beach, North Carolina

Ms. Marguerite H. Smith

Associate Professor, Social Science • Deceased

Ms. Sandra L. Smith

Associate Vice President, Enrollment Management •
Frederick, Maryland

Ms. Patricia F. Standifer

Finance Business Systems Analyst • Boonsboro,
Maryland

Dr. Patricia Stanley

President • The Villages, Florida

Mr. John Stuart

Counselor • Deceased

Mr. William A. Sussmann

Associate Professor, Mathematics • Baltimore,
Maryland

Mr. Duval W. Sweadner

President • Deceased

Mr. Timothy Swyter

Assistant Professor, Mathematics • Tuscon, Arizona

Mr. Richard Thompson

Associate Professor, English • Deceased

Ms. Eugenia Tobin

Assistant Professor, Practical Nursing • Martinsburg,
West Virginia

Ms. Janis Vasquezna

Assistant Professor, Nursing • Frederick, Maryland

Dr. Rosemary Watson

Learning Specialist • Deceased

Mr. Allan Windle

Assistant Professor, Drafting Technology •
Rohrersville, Maryland

Ms. Maida M. Wright

Professor, Speech Communications • Frederick,
Maryland

Ms. Rebecca D. Yankosky

Associate Professor, Computer & Information
Sciences; Chair, Computing & Business Technology •
Frederick, Maryland

Dr. Richard Yankosky

Chief Information Technology Officer • Frederick,
Maryland

Index

A

Academic Advising	149
Academic Affairs Division	211
Academic Alert	143
Academic Alert with Progress	149
Academic Assessment and Placement	159
Academic Assessment and Placement Policy & Procedure	12
Academic Calendar	219
Academic Clemency	144
Academic Departments	33
Academic Dismissal	143
Academic Integrity	159
Academic Probation	143
Academic Progress	29, 143
Academic Recognition	146
Academic Regulations	142
Academic Standings	143
Academic Suspension	143
Acceptable Use of Information Technology Resources	161
Accounting	40, 97
ADA Grievances	186
Addictions Counseling	73
Adding a Course	145
Administration Division	208
Administrative Withdrawal and Mandatory Evaluation	164
Admissions	6
Admissions and Academic Policy Committee	167
Admissions Procedures	6
Adult Education (noncredit)	156
Adult Services	149
Advanced Placement Examinations	14, 15
Advisor Responsibilities	150
Air Force Reserve Officer Training Corps (AFROTC)	16
Allied Health Advising	149
Allied Health & Wellness Department	33, 207
Alumni Services	5, 132
American Sign Language Studies	42, 98
Anthropology	99
Application for Admissions	6
Applied Music Courses	130
Architectural Computer Aided Design	42, 104
Art	44, 99
Arts & Sciences	44
Associate Degree Nursing	10, 84
Associate of Applied Science (A.A.S.) Degree	35
Associate of Arts (A.A.) Arts & Sciences	35, 44
Associate of Arts (A.A.) Degree & Associate of Science (A.S.) Degree	35
Associate of Arts (A.A.) General Studies	35, 68
Associate of Arts in Teaching (A.A.T.) Degree	35
A Taste for All Seasons Catering	155
Athletic Graduation Rate	195
Athletics	147, 189

Attendance	178
Audio Production	81
Audit	142

B

Behavior Evaluation and Response Team	167
Biological Science	100
Biology (see STEM)	94
Bioprocessing Technology	46, 101
Board of Trustees	206
Books and Supplies	21
Bookstore	154
Building Trades	48
Building Trades Technology	47, 101
Business Accounting	40
Business Administration	40
Business Management	49
Business Studies	102

C

Campus	4
Campus Clubs	152
Campus Crime Report	154
Campus Life	154
Campus Safety and Security	154
Canceled Courses	145
Capella University	20
Cardio-Pulmonary Resuscitation	86
Cardiovascular Technology	50
Career and Transfer Services	147
Career Assessment and Planning Course	147
Career Planning Services	147
Catalog Year	145
Center for Student Engagement	152
Center for Teaching & Learning	148
CE Professional Development	109
Certificate Requirements	35
Certified Nursing Assistant	136
Change of Major	144
Change of Schedule	145
Charter Oak State College	20
Chemistry	51, 103
Child Care Preschool and School Age Teacher Training	59
Child Care Preschool Teacher	59
Children on Campus	198
Children's Center	5
Civil War Studies	71
Classification of Students	142
Classroom Behavior	168
CLEP Exams	14, 15
Closed Circuit Television (CCTV)	169
Coaching	69
Co-curricular Programs	152
Code of Student Conduct	170
College Closing	177

College Closings for Inclement Weather	177	Description of Degrees	35
College Facilities	5, 198	Developmental Education	149
College Information Center	154	Digital Media Design	58
College-Level Examination Program/ DANTES Subject Standardized Tests	14, 15	Dining Service Meal Cards	154
College Publications	154	Dining Services	154
Communicable Diseases	178	Disabled and Retired with Disability	25
Communications, Humanities & Arts Department	33, 207	Distributed Learning	15, 144, 148
Communications (Speech)	51, 104	Drama (see Theatre)	96, 139
Community Based English as a Second Language	157	Drexel University	20
Community Service	152	Dropping a Course	145
CompTIA A+	77	Drug and Alcohol Abuse	178
Computed Tomography	83	DSST Credit by Examination	15, 17
Computer Aided Design Operator	43	Dual Enrollment of High School Students	8
Computer Aided Drafting	43, 104		
Computer Graphics	58	E	
Computer & Information Sciences	105	Early Childhood Development	59, 60, 111, 112
Computerized Accounting	41	Economics	113
Computer Lab Usage	163	Education	61, 62, 63, 112
Computer Science	52	Education: Associate of Arts in Teaching Early Childhood Education/Early Childhood Special Education	61
Computer Science Studies	52	Education: Associate of Arts in Teaching Elementary Education/Elementary Special Education	61
Computing & Business Technology Department	33, 207	Education: Associate of Arts in Teaching English	62
Conference Center	5	Education: Associate of Arts in Teaching Mathematics	62
Construction	108	Education: Associate of Arts in Teaching Spanish	63
Construction Management	108	Electricity	47, 48
Construction Management Basics	54	E-mail Procedures	162
Construction Management & Supervision	54	Emergency Management	64, 65, 113
Construction Technology Academy	54	Emergency Medical Technician/Paramedic	66
Continuing Education	156	Emeritus	213
Continuing Education Scholarships	157	Engineering	66, 114
Continuing Education & Workforce Development	156	English Department	34, 207
Corrections Certificate	55	English as a Second Language	7, 116, 149, 157
Cougar Grille	154	English & Literature	114
Counseling and Advising	148	Entrepreneurship	49
Course Blackboard Requirements	15	Equity in Athletics	195
Course Descriptions	97	Extenuating Circumstances Resulting in Withdrawals	143
Course Participation and Attendance	178	External Diploma Program	156
Course and Program Offerings	144		
Course Substitutions	145	F	
CPA Exam Qualification	41	Faculty	204
Criminal Justice	55, 109	Family Educational Rights & Privacy Act (FERPA)	182
Culinary Arts and Supervision	122	FCC/CCPS Agreement	16
Culinary Arts and Hospitality	56, 122	FCC/FCPS Agreement	16
Culinary Skills	56	FCC Foundation	5
Cultural Competence Requirement	38	FCC Grant	32
Customized Training	156	FCC on the Web	15
Cybersecurity	57	Federal College Work Study (FCWS)	32
		Federal Direct Parent Loan for Undergraduate Students (FPLUS)	32
D		Federal Direct Stafford Loan	32
Database Administration	76	Federal Emergency Management	16, 116
Dean's List	146	Federal Emergency Management Agency (FEMA) Courses	116
Defense Activity for Nontraditional Educational Support	17	Federal Pell Grant	32
Deferred Tuition Payment Plan	22	Federal Supplemental Educational Opportunity Grant (FSEOG)	32
Degree Requirements	35		
Departmental Examination	15		

2015/2016 fcc catalog

Fees	21
Financial Aid	29
Financial Aid Appeals Process	30
Financial Aid Chart	32
Financial Responsibility	22
Fire Service Administration	67
First Year Student Courses	148
Fitness/Personal Trainer	69
Foreign College and University Credit	17
Foster Care Recipients Tuition Waiver	25
Frostburg State University	17
Full and Canceled Courses	145

G

Gainful Employment Program Information	36
GED Preparation	156
General Education Core	37
General Education Courses	37
General Studies	68
Geography	121
Gerontology	74
Gifted and Talented Students Under 16 Years of Age	7
Good Standing	143
Grade Change	142
Grade Disputes	184
Grade Point Average (GPA)	142
Grade Reports	142
Grading System	142
Graduation Applications	146
Graduation Awards	153
Graduation with Honors	146
Grants	32
Grievance Policy for Students	184

H

Health & Exercise Sciences	69
Health Care and Wellness Careers	86, 136
Healthcare Practice Management	80
Health Education	121
Health Information Technology	70
Health Manpower Shortage	25
Help Desk	151
History	71, 121
Home Inspection Pre-Licensure	138
Home School Students	8, 9
Honors & Academic Recognition	146
Honors College	72
Honors Independent Study	122
Honors Society	146
Hood College	17
Hospitality Management	56
Humanities	124
Human Services	73, 124
HVAC	47, 48

I

ID cards	155
In-Progress Grade	142
Inclement Weather	154, 177
Incomplete Grade	142
Independent Study	15
Information Security and Assurance	76
Information Systems Management	73
Information Technology Certificates	76
Information Technology Option II: Network Engineer	77
Information Technology Option I: Info. Technology Specialist	75
Institute for Learning in Retirement (ILR)	157
Intellectual Property	188
Intercollegiate Athletics	189
Interdisciplinary Studies	125
International Baccalaureate Exams	16
International Education/Study Abroad	15
Internship	16, 126

J/K/L

Jack B. Kussmaul Theater	5
January Semesters	144
Job Search Assistance	149
Johnson & Wales University	18
Kaplan University	20
Languages (World Languages)	140
Leadership Development	152
Learning Support Division	211
Letter of Recognition (LOR)	36
Library	148
Loans	32
LPN To ADN	84

M

Mary Condon Hodgson Art Gallery	5
Maryland Home Improvement Contractor	138
Maryland National Guard	27
Maryland Part-time Grant	32
Maryland State Scholarships	29, 32
Mathematics	62, 78, 126
Mathematics Department	207
Math Learning Center	149
Meal Cards	154
Medical Assistant	79, 127
Medical Billing and Medical Coding	80, 128
Medical Scribe	80
MHEC Transfer Policies	200
Mid-Maryland Healthcare Consortium	18
Military Education & Training	17
Military Personnel	8, 24
Motorcycle Safety Program	157
Mount Airy College Center for Health Care Education	4
Mount St. Mary's University	18

Multicultural Student Services Program.....	149	Real Estate.....	91, 138	
Music.....	81, 128	Recognition and Awards.....	153	
myFCC.....	163	Registration.....	130	
N/O		Repeating Courses.....	128	
<hr/>				
Non-collegiate Institutions and Organizations.....	17	Residency.....	21, 22	
Non-discrimination Policy/Procedures.....	189	Respiratory Care.....	11, 87, 125	
Non-grade Complaints.....	186	RN To BSN.....	78	
Non-High School Graduates.....	8	S		
Non-immigrant (F-1) Students.....	7	<hr/>		
Non-Standard/Accelerated Format Classes.....	13	Safety & Security.....	190	
Northwestern State University of Louisiana.....	18	Salisbury University.....	18	
Nuclear Medicine Technology.....	11, 82, 130	Schedule of Classes.....	144	
Nursing.....	84, 131	Scholarships.....	30, 32, 157	
Office of Adult Services.....	149	Science Department.....	34, 207	
Official Transcript.....	151	Secondary Education.....	60	
Open Campus Program.....	8	Services for Students with Disabilities.....	148, 150	
P		Sexual Assault.....	190	
<hr/>				
Paralegal.....	87, 132	Sexual Harassment.....	193	
Parking Deck.....	195	Shepherd University.....	18	
Parking Stickers.....	155	Shippensburg University.....	18	
Partnerships.....	156	Small Business Development.....	156	
Pass/Fail Grade.....	142	Smoking.....	194	
Pennsylvania College of Technology.....	18	Smooth Joe's.....	155	
Personal and Social Counseling.....	149	Social Sciences Department.....	34, 207	
Personal Computer Support Specialist.....	76	Social Work Transfer.....	73	
Personal Enrichment.....	157	Sociology.....	93, 139	
Pharmacy Technician.....	86, 136	Software Specialist Certificate.....	76	
Philosophy.....	132	Statewide Instructional Programs.....	27	
Phlebotomy Technician.....	86, 136	Stevenson University.....	19	
Physical Education.....	133	Strayer University.....	20	
Physical Science.....	134	Student and Advisor Responsibilities in the Advising Process.....	150	
Physical Therapist Assistant.....	88	Student Assistant Program.....	32	
Physics.....	135	Student Development.....	139	
Police Science.....	89	Student Government Association.....	153	
Policies & Procedures.....	159	Student ID.....	155'	
Political Science.....	135	Student Information.....	13	
Portfolio Development.....	15	Student Publications.....	153	
Posting of Information on Campus.....	190	Student Responsibilities.....	150	
Practical Nursing.....	85, 135	Student Right to Know.....	195	
Practical Nursing Admissions Criteria.....	10	Students with Disabilities.....	148, 150	
Pre-Nursing.....	90	Student Technology Help Desk.....	151	
Prerequisites.....	145	Summer/January Semesters.....	144	
President's Office.....	206	Surgical Technology.....	12, 95, 139	
Professional Development of Faculty.....	148	T		
Program Requirements.....	35	<hr/>		
Project Forward Step.....	149	Taste for All Seasons Catering.....	140	
Psychology.....	91, 137	Teaching Spanish.....	60	
R		Television Production.....	55	
<hr/>				
Re-admission Following Academic Dismissal.....	144	Testing Center.....	133	
Re-admission Following Academic Suspension.....	144	Theatre.....	139	
Readmitted Students.....	8	Time Commitment for Academic Success.....	143	
		Towson University.....	19	
		Traffic Control Procedures.....	195	
		Transcripts.....	151	
		Transfer Evaluation for Students.....	151	

2015/2016 fcc catalog

Transfer Planning Services	147
Transferring In Courses	17
Transferring into FCC	151
Transfer Students	8, 29
Transfer Studies	45
Tuition & Fees	21
Tuition Refund	22
Tuition Refund Appeals	23
Tuition Refund Policies for Students Receiving Title IV Funding	23
Tuition Sponsorship by a Third Party	22
Tuition Waiver for Persons 60 Years and Older	27
Tuition Waivers	25
Tutoring & Writing Center	148

U

UMUC Alliance	19
Universities at Hagerstown	19
Universities at Shady Grove	19
University of Baltimore	19
University of Maryland Eastern Shore	19
University of Phoenix	20
University System of Maryland	19
Unofficial/Issued to Student Transcripts	151
Use of College Facilities	198
Use of Facilities	5
USM/College & University Credit	17

V

Veterans	8, 30
Veterinary Assistant	96, 140
Violations of Acceptable Use of IT Resources	164
Visitors & Children on Campus	198
Voter Registration	153

W

Weapons	199
Weekend Classes	144
Welding	47, 48
Wellness	153
Wellness Electives	37
Wilson College	20
Withdrawal	142, 143, 145
Woman to Woman Mentoring Program	150
Women's Center	150
Workforce Development & Career Training	156
Workforce Development (credit & noncredit)	33
Writing Center	148
Writing Requirements	199

Y

Youth Programs	157
----------------------	-----

Frederick Community College 2015-2016 Catalog, produced by the marketing and scheduling offices, April 2015

Because Frederick Community College is a public institution, photographs of students, employees and visitors in common areas on campus or at ceremonies and events may appear in print or electronic marketing materials without their permission.

Frederick Community College prohibits discrimination against any person on the basis of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status in its activities, admissions, educational programs, and employment.

FCC 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 FCC compliance with Section 504 of the Rehabilitation Act of 1973 and for the Americans with Disabilities Act is:

Kate Kramer-Jefferson
301.846.2409 • Room A-105F

Frederick Community College makes every effort to accommodate individuals with disabilities. If you have accommodation needs, please call 301.846.2408. To request a sign language interpreter, please call 240.629.7939 or 301.846.2408 (Voice) or email Interpreting@frederick.edu. Requests for any accommodation should be made at least five working days prior to attending a scheduled event.

For questions or concerns regarding Title IX issues, contact:

Wayne Barbour, Interim Title IX Coordinator
301.846.2565 • Room J-324

FCC promotes diversity and respect for all students and visitors. To reach the FCC Director of Diversity, Equity, and Inclusion, contact:

Shezwee Fleming
301.624.2711 • Room J-313

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 • 301.846.2498 Fax
• www.frederick.edu

Academic Calendar

Fall Semester 2015

August 20	Fall Convocation - College offices open at 10 a.m.
August 22	Enrollment Services Open
August 24	First day of fall classes
September 4	College offices close at 4:30 p.m.; College closes at 11 p.m.
September 5	No classes - College closed
September 7	Labor Day - College closed
October 23	Learning Support Retreat – Limited Services
November 2	Jan Term / Spring Registration Opens
November 3	Study/Election Day - No classes
November 25	No classes - College offices close at 4:30 p.m.; College closes at 11 p.m.
November 26 – 29	Thanksgiving break - College closed
December 11	Winter Holidays Luncheon
December 12	Last day of fall classes
December 16	All Grades due 10 a.m.
December 18	College offices close at 4:30 p.m.; College closes at 11 p.m.
December 19 –	
January 3	Winter Break - College closed

Jan Term 2016

January 4	College open
January 5	First day of Jan Term classes (Tues–Fri)
January 18	Dr. Martin Luther King Day - College closed
January 20	Last day of Jan Term
January 21	Celebration of Excellence & Spring Retreat – College offices open at 10am (Limited Services)
January 22	Jan Term Grades Due – 10 a.m.
January 23	Enrollment Services Open

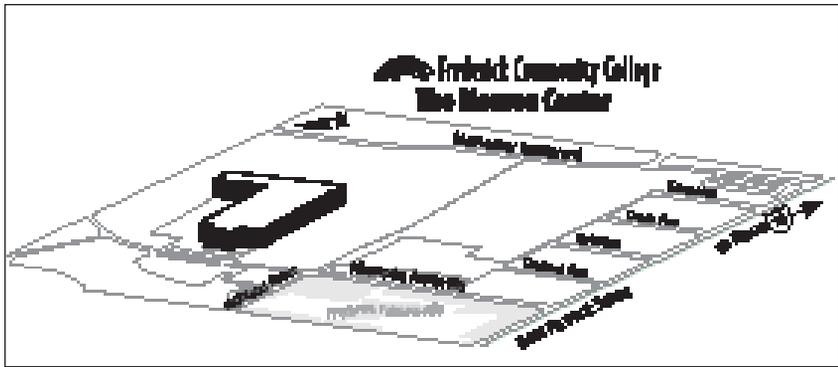
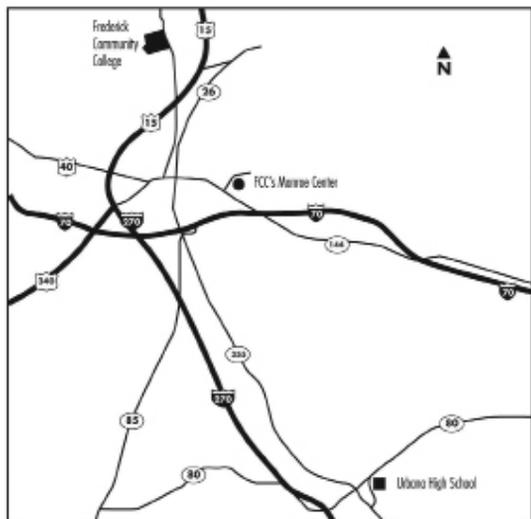
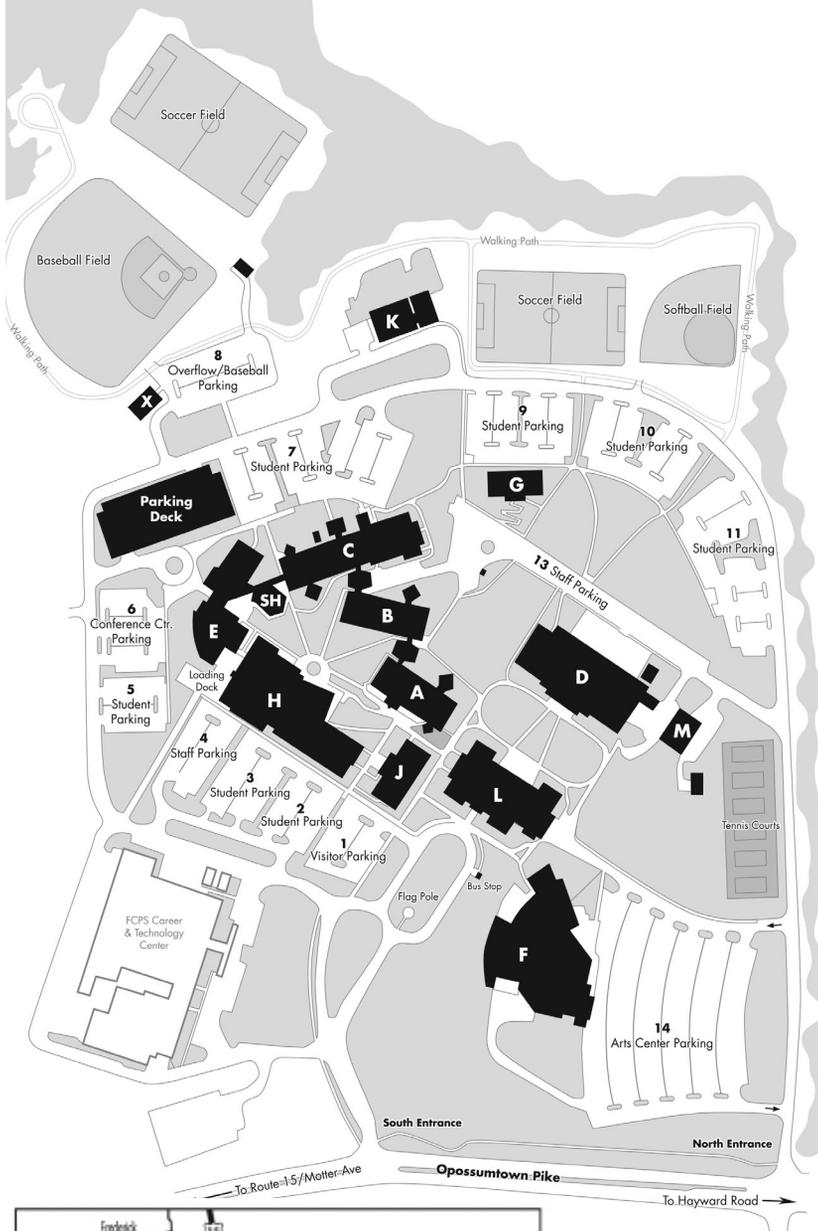
Spring Semester 2016

January 22	Jan Term Grades Due – 10 a.m.
January 23	Enrollment Services Open
January 25	Spring semester classes begin
February 5	Celebration of Excellence & Spring Retreat Make-Up Date
March 21	No credit classes. College closes at 11 p.m.
March 22	No credit classes. College offices close at 4:30 p.m.; College closes at 11 p.m.
March 23 – 27	Traditional Spring Break; College closed
April 11	Summer/Fall Registration Opens
May 14	Last day of spring classes
May 18	Spring Grades Due – 10 a.m.
May 19	Commencement

Summer 2016 Sessions

May 28 – 30	Memorial Day; College closed.
June 6	First 5-week, 8-week, 1st 3-week summer sessions begin
June 23	Last day of 1st 3-week summer session
July 2 – 4	Independence Day - College closed
July 11	Last day of first 5-week classes
July 12	Second 5-week and 2nd 3-week sessions begin
August 1	Last day of 8-week & 2nd 3-week sessions
August 15	Last day of second 5-week session

Campus Maps



FCC is implementing building name changes as part of a campus signage project. Campus directional signage will be replaced starting this fall, names will be placed on buildings and digital marquee will be erected at both campus entrances.

Annapolis Hall (A)
 Adult Services, Services for Students with Disabilities, Adult Basic Education (GED®, ESL), President, Other Administrative Offices

Braddock Hall (B)
 Math Learning Center, Faculty Offices, Classrooms

Catoctin Hall (C)
 Science Labs, Computer Labs, Faculty Offices, Classrooms, Student Lounge in Upper B/C Knuckle

Athletics Center (D)
 Gymnasium, Weight Room, Classrooms, Athletics, Faculty Offices, Locker Rooms

Conference Center (E)
 Large and Small Meeting Rooms, Technology Labs, Continuing Education & Workforce Development

Visual & Performing Arts Center (F)
 JBK Theater, MCH Art Gallery, FCC Studio Theater, Music Classrooms & Practice Rooms, Art Classrooms, Mac Classroom & Lab, Faculty Offices

Gambrill Hall (G)
 Human Resources, Purchasing, Fiscal Services, IT Services, Other Administrative Offices

Student Center (H)
 Cougar Grille, Bookstore, Multicultural Student Services Office, Security, Center for Student Engagement, Student Government Association, Honors College Classroom & Lounge, Tutorial Services, Faculty Offices, Student Lounges

Jefferson Hall (J)
 Welcome Center, Admissions, Registration & Records, Student Accounts, Counseling & Advising, Career & Transfer Resource Center, Financial Aid, Veterans Services, Other Learning Support Offices

Mercer-Akre Kiln (K)

Linganore Hall (L)
 Library, Allied Health/Nursing Labs, Learning Commons, Testing Center, Writing Center, Video Classroom & Lab, Language Lab, Faculty Offices, Classrooms, Student Lounge

Carl & Norma Miller Children's Center (M)

Plant Operations (P)

Sweadner Hall (SH)
 Lecture Hall

