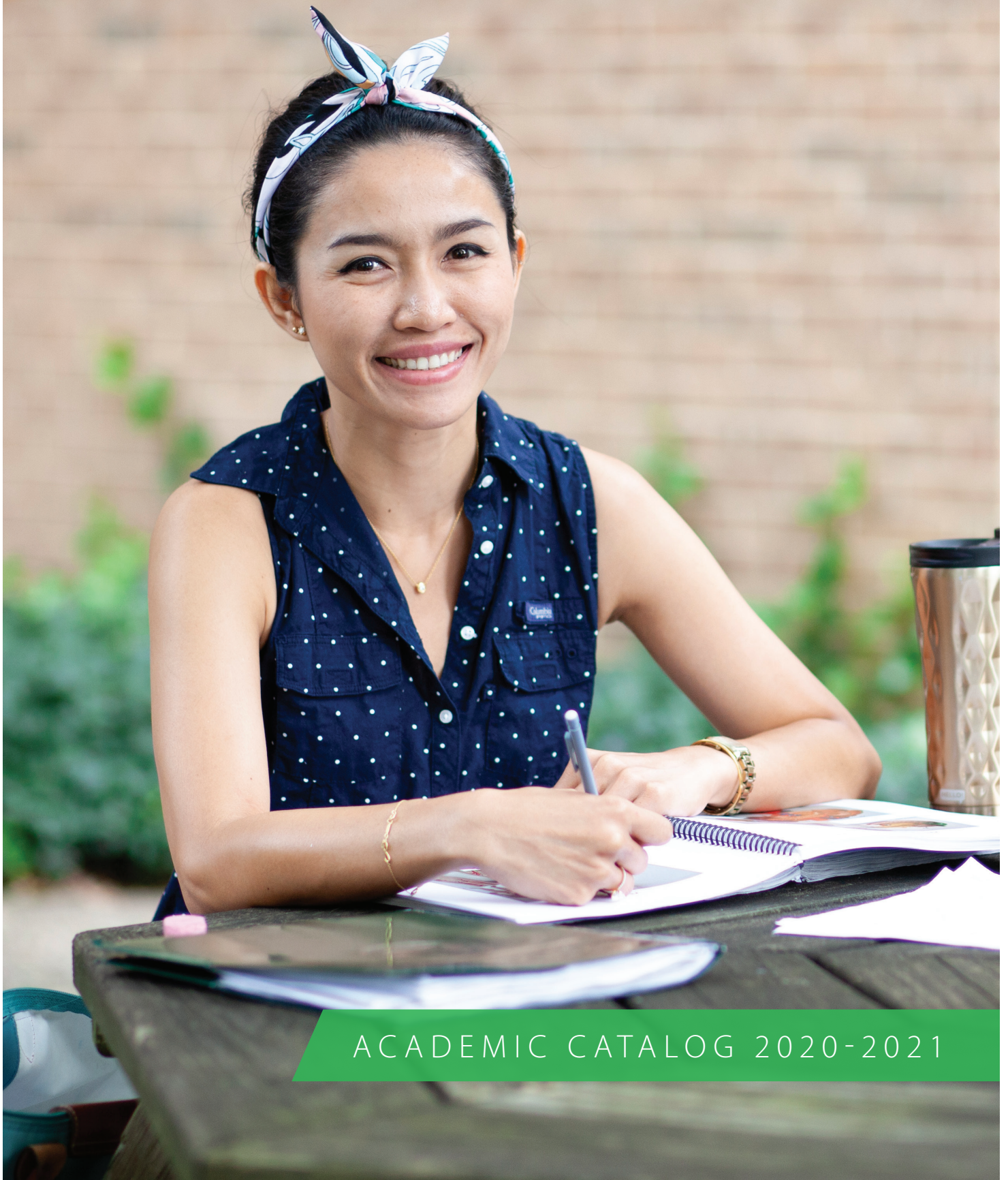


FREDERICK **COMMUNITY** COLLEGE



ACADEMIC CATALOG 2020-2021



ACADEMIC CATALOG 2020-2021

Services Phone List	1	Health, Business, Technology, and Science.....	52
The College	4	CEWD Academic Programs.....	53
A History	4	Mid-Atlantic Center for Emergency Management & Public Safety	53
The Campus	4	Continuing Education & Workforce Development	54
Mission, Vision & Goals.....	4	Career & Technical Training	54
Community Outreach.....	5	Construction & Applied Technologies Institute (CATI)	54
Admission to the College	8	Healthcare Careers	54
Admissions Policy and Procedures	8	Hospitality, Culinary & Tourism Institute (HCTI).....	54
Required Orientation, Advising & Registration (ROAR)	15	Adult Education & ESL.....	54
Special Programs of Study.....	16	Institute for Learning in Retirement (ILR)	54
Academic Assessment & Placement Policy & Procedures	19	Lifelong Learning.....	54
Student Information.....	21	Youth & Community Education	54
Ways to Earn Credit at FCC.....	21	Degree Requirements.....	55
Prior Learning Assessment (PLA).....	22	Description of Degrees	55
CLEP Exams	24	Program Requirements.....	55
Advanced Placement Exams	24	Completion Note for Degree and Certificate Programs.....	56
DSST Exams (DANTES).....	25	Gainful Employment Program Information.....	56
Transferring In Credits.....	26	General Education CORE	57
Transfer Agreements	27	General Education Goals	57
Online Education Transfer Institutions	34	CORE Courses	57
Tuition and Fees	36	Cultural Competence Requirement	59
Explanation of Student Tuition & Fee Charges	36	Credit Programs of Study: INDEX	60
Continuing Education & Workforce Development (CEWD) (non-credit) Tuition.....	36	Credit Programs of Study	62
Books and Supplies.....	36	Accounting A.A.S.....	62
Schedule of Payments.....	37	Business Accounting Certificate.....	62
Tuition and Fees Policy and Procedure.....	37	Computerized Accounting Certificate.....	63
Residency Policy and Procedures.....	42	Accounting Letter of Recognition.....	63
Tuition Adjustments	44	CPA Exam Qualification Certificate	63
Financial Aid	48	Addictions Counseling A.A.S.....	64
Eligibility Criteria	48	Addictions Counseling Certificate.....	64
How to Apply for Financial Aid	48	American Sign Language (ASL) Interpreter Preparatory Program A.A.S.	65
When to Apply/Reapply.....	48	American Sign Language (ASL) Interpreter Preparatory Program Certificate	65
Transfer Students	48	American Sign Language (ASL) Certificate	66
Financial Aid Eligibility: Satisfactory Academic Progress	48	Arts & Humanities	66
Typical Expenses used to Determine Financial Need.....	49	Art Area of Concentration.....	67
Financial Aid Appeals Process.....	49	Communication Area of Concentration	68
Veteran and Military Services.....	49	English Area of Concentration	68
Scholarships.....	50	Film & Video Production Area of Concentration	69
Student Consumer Rights and Responsibilities.....	50	Film & Video Production Certificate	69
Effects of Withdrawing or Not Attending Class	50	Graphic Design Area of Concentration (discontinued)	70
Financial Aid Chart.....	51	Mass Communication Area of Concentration	70
Academic Departments.....	52	Music Area of Concentration.....	70
Liberal Arts.....	52	Theatre Area of Concentration	71

Arts & Sciences	72	Computer Animation Certificate.....	90
Health and Exercise Sciences Area of Concentration.....	72	General Studies A.A.	90
Fitness/Personal Trainer Certificate.....	73	Graphic Design A.A.S.....	91
Coaching Letter of Recognition	73	Graphic Design Certificate.....	91
Pre-Health Professions Area of Concentration	73	Health Information Technology A.A.S.....	92
Biotechnology A.A.S.	74	Honors College	92
Biotechnology Certificate.....	75	Hospitality, Culinary and Tourism Institute.....	93
Building Trades Technology Certificate.....	75	Culinary Arts and Supervision A.A.S.....	93
HVAC Letter of Recognition	76	Culinary Skills Certificate Certificate	94
Welding Letter of Recognition.....	76	Culinary Skills Letter of Recognition	94
Electrical Letter of Recognition	76	Hospitality Management A.A.S.....	94
Business Administration A.A.....	76	Hospitality Management Certificate	95
Business Management A.A.S.....	77	Hospitality Skills Letter of Recognition.....	95
Business Management Certificate.....	77	Medical Assistant A.A.S	96
Entrepreneurship and Small Business Start-Up Certificate.....	77	Medical Assistant Certificate.....	96
Healthcare Practice Management Certificate	78	Medical Scribe Letter of Recognition.....	97
Project Management Certificate.....	78	Nursing A.S.	97
Retail Management Certificate.....	78	Practical Nursing Certificate	98
Social Media Management Certificate.....	78	RN to BSN	98
Agricultural Business Basics Letter of Recognition.....	79	ATB Dual Admission RN-to-BSN Option	98
Cardiovascular Technology A.A.S.....	79	Transition-to-RN	98
Computer Science	80	Paralegal A.A.S.....	98
Computer Science A.S.....	80	Paralegal Certificate	99
Computer Science Studies Certificate.....	80	Access to Justice Letter of Recognition.....	99
Information Systems Management Area of Concentration	80	Physical Therapist Assistant A.A.S.....	99
Early Childhood Development A.A.S.	80	Police Science A.A.S.....	100
Early Childhood Development Certificate	81	Respiratory Care A.A.S.....	100
Child Care Preschool and School Age Teacher Training Certificate	81	Social Sciences	101
Child Care Preschool Teacher Letter of Recognition.....	81	Addictions Counseling Area of Concentration.....	102
Education: Associate of Arts in Teaching.....	82	Criminal Justice Area of Concentration.....	102
Early Childhood Education/Early Childhood Special Education A.A.T.....	82	Corrections Certificate	103
Elementary Education/Elementary Special Education A.A.T.....	82	Education Area of Concentration	103
English Education A.A.T.....	83	History Area of Concentration.....	104
Mathematics Education A.A.T.....	83	Civil War Studies Certificate.....	104
Spanish Education A.A.T.....	84	Human Services Area of Concentration.....	105
Teacher Preparation	84	Psychology Area of Concentration.....	105
Emergency Management Track I: FEMAA Independent Study A.A.S.....	85	Sociology Area of Concentration.....	106
Emergency Management Track II: Residency Program A.A.S.....	86	STEM: Science Technology, Engineering, & Mathematics	106
Emergency Management Certificate.....	86	Biology Area of Concentration.....	107
Emergency Management - Professional Development Letter of Recognition.....	87	Chemistry Area of Concentration	108
Emergency Management - Specialized Studies Letter of Recognition.....	87	Engineering Area of Concentration	108
GIS-Public Safety Letter of Recognition	87	Mathematics Area of Concentration	109
Emergency Medical Technician/Paramedic A.A.S.....	88	STEM Technology	109
Fire Service Administration A.A.S.....	88	Audio Production Technology Area of Concentration	110
Game and Simulation Development A.A.S.	89	Audio Production Certificate	111
Game Programming Certificate.....	89	Computer Aided Design Technology Area of Concentration.....	111
		Computer Aided Design (Engineering) Technology Area of Concentration.....	111
		Architectural Computer Aided Design Certificate.....	112

Computer Aided Design Operator Certificate.....	112	Grading.....	185
Construction Management Technology Area of Concentration	112	Academic Progress.....	186
Construction Management & Supervision Certificate.....	113	Change of Major.....	188
Cybersecurity Area of Concentration	113	Course Repetition	188
Information Security and Assurance Certificate.....	114	Graduation Requirements.....	188
Data Science Area of Concentration (discontinued).....	114	Course Substitutions	190
Information Technology Specialist Area of Concentration.....	114	Academic Clemency.....	191
Cloud Computing Certificate.....	115	Student Support Services	192
Computer Studies Certificate	115	Alumni Services.....	192
Computer Support Specialist Certificate.....	115	Athletics	192
Healthcare Information Technology Certificate (discontinued).....	115	Center for Teaching & Learning	192
Software Specialist Certificate (discontinued).....	115	Counseling & Advising	193
Network Engineering Area of Concentration.....	116	Developmental Education.....	194
Network Engineer Certificate (discontinued).....	116	English as a Second Language (ESL).....	194
Software Engineering Area of Concentration.....	116	Job Search Assistance.....	194
Surgical Technology A.A.S.....	117	The Office of Multicultural Student Services	195
Credit Course Descriptions.....	118	Office of Adult Services.....	195
Continuing Education & Workforce Development	170	Services for Students with Disabilities	195
Partnerships.....	170	Student and Advisor Responsibilities in the Advising Process	195
Workforce Development & Career Training.....	170	Information Technology Services for Students.....	197
FCC Business Solutions and Strategic Initiatives.....	170	Writing Requirements.....	197
Adult Education Programs.....	170	Registration & Records.....	198
Lifelong Learning.....	170	Center for Student Engagement	199
Youth & Community Education.....	170	Mission Statement.....	199
Institute for Learning in Retirement (ILR).....	170	Department Overview.....	199
Motorcycle Safety Program	171	Campus Clubs	199
FCC Foundation Scholarships.....	171	Community Service	199
Continuing Education Workforce Training Certificates.....	172	Co-curricular Programs	199
Career & Technical Training.....	172	Leadership Development.....	199
Child Care Careers.....	172	Recognition and Awards	200
Real Estate & Home Inspection	172	Student Government Association.....	200
Construction & Applied Technologies Institute (CATI)	173	Student Publications	200
Electrical.....	173	Voter Registration	200
Welding.....	173	Wellness.....	200
Healthcare Careers	173	Campus Life	201
Certified Nursing Assistant (CNA, GNA)	173	Bookstore.....	201
Dental Assisting & Oral Radiography	173	Campus Security	201
Medical Billing & Coding	174	College Closing.....	201
Patient Care Technician	174	College Information Center.....	201
Phlebotomy Technician.....	174	Dining Services	201
Sterile Processing Technician.....	174	Photo ID and Parking.....	201
Veterinary Assistant.....	175	College Policies & Procedures.....	203
Continuing Education Course Descriptions	176	MHEC Transfer Policies	204
Academic Regulations	180	Staff Listing.....	209
Academic Standards Policy and Procedures.....	180	Emeritus	220
Awarding of Credit	182	Recognition of Distinguished Status	221
Registration Procedures.....	184	Index.....	222
Classification of Students	184	Academic Calendar	226
Change of Schedule	184	Campus Locations	227

Services Phone List

Service Area	Location	Number
Academic Advising	Counseling & Advising Office, Jefferson Hall, J-201	301.846.2471
Academic Departments		
Allied Health & Wellness	Linganore Hall, L-101A	301.846.2605
Building Trades	Monroe Center, 200 Monroe Avenue	240.629.7902
Communication, Humanities & Arts	Visual & Performing Arts Center, F-143	301.846.2512
Computing & Business Technology	Catoctin Hall, C-220	301.846.2505
Mid-Atlantic Center for Emergency Management and Public Safety		
English	Linganore Hall, L-106F	301.624.2854
Hospitality, Culinary & Tourism Institute	Student Center, H-243	301.846.2600
Mathematics	Monroe Center, 200 Monroe Avenue	301.846.2404
Nursing	Braddock Hall, B-228	301.846.2530
Science	Linganore Hall, L-114	301.846.2524
Social Sciences and Education	Catoctin Hall, C-118	301.846.2510
	Student Center, H-242	301.846.2507
Admissions	College & Career Readiness Center, Jefferson Hall, 2 nd Floor	301.624.2716
Admissions & Academic Policy Appeals (AAPC)	Welcome Desk, Jefferson Hall, 1 st Floor	301.846.2653
Adult Education/ESL/GED	Annapolis Hall, A-106	240.629.7962
Advisors	College & Career Readiness Center, Jefferson Hall, 2 nd Floor	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	College & Career Readiness Center, Jefferson Hall, 2 nd Floor	301.624.2716
ARTSYS	College & Career Readiness Center, Jefferson Hall, 2 nd Floor	301.846.2594
Athletics	Athletics Center, D-115	301.846.2500
Bess & Frank Gladhill Learning Commons	Linganore Hall, L-226	301.846.2444
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, 1 st Floor	301.846.2483
Career Planning Services	College & Career Readiness Center, Jefferson Hall, 2 nd Floor	301.846.2594
Cashier (Student Accounts)	Enrollment Center, Jefferson Hall, 1 st Floor, J-112	301.846.2456
Center for Student Engagement	Student Center, H-101	301.624.2793
Center for Teaching & Learning	Gladhill Learning Commons, Linganore Hall, L-226	301.846.2521
FCC Foundation	Annapolis Hall, A-202	301.846.2479
Chief of Operations	Annapolis Hall, A-204C	301.846.2674
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)	College & Career Readiness Center, Jefferson Hall, 2 nd Floor	301.846.2594
Complaint (Course Grade)	Varies based on instructor location	

Services Phone List continued on Pages 2 & 3

Service Area	Location	Number
Complaint (Non-Grade)	Vice President Learning Support Suite, Jefferson Hall, 3 rd Floor, J-307	301.846.2469
Continuing Education & Workforce Development Programs		
Adult Education/ESL/GED	Annapolis Hall, A-106	240.629.7962
Business & Technology	Monroe Center, 200 Monroe Avenue	301.624.2756
Business Solutions	Monroe Center, 200 Monroe Avenue	240.629.7982
Trades & Vocational Training	Monroe Center, 200 Monroe Avenue	240.629.7903
Mid-Atlantic Center for Emergency Management and Public Safety	Linganore Hall, L-106F	301.624.2854x
Healthcare Careers	Monroe Center, 200 Monroe Avenue	240.629.7907
Hospitality, Culinary & Tourism Institute	Monroe Center, 200 Monroe Avenue	240.629.7912
Institute for Learning in Retirement	Conference Center	301.624.2732
Youth & Community Education	Conference Center	301.846.2661
Motorcycle Programs	Conference Center	301.624.2727
Personal Enrichment Programs	Conference Center	301.624.2727
CEWD Registration Office	Enrollment Center, Jefferson Hall, 1 st Floor	301.624.2727
Copiers	Gladhill Learning Commons (L-226)	
Deferred Tuition Payment Plan	Student Accounts within the Enrollment Center, Jefferson Hall, 1 st Floor, J-112	301.846.2456
Developmental Education: English	English Department, Student Center, H-226	301.846.2633
Developmental Education: Mathematics	Mathematics Department, Braddock Hall, B-230	240.629.7835
Developmental Education: Science	Science Department, Catocin Hall, C-113	301.846.2537
Dining Services	Student Center, H-115G	301.846.2466
Diversity, Equity, and Inclusion	Annapolis Hall, A-107F	301.624.2711
Dream Act	Enrollment Center, Jefferson Hall, 1 st Floor	301.624.2716
Dual Enrollment	Linganore Hall, L-103	301.624.2893
Emergency (College Closing)		301.846.2400
English as a Second Language Courses	Annapolis Hall, A-106	240.629.7962
Faculty Professional Development	Center for Teaching & Learning, Gladhill Learning Commons, Linganore Hall, L-226	301.846.2521
FCC Foundation, Inc.	Annapolis Hall, A-200A	301.846.2438
FEMA Program and Transcripts		301.624.2854
Financial Aid Information	Financial Services Center, Jefferson Hall, 3 rd Floor	301.846.2620
General Information	Welcome Desk, Jefferson Hall, 1 st Floor	301.846.2400
Graduation Applications: Associates, Certificates, & LORs	Welcome Desk, Jefferson Hall, 1 st Floor	301.846.2431
Honors College	Student Center, H-245	301.846.2535
Honors Lounge	Student Center, H-247	240.629.7831
Honors Student Association	Student Center, H-245	240.629.7831
Human Resources	Gambrill Hall, G-223	240.629.7854
ID Cards for Students	Welcome Desk, Jefferson Hall, 1 st Floor	240.629.7934
Information Technology Help Desk	Gambrill Hall, G-122	301.846.2509
Institutional Advancement	Annapolis Hall, A-202	301.846.2438
International Education	Gladhill Learning Commons, Linganore Hall, L-226	301.846.2521
International Student Application	College & Career Readiness Center, Jefferson Hall, 2 nd Floor	301.846.2434
Internships	Internship Education Office, Conference Center, E-110	301.624.2724
Jack B. Kussmaul Theater	Visual & Performing Arts Center Lobby	301.846.2513
Job Search Assistance	College & Career Readiness Center, Jefferson Hall, 2 nd Floor	301.846.2594
Learning Center: Macintosh Computers	Visual & Performing Arts Center, F-107	301.624.2873
Learning Center: Tutoring and Writing Center	Gladhill Learning Commons, Linganore Hall, L-226	301.846.2619
Learning Center: STEM	Braddock Hall, B-212	240.629.7839
Library Services	Gladhill Learning Commons, Linganore Hall, L-226	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

Service Area	Location	Number
Multicultural Student Services	Student Center, H-103	301.624.2894
Office of Adult Services	Annapolis Hall, A-103	301.846.2483
Online Learning and Instructional Innovation	Center for Teaching & Learning, Linganore Hall, L-204	301.846.2401
Parking Permits	Welcome Desk, Jefferson Hall, 1 st 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
Prior Learning Assessment	Braddock Hall, B-220	301.846.2587
Project Forward Step	Adult Services, Annapolis Hall, A-103	301.846.2483
Refunds	Student Accounts within the Enrollment Center, Jefferson Hall, 1 st Floor, J-112	301.846.2456
Registration	Welcome Desk, Jefferson Hall, 1 st Floor	301.846.2431
Residency Classification	Welcome Desk, Jefferson Hall, 1 st Floor	301.846.2434
Scholarship Information	FCC Foundation Office, Annapolis Hall, A-200A	301.846.2620
Security	Security Office, Student Center, H-116	301.846.2453
Service Learning	Student Center, H-101	301.624.2793
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	301.846.2476
STEM Learning Center	Braddock Hall, B-212	240.629.7839
Student Accounts (Cashier)	Jefferson Hall, J-112	301.846.2456
Student Activities	Center for Student Engagement, Student Center, H-101C	301.846.2488
Student Employment (on campus)	College & Career Readiness Center, Jefferson Hall, 2 nd Floor	301.846.2594
Student Government	Center for Student Engagement, Student Center, H-239	301.846.2650
Student Engagement	Center for Student Engagement, Student Center, H-101	301.624.2793
Student Loans	Financial Services Center, Jefferson Hall, 3 rd Floor	301.846.2620
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
Student Tech Services	Gambrill Hall, G-118	301.846.2509
Studio Black Box Theater	Visual & Performing Arts Center, F-142	301.846.2515
Study Skills Workshops	Gladhill Learning Commons, Linganore Hall, L-226	301.846.2619
Testing	Testing Center, Linganore Hall, L-104	301.846.2522
Title IX	Gambrill Hall, G-224	301.846.2436
Transcript Services (outgoing)	Welcome Desk, Jefferson Hall, 1 st Floor	301.846.2653
Transfer Planning Services	College & Career Readiness Center, Jefferson Hall, 2 nd Floor	301.846.2471
Transfer Evaluations	Welcome Desk, Jefferson Hall, 1 st Floor	301.846.2595
Tuition Payments	Student Accounts within the Enrollment Center, Jefferson Hall, 1 st Floor, J-112	301.846.2456
Tuition Refund Committee	Welcome Desk, Jefferson Hall, 1 st Floor	301.846.2431
Tutoring and Writing Center	Gladhill Learning Commons, Linganore Hall, L-226	301.846.2619
Veteran and Military Services	Veteran and Military Student Center, Annapolis Hall, A-109	301.624.2836
Vice President of Finance and Human Resources	Gambrill Hall, G-230	301.846.2458
Provost/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development	Academic Affairs, Annapolis Hall, A-102	301.846.2491
Associate Vice President for Continuing Education & Workforce Development	Monroe Center, 200 Monroe Avenue	240.629.7905
Vice President for Learning Support	Vice President Learning Support Suite, Jefferson Hall, 3 rd Floor, J-307	301.846.2469
Work Study Information	Financial Services Center, Jefferson Hall, 3 rd Floor	301.846.2620

The College

FCC offers associate of arts, associate of arts in teaching, associate of science, and associate of applied science degrees, as well as certificates and letters of recognition in career programs. The Carnegie Classification for the College is Associate's - High Transfer-High Traditional.

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 (non-credit) 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 is committed to meeting the needs of all students and maintaining high-quality instruction at an affordable cost. 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 programs offer non-credit 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 25; about 67 percent attend part time, and 71 percent plan to transfer to a four-year school. The College understands the special scheduling and counseling needs of 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 most recent building renovation and update was the Monroe Center which was completed in October 2017. Completed in January 2016 was the opening of the Gladhill Learning Commons in Linganore Hall. The new flexible research and learning space offers academic support services, study spaces, and technology in order to promote

collaboration and inspire academic excellence.

Additions and renovations to Braddock and Catoctin halls were completed in 2015, providing state-of-the-art science and computer labs, upgraded classrooms geared toward collaborative learning, and study, tutoring, and lounge areas where students can get support from faculty and other students.

Other campus highlights include the Visual & Performing Arts Center, which has an art gallery, a 400-seat theater, and a small studio theater for more intimate productions; and our Student Center, where students can find the Cougar Grille, the Center for Student Engagement, and the bookstore, as well as student lounges and classrooms.

Visit frederick.edu to learn how FCC can help you reach your academic and career goals.

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

Enhance student persistence, success, and completion through collaborative and effective support systems.

Strategic Objectives:

- Create a unified culture of persistence, success, and completion.
- Develop and implement comprehensive orientation and mentoring programs.
- Expand student access to and utilization of support services.
- Develop and implement pathways for credit and non-credit students to easily navigate transition points.
- Enhance communication strategies for students, faculty, and staff.

Promote excellence in the design, delivery, and support of student learning.

Strategic Objectives:

- Expand innovative instruction to increase student engagement and meet the demands of changing populations.
- Design and support professional development that enhances student learning.
- Develop and implement quality delivery standards and assessment protocols for each modality of instruction.
- Increase student engagement by promoting the importance of co-curricular and extra-curricular events.
- Expand systematic program review and assessment to all areas of College operations.

Ensure fair and ethical standards in all policies, practices, and procedures throughout the College Community.

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

Prepare for the future through effective planning, resource development, and continuous institutional improvement that is aligned with the College mission.

Strategic Objectives:

- Establish priorities and identify current and anticipated resources.

- Secure innovative and creative revenue sources through entrepreneurial efforts.
- Design a systematic plan to align staffing needs with strategic priorities.

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

Strategic Objectives:

- Improve student recruitment efforts and employment practices to build the diversity and inclusiveness of our College.
- Create targeted programs for emerging populations that address their specific needs and enhance student learning.
- Implement strategies to increase and engage diverse and emerging populations.
- Expand community outreach to secure resources for student support.

Expand the leadership capacity of all employees through professional development to meet the challenges and opportunities for our College

Strategic Objectives:

- Develop a plan that ensures continuity of campus operation.
- Develop a systematic plan to provide opportunities for career growth.
- Create professional development opportunities that improve job skills, leadership capabilities, and employee productivity.
- Develop a sustainable program to mentor employees and acknowledge their contributions to the operation of the College.

Clearly articulate a governance structure that is transparent and outlines roles, responsibilities, and accountability for decision making.

Strategic Objectives:

- Ensure that all job descriptions are current and representative of employees' responsibilities.
- Maintain current organizational charts and make them accessible.
- Develop a component for new employee orientation to ensure they understand their roles and responsibilities in the governance structure.

Articulate career pathways for continuing education and credit students which enhance their ability to secure employment.

Strategic Objectives:

- Align programs with current and future jobs.
- Develop and implement a credit for prior learning structure which includes non-credit pathways.

Increase access, affordability, and student goal completion.

Strategic Objectives:

- Enhance the college readiness of FCPS students by collaborating on early assessment, professional development, and the development of effective transition courses in Math and English.
- Enhance collaborative efforts between local high schools and FCC to develop early college access through dual enrollment initiatives.
- Improve the access, retention, and goal completion for adult learners.
- Implement strategies that reduce the time to goal completion and make FCC more affordable.

Community Outreach

FCC Foundation and the Office of Institutional Advancement

The Frederick Community College Foundation, Inc. is a philanthropic network of advocates enriching the vitality and quality of life in our community by promoting access to higher education. In partnership with individuals, organizations, and businesses, the mission of the Frederick Community College Foundation is to remove barriers to a community college education and provide financial support so all students can succeed and positively contribute to our community.

The Foundation is governed by an independent Board of Directors. This group of College ambassadors is committed to providing outstanding private support for the priority needs of the College including scholarships, Student Success Funds and program support. All gifts to the Foundation are tax deductible as charitable donations subject to IRS regulations.

For further information about the Foundation, contact:

- Deborah W Powell,
Executive Director
301-846-2438 or dpowell@frederick.edu

For scholarship or student success fund application information, contact:

- Michael Thornton,
Scholarship Program Manager
301-846-2438 or mthornton@frederick.edu

Alumni Connection

The FCC Alumni and Friends Connection fosters relationships to support the overall advancement of the College, and provide opportunities for professional and community engagement.

The FCC Alumni and Friends Connection serves as a vehicle for alumni and friends of FCC to maintain a lifelong partnership in its educational and cultural programs and to provide a link between the College and the community it serves. Whether you received a college degree, attended a Fine Arts performance, or sent your children to Kids and Teens on Campus, rediscover your academic legacy and the memories and friends that made your college experience exceptional. Contact the FCC Foundation 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 as well as 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 classrooms, meeting space, and breakout rooms, as well as 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 offers 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 on the FCC website at frederick.edu.

Jefferson Hall

Jefferson Hall is the gateway for all students and their families, returning alumni and guests. The building consists of the Enrollment Center (Welcome Desk, Student Accounts, Registration and Records) on the first floor, the College and Career Readiness Center (Admissions, Counseling and Advising, Transfer and Career Services) on the second floor, and the Financial Services Center (Finance, Financial Aid) and the Vice President for Learning Support Suite on the third floor. More information is available online on the FCC website at frederick.edu/jeffersonhall.

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.

The Facilities Planning Office is responsible for processing and approving all public and community use facility requests. A request must be submitted online using the Public & Community Request for Use of Facilities form on the College website at least four weeks in advance for best consideration. The Facilities Planning Office will respond to the request within three workdays of receipt of a complete request.

The Arts Center Director is responsible for scheduling all events in the JBK Theater in cooperation and collaboration with the Facilities Planning Office. To request the use of space for a public or community event in the JBK Theater, contact the Arts Center Director at WPoindexter@frederick.edu.

For additional information, view the Use of Facilities Policy and Procedure available at frederick.edu.

Admission to the College

Check the college website, frederick.edu, for the most up-to-date student policies and procedures.

Admissions Policy and Procedures

I. Philosophy and Scope

Frederick Community College ("FCC" or the "College") is an open admissions College committed to lifelong learning that provides access to postsecondary education. A student may be admitted to the College without being admitted to a specific credit or continuing education program. The 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.

Admission to the College does not guarantee admission to all programs of study and courses. A high school diploma is not required to participate in credit or continuing education courses or programs. However, a high school diploma or GED may be required to qualify for federal financial aid; and, there may be additional eligibility requirements for credit degree, certificate, and letter of recognition programs. Admission to a specific program of study shall be in accordance with the requirements and procedures established for the specific program of study as adopted by the College. Admission to a specific program of study will be granted based on verifiably accurate application materials, which may include the application for admission, academic transcripts, test data, and other appropriate educational information or credentials, and/or where required, evidence of physical exams, background checks, or test results. First-time college students who apply for admission into degree programs are required to be assessed for reading, writing, computer literacy, and mathematics proficiency prior to initial registration. Based on assessment scores, students will be placed in the appropriate level of developmental or college-level mathematics or English course(s).

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, which includes notification and explanation of the decision.

II. Definitions for the Purpose of this Policy and Procedures

The College reserves the right to define the classification of each student at the College. The College categorizes students for the purpose of local, state, and/or federal reporting requirements and regulations.

A. Application Categories for Credit Students

Individuals applying to FCC for a credit course or courses must select one of the following:

1. **"Courses of Interest (Non-FCC Degree Seeking)"** refers to a student who seeks to take courses listed as credit in the FCC catalog for personal knowledge or professional development as opposed to the fulfillment of FCC degree requirements. A student can take Courses of Interest at FCC for personal enrichment or for visiting students who have the intention to transfer the credits to another college. The student should have written authorization from the home institution to ensure transferability of credits. Courses of Interest students are not eligible for Federal Financial Aid.
2. **"Dual Enrollment"** refers to a current high school student who seeks to earn college credit. Dual Enrollment students are not eligible for Federal Financial Aid.
 - a. **"High School Based"** refers to a high school student who takes an FCC course that is taught at their local high school.
 - b. **"Open Campus"** refers to a high school student who takes a College course(s) on College premises or through FCC Online. The course(s) may be during or outside the regular school day.
3. **"Gifted & Talented"** refers to a student under the age of 16 years, who has been identified as having exceptional academic or fine arts talent in selected FCC courses. The student must be at least 12 years of age and have completed the seventh grade or equivalent education. Gifted & Talented students are not eligible for Federal Financial Aid.
4. **"New"** refers to a student who is attending FCC for the first time, who never applied or registered for a credit course at FCC, except as a Dual Enrollment student, and has not earned credits from another institution of higher learning after high school graduation or equivalency.

5. **"Readmit"** refers to a student who has attended credit courses at FCC previously, but not within the last two years (two fall and two spring semesters – exclusive of the summer sessions), who seeks to reenroll.
6. **"Transfer"** refers to a student who has attended another institution of higher learning after high school graduation or equivalency, and who seeks to receive credit for prior coursework completed at previous institutions.

B. Admission Status

1. **"Prospective Student"** refers to an individual who has become a part of the College recruitment database who has been assigned an FCC student identification number.
2. **"Applicant"** refers to an individual who has an assigned FCC student identification number and who has submitted a College application for credit enrollment.
3. **"Registrant"** refers to an individual who has an assigned FCC student identification number, who has submitted a College application for credit enrollment or a student profile for continuing education, and who has registered for a course or courses.
4. **"Student"** refers to an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes who has either paid or made arrangement for payment of tuition and/or fees.
5. **"Enrolled Student"** refers to an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes, who has either paid or made arrangements for payment of tuition and/or fees, and whose participation in a class has been verified.
6. **"Visiting Student"** refers to a student who is enrolled at another higher education institution who is taking courses at FCC to transfer back to their home institution.

C. Credit Students

1. **"Full-time Student"** refers to a student who enrolls in coursework of twelve (12) credit hours or more during the fall or spring semesters, or who is enrolled for a total of twelve (12) credit hours cumulatively for the summer sessions.

2. **"Part-time Student"** refers to a student who enrolls in coursework of less than twelve (12) credit hours during the fall or spring semesters, or who is enrolled for a total of less than twelve (12) credits cumulatively for the summer sessions.

D. Program Type

1. **"Degree Programs"** refer to Career and Transfer programs that lead to an associate degree. Degree Programs are generally 60 credits, unless otherwise specified.
2. **"Certificate Programs"** refer to a sequence of specific credit courses resulting in a formal award of completion of up to 36 credits.
3. **"Letter of Recognition (LOR)"** refers to an award for the completion of a series of specific credit courses comprised of six to 11 credits.
4. **"Industry-Based Certifications"** refers to an independent third-party credential that is industry-accepted and results from a process whereby an individual's knowledge and/or skill in a particular area is verified against a set of pre-determined standards. Many credit and continuing education courses and programs prepare students for industry certifications that support or enable employment.
5. **"Workforce Development Programs"** refer to short term non-credit instruction for entering an occupation, gaining industry-based certification, or engaging in professional development.
6. **"Personal Enrichment Programs"** refer to instructional programs that are designed to support lifelong learning and personal interest. Special programs are designed for people in retirement and for youth.
7. **"Youth Programs"** refer to Kids on Campus (KOC) & Teens on Campus (TOC): These programs are open to any youth between ages four through 17 years of age. There are some prerequisites.
8. **"Adult Basic Education Program"** refers to programs including basic reading and math skills, as well as High School completion programs for adults. High School completion students must have been officially withdrawn from the secondary school system. The High School Diploma credential is awarded by the State of Maryland for successful completion of the GED Test or the National External Diploma Program.

9. **"English as a Second Language (ESL) Program"** refers to a program open to students who are 16 years old or older, who are non-native English speakers seeking to improve their language skills. There are three levels of ESL that include both credit and continuing education options.

- a. **"Basic ESL"** refers to free classes for students who need to learn basic English for life and work.
 - b. **"Targeted ESL"** refers to fee-based classes for students who have intermediate or higher level English proficiency. Courses focus on specific English skill development, to include oral, reading, writing, and grammar. Courses are designed to transition students from basic English to higher level English.
 - c. **"Academic ESL"** refers to tuition-based classes for students with high-intermediate proficiency in English. Courses focus on developing academic English proficiency to prepare students for the rigor of degree programs and/or professional communication.
- E. **"Degree plan"** refers to the plan that is developed in consultation with an academic advisor, required for all new students seeking a degree. The degree plan does not include developmental coursework that may be part of the student's academic pathway.
- F. **"Prior Learning Assessment"** refers to the evaluation of college-level or experience-based learning that an individual has achieved outside of the traditional classroom environment that can be used to demonstrate college-level learning for academic credit awards.
- G. **"College premises"** refers to buildings or grounds owned, leased, operated, controlled, supervised, or temporarily used by the College.
- H. **"Workdays"** refers to Monday through Friday and does not include weekends, holidays, scheduled breaks, or other days the College is closed.

III. Enrollment Process for Credit Students

A. Requirements

To comply with the Maryland College and Career Readiness Act of 2013 and the College Academic Assessment and Placement Policy and Procedures, the College requires that:

- Upon entering the College, all students, unless otherwise exempted, are required to complete the prerequisite placement test(s) for any course(s) in which they intend to register. However, the College recommends that all mathematics, reading, writing, and skills placement tests be taken upon entering to support the development of the degree plan.
- Upon entering the College, all students who are seeking a degree, must file a degree plan that is developed in consultation with an academic advisor.
- Upon reaching 24 credits, all students must have completed developmental courses and the first college-level English and Math courses required by their degree plan.

B. Enrollment Steps

1. **Application for Admission** – A complete application for admission is required for enrollment in credit courses. A student can apply by completing and submitting an application for admission either online via www.frederick.edu or in-person. Applications for admission are accepted year round.
2. **Residency** – A student's legal residence is determined at the time they apply to the College. The burden of proof of residency is to be upon the student, and they will be required to certify by signature to the accuracy of the information provided on the College application (see Residency Policy and Procedures).
3. **Official Documentation** – A student may need to submit a copy of his/her 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 to receive credit.
4. **Placement Assessment** – Unless otherwise exempted, upon entering the College, all new students are required to complete the prerequisite placement test(s) for any course(s) in which they intend to register. A student who does not achieve the required assessment scores for reading, writing, or mathematics must successfully complete appropriate developmental coursework prior to entering the specific curriculum.

5. **Academic Advising Session** – A student is required to consult with an academic advisor to assess any developmental requirements, develop a degree plan, select courses for registration, and establish the pathway to his/her academic goal(s).
6. **myFCC E-mail Account Activation** – A student will need to activate their myFCC E-mail account by going to myFCC.
7. **Registration for Courses** – A student will need to complete the registration process by registering for a course(s) in person or online through myFCC.
8. **Financial Aid** – If seeking financial aid, a student will need to complete the Federal Application for Student Aid (FAFSA) (<https://fafsa.gov/>) for the school year they plan to attend and list FCC in Step 6 of the FAFSA (School Code 002071). Additional verification documents may be required.
9. **FCC Foundation Scholarships** – If seeking FCC Foundation scholarships, students will need to apply through the College online scholarship application system. (<https://frederick.academicworks.com/>)
10. **Payment Process** – A student is required to make payment arrangements and/or pay his/her bill within the established timeframe, in order to avoid being dropped from a course or courses for non-payment. A student who is receiving financial aid will have his/her aid credited to his/her account, but will be responsible for paying any remaining charges.
11. **Attendance in Class** – A student must attend class to ensure that full academic instruction is received. Students not attending class may lose their federal financial aid, scholarship, VA benefits, and/or visa status.

The College reserves the right to refuse readmission to a former student who has unsettled financial obligations at the College or who has not complied with previous disciplinary requirements. A prospective student who has registered previously in only continuing education courses must apply as a "New Student" in order to participate in credit courses. A dual enrollment student previously enrolled in a course(s) while in high school, who is planning to attend FCC after high school graduation, must re-apply as a "New Student" in order to participate in credit courses.

IV. Enrollment Process for Continuing Education Students

A. Requirements

To be a Continuing Education Student at FCC, students must complete either a Continuing Education Student Profile using Lumens or a Continuing Education Registration form. Becoming a Continuing Education student does not admit the student for credit instruction. Students must follow the Enrollment Process for Credit Students in Section III.

Some programs are designed for specific age ranges and have restricted access for registration based on birth date.

Some courses require prerequisites or pre-testing, and are noted in the Continuing Education schedule of classes.

B. Enrollment Steps

1. **Open Enrollment Courses** – Most courses are eligible for online registration through the Lumens online registration system (www.frederick.edu/QuickEnroll). Completion of the Lumens online Student Profile results in admission to FCC as a Continuing Education student. Students may also register in person to submit the registration form needed. Payment for tuition and fees is due at the time of registration. If a student is receiving a scholarship or the class is paid by a third party, supporting documents must be included when registering.

Courses which require prerequisites or pre-testing are noted in the Continuing Education schedule of classes. These courses or programs require that a student submit the documents needed for registration in person.

ESL students must complete an English assessment and may need to attend an orientation to be placed in the appropriate level of class. ESL students should see Section V.C. of this Policy and Procedures for complete instructions.

2. **Contract Courses** – Students receiving instruction under contract with an employer or other external partner will be enrolled as CE or Credit students. Students will be required to complete an online registration through Lumens or complete a registration form prior to the beginning of class. Some contract courses may require prerequisites. There are no fees or tuition charged to the student for contract courses.

3. **Adult Education** – Students must attend an orientation to gain access to Adult Education. Orientation dates are published for each term in the CE schedule of classes – Assessments are required to determine appropriate class placement. Once class placement is determined, students must complete a CE Registration form to become a CE student registered in a course. All courses are free to the student, except for the National External Diploma Program.

V. Additional Requirements for Specific Students

A. Transfer Students

A student may be enrolled with advanced standing. The transfer of credits will be considered on the basis of applicability to the student's chosen program of study.

FCC 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, with the exception of EN101 which requires a grade of "C" or better. 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, with the exception of EN101 which requires a grade of "C" or better. Please note that some FCC programs of study require a grade of "C" or better in all (or some) courses.

The following sources may be considered as 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) credential assessment or credit by examination (e.g., CLEP, Advanced Placement, Dantes, FCC departmental exam); 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 approved by the American Council on Education; 5) credit received through high school or other articulation agreements.

To be considered for advanced standing, a student must:

1. Complete the College admissions procedures.
2. Arrange for the previous institution(s) attended to send an official transcript or provide an official copy in an unopened, sealed envelope (see <http://www.frederick.edu/credit-admissions/incoming-transfer-students.aspx>).
3. Arrange an appointment with a College academic advisor to plan his/her program of study.
4. Complete at least 25% of degree, certificate, or letter of recognition credits at FCC.

All transcripts received are the property of the College and cannot be released to the student. Transcripts 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 his/her transcripts may petition the College 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. Transfer students with no placement test scores or official transcripts will take the standard entry assessments.

International students considering transfer must follow the procedures for Non-immigrant (F-1) Students and Students with Other Visas, in addition to the requirements set forth in this section.

B. Students Seeking Credit for Prior Learning

Prior Learning Assessment (PLA) is an evaluation of experience-based learning achieved outside of traditional classroom environment that can be used to demonstrate college-level learning for academic credit awards to include (not limited to) work experience, workplace training, professional licensure and certifications, military training and service, volunteer activities, life experiences, credits earned by standardized testing, and volunteering and community service activities.

Students who participate in the Prior Learning Assessment program save time and money and avoid having to complete courses already mastered, completing their education goals at a higher rate. Credit for Prior Learning is not awarded for experience alone, but for a combination of experience and college-level learning.

PLA consists of several pathways designed to allow students to have their college level learning completely assessed. FCC offers seven (7) paths for students to earn prior learning credit, including portfolio assessment, institutional departmental exams, certificate and licensure evaluation, credit by examination and college level examination program (CLEP)/DSST (formerly DANTE Subject Standardized Tests)/international baccalaureate (IB)/advanced placement (AP), American Council on Education (ACE), national college credit recommendation service (NCCRS), and military training and service.

For students to be eligible to earn prior learning credit, the student must be an FCC student and declare a major in a degree or certificate program.

PLA Guidelines:

1. Students may earn up to 75% required for a program of study through all Prior Learning Assessments pathways.
2. Students must earn at least 25% of the credits required for a program at FCC.
3. A maximum of 15 credits can be earned through 'Portfolio Assessment' and 'Institutional Department Exams.'

C. Non-immigrant (F-1) Students

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 pursue a full course of study of 12 credits per fall and spring semester toward an associate degree. F-1 visa students are not allowed to enroll in Pre-Health Programs, Bioprocessing Technology, Emergency Management, or English as a Second Language. An F-1 visa student must:

1. Submit a completed application for admission to FCC with a local (Maryland) sponsor's address and student's address from their home country.
2. Submit an official high school (secondary school) transcript evaluation in English. The accepted evaluator is World Education Services (www.wes.org) or any member of the National Collegiate Evaluation Services (NACES).

3. Submit I-134 Affidavit of Support - a statement of financial resources including the amount and source of support for the prospective student. The College will not provide Foundation scholarship assistance to F-1 visa students. The estimated minimum cost of tuition, fees, books, health, and living expenses per year is \$23,000. Students attending the College on the F-1 Visa will be classified as out-of-state residents for tuition purposes while at FCC.
4. Submit the Test of English as a Foreign Language (TOEFL) scores directly to the Admissions Office. Minimum acceptable score is 500 on the paper-based test, 173 on the computer-based test or 61 on the Internet-based test (IBT).
5. Submit a copy of current passport.
6. Submit all application materials and required documents by June 1 for the subsequent fall semester and October 15 for the subsequent spring semester.

Once the student has been approved for the F-1 Visa, and after they have met with the College Designated School Official (DSO) to report F-1 Visa approval, they must complete the College placement tests as appropriate.

D. Students with Other Visas

International students with other types of visas may also be eligible to attend the College. The student must present proof of immigration status and type and meet other requirements (see the College Residency Policy and Procedures).

E. English as a Second Language (ESL) Students**An ESL student must:**

1. Complete and submit an application for admission.
2. Take the Level of English Proficiency (LOEP) placement test in the Testing Center (allow three hours for testing) and obtain a copy of the LOEP exam results.
3. Obtain minimum placement scores on the LOEP placement test to enroll in Academic ESL courses. Students whose scores fall below the established minimum will be limited to enrollment in Basic or Targeted Continuing Education ESL courses until such time that they are able to demonstrate proficiency required for enrollment in Academic ESL courses.

a. If the minimum score for Academic placement is achieved, students should arrange to meet with an academic advisor. Continue with the Admissions Policy and Procedures Section III.B.5 to complete the registration process.

b. If the minimum score for Academic ESL placement has not been met, students must arrange to meet with the ESL program manager. The ESL program manager will assist students in determining which Continuing Education ESL program is appropriate for them and help them complete the registration process.

Note: The ESL program manager can assist credit and continuing education students with academic decision-making at any time. If a student is not sure which courses to take or has questions about their study plan, meeting with the ESL program manager is recommended.

4. A student is required to make payment arrangements and/or pay his/her bill within the established timeframe.

F. Registered Sex Offender

FCC requires registered sex offenders (RSOs) to self-disclose their status and receive approval from the College to register for courses by following the steps articulated below in this procedure. In accordance with Maryland law, RSOs are required to register with the designated law enforcement agency in the jurisdiction where school enrollment is sought. If an RSO changes jurisdictions, they must re-register in the new jurisdiction's designated law enforcement agency and identify the address of the new school they plan to attend. The College will review the Maryland Sex Offender Registry on a regular basis to identify students who do not self-disclose and suspend any registration until the conditions of this procedure are met. Per the FCC Admissions Policy, 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 notification and explanation of the decision and an opportunity to respond.

Before an RSO is allowed to come on College premises, they are required to request and obtain permission to be on College premises by scheduling a meeting with the Vice President for Learning Support or the Provost/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development, or their designee, to disclose their status.

1. Prior to completing the registration process, the prospective student must schedule a meeting and request permission to register each semester.

2. The Vice President for Learning Support or the Provost/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development, or their designee will discuss the procedure and assess the conviction(s) and circumstances which led to the individual being an RSO.

3. The Vice President for Learning Support or the Provost/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development, or their designee will contact the assigned probation officer, when applicable, and the jurisdiction's Sex Offender Registrar to update the individual's status related to any violations.

4. The Vice President for Learning Support or the Provost/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development, or their designee may research criminal records, information from other jurisdiction(s), or information from prior schools attended pertaining to the RSO.

5. The Vice President for Learning Support or the Provost/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development, or their designee will render a decision and notify the RSO of that decision in writing within five workdays of the initial meeting. An RSO that is authorized to maintain his/her enrollment will be required to sign a "Conditions of Admission and Enrollment" agreement, and present the letter of admission approval to his/her Sex Offender Registrar and Probation Officer, when applicable. In such cases where admission is denied or revoked, the written response to the RSO will afford notification, give an explanation of the decision, and provide an opportunity to respond.

The Maryland Department of Public Safety and Correctional Services maintain the Maryland Sex Offender Registry, which provides information about RSOs to the public. The Registry is located on the web at <http://www.dpccs.state.md.us/>.

VI. Selective Admission Programs

Admittance into selective admission programs is on a competitive basis, and there are program-specific entrance requirements beyond those required for admission to the College. Many of the courses are open only to students officially accepted into the Program. Admission to FCC does not guarantee entry into a Selective Admission program. Please refer to individual admissions standards to assess competitiveness of the application process.

The Health Sciences programs listed below have limited enrollment capacity and rigorous academic standards. All applicants must meet the following additional requirements.

- Be eligible for admission to FCC (submit separate FCC admission application).
- Meet prerequisite requirements for the specific program.
- Meet minimum grade point average requirement.
- Meet all legal requirements and/or standards imposed by accrediting bodies, recognized professional societies, and by the institution or agency where the clinical practice training is to occur (e.g., drug screening, background check, and fingerprinting).
- Understand that participation in certain clinical courses (e.g., those courses involving hospital practice) may require the passing of appropriate health examinations (e.g., TB test).

A. Associate Degree Nursing

Enrollment in the associate degree nursing (ADN) program and certificate is limited by accreditation guidelines. To be considered for admission, a student must:

1. Complete and submit a College application for admission and provide proof of residency.
2. Complete and submit a separate application for the ADN to the Department of Health Sciences Nursing Program by February 1st preceding the expected the fall semester entrance and September 15th for the expected spring semester entrance. Applications are available online at www.frederick.edu/nursing. Residents of Frederick County are given priority consideration for admission.

3. Register and complete the Test of Essential Academic Skills Version 5 (TEAS V) before the application deadline. Information on TEAS Version 5 may be found at www.frederick.edu/nursing.
4. Submit official transcripts from all previously attended colleges and universities to Registration and Records by the deadline.
5. Complete FCC assessment testing unless otherwise exempted.
6. Arrange for an appointment with the allied health and nursing advisor (required).

To be included in the pool of applicants for admission to the clinical portion of the nursing program (ADN), students must complete all required prerequisite coursework, and BSCI 201, BSCI 202, and BSCI 223 by the end of the semester in which they are applying, and send all official college transcripts from other colleges and universities to Registration and Records by the deadline.

A point system is used to select candidates for admission to the clinical portion of FCC nursing programs (ADN 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. Any non-science course(s) being repeated must be completed by the end of the January session in order to count in the GPA calculation for the day option or summer session 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 prerequisite 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 five years of application.

The students with the highest point total will be conditionally accepted into 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.

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 program, they will not be eligible for admittance into the program and the next qualified candidate will be admitted.

Students not gaining admittance to the ADN program and wishing to be considered for the next entering class must re-apply and will compete within the general applicant pool. A student who fails NURS 101 and wants to return to the program will be offered the opportunity to join the pool of applicants for the following year.

B. Respiratory Care (RC)

To be considered for admission into the Respiratory Care program, a student must:

1. Complete and submit a College application for admission and provide proof of residency.
2. Submit a Respiratory Care application to the Department of Health Sciences Respiratory Care Program by June 1.
3. Complete all required prerequisite coursework prior to applying to the program.
4. Achieve a "C" or higher in "all" prerequisite courses applied toward the RC program requirements. The prerequisite courses are: ENGL 101, PSYC 101, BSCI 201, BSCI 202, BSCI 223, COMM 105, PHED/NUTR Elective, and a general education Mathematics Elective.
5. Complete Anatomy & Physiology I (BSCI 201) with a "C" or better prior to applying to the program.
6. Be in good academic standing (see the Academic Standards Policy and Procedures).
7. Have a minimum GPA of 2.0. Note, the minimum GPA of 2.0 may not be competitive based on the pool of applicants.
8. Have all official transcripts from other colleges/universities sent to the Registration and Records by June 1.
9. Apply for admission to FCC.
10. Meet with the allied health advisor.

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. Students with equal point totals will be ordered by GPA from highest to lowest (GPA calculated only from courses listed on "criteria for admissions"). If an accepted student declines their seat in the program, the next eligible student with the highest score is offered admission to the program.

C. Surgical Technology (ST)

Enrollment in the Surgical Technology program is limited to 20 students in each of two starting dates, fall and spring. To be considered for admission into the Surgical Technology program, a student must:

1. Complete and submit an FCC application for admission and submit proof of residency if required.
2. Complete and submit a Surgical Technology application to the Department of Health Sciences Surgical Technology Program. List surgical technology as your major. This application may be completed online. All applications will be reviewed and seats will be offered according to the point scale and application date. Although applications will be reviewed at any time, first consideration is given to students who submit an application by the first consideration date for the fall or spring classes. Refer to the online application (<http://www.frederick.edu/degrees-certificates/surgical-technology.aspx>).
3. Provide evidence of minimum skill levels in the areas of reading, writing, math, and allied health science 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 coursework in these subjects.
4. Achieve a "C" or higher in all prerequisite courses and any other course a student plans to apply toward the ST program requirements. The minimum prerequisite courses are: BSCI 201, BSCI 202, medical terminology, and a communications course.

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.

When there are more qualified applicants than there are seats in the program, those with the highest point totals will be offered first consideration. Other qualified applicants will be offered seats as they become available.

Participation in the job shadowing experience is highly recommended.

Those with documented job shadowing will be given priority. Refer to the online documents for this opportunity (<https://www.frederick.edu/degrees-certificates/downloads/jobshadowing.aspx>).

VII. Special Admission Programs

The following programs have conditions which must be met in order for the individual applying for admission to be categorized and admitted to the credit courses and programs.

A. Police Science Program

1. The Maryland State Police (MSP) Associate of Applied Science Degree in Police Science is presented to trooper candidates through a partnership between FCC and the MSP. This program has been created to assist MSP in its effort to develop a highly professional police force. The Police Science program for MSP is open to any trooper candidate employed by the Maryland Department of State Police and accepted into the MSP Academy. This program integrates general education coursework with major components of the criminal justice process learned while attending the MSP Academy.

All of the tuition, fees, and books are paid in full by the MSP. Veterans are eligible for VA benefits while enrolled in the Academy and during the time they take FCC general education courses.

2. The Associate of Applied Science Police Science Program available on-campus is open to students separate from the Maryland State Police program. To be considered for admission into the on-campus Police Science Program, a student must:

- Be a sworn and currently employed Maryland law enforcement official who has graduated from a Maryland police academy that has been certified by the Maryland Police and Correctional Training Commissions (MPCTC) (or officials who have completed Comparative Compliance Training for Maryland).
- Be enrolled in the Police Science Degree Program at FCC.
- Present a current copy of his/her Certification and Training Standards Compliance Card from the MPCTC.

Retired law enforcement officials are not eligible.

Additional information about this program may be located at <http://mdsp.maryland.gov/Careers/Pages/StateTrooper.aspx>

B. Honors College

Honors College is an enrichment program that can be incorporated into most transfer degree programs at FCC. Honors students have the opportunity to graduate with an honors transcript notation, complete an honors independent study project, present at a conference, and earn service and leadership certificates.

Membership in the Honors College is by invitation or self-nomination. 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 (3.5 GPA) or faculty recommendations are encouraged to apply. We also offer an Open Campus membership for high school or home school students with a 3.5 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 <http://www.frederick.edu>, and submit as directed on the forms.

C. Advanced Credit/Dual Enrollment Programs

Students 16 years of age and older may enroll in FCC courses while concurrently enrolled in high school or home schooled. Students dually enrolled are subject to the same assessment and placement policies and procedures as other students. All Open Campus and High School Based students must also meet with a guidance counselor at their high school prior to registration. Dual Enrollment courses can be used for high school graduation credit as well as college credit if granted permission to do so by the school system. Students must contact their high school guidance office for further information.

D. Gifted and Talented Students Under 16 Years of Age

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 FCC courses. Students must be at least 12 years of age and have completed the seventh grade or equivalent education. Students must demonstrate exceptional academic or fine arts talent, and be deemed able to adhere to College standards of behavior. In addition to submitting the standard application for admission, students must submit documentation to enable an appropriate admission decision, which may include, but 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.

1. Exceptional Academic Talent

Students must meet the appropriate placement score or exemption for the courses in which they intend to register as outlined in the Academic Assessment and Placement Policy and Procedures.

2. 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.

Students must submit an application for admission and complete an interview with an academic advisor prior to completing the admissions process.

Students interested in taking courses other than fine arts must meet the appropriate placement score or exemption for the courses in which they intend to register as outlined in the College Academic Assessment and Placement Policy and Procedures.

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.

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.

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.

E. Home School Students

Students who are home schooled and are 16 or older follow the Enrollment Process of this Policy and Procedures. Home schooled students under the age of 16 must follow the Special Admission procedures for Gifted and Talented students unless enrolling in a Continuing Education Home School Enrichment course designed for specific age groups.

F. Students without a High School Diploma

Persons without a high school diploma who are 17 years old or older, and who demonstrate college readiness through placement testing are eligible for admission and to register for credit and continuing education courses.

Students without a high school diploma have limited access to financial aid. Students should meet with a financial aid counselor or advisor to get information about financial aid. Students should also visit the Office of Adult Education to get information about how to earn a high school diploma while concurrently studying at FCC.

VIII. Mid-Maryland Allied Healthcare Education Consortium

The Mid-Maryland Allied Healthcare Education Consortium (MMAHEC) is a state-approved consortium designed to increase the number of allied health professionals in critical shortage areas. The agreement is to share specific allied health programs between FCC, Howard Community College, and Carroll Community College. Regardless of county of residence, students completing credit programs in the MMAHEC must apply to and be registered in the college granting the program's certificate or degree. Students must be residents of Howard, Carroll, or Frederick counties to be eligible for these programs. Applications for MMAHEC programs are available on the respective consortium school websites during application periods. Applicants to these programs must meet with an allied health advisor at their home school to submit their application materials. Programs offered through the MMAHEC require that the student apply for and register at the institution that grants the degree or certificate.

Students will need to take the placement tests at their home institution to determine eligibility for all courses and prerequisites for courses. Developmental coursework may be required and must be completed, in full, at the home institution. When prerequisite requirements are complete and students are considered ready for clinical or program courses, students will need to apply to the sponsoring institution directly.

.....
The College's official version of the Admissions Policy and Procedures is located on frederick.edu and may be revised annually.

Required Orientation, Advising & Registration

Required Orientation, Advising & Registration (ROAR)

All new students planning to attend FCC for their first college experience will participate in the ROAR program. Students must have applied to the College and completed their placement assessment (or submitted testing exemptions) before they can schedule a ROAR appointment.

Three steps to ROAR:

- An online orientation featuring videos with our current FCC students telling you exactly what you need to know about attending college,
- An on-campus meeting with an Academic Advisor to help you develop your academic and career plan; and
- A registration lab where you'll learn how to enroll yourself into classes

For more information on ROAR, please visit frederick.edu/orientation.

Special Programs of Study

Associate Degree Nursing

Enrollment in the clinical portion of the associate degree nursing (ADN) program 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 an application for the ADN 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 (ATI TEAS) before application deadline. Information on ATI TEAS may be found at www.frederick.edu/nursing.
- iv. Submit official transcripts from all previously attended colleges and universities to the Welcome Desk/Registration & Records Office or electronically through an approved vendor.
- v. Complete FCC's assessment testing unless otherwise exempted.
- 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 BSCI 201, BSCI 202, and BSCI 223 by the end of the semester in which they are applying and send all official college transcripts from other colleges and universities to Registration and Records by February 1 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 and Transition-to-RN Program). 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 (if applicable), cumulative grade point average (GPA) and grades in the prerequisite science courses.

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 credit, within 5 years of the application deadline. 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.

For information on the Criteria for Admission for the Transition-to-RN Program, contact the Health Sciences Advisor, 240.629.7935 or the Director of Nursing Education, 301.846.2607.

Criteria for Admission to the Associate Degree Nursing Program

	Possible Points
BSCI 201 (Anatomy and 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
BSCI 202 (Anatomy and 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
BSCI 223 or BSCI 263 (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
Cumulative GPA (including transfer credits) • 3.500 or higher: 2 points • 3.000 - 3.490: 1 point	2
Prerequisites completed or in progress: • ENGL 101	1
• Mathematics General Education course	1
• PSYC 101 General Psychology	1
• SOCY 101 Introduction to Sociology	1
• EDPS 210 (Human Growth & Development)	1
• Arts General Education course	1
• Humanities General Education course	1
• Communication course: COMM 103 or COMM 105 or COMM 107	1
Frederick County Resident • 3 points	3
TOTAL POSSIBLE POINTS:	37

Note: BSCI201, BSCI202, and BSCI223/BSCI263 may each be repeated only once, including withdrawals, audits, and transfer credits within 5 years of the application deadline. 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.

- 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. A student who fails NURS 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.

Criteria for Admission to the Licensed Practical Nursing (LPN) Program

	Possible Points
BSCI 201 (Anatomy and 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
BSCI 202 (Anatomy and 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
BSCI 223 or BSCI 263 (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
Cumulative GPA (including transfer credits) • 3.500 or higher: 2 points • 3.000 - 3.490: 1 point	2
Prerequisites completed or in progress: • ENGL 101	1
• Mathematics General Education course	1
• EDPS 210 (Human Growth & Development)	1
Frederick County Resident, Active-Duty Military or Legal Dependent, or Veteran	3
TOTAL POSSIBLE POINTS:	32

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 Health Science Department by June 1. In addition, you must:

- Complete all required developmental coursework prior to applying to the program.
- Complete Anatomy & Physiology I (BSCI 201) with a "C" or better prior to applying to the program.
- Be in good academic standing (no academic alert, no academic probation).
- Have a GPA of at least 2.000.
- Have all official transcripts from other colleges/universities sent to Registration and Records by June 1.
- Apply for admission to Frederick Community College.
- Meet with the allied health advisor.

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
ENGL 101	1
PSYC 101	1
BSCI 201 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
BSCI 202 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
BSCI 223	2
Math 120 or higher	2
COMM 105	1
PHED, HLTH, or NUTR Elective	1
GPA: 3.000 or higher	1
Job Shadow (observe a therapist)	1
*Residency – Frederick County, Carroll County, Howard County, or Military Veteran	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)

The AAS degree in ST will be the only option after the graduating class of December 2020 (admitted spring 2020). The Certificate will be discontinued.

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:

- i. Complete and submit a FCC application for admission and submit proof of residency if required.
- ii. 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. 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.
- vi. 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.

Note: Currently Certified Registered Central Service Technicians (CRCST) from the International Associate of Healthcare Central Service Material Management organization are eligible to be awarded 6 credits in the Surgical Technology Program: MEDA 109-3 credits and Elective-3 credits.

Currently Certified Surgical Technologists (CST) through the National Board of Surgical Technology and Surgical Assisting are eligible to be awarded 35 departmental credits according to the terms of the Evaluation of Credit Through Credential Assessment or Prior Learning Assessment (PLA) Agreement.

Evaluation and award granted according to the terms of the Evaluation of Credit through Credential Assessment or Prior Learning Assessment (PLA) Agreement.

Criteria for Student Selection into the Surgical Technology Class

	Possible Points
BSCI 201 (Anatomy and Physiology I) 4 credits* 4 points. Course completed. Limit of one repeat to receive points.	4
BSCI 202 (Anatomy and Physiology II) 4 credits* 4 points. May be in progress at time of application. Limit of one repeat to receive points.	4
Medical Terminology Course: 1/3 credits* (MEDA 108/MEDA 109)	1
Communication course: COMM 103 or 105 or 107* 3 credits	1
Previous degree completion 2	2
Cumulative Science GPA (including transfer credits) • 3 points for 3.500 or higher • 2 points for 3.000 - 3.490	3
Surgical Technology listed as applicant's major field of study.	3
All original transfer transcripts received and read by the FCC Registrar prior to deadline for each course to be applied to the ST program.	3
Job shadowing reflection received prior to the application deadline date.	3
Frederick County Resident. Included are Howard and Carroll Consortium transfer students.	1
TOTAL POSSIBLE POINTS	25

* These courses must be completed with a C grade or higher, and are prerequisite to any of the surgical technology courses. All original transfer transcripts must be read by the FCC Registrar before the fall or spring programs begin.

Chart to the right:

For Applicants starting ST in Fall 2020 (Graduation spring 2021)

All courses to be applied towards the AAS in Surgical Technology must be a "C" grade or higher.

	Possible Points
Biology Gen Ed Core: BSCI 201 Anatomy & Physiology 4 credits <i>Must complete prior to the application:</i> 4 points for completed 2 points for course in progress Limit of one repeat to receive points.	2-4
Biology Gen Ed Core: BSCI 202 Anatomy & Physiology II 4 credits <i>May be in progress at time of application (2 points):</i> 4 points for completed 2 points for course in progress Limit of one repeat to receive points.	2-4
Communication Gen Ed Core: COMM 103, 105 or 107 3 credits <i>Must complete prior to the application.</i>	1
Departmental Requirement: Medical Terminology MEDA 108 or 109 1 or 3 credits <i>May be in progress at time of application (1 point)</i>	1
Electives, 6 credits total <i>May be in progress at time of application (1 point)</i>	1
English Gen Ed Core: English composition/ENGL 101 3 credits <i>Must complete prior to the application.</i>	1
Mathematics Gen Ed Core 3 or 4 credits <i>Must complete prior to the application.</i>	1
Physical Education, Health, or Nutrition 1 or 3 credits <i>May be in progress at the time of application (1 point awarded)</i>	1
Psychology or Sociology Gen Ed Core: PSYC 101 or SOCY 101 3 credits <i>Must complete prior to the application.</i>	1
Previous degree completion	4
Pre-Health Surgical Technology listed as applicant's major field of study.	2
All original transfer transcripts received and read by the FCC Registrar prior to the first consideration date for each course to be applied.	3
Job shadowing completed and reflection received prior to the application first consideration date. <i>October 15 (spring) and April 15 (fall)</i>	2
Frederick County Resident Included are Howard and Carroll Consortium transfer students.	2
TOTAL POSSIBLE POINTS	28
Minimum points to receive contingent acceptance	13

Academic Assessment and Placement Policy and Procedures

Check the college website, frederick.edu, for the most up-to-date student policies and procedures.

I. Philosophy and Scope

Frederick Community College ("FCC" or the "College") is committed to supporting student success by ensuring appropriate course placement using a series of computer-based assessment tests that measure individuals' reading, writing, and math skills. Minimum placement scores, known as cut scores, are established through statewide agreements. These scores are used to determine college-readiness and placement into specific courses, including developmental and college-level courses. Credit courses have prerequisites that include expectations of college-readiness as reflected in the placement scores and/or other pre-established expectations. This policy and procedures outlines placement test requirements, guidelines for placement, and exemptions and exceptions to required placement testing.

II. Definitions for the Purpose of this Policy and Procedures

- A. **"Certificate-Seeking"** refers to a category of individuals who have declared an intent to follow a sequence of specific credit courses resulting in a formal award of completion of up to 36 credits.
- B. **"Courses of Interest"** refers to a category of individuals who seek to take courses listed as credit in the FCC Academic Catalog for personal knowledge or professional development as opposed to the fulfillment of FCC program requirements.
- C. **"Degree-Seeking"** refers to a category of individuals who have declared an intent to follow a prescribed curriculum in a career or transfer program that leads to an associate degree, which is generally sixty (60) credits, unless otherwise specified.
- D. **"Developmental Courses"** refers to courses that prepare students for college-level coursework in reading, writing, English as a Second Language or Other Language (ESOL), and math. Developmental education may include multiple course sequences with students progressing as skills are developed. Students are assigned to developmental courses based on their placement test scores.
- E. **"Enrollment"** refers to the status achieved when an individual has registered for classes and has either paid or made arrangements for payment of tuition and/or fees.
- F. **"Full-time Enrollment"** refers to a student enrolled in twelve (12) or more credits during the fall or spring semesters, or in a total of twelve (12) credit hours cumulatively for the summer session.
- G. **"Continuously Enrolled"** refers to the requirement that a student be enrolled continuously with breaks no longer than four (4) consecutive full academic semesters (fall or spring semesters).
- H. **"Readmitted Students"** refers to individuals who have attended FCC within the past two years and have reapplied for admission to the College.
- I. **"Transfer student"** refers to an individual who has attended another institution of higher learning after high school graduation or equivalency, and who seeks to receive credit for prior coursework completed at previous institutions.
- J. **"Prerequisites"** refers to expectations that must be met before enrollment in a course is allowed.

III. Placement Testing Requirements

- A. After applying to the College, placement tests are required for:
 1. Individuals who are first-time college students who are seeking a degree or certificate, whether they enroll full-time or part-time.
 2. Individuals planning to take their first English or mathematics course.
 3. Currently enrolled students seeking a degree/certificate, whether enrolled full-time or part-time, who have not been tested in the past or whose placement scores and/or exemptions have expired.
 4. Transfer or readmitted individuals who have not completed a college-level math and/or English course.
 5. Individuals who are designated as Courses of Interest students and wish to enroll in courses with prerequisites of reading, writing, ESL, or mathematics.
 6. Individuals who change their designation from Courses of Interest to certificate- or degree-seeking.
 7. Individuals who are registering for non-credit courses with prerequisites of reading, writing, ESL, or mathematics that are provided through contract training or offered in the Continuing Education and Workforce Development (CEWD) course schedule.

IV. Placement Guidelines

- A. Unless otherwise indicated, placement scores are determined using Accuplacer academic assessments.
- B. Placement scores will be valid for two years after the date of taking the placement tests.
- C. Minimum cut scores have been determined for college-readiness in reading, writing, and mathematics.
- D. Non-native English speakers and some world English speakers will take the Level of English Proficiency (LOEP) test to determine reading and writing placement scores.
- E. Individuals with documented disabilities as verified by the Services for Students with Disabilities Office will receive reasonable accommodations while completing the required placement tests.
- F. Unless outlined in the exemptions and exceptions, high school grades alone do not determine placement.
- G. Individuals are permitted to retest once per Accuplacer assessment, no sooner than twenty-four (24) hours after the initial assessment.
- H. Students who are continuously enrolled will not be permitted to retest once they have started attending a developmental course(s).
- I. Readmitted students must either retest or complete the developmental requirements as stipulated in the current FCC Academic Catalog.
- J. Individuals who demonstrate college-readiness as stipulated in Section V "Exceptions and Exemptions to Required Placement Testing" will be eligible to enroll in the appropriate credit-level courses according to their specific college-readiness scores.

V. Exceptions and Exemptions to Required Placement Testing

- A. Individuals transferring from an accredited U.S. institution of higher education who present unofficial and/or official transcripts indicating successful completion (cumulative 2.00 GPA or higher) of the equivalent of at least twelve (12) college credits will be exempted from the reading placement test, if six (6) credits are general education courses.
- B. Individuals will be exempted from the reading and writing placement tests if they provide evidence of successfully completing one or more of the following:
1. The equivalent of FCC course ENGL 101 or the first college-level English composition course at an accredited U.S. institution or credit through DSST (DANTES), or CLEP.
 2. The Advanced Placement (AP) test with a score of 3 or higher in English Language and Composition or English Literature and Composition. AP test scores are valid for five years from the test date.
 3. The International Baccalaureate (IB) exams with a grade of 4 or above in one or more of the following exams: Language A Literature SL or HL, and/or Language A: Language & Literature SL or HL. IB test scores are valid for five years from the test date.
 4. English 10 or 11 PARCC score of Level 4 or 5. This score is valid for one year after an individual's date of high school graduation.
 5. The GED® Reasoning Through Language Arts test with a score of 165 or higher. GED® scores are valid for one year from the test date.
- C. Individuals will be exempted from the math placement tests if they provide evidence of successfully completing one or more of the following:
1. A general education math course, at the college level, at an accredited U.S. institution or credit through DSST (DANTES) or CLEP.
 2. The Advanced Placement (AP) test with a score of 3 or higher in Calculus AB, Calculus BC, or Statistics. AP test scores are valid for five years from the test date.
 3. The International Baccalaureate (IB) exams with a grade of 4 or above on one or more of the following exams: Mathematical Studies, Mathematics SL or HL and/or Further Math. IB test scores are valid for five years from the test date.
 4. Algebra II PARCC score of Level 4 or 5, or a Geometry PARCC score of Level 4 or 5 for juniors completing Geometry. This score is valid for one year after an individual's date of high school graduation.
 5. The GED® Mathematical Reasoning test with a score of 165 or higher. GED® scores are valid for one year from the test date.
- D. Individuals from Frederick County Public Schools (FCPS) who successfully completed the following math courses are exempt from taking the math placement tests. This exemption is valid for one year after the individual's date of high school graduation.
1. Algebra II with an A or B completed within the past two years are eligible to enroll in an appropriate college-level, credit-bearing math course (with the exception of pre-calculus or higher).
 2. Intermediate Transitional Algebra with an A or B and earn the designated score on an FCC-approved college-readiness exam are eligible to enroll in a college-level, non-STEM, credit-bearing math course.
 3. Pre-Calculus or higher level math course with an A, B, or C are eligible to enroll in the equivalent college-level credit bearing course.
 4. Designated transition math modules and earn the designated score on an FCC-approved college-readiness exam are eligible to enroll in a college-level, non-STEM, credit-bearing math course.
- E. Individuals from Frederick County Public Schools (FCPS) who successfully completed English 12 with a reading comprehension Lexile score of 1050 or higher on the *HMH Reading Inventory*, 80% or better on *Vocabulary in Context* assessments, 80% or better on the *Performance Product Portfolio*, and earn a final grade of A or B will be exempted from the reading and writing placement tests. They will be deemed college-ready in reading and writing and will be eligible to enroll in ENGL 101. This exemption is valid for one year after the individual's date of high school graduation.
- F. Individuals who have provided a copy of their SAT/ACT scores that meet the exemption criteria set by statewide agreements will be exempted from individual placement tests. SAT and ACT scores are valid for five years from the test date.
1. Individuals with an SAT Mathematics score of 500 or higher when taken before 8/1/17 or 530 or higher when taken after 8/1/17 are exempted from math placement testing.
 2. Individuals with an ACT Mathematics score of 21 or higher are exempted from math placement testing.
 3. Individuals with an SAT Critical Reading score of 500 or higher when taken before 8/1/17 or an Evidence-based Reading & Writing score of 480 or higher when taken after 8/1/17 are exempted from reading and writing placement testing.
 4. Individuals with an ACT reading score of 21 or higher average on the English Test & Reading Test scores are exempted from reading and writing placement testing.
- G. Individuals who provide an official copy of the TOEFL (Test of English as a Foreign Language) score transcript and who score a 575 or higher on the paper-based test, a 233 or higher on the computer-based test, or a score of 90 or higher on the internet-based test are exempted from the reading, writing, and ESL placement tests. TOEFL scores are valid for two years from the test date.
- H. Individuals who provide a copy of their official Accuplacer or alternative placement test score(s), and meet the FCC placement criteria that exempts them from developmental reading, writing, and/or mathematics, will also be exempt from the corresponding FCC placement tests. These scores are valid for two years from the test date. The Associate Vice President for the Center for Teaching and Learning or their designee will evaluate the scores and assign course placement(s) based on FCC standards.
- I. Individuals who have provided an unofficial transcript indicating satisfactory completion (at a C or better) of the highest-level developmental course work in reading, writing, and/or mathematics at another Maryland community college or accredited Maryland four-year college/university are exempted from corresponding placement tests. Reading and writing placement exemptions do not apply to ESL course work.
- J. Visiting students from other institutions who present a "Permission to Enroll" form will have prerequisites waived for the courses certified by the sending institutions. No placement exemption will be entered.
- K. Individuals who have provided an official transcript indicating they have been awarded an associate degree or higher, from an accredited U.S. institution will be exempted from placement testing.

- L. Students who have successfully completed an FCC-approved academic intervention will be permitted one additional retest for a total of three placement test attempts, unless otherwise permitted by a specific FCC program.
- M. Individuals enrolled in Frederick County Public Schools or another school with a dual enrollment agreement with the College who wish to participate in dual enrollment may take the placement tests twice. Individuals may retake the placement test a third time within six months of high school graduation, with an unofficial transcript or report card indicating successful completion of grade 12 English and /or math, and verification of their placement testing records by the Testing Center.
- N. Individuals who are otherwise exempted by the Associate Vice President for the Center for Teaching and Learning or their designee.
- O. Individuals who are juniors, seniors, and/or graduates of Maryland Public High Schools and present a transcript that verifies a cumulative, unweighted high school GPA of 3.0 or better will be exempt from taking the reading, writing, and mathematics placement testing. This measure does not apply to grades earned in English as a Second or Other Language (ESL/ESOL) courses. This GPA exemption will be valid for five years after the date of the individual's high school graduation.

.....

The College's official version of the Academic Assessment and Placement Policy and Procedures is located on frederick.edu and may be revised annually.

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 Desk.

Change of Student Information

Students who change their address during the year are responsible for completing a "Change of Address" form in Registration and Records or at frederick.edu. Proof of residence will be required.

Students who wish to change their name must fill out a form available at the Welcome Desk. Changes to Primary Name require documentation (list of appropriate documents available at Registration and Records). Changes to Preferred Name do not need documentation.

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; times vary.

Non-Standard/Accelerated Format Classes

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

Independent Study

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

Students interested in independent study classes can apply by obtaining an independent study application from the Provost/Executive Vice President, Academic Affairs, Continuing Education, and Workforce Development 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 Registration & Records Center in Jefferson Hall. For more information, please contact the program manager or department chair.

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. Be enrolled in an eligible FC program
2. Have a minimum 2.0 grade point average
3. Be approaching their last 15 credits in their college program
4. Requirements: Internship credits can be earned through either part-or-gull-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 the 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 experience. 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 evaluation.

Course Blackboard Requirements

All course sections require access to Blackboard at <https://frederick.blackboard.com>. Students are expected to be able to access Blackboard via the internet using personal, public, or available college computers. Online course work will be required for some web-enhanced classes. Consult the instructor regarding expectations for participation in the course website. Course websites may host learning resources including required reading and assessments. Blackboard access is also required to complete course evaluations. Google Chrome is the preferred browser.

Distance Learning Opportunities

Students who find it difficult to attend courses on campus may consider distance-learning options offered by the college.

FCC hybrid and online options—Frederick Community College offers two types of distance education courses: Online and Hybrid. Hybrid courses require students to attend class sessions on campus, Online courses do not. However, all Online courses require at least proctored assessment which may require a student to visit an approved testing center.

Online courses refers to a course taught entirely Online. Instructor-student communication is facilitated by electronic technologies. Online classes require at least one proctored assessment with a student picture ID. Not all FCC courses are offered Online. Students who require an Online course that is not available at FCC should contact the Online Learning and Instructional Innovation Office to see if the course is available through MarylandOnline.

Hybrid courses refers to a course in which Online activity is mixed with classroom meetings, replacing a percentage of face to face instruction.

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 Firefox.

MarylandOnline—MarylandOnline is a statewide consortium dedicated to championing distance learning in Maryland. Through collaboration among Maryland community colleges, colleges, and universities, MarylandOnline 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

The College provides opportunities for faculty, staff, and students to enhance their cultural competence and building their global awareness by providing on and off campus learning experiences, including credit and non-credit international travel experiences. 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.

Prior Learning Assessment (PLA)

Prior learning pathways at FCC allow students the opportunity to earn credit for college-level learning, thus accelerating their progress toward graduation. A PLA evaluation is conducted of a student's work experiences, workplace training, professional licensure and certifications, military training and service, volunteer activities, life experiences, credits earned by standardized testing, and volunteering and community service activities which demonstrate college-level learning. Credit for PLA is not awarded for experience alone, but for a combination of experience and college-level learning. Students seeking credit for prior learning should call the Assistant Dean, Career Programs at 301.846.2587 for more information.

Portfolio Assessment

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 experience. A portfolio is an organized collection of essays, documentation, and artifacts demonstrating learning through work and life experiences that satisfies a specific FCC course. Following development the portfolio is submitted to the college for credit review by faculty. Students pay an assessment fee for the portfolio to be reviewed equivalent to a one-credit course and will be assessed 50% of the current tuition per credits rewarded. No more than 15 credits may be earned through portfolio assessment. For additional information, contact the Prior Learning Assessment Coordinator at 301.846.2587.

Institutional Departmental Exams

If no CLEP or DSST exam (see charts on pages 24-25) is available for the subject in which a student is knowledgeable or skilled, students may contact the Prior Learning Assessment Coordinator to discuss the possibility of credit by course 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, they will earn the stipulated number of credits for the course. A student's transcript will show credit for the specific courses that were taken on a credit-by-examination basis. No grade will be recorded, but credits may be counted toward degree requirements. Students pay an assessment fee of 50% of the current tuition per credit prior to taking the departmental exam. If a student is enrolled in a class for which they subsequently request a departmental examination, no refund for the course is available. No more than 15 credits may be earned through departmental examinations. For additional information, contact the Prior Learning Assessment Coordinator at 301.846.2587.

Certificate & Licensure Evaluation

FCC accepts many industry-standard certificates and licensure for college credit. Currently students enrolled in a minimum of three credits can take advantage of agreements in programs including accounting, computer science, criminal justice, emergency management, fire service administration, hospitality, culinary, and tourism, medical assisting, and police science. For additional information, contact your program manager, department chair, or the Prior Learning Assessment Coordinator call 301.846.2587.

Credit by Examinations CLEP/DSST/IB/AP

College Level Examination Program (CLEP) and DANTES Standardized Subject Tests (DSST)

CLEP and DSST are national credit-by-examination programs providing individuals the opportunity to earn credit in a non-traditional format. General and Subject exams are available in many different disciplines. FCC's Testing Center administers CLEP and DSST exams by appointment. For more information about taking a CLEP or DSST exam, contact the Testing Center at 301-846-2522.

FCC also accepts CLEP and DSST and awards credit based on the exam taken and score earned. Refer to the following charts for exams accepted by FCC. For more information, contact Counseling & Advising at 301.846.2471 or a Transfer Evaluator at 301.846.2595.

Advanced Placement Examination

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 Registration & Records Office in Jefferson Hall.

International Baccalaureate

FCC will evaluate International Baccalaureate (IB) subject examinations with scores of 5, 6, or 7. The 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. FCC does not assess any fees or tuition for International Baccalaureate (IB) evaluations and credit awards. To request an official candidate score report to be sent to FCC, see the International Baccalaureate website at <http://www.ibo.org>. Students must have official results sent to the FCC Registration & Records Office in Jefferson Hall.

American Council on Education (ACE)

ACE offers a Credit Recommendation Service and is a resource that connects workplace learning with colleges and universities by helping adults gain access to academic credit for formal course evaluations acquired outside the traditional classroom setting. Credit may be granted for educational programs that have been completed successfully at non-college institutions and applied to students program of study. ACE also evaluates military training and experience. FCC does not assess any fees or tuition for the evaluation or awarding of ACE credits. Students must request an official transcript from ACE be sent directly to the Registration and Records Office in Jefferson Hall.

IB Exam	FCC Course Equivalent/ Credits Awarded
IB English (HL)	5+ = ENGL 102 5+ and Completion of full-diploma option = ENGL 101 & ENGL 102
IB Math (HL)	5+ = MATH 120 (3) and MATH 185 (4); Placement into MATH 195
IB Math (SL)	5+ = MATH 165 (4); Placement into MATH 175 or MATH 185
IB Math Studies	5+ = MATH 101 (3)
IB Biology (HL)	6+ = BSCI 150 & BSCI 160
IB Biology (SL)	6+ = BSCI 100
IB Chemistry	5 = CHEM 101; 6+ = CHEM 101 and CHEM 102
IB Physics (SL)	No credit
IB History of the Americas	5= HIST 201 or HIST 202; 6+ = HIST 201 & HIST 202
IB History of Europe	5+ = HIST 102
IB Economics (SL)	6+ = ECON 201 & ECON 202
IB Spanish	5+ = SPAN 101 & SPAN 102
IB French	5+ = FREN 101 & FREN 102
IB Latin	5+ = LATN 101 & LATN 102
IB Music	Determined by program manager
IB Art	5+ = ARTT 104
IB Computer Science	5+ = CMIS 106
Full IB Diploma (Indicates successful completion of the Theory of Knowledge course and the Extended Essay)	ENGL 101

National Credit Recommendations Services (NCCRS)

Evaluates training and education programs offered outside of the traditional college classroom setting provided by industry, state, and federal government employers, professional organizations and other agencies and translates them into college credits. FCC does not assess any fees or tuition for the evaluation or award of NCCRS credits. Students must request an official transcript from NCCRS be sent directly to the Registration and Records Office in Jefferson Hall.

Military Training & Service

FCC will evaluate military training and service and award credit where applicable. The Community College of the Air Force (CCAF) and Joint Services Transcripts (JST) are issued to Air Force (CCAF), Army, Coast Guard, Marine Corps, and Navy (JST) personnel and document their military training, experience, and service. Some military education and/or training may be eligible for credit. FCC does not assess any fees or tuition for the evaluation or awarding of JST or CCAF credits. Students must request an official transcript from JST or CCAF be sent directly to the Registration and Records Office in Jefferson Hall. No more than 45 military training and service credits can be used to fulfill degree requirements.

CLEP Exams

General Examinations	Score Needed	Credits	Course Equivalent
College Mathematics	50	3	MATH 101
Humanities	50	6	ARTT 105, ENGL 205
Social Sciences/History	50	6	SOCY 101, HIST 101
Subject Examinations	Score Needed	Credits	Course Equivalent
Business			
Financial Accounting	50	6	ACCT 100, 101
Information Systems & Computer Applications	50	3	CMIS 101
Business Law	50	3	BMGT 211
Principles of Management	50	3	BMGT 227
Principles of Marketing	50	3	BMGT 225
Composition & Literature			
American Literature	50	6	ENGL 203, 204
College Composition	50	3	ENGL 101
Foreign Languages			
French, Level 1	50	6	FREN 101, 102
French, Level 2	62	12	FREN 101, 102, 201, 202
German, Level 1	50	6	GERM 101, 102
German, Level 2	63	12	GERM 101, 102, 201, 202
Spanish, Level 1	50	6	SPAN 101, 102
Spanish, Level 2	66	12	SPAN 101, 102, 201, 202
History & Social Sciences			
American Government	50	3	POSC 104
Human Growth Dev.	50	3	EDPS 210
Introductory Psychology	50	3	PSYC 101
Introductory Sociology	50	3	SOCY 101
Macroeconomics	50	3	ECON 201
Microeconomics	50	3	ECON 202
US History I: Early Colonization-1877	50	3	HIST 201
US History II: 1865 to the Present	50	3	HIST 202
Western Civilization I: Ancient Near East-1648	50	3	HIST 101
Western Civilization II: 1648-Present	50	3	HIST 102
Science & Mathematics			
Calculus	64	4	MATH 175
Precalculus	61	4	MATH 165
College Algebra	50	3	MATH 145

Advanced Placement Exams

Test	Score	FCC Credit
Art–History	3 or better	ARTT 104 (3)
Art–Studio	3 or better	Possible credit for ARTT 101 or ARTT 106 (program manager determines whether or not credit can be awarded)
Biology	3 or better 4 or better 5 or better	BSCI 100 (4) BSCI 150 (4) BSCI 150 (4) & BSCI 160 (4)
Calculus AB	4 or better	MATH 185 (4)
Calculus BC	4 or better	MATH 185, 195 (8)
Chemistry	3 or better 4 or better 5 or better	CHEM 100 (4) CHEM 101 (4) CHEM 101 (4), CHEM 102 (4)
Comparative Government & Politics	4 or better	Political Science (GE/PI) or General Education Social Science (GE/SS) (3)
Computer Science A	3 or better	CMIS 106 (3)
Computer Science AB	4 or better	CMIS 201 & CMIS 202 (6)
Computer Science Principles	3 or better	CMIS ELECT (3)
Economics–Macro	3 or better	ECON 201 (3)
Economics–Micro	3 or better	ECON 202 (3)
English–Lang/Comp	3 4 or better	placement into ENGL 101 (0) ENGL 101 (3)
English–Lit/Comp	3 4 or better	placement into ENGL 101 (0) ENGL 102 (3)
Environmental Science	4 or better	BSCI 105 (3)
French–Language	3 or better	FREN 101, 102 (6)
German–Language	3 or better	GERM 101, 102 (6)
Government & Politics US	4 or better	POSC 104 (3)
History–European	4 or better	HIST 102 (3)
History–US	4 or better 5 or better	HIST 201 or HIST 202 (3) HIST 201 (3) & HIST 202 (3)
Italian–Language & Culture	3 or better	ITAL 101 (3) and ITAL 102 (3)
Latin	3 or better	LATN 101 (3) and LATN 102 (3)
Music Theory	3 or better 4 or better	MUSC 103 (3) Music majors: credit determined by program manager
Music Listening & Literature	3 or better	MUSC 101 (3)
Physics 1	4 or better	PHYS 121 (4)
Physics 2	4 or better	PHYS 122 (4)
Physics B	4 or better	PHYS 121, 122 (8)
Physics C Mechanics	4 or better	PHYS 151 (4)
Physics C Electricity & Magnetism	4 or better	PHYS 252 (4)
Psychology	3 or better	PSYC 101 (3)
Spanish–Language	3 or better	SPAN 101, 102 (6)
Statistics	3 or better	MATH 120 (3)
World History	4 or better	HIST 122 (3)

DSST Exams (DANTES)

Exam Title	Minimum Score	Course Equivalency	Credits
Art of the Western World	400	AR105/ARTT105	3
Business Ethics and Society	400	PH208/PHIL208	3
Criminal Justice combined with Intro to Law Enforcement	400 (Students MUST take both exams and earn the minimum score in each exam)	CJ101/CCJS101	3
Environmental Science	400	BI202/BSCI105	3
Fundamentals of College Algebra	400	MA103/MATH101	3
Fundamentals of Counseling	400	HS203/HUMS203	3
Health and Human Development	400	HE204/HLTH150	3
Human Resource Management	400	BU223/BMGT223	3
General Anthropology	400	AN101/ANTH101	3
Introduction to Business	400	BU103/BMGT103	3
Introduction to Geography	400	GG101/GEOG101	3
Introduction to Geology	400	GE/SI NL (General Education Non-Lab Science)	3
Introduction to World Religions	400	PH204/HUMN204	3
Lifespan Developmental Psychology	400	ED/PS208/EDPS210	3
Principles of Public Speaking	400	CMSP103/COMM103	3
Principles of Statistics	400	MA206/MATH120	3
Principles of Supervision	400	BU227/BMGT227	3
The Civil War and Reconstruction	400	HI212/HIST212	3

Transferring In Credits

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 agreements, page 27 for requirements.)

Air Force Office 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 email to afrotcdet330@umd.edu, or call the UMCP Campus at 301.314.3242 or contact Marsha Mason-Sowell at 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 (see chart below).

AFROTC COURSE	FCC COURSES	CREDITS
ARSC 059 (if taken as a single course)	Physical Education Elective (PHED ELECT)	1
ARSC 059 (if taken three times)	PHED 165 – Fitness for Living	3

In addition, FCC will award credit for the following courses that do not have corresponding UMCP course numbers (see chart below).

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

Federal Emergency Management Agency (FEMA) Courses

FCC evaluates and grants academic credit for eligible FEMA Independent Study (IS) courses. Courses developed by FEMA are available to be completed online for Continuing Education units (CEUs). Upon successful completion of a course, students can convert their CEUs to academic credit at a cost of \$88 per credit hour (subject to change).

Students wishing to pursue a Letter of Recognition, Certificate, or A.A.S. in Emergency Management from Frederick Community College are required to complete several online courses through FCC, in addition to completing and converting their FEMA coursework to college credit. These online FCC courses are instructor-led experiences designed to validate student knowledge, earn letter grades, and acquire a GPA. Online FCC courses in this program occur during five-week periods, according to the academic calendar. See the FCC website at frederick.edu/fema for more information. Also, see the Emergency Management academic program offerings, pages 85-87).

High School Agreements

FCC/FCPS Agreement

Frederick Community College and 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 agreement active the year they graduate from high school. The FCPS graduate must initiate the request for credit within two years of their graduation from high school. Students must submit an official high school transcript. Additional information is available from FCC Registration & Records or from Frederick County high school counseling offices.

FCC/CCPS Agreement

Frederick Community College and 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 agreement active the year they graduate from high school. The CCPS graduate must initiate the request for credit within two years of their graduation from high school. Students must submit an official high school transcript. Additional information is available from the FCC Registration and Records Office or from Carroll County high school guidance offices.

FCC/WCPS Agreement

Frederick Community College and Washington County Public Schools have an articulation agreement that awards college credit for selected Washington County Public Schools coursework. To receive credit for these courses, students must have earned a specific grade as designated in the agreement active the year they graduate from high school. The WCPS graduate must initiate the request for credit within two years of their graduation from high school. Students must submit an official high school transcript. Additional information is available from the FCC Registration & Records Office or from Washington County high school guidance offices.

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 EMGT 101-Disaster, Crisis and Emergency Management to Maryland Public High School students who successfully complete the CTE program in Homeland Security & Emergency Preparedness. Additional credit may be awarded depending on which program pathway(s) a student has completed. Students must submit an official high school transcript and a letter from their high school that verifies program completion. Additional information is available from FCC Registration & Records or the student's high school guidance office.

USM/College & University

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 to 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 college 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.

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.

Articulation agreements are explicit arrangements between FCC and other institutions to help ensure the maximum transfer of credits and create other partnerships beneficial for transfer students. Articulation agreements are not required for students to transfer and students should consult with an advisor to better understand their transfer options.

Frostburg State University

Computer Science

In addition to the system-wide articulation with Frostburg State University and other Maryland State universities, Frederick Community College and Frostburg have established an articulation agreement to streamline transfer of Computer Science students to the Computer Information Systems program at Frostburg. Students can transfer a maximum of 70 credits and must maintain a 2.0 cumulative GPA. For more information contact Counseling & Advising at 301.846.2471.

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 A.A. in Criminal Justice to smoothly transition to the Bachelor of Technical and Professional Studies degree in criminal justice at Frostburg. For more information, contact Counseling & Advising at 301.846.2471, or the program coordinator at FSU.

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 Desk. For more information, contact Counseling & Advising at 301.846.2471.

Information Systems Management

In addition to the system-wide articulation with Frostburg State University and other Maryland State universities, Frederick Community College and Frostburg have established an articulation agreement to streamline transfer of Information Systems Management students to the Computer Information Systems program at Frostburg. Students can transfer a maximum of 70 credits and must maintain a 2.0 cumulative GPA. For more information contact Counseling & Advising at 301.846.2471.

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 Jennifer McAninley, Allied Health & Nursing Advisor at FCC, 240.629.7935.

Goucher College

In an effort to enhance and maintain the relationship between FCC and Goucher College, transfer students from FCC's Honors College program are guaranteed admission into Goucher College during the fall semester or spring semester after completing a degree or earning 60 credits at FCC with a 3.5 cumulative grade point average. Additionally, Goucher College will also consider waiving the application fee, consideration for transfer merit scholarship, and an additional \$2,000 scholarship if the student is a Phi Theta Kappa member. Interested students should contact the FCC Honors Program Coordinator for further information.

Hood College

Frederick Community College maintains a Memorandum of Understanding (MOU) with Hood College which provides FCC students with financial incentives when transferring to Hood College. These incentives include scholarships for students who earn at least 15 credits and the possibility to earn a Phi Theta Kappa Honors Society scholarship.

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.

Human Services

Frederick Community College maintains an articulation agreement with Hood College for student completing their degree at FCC in Human Services. The purpose of this agreement between Hood College and Frederick Community College is to allow students having completed an Associate of Arts in Social Science, Area of Concentration in Human Services, as outlined in the agreement, to transition smoothly into the B.A. in Social Work at Hood College. Students will matriculate at junior standing. A maximum of 62 credit hours from FCC will be allowed toward the fulfillment of the 120 credit hours required for baccalaureate completion. All courses meeting general education requirements at FCC will transfer to hood as general education.

Maryland Area College Music Association (MACM)

The Maryland Area College Music Association (MACM) 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, MACM 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.

Maryland Council of Deans and Directors of Nursing Programs (MCDDNP)

The Maryland Council of Deans and Directors of Nursing Programs (MCDDNP) agreement was signed between public and some private institutions in the state of Maryland. The agreement is designed to minimize barriers to educational advancement for nurses, thereby encouraging nurses to reach their highest possible level of education. Specifically, the agreement is designed to allow for transfer of credits for students who complete a nursing program and receive their RN licenses, as well as, an LPN to RN articulation of credits. For more further information contact the Director of Nursing Education, Vanessa Lovato, at 301.846.2607.

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 programs:

Carroll Community College

- Physical Therapy Assistant
- Health Information Technology (HIT)
- Emergency Medical Technician (EMT)
- National Registered Paramedic
- Licensed Practical Nurse (LPN) to Registered Nurse (RN)

Frederick Community College

- Respiratory Care
- Surgical Technology
- Health Information Technology (HIT)
- Military to Registered Nursing (RN)
- Licensed Practical Nurse (LPN) to Registered Nurse (RN)

Howard Community College

- Cardiovascular Technology
- National Registered Paramedic (NRP)
- Emergency Medical Technician (EMT)
- Licensed Practical Nurse (LPN)
- Licensed Practical Nurse (LPN) to Registered Nurse (RN)
- Medical Lab Technician
- Diagnostic Medical Sonography
- Dental Hygiene
- Military to Registered Nurse (RN)
- Paramedic to Registered Nurse (RN)
- Radiation Technology
- Physical Therapy Assistant

Mount St. Mary's University

Accounting

Frederick Community College and Mount St. Mary's are committed to facilitating a smooth transition from FCC's Accounting program to a B.S. in Accounting at Mount St. Mary's University. Students earning an A.A.S. in Accounting and meeting GPA requirements will be able to transfer 60 credits to Mount St. Mary's University. For more information contact Counseling & Advising at 301.846.2471.

Addictions Counseling

Frederick Community College and Mount St. Mary's are committed to facilitating a smooth transition from FCC's Addictions Counseling program to a B.S. in Human Services at Mount St. Mary's University. Students earning a A.A.S. in Addictions Counseling and meeting GPA requirements will be able to transfer 60 credits to Mount St. Mary's University. For more information contact Counseling & Advising at 301.846.2471.

Art/Music

Frederick Community College and Mount St. Mary's are committed to facilitating a smooth transition from FCC's General Studies or Arts and Humanities program to a B.A. in Fine Arts/Music at Mount St. Mary's University. Students earning an A.A. in General Studies or Arts & Humanities and meeting GPA requirements will be able to transfer up to 60 credits (the maximum allowable) to Mount St. Mary's University. For more information contact Counseling & Advising at 301.846.2471.

Business Administration

Frederick Community College and Mount St. Mary's are committed to facilitating a smooth transition from FCC's Business Administration program to a B.S. in Accounting or a B.S. in Business Administration at Mount St. Mary's University. Students earning a A.A. in Business Administration and meeting GPA requirements will be able to transfer 60 credits to Mount St. Mary's University. For more information contact Counseling & Advising at 301.846.2471.

Communication

Frederick Community College and Mount St. Mary's are committed to facilitating a smooth transition from FCC's General Studies or Arts and Humanities program to a B.A. in Communications at Mount St. Mary's University. Students earning an A.A. in General Studies or Arts and Humanities and meeting GPA requirements will be able to transfer up to 60 credits (the maximum allowable) to Mount St. Mary's University. For more information contact Counseling & Advising at 301.846.2471.

Criminal Justice - Criminal Justice

Frederick Community College and Mount St. Mary's University are committed to facilitating a smooth transition from FCC's Criminal Justice program to a B.A. in Criminal Justice at Mount St. Mary's University. Students earning a A.A. in Criminal justice will be able to transfer up to 60 credits to Mount St. Mary's University. For more information contact Counseling & Advising at 301.846.2471.

Criminal Justice - Police Science

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 A.A.S. 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.

Cybersecurity

Frederick Community College and Mount St. Mary's are committed to facilitating a smooth transition from FCC's Cybersecurity program to the B.S. in Cybersecurity program at Mount St. Mary's University. Students earning an A.A.S. degree in Cybersecurity and meeting GPA requirements will be able to transfer up to 60 credits (the maximum allowable) to Mt. St. Mary's University. Further, students who obtained an A.A.S. in Cybersecurity from FCC and who enrolled in the Biology program at Mount St. Mary's University can apply up to 24 transfer credits to required components of the major. For more information contact James Hatch at 301.624.2769.

Elementary Education/Special Education

Frederick Community College and Mount St. Mary's are committed to facilitating a smooth transition from FCC's Elementary Education/Elementary Special Education program to a B.S. in Elementary Education at Mount St. Mary's University. Students earning an A.A.S. in Addictions Counseling and meeting GPA requirements will be able to transfer 63 credits to Mount St. Mary's University. For more information contact Counseling & Advising at 301.846.2471.

English

Frederick Community College and Mount St. Mary's are committed to facilitating smooth transition from FCC's General Studies or Arts & Humanities program to a B.A. in English at Mount St. Mary's. Students earning an A.A. in General Studies or Arts & Humanities and meeting GPA requirements will be able to transfer up to 60 credits (the maximum allowable) to Mount St. Mary's University. For more information contact Counseling & Advising at 301.846.2471.

History

Frederick Community College and Mount St. Mary's are committed to facilitating a smooth transition from FCC's General Studies or Social Science program to a B.A. in History at Mount St. Mary's University. Students earning an A.A. in General Studies or Social Sciences and meeting GPA requirements will be able to transfer up to 60 credits (the maximum allowable) to Mount St. Mary's University. For more information contact Counseling & Advising at 301.846.2471.

Honors College

Frederick Community College and Mount St. Mary's are committed to facilitating a smooth transition from FCC's Honors program to the Honors Program at Mount St. Mary's University. For more information contact Counseling & Advising at 301.846.2471.

Philosophy

Frederick Community College and Mount St. Mary's are committed to facilitating a smooth transition from FCC's General Studies or Arts and Humanities program to a B.A. in Philosophy at Mount St. Mary's University. Students earning an A.A. in General Studies or Arts and Humanities and meeting GPA requirements will be able to transfer up to 60 credits (the maximum allowable) to Mount St. Mary's University. For more information contact Counseling & Advising at 301.846.2471.

Political Science

Frederick Community College and Mount St. Mary's are committed to facilitating a smooth transition from FCC's General Studies or Social Science program to a B.A. in Political Science at Mount St. Mary's University. Students earning an A.A. in General Studies or Social Sciences and meeting GPA requirements will be able to transfer up to 60 credits (the maximum allowable) to Mount St. Mary's University. For more information contact Counseling & Advising at 301.846.2471.

Pre-Health Professions

Frederick Community College and Mount St. Mary's are committed to facilitating a smooth transition from FCC's Pre-Health Professions program to a B.S. in Health Science (Pre-Occupational Therapy Track, Pre-Nursing Track, Pre-Physical Therapy Track) at Mount St. Mary's University. Students earning an A.A. in Pre-Health Professions and meeting GPA requirements will be able to transfer 60 credits to Mount St. Mary's University. For more information contact Counseling & Advising at 301.846.2471.

Psychology

Frederick Community College and Mount St. Mary's are committed to facilitating a smooth transition from FCC's Psychology program to the B.S. in Psychology program at Mount St. Mary's University. Students earning an A.A. degree in Psychology and meeting GPA requirements will be able to transfer up to 60 credits to Mount St. Mary's. For further information contact Counseling & Advising at 301.846.2471.

STEM (Area of Concentration biology)

Frederick Community College and Mount St. Mary's are committed to facilitating a smooth transition from FCC's STEM (Biology area of concentration) program to the B.S. in Biology program at Mount St. Mary's University. Students earning an A.S. degree in STEM (Biology area of concentration) and meeting GPA requirements will be able to transfer up to 60 credits (the maximum allowable) to Mt. St. Mary's University. Further, students who obtained an A.S. degree in STEM (Biology area of concentration) from FCC and who enrolled in the Biology program at Mount St. Mary's University can apply up to 32 transfer credits to required components of the major. For further information contact Teresa Calzonetti at 301.846.2557.

Theology

Frederick Community College and Mount St. Mary's are committed to facilitating a smooth transition from FCC's General Studies or Arts and Humanities program to a B.A. in Theology at Mount St. Mary's University. Students earning an A.A. in General Studies or Arts and Humanities and meeting GPA requirements will be able to transfer up to 60 credits (the maximum allowable) to Mt. St. Mary's University. For more information contact Counseling & Advising at 301.846.2471.

Mount St. Mary's University – Frederick Campus

Frederick Community College and Mount St. Mary's-Frederick Campus are committed to facilitating a smooth transition from FCC to completion of a bachelor's degree. With that goal in mind, the institutions have signed a memorandum of understanding by providing students with a 20% tuition discount. For more information contact Counseling & Advising at 301.846.2471.

Salisbury University

Frederick Community College maintains a Memorandum of Understanding (MOU) with Salisbury University for students enrolled in the FCC Honors Program.

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 Thomas E. Bellavance Honors Program of the Honors College at Salisbury University. Interested students should contact the FCC Honors Program Coordinator for further information.

Addictions Counseling

Frederick Community College maintains an articulation agreement with Salisbury University for students who complete the Addictions Counseling degree transferring into the Social Work program at Salisbury University. Students must maintain a minimum GPA of 2.0 to be eligible. For more information, contact Counseling & Advising at 301.846.2471.

Exercise Science

Frederick Community College maintains an articulation agreement with Salisbury University for students who complete the Exercise Science degree transferring into the Community Health program at Salisbury University. Students must maintain a minimum GPA of 2.0 to be eligible. For more information, contact Counseling & Advising at 301.846.2471.

Human Services

Frederick Community College maintains an articulation agreement with Salisbury University for students who complete the Human Services degree transferring into the Social Work program at Salisbury University. Students must maintain a minimum GPA of 2.0 to be eligible. For more information, contact Counseling & Advising at 301.846.2471.

Pre-Health Professions

Frederick Community College maintains an articulation agreement with Salisbury University for students who complete the Pre-Health Professions degree transferring into the Community Health program at Salisbury University. Students must maintain a minimum GPA of 2.0 to be eligible. For more information, contact Counseling & Advising at 301.846.2471.

Psychology

Frederick Community College maintains an articulation agreement with Salisbury University for students who complete the Psychology degree transferring into the Social Work program at Salisbury University. Students must maintain a minimum GPA of 2.0 to be eligible. For more information, contact Counseling & Advising at 301.846.2471.

Social Science

Frederick Community College maintains an articulation agreement with Salisbury University for students who complete the Social Science umbrella degree transferring into the Social Work program at Salisbury University. Students must maintain a minimum GPA of 2.0 to be eligible. For more information, contact Counseling & Advising at 301.846.2471.

Sociology

Frederick Community College maintains an articulation agreement with Salisbury University for students who complete the Sociology degree transferring into the Social Work program at Salisbury University. Students must maintain a minimum GPA of 2.0 to be eligible. For more information, contact Counseling & Advising at 301.846.2471.

Shenandoah University

Students having completed their Associate degree with a minimum GPA of 2.5 will be given priority consideration for admission to Shenandoah University. For more information, contact Counseling & Advising 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 Counseling & Advising at 301.846.2471, or the Admissions Office at Shepherd at 304.876.5212, www.shepherd.edu/admweb/apply/FCC.

Graphic Design

Frederick Community College maintains an articulation agreement with Shepherd University for students who complete their A.A.S. in Graphic Design to transfer into the B.F.A program in Graphic Design program at Shepherd University. Students must maintain a minimum GPA of 2.0 to be eligible. For more information contact Counseling & Advising at 301.846.2471.

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 Counseling & Advising at 301.846.2471.

Honors College

Frederick Community College maintains a Memorandum of Understanding (MOU) with St. Mary's College for students enrolled in FCC Honors Program. The purpose of this agreement is to acknowledge the scholastic accomplishments of FCC honors students by accepting up to 70 credits to facilitate seamless transition. Interested students should contact the FCC Honors Program Coordinator for further information.

Stevenson Online University**Arts & Humanities**

Frederick Community College maintains an articulation agreement with Stevenson Online University for graduates of the Arts & Humanities program transferring to the Professional Studies program at Stevenson Online University. A maximum of 90 credits hours from FCC will be allowed toward degree fulfillment of the 120 credit hours in the bachelor program. Only courses in which students have earned a "C" or better are eligible for transfer and students must maintain a 2.5 GPA or higher in all previous course work. For more information contact Counseling & Advising at 301.846.2471.

Criminal Justice

Frederick Community College maintains an articulation agreement with Stevenson Online University for graduates of the Police Science program transferring to the Criminal Justice program at Stevenson Online University. A maximum of 90 credits hours from FCC will be allowed toward degree fulfillment of the 120 credit hours in the bachelor program. Only courses in which students have earned a "C" or better are eligible for transfer and students must maintain a 2.5 GPA or higher in all previous course work. For more information contact Counseling & Advising at 301.846.2471.

Early Childhood Education

Frederick Community College maintains an articulation agreement with Stevenson Online University for graduates of the Early Childhood Education program transferring to the Professional Studies program at Stevenson Online University. A maximum of 90 credits hours from FCC will be allowed toward degree fulfillment of the 120 credit hours in the bachelor program. Only courses in which students have earned a "C" or better are eligible for transfer and students must maintain a 2.5 GPA or higher in all previous course work. For more information contact Counseling & Advising at 301.846.2471.

Respiratory Care

Frederick Community College maintains an articulation agreement with Stevenson Online University for graduates of the Respiratory Care program transferring to the Professional Studies program at Stevenson Online University. A maximum of 90 credits hours from FCC will be allowed toward degree fulfillment of the 120 credit hours in the bachelor program. Only courses in which students have earned a "C" or better are eligible for transfer and students must maintain a 2.5 GPA or higher in all previous course work. For more information contact Counseling & Advising at 301.846.2471.

American Sign Language Interpreter

Frederick Community College maintains an articulation agreement with Stevenson Online University for graduates of the American Sign Language Interpreter program transferring to the Professional Studies program at Stevenson Online University. A maximum of 90 credits hours from FCC will be allowed toward degree fulfillment of the 120 credit hours in the bachelor program. Only courses in which students have earned a "C" or better are eligible for transfer and students must maintain a 2.5 GPA or higher in all previous course work. For more information contact Counseling & Advising at 301.846.2471.

Stevenson University**Addictions Counseling**

Frederick Community College maintains an articulation agreement with Stevenson University for graduates of the addictions counseling program transferring to the Counseling & Human Services program at Stevenson University. A maximum of 70 credit hours from FCC will be allowed toward degree fulfillment of the 120 credit hours in the bachelor program. Only courses in which students have earned a "C" or better are eligible for transfer and students must maintain a 2.5 GPA or higher in all previous course work. For more information contact Counseling & Advising at 301.846.2471.

Biology

Frederick Community College maintains an articulation agreement with Stevenson University for graduates of the Biology program at FCC transferring to the Biology program at Stevenson University. A maximum of 70 credit hours from FCC will be allowed toward the fulfillment of the 120 credit corresponding program. Only courses in which students earn a grade of "C" or better are eligible for transfer. Students must maintain a 2.5 cumulative GPA or higher in all prior college course work. For more information contact Counseling & Advising at 301.846.2471.

Business Administration

Frederick Community College maintains an articulation agreement with Stevenson University for graduates of the Business Administration program at FCC transferring to the Business Administration program at Stevenson University. A maximum of 70 credit hours from FCC will be allowed toward the fulfillment of the 120 credit corresponding program. Only course with a "C" or better are eligible for transfer. Students must maintain a 2.5 cumulative GPA or higher in all prior college course work. For more information contact Counseling & Advising at 301.846.2471.

Criminal Justice

Frederick Community College maintains an articulation agreement with Stevenson University for graduates of the Criminal Justice program at FCC transferring to the Criminal Justice program at Stevenson University. A maximum of 70 credit hours from FCC will be allowed toward the fulfillment of the 120 credit corresponding program. Only courses with a grade of "C" or better are eligible for transfer. Students must maintain a 2.5 cumulative GPA or higher in all prior college course work. For more information contact Counseling & Advising at 301.846.2471.

Computer Science

Frederick Community College maintains an articulation agreement with Stevenson University for graduates of the Information Systems Management program at FCC to the Computer Science program at Stevenson University. A maximum of 70 credit hours from FCC will be allowed toward the fulfillment of the 120 credit Computer Science program. Only courses with a grade of "C" or better are eligible for transfer. Students must maintain a 2.0 cumulative GPA of higher in all prior college course work. For more information contact Counseling & Advising at 301.846.2471.

Cybersecurity

Frederick Community College maintains an articulation agreement with Stevenson University for graduates of the Cybersecurity program at FCC transferring to the Digital Forensics program at Stevenson University. A maximum of 70 credit hours from FCC will be allowed toward the fulfillment of the 120 credit corresponding program. Only courses in which students earn a grade of "C" or better are eligible for transfer. Students must maintain a 2.5 cumulative GPA or higher in all prior college course work. For more information contact Counseling & Advising at 301.846.2471.

English

Frederick Community College maintains an articulation agreement with Stevenson University for graduates of the Information English Area of Concentration at FCC to the English program at Stevenson University. A maximum of 70 credit hours from FCC will be allowed toward the fulfillment of the 120 credit Computer Science program. Only courses with a grade of "C" or better are eligible for transfer. Students must maintain a 2.0 cumulative GPA of higher in all prior college course work.

Graphic Design

Frederick Community College maintains an articulation agreement with Stevenson University for graduates of the Arts & Humanities degree with an Area of Concentration in Graphic Design to the Graphic Design program at Stevenson University. A maximum of 70 credit hours from FCC will be allowed toward the fulfillment of the 120 credit corresponding program. Only courses in which students earn a grade of "C" or better are eligible for transfer. Students must maintain a 2.5 cumulative GPA or higher in all prior college course work. For more information contact Counseling & Advising at 301.846.2471.

Human Services

A maximum of 70 credit hours from FCC will be allowed toward degree fulfillment of the 120 credit hours in the bachelor program. Only courses in which students have earned a "C" or better are eligible for transfer and students must maintain a 2.5 GPA or higher in all previous course work. For more information contact Counseling & Advising at 301.846.2471.

Legal Studies

Frederick Community College maintains an articulation agreement with Stevenson University for graduates of the Information Systems Management program at FCC transferring to the Computer Science program at Stevenson University. A maximum of 70 credit hours from FCC will be allowed toward the fulfillment of the 120 credit computer science program. Only courses with a grade of "C" or better are eligible for transfer. Students must maintain a 2.5 cumulative GPA or higher in all prior college course work. For more information contact Counseling & Advising at 301.846.2471.

Nursing

Frederick Community College maintains an articulation agreement with Stevenson University for graduates of the Pre-Health Professions 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. For more information contact Counseling & Advising at 301.846.2471.

Psychology

Frederick Community College maintains an articulation agreement with Stevenson University for graduates of the Psychology program at FCC transferring to the Psychology program at Stevenson University. A maximum of 70 credit hours from FCC will be allowed toward the fulfillment of the 120 credit Psychology program. Only courses with a grade of "C" or better are eligible for transfer. Students must maintain a 2.5 cumulative GPA or higher in all prior college course work. For more information contact Counseling & Advising at 301.846.2471.

Stevenson University - Online

Frederick Community College and Stevenson University are committed to facilitating a smooth transition from FCC to completion of a bachelor's degree. With this goal in mind, the institutions have signed a memorandum of understanding which provides students graduating from FCC with a 20% tuition discount when attending Stevenson University-Online. For more information contact Counseling & Advising at 301.846.2471.

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 Counseling & Advising at 301.846.2471, or the program coordinator at Towson.

Nursing

The purpose of this agreement is to enhance and maintain the relationship between FCC students and TSU by offering dual enrollment to TSU. 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 Jennifer McAninley, Allied Health & Nursing Advisor at FCC, 240.629.7935.

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 Counseling & Advising at 301.846.2471, or the program coordinator at Towson.

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 Respiratory Care and Surgical Technology to transfer into the University of Baltimore Bachelor of Science in Health Systems Management. For more information, contact Counseling & Advising at 301.846.2471.

University of Maryland at Baltimore**Nursing**

The purpose of this agreement is to enhance and maintain the relationship between FCC students and the University of Maryland School of Nursing (UMSON) by offering dual admission to UMSON. Students who have been accepted to the FCC 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 Jennifer McAninley, Allied Health & Nursing Advisor at 240.629.7935.

University of Maryland-Baltimore County

Transfer Student Alliance

The purpose of this agreement is to enhance and maintain the relationship between FCC students and the University of Maryland-Baltimore County (UMBC). The Transfer Student Alliance (TSA) offers students guaranteed admission, access to scholarships, and housing if they agree to attend UMBC. The agreement is designed for students who state their desire to attend UMBC with 12 to 35 college-level credits and a 3.0 GPA or higher. For more information about the TSA contact Counseling & Advising at 301.846.2471.

Associates of Arts in Social Sciences, Area of Concentration in Human Services

The purpose of this agreement is to enhance and maintain the relationship between FCC students and the University of Maryland-Baltimore County (UMBC). The agreement allows Associate of Arts in Social Science, Area of Concentration in Human Service students to transfer a maximum of 60 credits and all general education courses to UMBC. Additionally, it provides transferring students eligibility to scholarships. For more information contact the Counseling & Advising Office at 301.846.2471.

Translational Life Science Technology

The purpose of this agreement is to enhance and maintain the relationship between FCC students and the University of Maryland- Baltimore County (UMBC). The agreement allows STEM and Biology students to transfer a maximum of 60 credits and all general education courses to UMBC. Additionally, it provides transferring students eligibility to scholarships. For more information contact Counseling & Advising at 301.846.2471.

University of Maryland College Park

Transfer Advantage Program

The Maryland Transfer Advantage Program (MTAP) guarantees admission to the University of Maryland at College Park or a University of Maryland, College Park program at the Universities at Shady Grove (USG) within one year of completion of the Associate degree or, in the case of College Park, completion of 30 credits of coursework (15 credits of which must be completed at FCC) with a minimum 3.0 GPA. MTAP students may also be eligible for a 25% course-tuition-scholarship for one UMD course per term. For more information, contact Counseling & Advising at 301.846.2471.

University of Maryland College Park at Shady Grove

Biological Sciences

FCC Students who earn the A.S. in STEM, following the prescribed curriculum as outlined in the course matrix, will be able to pursue the third and fourth years of the Bachelor of Science in Biological Sciences from the University of Maryland College Park at the Universities at Shady Grove. For more information, contact Counseling & Advising at 301.846.2471.

Business Administration

FCC students who earn the A.A. in Business Administration following the prescribed curriculum as outlined in the course matrix, will be able to pursue the third and fourth years of the Bachelors of Sciences in Accounting, International Business, Marketing, or Management from the University of Maryland College Park at the Universities at Shady rove. For more information, contact Counseling & Advising at 301.846.2471.

Communication

FCC Students who earn their Associates degree, following the prescribed curriculum as outlined in the course matrix for communications, will be able to pursue the third and fourth years of the Bachelor of Arts in Communications from the University of Maryland College Park at the Universities at Shady Grove. For more information, contact Counseling & Advising at 301.846.2471.

Computer Science

FCC Students who earn their Associates degree, following the prescribed curriculum as outlines in the course matrix for computer science, will be able to pursue their third and fourth years of the Bachelor of Science in Information Science from the University of Maryland College Park at the Universities at Shady Grove. For more information, contact Counseling & Advising at 301.846.2471.

Criminal Justice

FCC Students who earn the A.A. in Criminal Justice, following the prescribed curriculum as outlined in the course matrix, will be able to pursue the third and fourth years of the Bachelor of Arts in Criminology and Criminal Justice from the University of Maryland College Park at the Universities at Shady Grove. For more information, contact Counseling & Advising at 301.846.2471.

Information Systems Management

FCC Students who earn their Associates degree, following the prescribed curriculum as outlines in the course matrix for information systems management, will be able to pursue their third and fourth years of the Bachelor of Science in Information Science from the University of Maryland College Park at the Universities at Shady Grove. For more information, contact Counseling & Advising at 301.846.2471.

Public Health Science

FCC students who earn the A.A. in General Studies or the A.S. in STEM, following the prescribed curriculum as outlined in the course matrix, will be able to pursue the third and fourth years of the Bachelor of Science Degree in Public Health Sciences from University of Maryland College Park at the Universities at Shady Grove. For more information, contact Counseling & Advising at 301.846.2471.

UMGC Alliance

Frederick Community College and University of Maryland Global Campus 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, psychology, criminal justice, investigative forensics, political science, human services, and sociology. Once students complete the Alliance application, they are admitted to both FCC and UMGC. Alliance students have the benefit of full library privileges and other resources at both institutions. For more information, contact Counseling & Advising at 301.846.2471 or visit the UMGC website at www.umgc.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 Counseling & Advising at 301.846.2471 for an appointment.

West Virginia University

In an effort to enhance and maintain the relationship between Frederick Community College and West Virginia University, transfer students with a grade point average of at least 2.0 from FCC are guaranteed admission to West Virginia University. For more information contact Counseling & Advising at 301.846.2471.

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. 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

American Public University System Nursing

This agreement facilitates the transfer of Frederick Community College students who graduate with an Associate of Science degree in Nursing to the Bachelor of Science degree in Nursing at American Public University System (APUS). Students must have earned the grade of "C" or higher in all courses set forth in the Degree Completion Plan included in this agreement. For more information, contact Counseling & Advising at 301.846.2471.

American Public University System Emergency Management

This agreement facilitates the transfer of Frederick Community College students who graduate with an Associate of Applied Science degree in Emergency Management to the Bachelor of Arts degree in Emergency and Disaster Management at American Public University System (APUS). Students must have earned the grade of C or higher in all courses set forth in the Degree Completion Plan included in this agreement. For more information contact Program Manager, Emergency Management, at 240.629.7952.

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 Counseling & Advising at 301.846.2471.

Capella University

Upon successful completion of A.A., A.S. or A.A.S. 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 Counseling & Advising at 301.846.2471 for further information.

Eastern Oregon University Fire Service Administration

Frederick Community College (FCC) maintains an articulation agreement with the Fire Service Administration at Eastern Oregon University to provide seamless transfer for graduates with A.A.S. in Fire Service Administration who wish to pursue their bachelor's degree in Fire Service Administration. For further information contact Counseling & Advising at 301.846.2471.

Kansas Wesleyan University

This agreement facilitates the transfer of Frederick Community College students who graduate with an Emergency Management Associate of Applied Science degree in the Track I program who wish to transition to Kansas Wesleyan University into the Bachelor of Science in Emergency Management. Frederick Community College students must graduate with at least a 2.000 GPA. For more information, contact Program Manager, Emergency Management, 240.629.7952.

George Washington University School of Medicine and Health Sciences

Frederick Community College (FCC) maintains an articulation agreement with George Washington University School of Medicine and Health Sciences for students completing their Associates degree and wishing to transfer into one of the Bachelor of Health Science programs at George Washington. Students are guaranteed admission if they meet the criteria set forth in the agreement. For further information, contact Counseling & Advising at 301.846.2471

Chamberlain College of Nursing

Frederick Community College (FCC) maintains an articulation agreement with Chamberlain College of Nursing to provide a seamless transfer for graduates with an Associate Degree in Nursing and RN licensure who wish to pursue their BSN online through Chamberlain College. For further information, contact Counseling & Advising at 301.846.2471

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 Track I program. FCC students graduating in the A.A.S. Emergency Management Track I program can transfer into the COSC Public Safety Administration concentration. For more information, contact Program Manager, Emergency Management, 240.629.7952.

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 Counseling & Advising at 301.846.2471 for further information.

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 Track I 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 more information, contact Program Manager, Emergency Management, 240.629.7952.

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 Counseling & Advising at 301.846.2471.

**University of Maryland
Global Campus**

The University of Maryland Global Campus offers a number of online degree programs for students completing their A.A., A.S. or A.A.S. degree requirements in specific programs at Frederick Community College. UMGC 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 Communication, and Public Safety. For more information, contact Counseling & Advising 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 Counseling & Advising 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 2020-2021 academic year. The rates are subject to change and will be posted on the website once they are approved. To view tuition rates, visit frederick.edu/tuition.

2020-2021 Credit Tuition and Fees Chart

Credits	In-County	Out-of-County	Out-of-State
1	\$156.74	\$308.74	\$407.74
2	\$313.48	\$617.48	\$815.48
3	\$470.22	\$926.22	\$1,223.22
4	\$626.96	\$1,234.96	\$1,630.96
5	\$783.70	\$1,543.70	\$2,038.70
6	\$940.44	\$1,852.44	\$2,446.44
7	\$1,097.18	\$2,161.18	\$2,854.18
8	\$1,253.92	\$2,469.92	\$3,261.92
9	\$1,410.66	\$2,778.66	\$3,669.66
10	\$1,567.40	\$3,087.40	\$4,077.40
11	\$1,720.80	\$3,392.80	\$4,481.80
12	\$1,874.20	\$3,698.20	\$4,886.20
13	\$2,027.60	\$4,003.60	\$5,290.60
14	\$2,181.00	\$4,309.00	\$5,695.00
15	\$2,334.40	\$4,614.40	\$6,099.40
16	\$2,487.80	\$4,919.80	\$6,503.80

* Tuition and fees rates are subject to change.

Tuition*

In-County per credit hour	\$128
Out-of-County per credit hour	\$280
Out-of-State per credit hour	\$379

Consolidated Service Fee (\$25.40):

Every student taking a credit course will be required to pay a consolidated service fee per credit hour. The consolidated service fee supports costs associated with registration, copies of transcripts received directly from the College via a paper request form, commencement, various instructional and support services, technology costs, capital expenditures including capital improvements, parking, maintenance and repair of College equipment/systems, and safety and security needs.

Student Activity Fee (\$3.34):

The Student Activity Fee is a fee charged to all credit students each academic term. The revenue generated goes into a special account administered by the Student Government Association to fund social, recreational, and cultural events, campus clubs and student organizations, authorized student travel and service trips, and annual signature student events such as New Student Convocation, Success Week, Welcome Week, and Wellness Events. The fee is charged on a credit hour basis for up to a maximum of 10 credit hours.

Additional Fees**

Credit by Portfolio
(per credit hour)..... 50% of tuition

Credit by Departmental Exam
(per credit hour)..... 50% of tuition

American Sign Language Immersion Experience (ASLS 250).....\$120

Applied Music Fee (per class).....\$490

Building Trades

HVAC and Electrical (per class)..... \$71.40

Welding (per class).....\$100

Culinary Arts (per class)..... \$121

Please refer to the specific HCTI course. Some courses require a chef uniform and basic knife or pastry set.

Expedited Transcripts Fee

Expedited service for e-transcripts delivered electronically..... \$5.00

Expedited service for printed transcripts delivered by USPS..... \$7.50

FEMA Conversion Fee

(per credit hour, subject to change)..... \$90

EMGT Track I Registration Fee

(per module).....\$100

Nursing Program – Assessment

Technology Institute (ATI) Fee..... \$293.36

Physical Education Fees

Please refer to the specific PHED course for fees that may be payable to the site where the class meets.

Surgical Technology Fees

Please refer to the specific SURG course for fees that may be required.

** In special cases, the College may charge additional fees. Some classes may charge additional fees for equipment or materials.

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.

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 & Workforce Development (non-credit) Tuition

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

Out-of-County fee per course	\$5.00
Out-of-State fee per course	\$10.00
One-time per year Registration fee	\$9.00

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 and other course materials can be purchased, and sometimes rented, in the Bookstore. Books can also be ordered and paid for through the Bookstore's web site to be shipped to you or held for pick up 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.

A textbook payment plan is available to students using the tuition payment plan. Students who are using the tuition payment plan are automatically eligible to use the textbook payment plan.

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, spring, and summer semesters.

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 Nelnet, 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.

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 and Fees Policy and Procedure

Check the college website, frederick.edu, for the most up-to-date student policies and procedures.

I. Philosophy and Scope

Frederick Community College ("FCC" or the "College") is committed to providing an affordable, quality educational experience. The College adheres to fair and equitable practices consistent with state laws and regulations when establishing tuition, fees, and refund procedures.

This Policy and Procedures establishes criteria for tuition and fees.

II. Definitions for the Purpose of this Policy and Procedures

- A. "Deferred Payment Plan" refers to an agreement between a student and a third-party vendor which allows for the payment of tuition and fees to be made in monthly installments.
- B. "Drop Zone" refers to specific dates throughout the credit registration cycle when students are dropped for non-payment of tuition and fees. Students must have paid tuition and fees in full, have enough financial aid to cover tuition/fees, or be enrolled in the deferred payment plan to avoid the drop zone.

- C. "Financial Obligation" refers to outstanding charges owed to the College.
- D. "Residency" refers to a student's domicile at the time of application. (See related Residency Policy and Procedures).
- E. "Workdays" refers to Monday through Friday and does not include weekends, holidays, scheduled breaks, or other days the College is closed.

III. Tuition and Fees

A. Credit Classes

Credit tuition rates are approved annually by the Board of Trustees. Rates are based on one of the following three residency classifications: in-county, out-of-county, or out-of-state. Tuition rates for credit classes are listed in the Credit Schedule, in the Academic Catalog, and on the College website at www.frederick.edu. Tuition for credit classes is assessed on a per credit hour basis.

Students are also charged a consolidated service fee and a student activity fee. Fee rates are approved annually by the Board of Trustees. Fee rates for credit classes are listed in the Credit Schedule, in the Academic Catalog, and on the College website at www.frederick.edu.

Some credit classes may require the purchase of additional materials and/or fees associated with the class. Please review the Credit Schedule for more information.

B. Non-Credit Continuing Education and Workforce Development

The tuition and class fees for non-credit Continuing Education and Workforce Development (CEWD) classes are set and approved on a per class basis by the Provost/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development and/or Associate Vice President for CEWD. Students should check the online registration system (<https://frederick.edu/QuickEnroll>) for the most current rates or check the CEWD Class Schedule. A non-refundable registration fee is charged annually for all students.

The College reserves the right to adjust the tuition and fees without prior notification.

Out-of-county and Out-of-state residents will be charged an additional fee per class.

IV. Payment Options

A. Credit Classes

Students may pay in person by cash, money orders, check, all major credit cards, or debit cards (used as credit only) by going to Student Accounts located within the Enrollment Center on the first floor of Jefferson Hall. Students may also make payments or enroll in the deferred payment plan through myFCC and selecting campus finances/make a payment.

For a minimal fee, the deferred payment plan allows students to pay their tuition and fees in monthly installments. Payments will automatically be charged to either a checking/savings account or major credit card.

All tuition and fees for credit classes must be paid by the deadlines published in the Credit Schedule. Exceptions are: amounts awarded by financial aid; reimbursement approved and submitted by a third party; and enrollment in the deferred payment plan. If full payment is not made by the established deadline within the Drop Zone, some or all class(es) will be dropped to reconcile student accounts. Students will be notified via their myFCC email account with updated student account information.

See the Credit Schedule for specific payment information and deadlines.

B. Non-Credit Continuing Education and Workforce Development

Full payment for non-credit CEWD class(es) is required at the time of registration. Exceptions are reimbursement approved and submitted by a third party, scholarships, or payment plan eligibility.

Students who register online must make full payment at the time of registration using a major credit or debit card (<https://frederick.edu/QuickEnroll>).

Students who register in person must make full payment by cash, check, major credit card, or debit card (used as credit only) by going to CEWD Registration located within the Enrollment Center on the first floor of Jefferson Hall. Specific classes may be eligible for the deferred payment plan. See class details for registration/payment guidelines in the CEWD Class Schedule.

V. Tuition Waivers and Tuition Adjustment

Tuition waivers must be requested in person (with the exception of senior citizens) and may be granted to certain individuals in accordance with state law and state regulations. Fees other than tuition must be paid in full prior to the payment deadline.

A. Persons 60 years or Older

Credit Classes:

Maryland residents 60 years or older may be eligible for an automatic tuition waiver. To qualify for the tuition waiver, students must wait to enroll until the specified date listed in the Credit Schedule, which is approximately three weeks prior to the start of the term, and be at least 60 years of age by the day the class begins.

Students will be responsible for all fees associated with the class and must pay in full by the specific due dates, failure to pay in full will result in being dropped from class(es). See the Credit Schedule for the eligible registration date and payment information and deadlines.

CEWD Classes:

All Maryland students 60 years or older receive a waiver of non-credit CEWD class tuition for eligible classes as specified in the CEWD Class Schedule. This includes only classes that are eligible for state aid, based on Section 16-305 of the Education Article, Annotated Code of Maryland. Students 60 years or older are required to pay all fees associated with classes at the time of registration.

B. SSI or SSDI Waiver

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.

An individual shall obtain certification of their 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 annually.

Students who receive SSI or SSDI benefits as a dependent or survivor of a disabled beneficiary do not qualify for this waiver.

This waiver will cover up to 12 credits per semester if the student is enrolled in classes as part of a degree or certificate program designed to lead to employment, or six (6) credits per semester for a student not enrolled in a degree or certificate program.

Eligible students must request the waiver every time they enroll and file an annual Free Application for Federal Student Aid (FAFSA) www.fafsa.gov. The tuition waiver applies to any balance on tuition after any grants and scholarships a student received have been applied to their tuition and fees.

Tuition waivers for non-credit CEWD classes are applied when the class is FTE eligible and has a workforce intent. Waivers are considered class by class as designated in the CEWD schedule. No class 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. Students who are only enrolling in CEWD, non-credit classes do not need to apply for federal financial aid.

C. Members of the Armed Forces

Please refer to the Residency Policy and Procedures for definitions and residency classifications.

D. Maryland National Guard

Members of the Maryland National Guard who are certified by the Maryland Adjutant General to have at least 24 months remaining to serve or have agreed in writing to serve for a minimum of 24 months are entitled to a waiver of 50% of the in-county tuition charged for classes offered by the College, regardless of class size, location and number of semester hours the students are taking. Eligible students shall be charged in-county tuition rates, regardless of their place of residency. The waiver does not apply to fees. Students must present a letter from the Maryland National Guard proving membership and length of service remaining.

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.

E. 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 enroll in 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. Please refer to the Academic Catalog for eligible programs.

F. Mid-Maryland Allied Healthcare Education Consortium

Frederick, Carroll, and Howard Community Colleges participate in the Mid-Maryland Allied Healthcare Education Consortium. The Consortium allows residents of all three counties to enroll in eligible clinical coursework at any of the three colleges at in-county tuition rates. Please refer to the Academic Catalog for eligible programs.

G. Statewide Instructional Programs

Certain programs offered at community colleges throughout Maryland are designated by the Maryland Higher Education Commission 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. Please refer to the Academic Catalog for eligible programs.

H. Out-of-County/Out-of-State Students Employed by Business Entities in Maryland

Out-of-county or out-of-state students employed by entities within Frederick County that offer an employee tuition reimbursement program may be eligible for in-county tuition, regardless of the student's legal domicile. The student must provide verification of participation by the employer in the tuition reimbursement program and of current employment from the Human Resources Office of their employer.

An employer doing business in Maryland may enter into an agreement with the College whereby their eligible employees who participate in workforce training at FCC may be eligible for in-state tuition rates.

I. Foster Care Recipients

Individuals who meet the following criteria are eligible to apply for the Maryland Tuition Waiver for Foster Care Recipients. Eligible individuals are exempt from paying tuition and mandatory fees. To be eligible, students must:

1. Complete and file a Free Application for Federal Student Aid (FAFSA) each year for which they are seeking a tuition waiver.
 2. Have been placed in an out-of-home placement by the Maryland Department of Human Resources and either:
 - a. Reside in an out of home placement in Maryland at the time they graduated from high school or successfully completed a general equivalency development examination (GED), or
 - b. Reside in an out-of-home placement on the individual's 18th birthday, or
 - c. Reside in an out-of-home placement on their 13th birthday and was placed into guardianship or adopted out of an out-of-home placement after their 13th birthday; or
 - d. Be the younger sibling of a child who meets the qualifications stated in either a. or b. above and was placed into guardianship or adopted concurrently out of an out-of-home placement by the same guardianship or adoptive family; or
 - e. Resided in an out-of-home placement in the state for at least one (1) year on or after the individual's 13th birthday and returned to live with the individual's parents after the out-of-home placement ended.
 3. Enroll in a certificate/license credit and/or noncredit vocational program or as a degree-seeking student on or before age 25.
 4. Continue to be exempt from paying tuition and fees until five (5) years after first enrolling as a candidate for an associate degree or vocational certificate.
 5. Maintain satisfactory academic progress standards to remain eligible for the program.
- J. Unaccompanied Homeless Youth**
- The Maryland Tuition Waiver for Unaccompanied Homeless Youth is available to unaccompanied homeless youth. Eligible individuals are exempt from paying tuition and mandatory fees. To be eligible, students must:
1. Be declared as an unaccompanied homeless youth who is not in the physical custody of a parent or guardian and be a homeless child or youth as defined by the McKinney-Vento Homeless Assistant Act.
 2. Complete and file a Free Application for Federal Student Aid (FAFSA) each year for which they are seeking a tuition waiver.

3. Enroll in a credit or non-credit vocational certificate program or as a degree-seeking student on or before age 25.
4. Continue to be exempt from paying tuition and fees until five (5) years after first enrolling as a candidate for an associate degree or vocational certificate.
5. Maintain satisfactory academic progress standards to remain eligible for the program.

K. Maryland Dream Act, Delayed Action Child Arrival (DACA) and Temporary Protected Status (TPS)

Students who are in the category of "Deferred Action Childhood Arrivals" (DACA), or "Temporary Protected Status" (TPS) are eligible to establish in-state/in-county residency for tuition purposes. Please refer to the Residency Policy and Procedures.

In-county residency status for eligible "International/Foreign National Students" must meet the same three (3) months requirements and proof of residency documents as all other students.

Further information can be found at <https://www.frederick.edu/credit-admissions/dream-act.aspx>.

L. Eligible FCC Employees

Some FCC employees and their family members are eligible for tuition waivers. Please refer to the Employee Handbook for detailed information.

M. Dual Enrollment High School Aged**Open Campus Enrollment**

Students sixteen years of age or older may enroll in college courses held at FCC while concurrently enrolled in high school studies. This includes Frederick County students enrolled in public, private and home schooled. Students pay 75% of tuition plus all fees.

Tuition is waived for Frederick County Public School (FCPS) students who are eligible for free and reduced meals. Students should seek guidance approval, complete the following form and return it to Student Accounts located within the Enrollment Center on the first floor of Jefferson Hall to receive the waiver.

For FCPS Students:
<https://www.frederick.edu/credit-admissions/downloads/registration-forms/applicationfordualenrollment.aspx>

Home School/Private School Students:
<https://www.frederick.edu/credit-admissions/downloads/registration-forms/frederickcountyresidentsreducedtuitionform.aspx>

High School Based Enrollment

The College, in partnership with FCPS, provides FCPS students the opportunity to enroll in college courses that are taught at their high school. FCPS students pay 43% of tuition. Tuition is waived for FCPS students who are eligible for free and reduced meals. Students must contact their high school guidance office to enroll.

VI. Financial Obligations

Students are individually responsible for the payment of tuition, fees and all other charges at FCC. 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.

Credit students with an unpaid balance of \$250 or less on their student account will be allowed to register for classes if the student settles the balance on the student account one workday prior to start date of the session in which they wish to enroll for the next semester. Failure to pay in full by agreed date will result in the student being dropped from all classes for which they were allowed to register.

Students with an unpaid balance greater than \$250 must either pay the balance on the student account or enter into an installment plan prior to the current session start date for which they wish to register. The installment plan must be in effect at least one workday prior to the session start date for which they wish to register with at least one installment payment made.

As part of the Veterans Benefits and Transition Act of 2018, the College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet their financial obligations to the institution due to the delayed disbursement funding from the Department of Veteran Affairs under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill benefits.

Students with a delinquent balance from a previous semester will be dropped from future enrollment on the applicable Drop Zone date.

CEWD students must address all outstanding financial obligations to the College prior to registering for either credit or CEWD classes. CEWD students registering through the online registration system (<https://frederick.edu/QuickEnroll>) will be notified of an outstanding financial obligation and will be required to discuss repayment options with the Student Accounts office located in the Enrollment Center on the first floor of Jefferson hall, and to receive permission to register.

When students have an outstanding financial obligation to the College, the procedure will be:

- A. A financial obligation indicator is placed on the student's account at 30 days past due. Past due notices are sent to the address on record with the College.
- B. Accounts greater than 120 days past due will be sent to a collection agency and will be assessed a 17% collection fee.
- C. Once past due accounts have been sent to a collection agency the students must, at that time, satisfy the debt with the agency and not FCC.
- D. Once the outstanding financial obligation is paid in full, all financial obligation indicators will be removed and any negative impact to student accounts will be lifted.

In the event financial aid is awarded and later removed, causing a balance to be reinstated, the collection process will begin with a first past due notice.

Transcripts and diplomas are withheld, and the student will be blocked from enrollment until all obligations are satisfied.

VII. Tuition and Fees Refund and Returns

A. Refund for Credit Classes

To obtain a refund of tuition and fees students must first withdraw from classes based on the published dates available in the Credit Schedule. Refunds are either at 100%, 50%, or withdrawal without a refund. Refunds will automatically be calculated from the date of the withdrawal. Refunds are based on sessions, each session has its own distinct timeline. Refer to the Academic Calendar within the Credit Schedule for the specific last day for 100% and last day for 50% refund dates for each session. All withdrawals from class(es) that are initiated prior to the class beginning, will be granted 100% tuition and fees refund.

Refunds will be processed as follows:

1. No cash refunds will be issued.
2. Payments made by cash/check will be refunded through a third party vendor (BankMobile) to a designated bank account preference. For students under 18 or 60+ check refunds will be issued to the student.
3. Credit card refunds will go back to the original credit card used to pay if within 60 days of the original payment. After 60 days refunds will be processed through a third party vendor (BankMobile) to a designated bank account preference declared by the student. For students under 18 or 60+ check refunds will be issued to the student, not the credit card holder.
4. Financial Aid will be disbursed to the students account. Once tuition, fees and books have been paid to the College any remaining funds will be processed within 14 days through a third party vendor (BankMobile) to a designated bank account preference. For students under 18 or 60+ check refunds will be issued to the student.
5. When the student is withdrawn due to disciplinary action after the refund period, the College makes no refund of any kind. Financial consequences related to interim suspensions, suspensions, or expulsions are the responsibility of the student (Code of Student Conduct). For other student withdrawals, students may follow the Appeal for Tuition and Fees Refund/Tuition Refund Committee (Section VIII) portion of this policy.

B. Refund for Non-Credit Continuing Education Workforce Development Classes

1. Cancellations

All students will be refunded 100% of class tuition and fees if a class is cancelled by the College.

2. Drop Request Within Full Refund Period

Students who choose to drop a CEWD class will receive a full refund provided that they initiate the drop at least two (2) workdays before the beginning date of the class, except for the Summer Kids on Campus/Teens on Campus classes. These classes require students to drop by close of business the Monday prior to the start date of the class being dropped. Classes with a different full refund period will be noted in the individual class description.

3. Transfer of Funds

Students whose class has been cancelled or are electing to drop within the full refund period, may choose to transfer their funds toward an alternate class by noting the class on the CEWD Class Drop/Transfer Request form. Students will be responsible for cost differences or be refunded cost difference, as applicable.

4. Refund Request Outside of Full Refund Period

Students requesting a refund for a drop outside of the full refund period must make the request in writing to the Associate Vice President for CEWD, and be accompanied by documentation supporting the student's request. Appropriate documentation may include electronic or hard-copy documents from medical providers, employers, child care providers, or others that can validate extenuating circumstances. The College reserves the right to approve or disapprove full or partial refund requests that are submitted outside of the full refund period.

C. **Students Receiving Title IV Funding**

Students awarded Title IV financial aid funds must earn their aid by attending classes. When students completely withdraw from classes or stop attending during a semester and/or term, the College must follow rules established by the federal government to determine the amount of financial aid earned. The amount of Title IV aid that must be returned to the federal programs is determined by the federal formula for Return of Title IV funds as specified in the Higher Education Act of 1998 (34 CFR §668.22).

The calculation is based on the documented withdrawal date or last date of attendance of the student. For students who unofficially withdraw from a semester and/or term and earn all "F" grades, faculty provide the last date of attendance that is used in the calculation.

When students receive more Title IV funds than they have earned, the unearned portion must be returned to the Federal program. When students have not received all of their earned Title IV funds, they may still receive disbursements of this aid.

Funds must be returned to the Title IV Programs in the following order:

1. Federal Direct Unsubsidized Loans
2. Federal Direct Subsidized Loans
3. Federal PLUS Loans
4. Federal Pell Grants
5. Federal Supplemental Educational Opportunity Grant
6. Iraq/Afghanistan Service Grant

Students may obtain a sample copy of the Return of Title IV Funds worksheet with sample calculations from Financial Aid located within the Financial Services Center on the third floor of Jefferson Hall.

D. **Students Receiving Military Tuition Assistance**

Students receiving Military Tuition Assistance (TA) who withdraw or who cease to attend a credit class, may no longer be eligible for the full amount of TA funds originally awarded.

To comply with the Department of Defense, the College will return any unearned TA funds on a proportional basis through at least the 60% portion of the period of time for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based on when a student stops attending. If a service member stops attending due to a military service obligation, and the service member notifies the school of their obligation, FCC will work with the affected service member to identify solutions that will not result in a student debt for the returned portion.

VIII. Appeal for Credit Tuition and Fees Refund/ Tuition Refund Committee

For extenuating circumstances where the student withdraws from a credit class after the normal refund period, the College may grant a partial refund of tuition and fees after the student submits an appeal to the Tuition Refund Committee (TRC). With required documentation, extenuating circumstances have included the following:

- Medical reasons dated and certified by a physician;
- Job transfer dated and certified by the employer;
- Job schedule (shift) change which causes a conflict with the student's class schedule, dated and certified by the employer; or

- Military transfer or deployment dated and certified by documentation (copy of orders) from the military unit.

To be eligible for consideration the student must:

- A. Officially withdraw from the class(es).
- B. Obtain supportive evidence and documentation to support appeal.
- C. Complete and submit the Student Appeal for Tuition Refund Form, along with supportive evidence and documentation to Registration and Records at the Welcome Desk located within the Enrollment Center on the first floor of Jefferson Hall or electronically to StudentAppeals@frederick.edu.

Students must make the request for a refund prior to the end of the academic year in which they took the class. The academic year starts with the summer term and continues through the spring semester.

Subsequent tuition refund appeals will not be granted for consecutive semesters for continuous extenuating circumstances.

Lack of attendance in a class does not absolve a student from the financial obligations and costs associated with that class. Students who are enrolled in a class(es) but who have never attended the class(es) due to extenuating circumstances, will still need to submit a formal request for refund to the Tuition Refund Committee.

.....
The College's official version of the Tuition and Fees Policy and Procedures is located on frederick.edu and may be revised annually.

Residency Policy and Procedures

Check the college website, frederick.edu, for the most up-to-date student policies and procedures.

I. Philosophy and Scope

The determination of residency or domicile is governed by the Frederick Community College Board of Trustees in accordance with Maryland State and Federal law. A student's legal residence is determined at the time they apply to the College. The burden of proof of residency is to be upon the student, and they will be required to certify by signature to the accuracy of the information provided on the College application.

Students will be considered in-county, out-of-county, or out-of-state for tuition calculation. For the purpose of establishing differential tuition, the following procedure applies to both full and part-time students. (See related Tuition and Fees Policy and Procedures.)

A student's determined residency status will be used in the evaluation process for Selective Admission Programs.

II. Definitions for the Purpose of this Policy and Procedures

- A. **"Domicile"** refers to the permanent place of abode, where physical presence and possessions are maintained with the intention of remaining indefinitely; or the permanent place of abode of any person or persons contributing more than ½ of the student's financial support during the most recently completed year. Only one domicile may be maintained by a student.
- B. **"Maryland resident"** refers to an individual who has maintained a domicile in Maryland for at least three (3) months before becoming an enrolled student.
- C. **"Enrolled student"** refers to an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes, who has either paid or made arrangement for payment of tuition and/or fees, and whose participation in a class has been verified.
- D. **"Military Personnel"** refers to service members who are part of the Maryland National Guard, Reservist, or active duty unit.
- E. **In-County:**
 1. "Non-dependent Maryland resident students" refers to in-county residents if, at the time of their application, are domiciled in Frederick County for three (3) consecutive months prior to application.

2. "Dependent Maryland resident students" refers to an unmarried individual claimed by parent(s) or guardian(s) as an income tax exemption in the previous taxable year and are considered to be "in-county" residents if, at the time of their application, their parent(s) or guardian(s) are domiciled in Frederick County for three (3) consecutive months prior to application.

F. Out-of-County:

1. **"Non-dependent Maryland resident students"** refers to out-of-county residents in the State of Maryland if, at the time of their application, they are domiciled in another county in the State of Maryland, or if they have lived in Frederick County less than three months.
2. **"Dependent Maryland resident students"** refers to out-of-county residents in the State of Maryland if, at the time of their application, their parent(s) or guardian(s) are domiciled in another county in the State of Maryland, or if they have lived in Frederick County less than three months.

G. Out-of-State:

1. **"Non-dependent students"** refers to residents of another state if, at the time of their application, they are domiciled outside of the State of Maryland, or if they have lived in Frederick County less than three months.
2. **"Dependent students"** refers to residents of another state if, at the time of their application, their parent(s) or guardian(s) are domiciled outside of the State of Maryland, or if they have lived in Frederick County less than three months.

III. Military Personnel, Veterans, and their Dependents

A. Military Personnel and their Dependents

1. Military personnel and their dependents who are stationed, living, or domiciled in Maryland, and 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 in courses at the College. All verification documentation must be submitted to Veteran and Military Services located in the Veteran and Military Student Center in Annapolis Hall.

2. Who have relocated to Maryland as a result of the Base Realignment and Closure process (BRAC), will be granted a waiver of the three (3) months residency requirement. The employee or their 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 to Registration and Records within the Enrollment Center located in Jefferson Hall. 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.

B. Veterans and their Dependents

1. Veterans and their dependents using the Post-9/11 G.I. Bill, Montgomery G.I. Bill, Vocational Rehabilitation and Employment (VR&E), or the Marine Gunnery Sergeant John David Fry Scholarship shall be charged a rate of tuition not to exceed the in-state rate for tuition and fees purposes.
 - a. A Veteran using educational assistance under either Chapter 30 (Montgomery G.I. Bill – Active Duty Program) or Chapter 33 (Post-9/11 G.I. Bill), of title 38, United States Code, and enrolls in the College within three years of discharge or release from a period of active duty service of 90 days or more will be granted in-county tuition (regardless of their formal State of residence).
 - b. A Veteran using educational assistance under Chapter 31, Vocational Rehabilitation and Employment (VR&E), and enrolls in the College within three years of discharge or release from a period of active duty service of 90 days or more will be granted in-county tuition (regardless of their formal State of residence) effective for courses, semesters, or terms beginning after March 1, 2019.
 - c. A dependent using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) and enrolls in the College within three years of the transferor's discharge or release from a period of active duty service of 90 days or more will be granted in-county tuition (regardless of their formal State of residence).

d. Anyone described above who remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the College. The person so described must have enrolled in the College prior to the expiration of the three year period following discharge or release as described above and must be using educational benefits under Chapter 30, Chapter 31, or Chapter 33, of title 38, United States Code.

e. A dependent using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311 (b) (9)) will be granted in-county tuition (regardless of their formal State of residence).

f. A dependent using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) while the transferor is a member of the uniformed service who is serving on active duty will be granted in-county tuition (regardless of their formal State of residence).

2. Veterans and their dependents (not using Chapter 30, Chapter 31, or Chapter 33 benefits or the Marine Gunnery Sergeant John David Fry Scholarship) who are stationed, living, or domiciled in Maryland who are entering the College for the first time, are considered residents of Frederick County. If the veteran moves out of the state, the dependents and spouse may maintain in-county residence as long as they stay continuously enrolled in courses at the College.

IV. International and Foreign National Students

A. A foreign national lawfully eligible for study in the United States may be considered a resident for tuition purposes if the student meets the domicile requirements stated in this 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 eligible for study in the United States on certain visa types with an indeterminate authorized stay may be considered as a Maryland resident for tuition purposes, if the domicile requirements of this procedure have been satisfied.

B. The following visa status types determine residency as indicated:

VISA		
A	Diplomats, family, staff	In-County
B	Temporary visitor	See (c) below
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 U.S. citizen/Frederick County resident	In-County
L	Intra-company 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

C. Individuals in "B Temporary Visitor Status" are not allowed to engage in a course of study leading to a degree or academic certificate. In certain cases, B visa holders can participate in courses which are recreational and do not lead to a degree. Out-of-state tuition rates will apply.

D. Students who are in the category of "Deferred Action Childhood Arrivals" (DACA), or "Temporary Protected Status" (TPS) are eligible to establish in-state/in-county residency for tuition purposes.

E. In-county residency status for eligible "International/Foreign National Students" must meet the same three (3) months requirements and proof of residency documents as all other students.

F. An individual's immigration status may not preclude award of MD residency under this policy if the individual has the legal capacity to establish domicile in Maryland.

V. Dream Act

A. Students who have met the eligibility requirements outlined in the Maryland Dream Act will be granted the opportunity to receive in-county tuition. The student must present an affidavit to Registration and Records within the Enrollment Center located on the first floor of Jefferson Hall stating that they will file an application to become a permanent resident within 30 days of becoming eligible to do so.

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

VI. Proof of Residency

In accordance with Maryland State and Federal Law, any of the following factors will be considered to be proof of legal residency:

A. Substantially uninterrupted physical presence, including the months when the student is not in attendance at the college, as evidenced by ownership or rental of living quarters in which the student resides. (12-month lease or mortgage)

B. Payment of Maryland state and local income taxes. (MD 502 Tax Form)

C. Registration to vote in Frederick County and/or the state. (Voters Registration Card)

D. Registration of a motor vehicle in the state, with a local address specified, if the person owns such a vehicle. (Motor Vehicle Registration Card)

E. 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. (Driver's license or MVA issued ID card)

F. Active duty military personnel, honorably discharged veterans, spouses and dependents who reside, are stationed, or domiciled in Maryland are exempt from the 3-month requirement and are considered in-county once proof is shown. (Military orders, letter from Education Officer, DD214 and any of the residency factors listed above).

VII. Reclassification of Residency

- A. Students requesting reduced tuition rate based on a change in residency must submit proof of actual address change as defined in Section VI to Registration and Records and complete the "Change of Address" form available either online at www.frederick.edu or in Registration and Records in Jefferson Hall. The proof of residency and "Change of Address" form must be submitted in one of the following ways:
1. in-person to Registration and Records within the Enrollment Center located in Jefferson Hall,
 2. online through personal "myfcc" email account to registration@frederick.edu
 3. by fax (301-624-2799), or
 4. via U.S. postal mail.
- B. Request for change in residency classification must be submitted prior to the "last day to add" for the first session for which the student is enrolled in order to be changed for that session. Residency is not retroactive. A student who changes residency during a semester and provides proof after the "last day to add" will have their residency adjusted for the following semester.
- C. If there has been a change of address that effects residency, the student will be notified by email and tuition will be adjusted for the following semester as follows:
1. A student moving to a higher tuition rate based on their residency will have their residency automatically changed to reflect their new residency status.
 2. A student moving to a lower tuition rate based on their residency will bear the burden of proof of the new residency status.

.....
 The College's official version of the Residency Policy and Procedures is located on frederick.edu and may be revised annually.

In-county Tuition Rate for Employees of Frederick County Business & Industry

FCC offers an agreement that allows employees of Frederick County businesses to take classes at in-county tuition rates. For details, please call the Student Accounts Office at 301.846.2456.

Tuition Adjustments

Health Manpower Shortage Programs

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

Associates

- 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

- Any member of the Maryland National Guard who is certified by the Maryland Adjutant General to have at least 24 months remaining to serve or has agreed in writing to serve for a minimum of 24 months is entitled to a waiver of 50% of the tuition charged for classes offered by 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.
- 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)

Mid-Maryland Healthcare Consortium

For details regarding this waiver, refer to the information under Transfer Agreements on page 27.

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

- Automotive Tech
- Professional Golf Management
- Tree Care Technology

Associates

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

Anne Arundel Community College

Certificates

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

Associates

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

Cecil College

Certificates

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

Associates

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

College Of Southern Maryland

Certificates

- Commercial Vehicle Operator
- Security Management

Associates

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

Community College Of Baltimore County

Certificates

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

Associates

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

Frederick Community College

Associates

- Emergency Management Track I: FEMA Independent Study
- Emergency Management Track II: Residency Program
- Police Science

Garrett College

Certificates

- Juvenile Justice
- Natural Resources and Wildlife Tech

Associates

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

Hagerstown Community College

Certificates

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

Associates

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

Harford Community College

Associates

- High Performance Manufacturing
- Technical/Professional Studies

Montgomery College-All Campuses*Certificates*

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

Associates

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

Prince George's Community College*Certificates*

- Theatre & Entertainment

Wor-Wic Community College*Certificates*

- Criminal Justice
- Hotel-Motel-Restaurant Management

Associates

- Criminal Justice
- Hotel-Motel-Restaurant Management

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 51).

The Financial Aid office calculates financial aid eligibility based on the number of required credits the student is enrolled in on the census date. The census date is the day after the 50% refund period for the 15 week session.

Eligibility Criteria

Financial Need—Financial need is the difference between educational expenses (the Cost of Attendance – see chart to the bottom right) at FCC and the amount students and/or their families can be expected to pay. The College uses the Estimated Family Contribution (EFC) from the Free Application for Federal Student Aid (FAFSA) and the Cost of Attendance to determine the amount of financial need.

Citizenship—Students must be a U.S. Citizen or an eligible non U.S. Citizen. You are considered an "eligible noncitizen" if you are a U.S. national; U.S. permanent resident with a Form I-551, I-151, or I-551C (referred to as a "green card"; you have an Arrival-Departure Record (I-94) from U.S. Citizen and Immigration Services showing Refugee, Asylum Granted, Cuban-Haitian Entrant, Conditional Entrant (prior to April 1, 1980) or Parolee.

Academic Program—Students must be enrolled in or accepted for enrollment in a state-approved degree or certificate program. Students can only receive financial aid for courses that are required for the selected degree or certificate program. Some financial aid awards have different minimum enrollments.

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 with exceptional need may qualify for certain aid at less than half time enrollment (1-5 credit hours). 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 prior-prior year's federal tax return and/or income information.

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 Free Application for Federal Student Aid (FAFSA) is available October 1 each year. It is recommended that the student complete the FAFSA as soon as possible after October 1.

The general deadline for Maryland State Scholarships is March 1, but there are varying deadlines for certain awards. Visit www.mhec.state.md.us for further details. 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 from the Maryland Higher Education Commission, Office of Student Financial Assistance, should log on to their MDCAPS account and update their enrollment to "Full Time" at FCC and "Not Enrolled" at their prior institution.

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). Satisfactory academic progress is monitored at the end of each semester and is based on cumulative performance. 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)
0-15	2.00	50%
16-45	2.50	67%
46 & above	2.75	67%

Note: This is for AAT Degrees only. For all other programs, a 2.00 GPA is required. Completion rate is the same for AAT and other degree/eligible certificates.

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. The financial aid Satisfactory Academic Progress Standards is also posted on frederick.edu financial aid webpage.

Typical Expenses used to Determine Financial Need

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

2020–2021	Living at Home	Living Away from Home
Estimated Tuition & Fees	\$4,362	\$4,362
Books & Supplies	1,200	1,200
Room & Board	4,050	8,100
Transportation	1,800	1,800
Personal	1,800	1,800
Total	\$13,212	\$17,262

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 Office. All appeals are reviewed by a financial aid committee. Deadlines are established prior to the start of each semester.

Veteran and Military Services

The Frederick Community College Veteran and Military Services department offers academic and support services for veterans, active duty service members, and their family members 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 to adapt 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 those using 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.

Applying for Veterans Education Benefits

To use 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 a Veteran and Military Services advisor by calling 301.624.2836 or by stopping by A109.

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 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, 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 Registration and Records for evaluation.
- Schedule an appointment with a Veteran and Military Services advisor by calling 301.624.2836 or stopping by A109.
- Complete the VA Student Questionnaire.
- Complete VA Form 22-1995 or VA Form 22-5495.
- Register for classes.

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 a Veteran and Military Services advisor by calling 301.624.2836 or stopping by A109.

Evaluation of Military Credit

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

Education Benefit Chapters

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

Scholarships

The FCC Foundation awards hundreds of need- and merit-based scholarships to new and returning students. These scholarships are made possible by generous gifts from community groups, foundations, individuals and businesses. For further details, or to apply for these scholarships, complete an online application at frederick.edu/foundationsscholarships.

Scholarships are also available for Continuing Education and Workforce Development students. For further information, please speak with your advisor.

Scholarship Opportunities for Graduating Frederick County Public High School Seniors

For further information, please speak to your high school guidance counselors.

Ambassador Scholarship

Each year 25 Frederick County high school seniors are awarded the FCC Ambassador Scholarship for maintaining a 3.5 GPA through grades 9-12. It is awarded to students who attend the fall term following their graduation from high school. Each year 25 high school seniors from Frederick County are awarded the FCC Ambassador Scholarship for maintaining a 3.5 grade average through grades 9-12. It is awarded to students attending FCC the fall term following their graduation from high school. Ambassador Scholars will be asked to participate in the Ambassador Program while at FCC. The Ambassador Program provides students an opportunity to volunteer for a minimum of ten hours per semester. Examples of opportunities may include providing campus tours, performing college outreach functions, assisting at college activities, etc.

Awards: Full-time students will receive \$350 for the fall semester, renewable for up to three additional semesters, depending on maintenance of at least a 3.0 grade point average and participation in the Ambassador Program.

Applications are available on this web site (see link below), in the Admissions Office, (first floor J-Building, Enrollment Services) at FCC, and at local high schools. Ambassador Scholarships are awarded based upon date of receipt of application and high school transcript to FCC. Public, private and home school students are encouraged to apply.

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. This information can be found at www.frederick.edu/current-students/required-communications/student-right-to-know-grievance.aspx. 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 are strongly encouraged to contact the financial aid office prior to withdrawing to discuss financial impact to financial aid funding.** 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. Students using VA education benefits should contact Veteran and Military Services at 301.624.2836 prior to withdrawing to discuss the financial and academic impacts of doing so.

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 audited, classes never attended, classes not required for current degree program, or classes repeated with a grade more than two times.

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 is 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 Financial Aid prior to the withdrawal for an explanation of the impact of withdrawing 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 \$639 to \$6,345 as determined by a Federal formula. Based on financial need.	Students who have not earned a bachelor's or professional degree. Students who are enrolled in coursework for an approved degree or certificate program. Eligibility is based on EFC from the Free Application for Federal Student Aid and some students must enroll in a minimum of six credits to be eligible.	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.
Maryland Part-time Grant	State of Maryland through FCC	\$300 per semester for 6–8 required credits. \$450 per semester for 9–11 credits. Based on financial need.	Maryland residents. Students enrolled for 6–11 required credit hours in an associate's degree program.	Same as Pell Grant program.
Scholarships				
Maryland State Scholarships including Maryland Promise Scholarship	State of Maryland	Variable. Refer to the state scholarship website - mhcc.maryland.gov/preparing/Pages/FinancialAid/descriptions.aspx	Maryland residents enrolled in a degree or certificate program. Refer to state scholarship brochure.	Complete the Free Application for Federal Student Aid (FAFSA or MSFAA). Apply by March 1. Additional state applications may be required.
FCC Foundation Scholarships	FCC Foundation	Variable. Application is available online at frederick.edu/foundationsscholarships	Based on criteria of each scholarship.	Complete the scholarship application online at frederick.edu/foundationsscholarships. Students who are awarded a fall scholarship do not need to reapply for the spring semester provided they continue to meet the award criteria. Application deadlines are 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 required 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. Students must submit all requested verification documents and complete the loan request form.
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 required 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 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 required 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 required credit hours per semester) in a degree or certificate program at FCC.	Complete the Free Application for Federal Student Aid (FAFSA). Students must reapply each academic year. Students must also complete the FWS Eligibility form available at frederick.edu/cost-financial-aid/financial-aid/types-of-financial-aid.aspx#work-study

* Financial Aid is not typically available for Continuing Education (CE) students. A limited number of scholarships are available for CE students pursuing specific courses of study, see page 171.

Academic Departments

There are nine academic departments at Frederick Community College within Arts & Sciences and Career Programs. There are also several academic programs offered by Continuing Education & Workforce Development (CEWD). Each department has a department chair and/or program manager(s) responsible for academic matters within that department. Following is a list of credit programs of study offered by the various departments.

Liberal Arts

Associate Vice President for Academic Affairs/
Dean of Liberal Arts: Dr. Brian Stipelman

Communication, Humanities & Arts

Chair: Dr. Kathy Brooks (301.846.2635)

- American Sign Language (ASL) Interpreter Preparatory Program A.A.S. Degree
- American Sign Language (ASL) Interpreter Preparatory Program Certificate
- American Sign Language Certificate
- Arts & Humanities A.A. Degree
- Art Area of Concentration
- Audio Production Certificate
- Audio Production Technology Area of Concentration
- Communication Area of Concentration
- Film & Video Production Area of Concentration
- Film & Video Production Certificate
- Graphic Design A.A.S. Degree
- Graphic Design Certificate
- Mass Communication Area of Concentration
- Music Area of Concentration
- Theatre Area of Concentration

English

Chair: Anne Hofmann

- English Area of Concentration

Mathematics

Chair: Kylena Cross

- Mathematics Area of Concentration

Social Sciences and Education

Chair: Dr. Bruce Thompson

- Addictions Counseling A.A.S. Degree
- Addictions Counseling Certificate
- Child Care Preschool and School Age Teacher Training Certificate
- Child Care Preschool Teacher Letter of Recognition
- Civil War Studies Certificate
- Early Childhood Development A.A.S. Degree
- Early Childhood Development Certificate
- Early Childhood Education/Early Childhood Special Education A.A.T. Degree
- Education Area of Concentration
- Elementary Education/Elementary Special Education A.A.T. Degree
- English Education A.A.T. Degree
- History Area of Concentration
- Human Services Area of Concentration
- Mathematics Education A.A.T. Degree
- Psychology Area of Concentration
- Social Sciences A.A. Degree
- Sociology Area of Concentration
- Spanish Education A.A.T. Degree

Honors College

Honors Coordinator: Dr. Bruce Thompson
(301.846.2535)

- Honors Notation on Transcript

Health, Business, Technology & Science

Associate Vice President for Academic Affairs/
Dean of Health, Business, Technology, and Science:
Dr. Sandra McCombe Waller

Health Science

- Coaching Letter of Recognition
- Fitness/Personal Trainer Certificate
- Health and Exercise Sciences Area of Concentration
- Healthcare Practice Management Certificate
- Medical Assistant A.A.S. Degree
- Medical Assistant Certificate
- Medical Scribe Letter of Recognition
- Nursing A.S. Degree
- Practical Nursing Certificate
- Pre-Health Professions Area of Concentration
- Respiratory Care A.A.S. Degree
- Surgical Technology A.A.S. Degree

Computing & Business Technology

Chair: Dr. Karen Wilson (301.624.2848)

- Access to Justice Letter of Recognition
- Accounting A.A.S. Degree
- Accounting Letter of Recognition
- Agricultural Business Basics Letter of Recognition
- Architectural Computer Aided Design Certificate
- Business Accounting Certificate
- Business Administration A.A. Degree
- Business Basics Letter of Recognition
- Business Management A.A.S. Degree
- Business Management Certificate
- Cloud Computing Certificate
- Computer Aided Design Operator Certificate
- Computer Aided Design Technology Area of Concentration
- Computer Aided Design (Engineering) Technology Area of Concentration
- Computer Animation Certificate

- Computer Science A.S. Degree
- Computer Science Studies Certificate
- Computer Studies Certificate
- Computer Support Specialist Certificate
- Computerized Accounting Certificate
- Construction Management & Supervision Certificate
- Construction Management Technology Area of Concentration
- CPA Exam Qualification Certificate
- Cybersecurity Area of Concentration
- Entrepreneurship and Small Business Start-Up Certificate
- Game and Simulation Development A.A.S. Degree
- Game Programming Certificate
- Healthcare Practice Management Certificate
- Information Security and Assurance Certificate
- Information Technology Specialist Area of Concentration
- Network Engineering Area of Concentration
- Paralegal A.A.S. Degree
- Paralegal Certificate
- Project Management Certificate
- Retail Management Certificate
- Social Media Management Certificate
- Software Engineering Area of Concentration
- STEM Technology A.A.S. Degree

Science

Chair: Dr. Teresa Calzonetti (301.846.2557)

- Biology Area of Concentration
- Biotechnology A.A.S. Degree
- Biotechnology Certificate
- Biotechnology Letter of Recognition
- Chemistry Area of Concentration
- Engineering Area of Concentration
- STEM: Science, Technology, Engineering, and Mathematics A.S. Degree

CEWD Academic Programs

Trades & Vocational Training

Program Manager: Chuck LoSchiavo (240.629.7902)

- Building Trades Technology Certificate (Track 1: HVAC, Track 2: Welding, Track 3: Electrical)
- Electrical Letter of Recognition
- HVAC Letter of Recognition
- Welding Letter of Recognition

Hospitality, Culinary and Tourism Institute (HCTI)

Program Manager: Elizabeth DeRose (301.846.2404)

- Culinary Arts and Supervision A.A.S. Degree
- Culinary Skills Certificate
- Culinary Skills Letter of Recognition
- Hospitality Management A.A.S. Degree
- Hospitality Management Certificate
- Hospitality Skills Letter of Recognition

Mid-Atlantic Center for Emergency Management & Public Safety (MACEM&PS)

Executive Director, Mid-Atlantic Center for Emergency Management & Public Safety Programs: Kathy Francis

Emergency Management

Program Manager: Diana Culp (240.629.7952)

- Emergency Management Track I: FEMA Independent Study A.A.S. Degree
- Emergency Management Track II: Residency Program A.A.S. Degree
- Emergency Management Certificate
- Emergency Management - Professional Development Letter of Recognition
- Emergency Management - Specialized Studies Letter of Recognition
- GIS-Public Safety Letter of Recognition

Public Safety

Program Manager: Robin Shusko (301.846.2673)

- Corrections Certificate
- Criminal Justice Area of Concentration
- Fire Service Administration A.A.S. Degree
- Police Science A.A.S. Degree

Continuing Education & Workforce Development (CEWD)

Patricia Meyer (240.629.7905)
Associate Vice President of Continuing Education and Workforce Development

Career & Technical Training

- Kathi Groover (301.846.2682)
Program Manager
- Accounting, Bookkeeping & Finance
 - Automotive Technology
 - Business
 - Child Care Careers
 - Computer & Software Applications
 - Cybersecurity
 - Digital Fabrication
 - Drone Technology
 - Electronics & Robotics
 - IT Certification Preparation
 - MS Office Suite Workshops
 - Professional Development
 - Real Estate & Home Inspection
 - Web Development, Coding & Programming

Construction & Applied Technologies Institute (CATI)

- Chuck LoSchiavo (240.629.7902)
Program Manager
- Computer Aided Design
 - Construction Management
 - Electrical
 - HVAC
 - Industry Test Prep
 - Safety
 - Welding

Healthcare Careers

- Danielle Stoffer (240.629.7904)
Program Manager
- Certified Nursing Assistant (CNA/GNA)
 - CPR & First Aid
 - Dental Assisting & Dental Radiography
 - Medical Billing & Coding
 - Patient Care Technician
 - Phlebotomy Technician
 - Professional Development
 - Sterile Processing
 - Veterinary Assistant

Hospitality, Culinary & Tourism Institute (HCTI)

- Elizabeth DeRose (301.846.2404)
Program Manager
- Culinary Skills
 - Hospitality Management

Adult Education

- Angel Marshall (240.629.7927)
Program Manager
- Adult Basic Education
 - English as a Second Language, Beginning through Advanced
 - External Diploma Program (EDP)
 - Family Literacy
 - GED® Test
 - Pre-Diploma

Institute for Learning in Retirement (ILR)

- Kelli Ackiewicz (301.864.2561)
Program Manager
- Arts & Music
 - Computers & Technology
 - Health & Wellness
 - History, Cultures & Current Issues
 - Home & Hobby
 - Learning on Location
 - Life Planning & Finances
 - Literature, Theater & Writing
 - Philosophy, Religion & Exploration
 - Science & Nature

Lifelong Learning

- 301.624.2727
lifelonglearning@frederick.edu
- Arts & Music
 - Food & Drink
 - Home & Hobby
 - Languages & ASL
 - Motorcycle Safety
 - Photography
 - Writer's Institute

Youth & Community Education

- Karen Freeman (301.846.2427)
Program Manager
- ACT/SAT Test Prep
 - Arts, Music & Culinary Delights
 - Cadence Music Program
 - Health, Fitness & Safety
 - Kids and Teens on Campus
 - LEGO®, Technology, Robotics & MORE!
 - Science, Math & STEM
 - Study Skills
 - Thrive

Degree Requirements

Description of Degrees

Pages 55-117 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 (grade of 'C' or better); 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 57-58.

4. Complete one course designated as a course in cultural competence. For the complete list of cultural competence courses see page 59.
5. Complete a physical education, health, or nutrition 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 Desk.

Diplomas are issued three times a year: August, December, and May. The official ceremony is held annually 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 (grade of 'C' or better); 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. For a complete list of general education courses see pages 57-58.
4. Complete 45 hours of observation in a school based setting, as part of Education Coursework.
5. Complete one course designated as a course in cultural competence. For the complete list of cultural competence courses see page 59.
6. Complete a physical education, health, or nutrition course (1/3 credits).
7. 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.
8. Complete at least 15 semester hours of academic credit at FCC.

9. Students must also provide Registration and Records with an official copy of acceptable scores on one of the following state approved standardized tests: SAT, ACT, GRE or PRAXIS CORE.
10. Complete a graduation application and submit to the Welcome Desk.

Diplomas are issued three times a year: August, December, and May. The official ceremony is held annually 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 (grade of 'C' or better); arts, humanities & communications; social & behavioral sciences; biological & physical sciences; and mathematics. For the complete list of general education courses, see pages 57-58.
4. Complete one course designated as a course in cultural competence. See page 59 for the complete list of designated cultural competence courses.
5. Complete a physical education, health, or nutrition 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 Desk.

Diplomas are issued three times a year: August, December, and May. The official ceremony is held annually 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 25% of the Certificate credit at FCC. *Exception to this requirement for the CPA Exam Qualification certificate only.*
4. Complete a graduation application and submit it to the Welcome Desk.

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

Letter of Recognition (LOR)

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

- a. Complete a prescribed curriculum of at least six (6) credits as approved by the College.
- b. No course substitutions are allowed.
- c. Obtain a minimum grade point average of 2.000 in the courses required by the Letter of Recognition.
- d. Complete at least 25% of the LOR credits at FCC.
- e. Complete a Letter of Recognition application and submit to the Welcome Desk.

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

Workforce Training Certificate (WTC)

To be eligible to receive a Workforce Training Certificate, students must:

- a. Complete a course or series of courses identified as a Workforce Training Certificate program, as approved by the College.
- b. No course substitutions are allowed.
- c. Complete courses on the basis of competency.

Workforce Training Certificates are issued on the 15th of each month. Workforce Training Certificate 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 webpage 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 students 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

Effective summer 2019, most credit courses have been renumbered. The former course numbers are listed in the course descriptions when applicable. A reference document of the old and new course numbers can also be found on the web at <https://www.frederick.edu/class-schedules.aspx?cid=schedules-top-link>.

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 (3 credits) - Students must earn a grade of C or better in ENGL 101.
- 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 (3 credits) - Students must earn a grade of C or better in ENGL 101
- 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.

General Education Goals

- Students will demonstrate college-level communications skills.
- Students will demonstrate critical thinking skills.
- Students will demonstrate the capacity for systems thinking about ways in which individuals, groups, institutions, and societies interrelate.
- Students will demonstrate quantitative problem solving.
- Students will apply scientific reasoning.
- Students will demonstrate technological competence.
- Students will interpret and apply academic, professional, and civic ethics.
- 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.
- Students will evaluate personal wellness to make critically informed lifestyle choices reflecting an understanding of wellness.
- Students will demonstrate cultural competence.

CORE 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., MATH 101H) in the class schedule.

1. Arts & Humanities

Arts

Music

- MUSC 101—Music History & Appreciation (3)
- MUSC 103—Fundamentals of Music (3)
- MUSC 109—American Popular Music (3)
- ‡ MUSC 201—Music Cultures of the World (3)

Theatre

- ‡ THEA 100—Introduction to Theatre (3)

Visual Arts

- ‡ ARTT 100—Introduction to the Creative Arts (3)
- ARTT 101—Foundations of Studio Art I (3)
- ‡ ARTT 103—The History of Art: Non-Western (3)
- ‡ ARTT 104—The History of Art: Prehistoric to Early Renaissance (3)
- ‡ ARTT 105—The History of Art: Renaissance to Modern (3)
- ARTT 106—Drawing I (3)
- ARTT 113—Pottery I (3)
- COMM 111—Introduction to Mass Communication (3) ◊

- FILM 101—Introduction to Film (3)
- GRPH 105—Basic Darkroom to Digital Photography (3)

Communication

- COMM 101—Introduction to Communication Studies (3)
- COMM 103—Public Speaking (3)
- ‡ COMM 105—Small Group Communication (3)
- COMM 107—Career Communication (3)
- COMM 109—Basic Conflict Mediation (3)
- COMM 111—Introduction to Mass Communication (3) ◊
- ENGL 102—English Composition & Literature (3) *
- ‡ ENGL 241—Journalism Publication Practicum (3) ▼

Humanities

English

- ENGL 102—English Composition & Literature (3) *
- ENGL 201—British Literature Anglo-Saxon Period through the Eighteenth Century (3)
- ENGL 202—British Literature Eighteenth Century through the Present (3)
- ENGL 203—American Literature Pre-Colonial through the Civil War Periods (3)
- ENGL 204—American Literature Civil War Period through the Present (3)
- ‡ ENGL 205—World Literature through 1650 C.E. (3)
- ‡ ENGL 206—World Literature 1650 C.E. through the Present (3)
- ENGL 216—The Short Story (3)
- ENGL 226—Film as Literature (3)
- ‡ ENGL 227—Multiculturalism and Literature: Borders, Boundaries, and Belonging (3)
- ‡ ENGL 230—African American Literature (3)
- ENGL 231—English Language Studies (3)
- ‡ ENGL 241—Journalism Publication Practicum (3) ▼

Humanities

- HUMN 104—Humanities in a Digital World (3)
- ‡ HUMN 105—Cultural Studies: Latin America (3)
- ‡ HUMN 107—Cultural Studies: Asia (3)
- HUMN 204—World Religions (3)
- ‡ HUMN 210—The Language of Hip Hop (3)
- HUMN 223—Classical Mythology (3)

Languages

American Sign Language

- ASLS 121—American Sign Language I (3)
- ASLS 122—American Sign Language II (4)
- ASLS 223—American Sign Language III (4)
- ASLS 224—American Sign Language IV (4)
- ASLS 225—American Sign Language V (4)

Arabic

- ARBC 101—Introductory Arabic I (3)
- ARBC 102—Introductory Arabic II (3)

Chinese

- CHIN 101—Introduction Chinese I (4)

French

- FREN 101–Introductory French I (3)
 FREN 102–Introductory French II (3)
 ‡ FREN 201–Intermediate French I (3)
 ‡ FREN 202–Intermediate French II (3)

German

- GERM 101–Introductory German I (3)
 GERM 102–Introductory German II (3)
 GERM 201–Intermediate German I (3)
 GERM 202–Intermediate German II (3)

Italian

- ITAL 101–Introductory Italian I (3)
 ITAL 102–Introductory Italian II (3)
 ITAL 201–Intermediate Italian I (3)

Latin

- LATN 101–Introductory Latin I (3)
 LATN 102–Introductory Latin II (3)
 LATN 201–Intermediate Latin I (3)
 LATN 202–Intermediate Latin II (3)

Russian

- RUSS 101–Introductory Russian I (3)
 RUSS 102–Introductory Russian II (3)
 RUSS 201–Intermediate Russian I (3)

Spanish

- SPAN 101–Introductory Spanish I (3)
 SPAN 102–Introductory Spanish II (3)
 ‡ SPAN 201–Intermediate Spanish I (3)
 ‡ SPAN 202–Intermediate Spanish II (3)

Spanish Conversation

- ‡ SPAN 211–Spanish Conversation I (3)

Philosophy

- PHIL 101–Introductory Philosophy (3)
 PHIL 102–Critical Thinking (3)
 PHIL 105–Ethics (3)
 PHIL 206–Symbolic Logic (3)
 PHIL 207–Biomedical Ethics (3)
 PHIL 208–Business Ethics (3)
 PHIL 210–Ethics and Film (3)

2. English

- ENGL 101–English Composition (3)

3. Interdisciplinary & Emerging Issues**Computer Literacy**

- CMIS 101–Information Systems and Technology (3)
 CMIS 106–Object Design & Programming (3)

Wellness

- HLTH 150–Health Education (3)
 HLTH 160–Stress Management (3)
 NUTR 102–Nutrition in a Changing World (3)
 PHED 165–Fitness for Living (3)

Emerging Issues

- ‡ ACCE 110–Academic Engagement Seminar (3)
 ACCE 140–Introduction to Leadership (3)
 ‡ ACCE 250–Global Scholar Experience (3)

- ‡ ASLS 124–Intro to Deaf Community and History (3)

- ‡ BMGT 281–Global Awareness/Work Environment (3)

- EMGT 101–Disaster, Crisis, and Emergency Management (3)

4. Mathematics

- MATH 101/MATH 101A–Foundations of Mathematics (3)
 MATH 110–Fundamental Concepts of Mathematics I (4)
 MATH 120/MATH 120A–Statistics (3)
 MATH 125–Business Statistics (3)
 MATH 127–Statistics with Probability (4)
 MATH 145/MATH 145S–College Algebra (3)
 MATH 165–Precalculus (4)
 MATH 175–Applied Calculus (3)
 MATH 185–Calculus I (4)
 MATH 195–Calculus II (4)

5. Biological & Physical Sciences

- BIOT 130–Forensic Biology (4)
 BIOT 140–Biotechnology and Society (3)
 BSCI 100–Fundamental Concepts of Biology (4)
 BSCI 105–Human Ecology (3)
 BSCI 106–General Ecology (4)
 BSCI 107–Study of the Human Body (3)
 BSCI 117–Human Biology (4)
 BSCI 150–Principles of Biology I (4)
 BSCI 160–Principles of Biology II (4)
 BSCI 201–Anatomy and Physiology I (4)
 BSCI 202–Anatomy and Physiology II (4)
 BSCI 223–Microbiology for Allied Health (4)
 CHEM 100–Chemistry & Society (4)
 CHEM 101–General Chemistry I (4)
 CHEM 102–General Chemistry II (4)
 PHSC 101–Survey of Physical Science (3)
 PHSC 104–Survey of Oceanography (3)
 PHSC 105–Survey of Meteorology (3)
 PHSC 109–Energy and Society (3)
 PHSC 111–Introduction to Physical Science (4)
 PHSC 112–Introduction to Earth Systems Science (4)
 PHSC 115–Introduction to Meteorology (4)
 PHSC 117–Introduction to Astronomy (4)
 PHSC 121–Physical Geology (4)
 PHSC 122–Historical Geology (4)
 PHYS 101–Survey of Physics (3)
 PHYS 121–Fundamentals of Physics I (4)
 PHYS 122–Fundamentals of Physics II (4)
 PHYS 151–General Physics I (4)
 PHYS 252–General Physics II (4)

6. Social & Behavioral Sciences**Anthropology**

- ‡ ANTH 101–Introduction to Anthropology (3)

Economics

- ‡ ECON 200–Principles of Macroeconomics (3)
 ECON 202–Principles of Microeconomics (3)

Education

- EDUC 110–Schools & Society (3)
 EDPS 210–Human Growth & Development (3)

Geography

- GEOG 101–Elements of Geography (3)
 ‡ GEOG 102–Cultural Geography (3)
 ‡ GEOG 201–Urban Social Geography (3)

History

- HIST 101–History of Western Civilization I (3)
 HIST 102–History of Western Civilization II (3)
 ‡ HIST 121–World History I (3)
 ‡ HIST 122–World History II (3)
 HIST 201–History of the United States I (3)
 HIST 202–History of the United States II (3)
 ‡ HIST 217–African-American History (3)
 HIST 220–World War II (3)
 HIST 221–The Sixties (3)

Human Services

- ‡ HUMS 102–Human Relations (3)

Political Science

- POSC 104–American Government (3)

Psychology

- PSYC 101–General Psychology (3)
 PSYC 202–Social Psychology (3)

Sociology

- SOCY 101–Introduction to Sociology (3)
 ‡ SOCY 102–Social Problems (3)
 ‡ SOCY 210–Ethnic Diversity (3)
 ‡ SOCY 212–Gender and Society (3)

♦ COMM 111 can be taken to satisfy either the General Education requirement in Arts or in Communication, but not both.

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

▼ ENGL 241 can be taken to satisfy either the General Education requirement in Communication or in Humanities, but not both.

‡ Course satisfies Cultural Competence Requirement

Cultural Competence Requirement

Developing cultural competence is essential for living and working in a diverse democratic society. As part of the College 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 courses that will fulfill the cultural competence requirement.

ACCE 110—Academic Engagement Seminar
 ACCE 250—Global Scholar Experience
 ANTH 101—Introduction to Anthropology
 ANTH 103—Introduction to Archaeology
 ARTT 100—Introduction to the Creative Arts
 ARTT 103—The History of Art: Non-Western
 ARTT 104—The History of Art: Prehistoric to Early Renaissance
 ARTT 105—The History of Art: Renaissance to Modern
 ASLS 124—Introduction to Deaf Community and History
 BMGT 281—Global Awareness/Work Environment
 COMM 105—Small Group Communication
 ECON 200—Principles of Macroeconomics
 EDUC 230—Foundations of Special Education
 EMGT 213—Social Impacts of Disaster
 ENGL 205—World Literature through 1650 C.E.
 ENGL 206—World Literature 1650 C.E. - Present
 ENGL 227—Multiculturalism and Literature: Borders, Boundaries, and Belonging
 ENGL 230—African American Literature
 ENGL 241—Journalism Publication Practicum
 FEMA 221—Cultural Competence in Disaster: Before, During, and After
 FREN 201—Intermediate French I
 FREN 202—Intermediate French II

GEOG 102—Cultural Geography
 GEOG 201—Urban Social Geography
 HCTI 225—International and American Regional Cuisine
 HIST 121—World History I
 HIST 122—World History II
 HIST 217—African-American History
 HUMS 102—Human Relations
 HUMN 105—Cultural Studies: Latin America
 HUMN 107—Cultural Studies: Asia
 HUMN 204—World Religions
 HUMN 210—The Language of Hip Hop
 LGST 100—Introduction to Law
 MUSC 201—Music Cultures of the World
 NURS 101—Introduction to Clinical Nursing
 PHED 155—Tai Chi: A Cultural Perspective
 PHIL 210—Ethics and Film
 SOCY 102—Social Problems
 SOCY 210—Ethnic Diversity
 SOCY 212—Gender and Society
 SPAN 201—Intermediate Spanish I
 SPAN 202—Intermediate Spanish II
 SPAN 211—Spanish Conversation
 SURG 130—Introduction to Surgical Technology
 THEA 100—Introduction to Theatre

Credit Programs of Study

INDEX

Accounting A.A.S. Degree	62	Cardiovascular Technology A.A.S. Degree	79
• Business Accounting Certificate		<i>(Howard Community College Degree)</i>	
• Computerized Accounting Certificate		Computer Science A.S. Degree	80
• Accounting Letter of Recognition		• Computer Science Studies Certificate	
• CPA Exam Qualification Certificate		• Information Systems Management Area of Concentration (discontinued)	
Addictions Counseling A.A.S. Degree	64	Early Childhood Development A.A.S. Degree	80
• Addictions Counseling Certificate		• Early Childhood Development Certificate	
American Sign Language (ASL) Interpreter Preparatory Program A.A.S. Degree	65	• Child Care Preschool and School Age Teacher Training Certificate	
• American Sign Language (ASL) Interpreter Preparatory Program Certificate		• Child Care Preschool Teacher Letter of Recognition	
American Sign Language (ASL) Certificate	66	Education: Associate of Arts in Teaching:	82
Arts & Humanities A.A. Degree	66	• Early Childhood Education/Early Childhood Special Education A.A.T. Degree	
• Art Area of Concentration		• Elementary Education/Elementary Special Education A.A.T. Degree	
• Communication Area of Concentration		• English Education A.A.T. Degree	
• English Area of Concentration		• Mathematics Education A.A.T. Degree	
• Film & Video Production Area of Concentration		• Spanish Education A.A.T. Degree	
» Film & Video Production Certificate		» Teacher Preparation	
• Mass Communication Area of Concentration		Emergency Management Track I: FEMA Independent Study A.A.S. Degree	85
• Music Area of Concentration		Emergency Management Track II: Residency Program A.A.S. Degree	86
• Theatre Area of Concentration		• Emergency Management Certificate	
Arts & Sciences A.A. or A.S. Degree	72	• Emergency Management – Professional Development Letter of Recognition	
• Health and Exercise Sciences Area of Concentration		• Emergency Management – Specialized Studies Letter of Recognition	
» Fitness/Personal Trainer Certificate		• GIS-Public Safety Letter of Recognition	
» Coaching Letter of Recognition		Emergency Medical Technician/Paramedic A.A.S. Degree	88
• Pre-Health Professions Area of Concentration		<i>(Howard Community College Degree)</i>	
Biotechnology A.A.S. Degree	74	Fire Service Administration A.A.S. Degree	88
• Biotechnology Certificate		Game and Simulation Development A.A.S. Degree	89
• Biotechnology Letter of Recognition		• Game Programming Certificate	
Building Trades Technology	75	• Computer Animation Certificate	
• Certificates: HVAC, Electrical, Welding		General Studies A.A. Degree	90
• Letter of Recognition: HVAC, Electrical, Welding		Graphic Design A.A.S. Degree	91
Business Administration A.A. Degree	76	• Graphic Design Certificate	
Business Management A.A.S. Degree	77	Health Information Technology A.A.S. Degree	92
• Business Management Certificate		<i>(Carroll Community College Degree)</i>	
• Entrepreneurship and Small Business Start-Up Certificate			
• Healthcare Practice Management Certificate			
• Project Management Certificate			
• Social Media Management Certificate			
• Retail Management Certificate			
• Agricultural Business Basics Letter of Recognition			
• Business Basics Letter of Recognition			

Honors College	92	STEM Technology A.A.S. Degree	109
Hospitality, Culinary and Tourism Institute:	93	• Audio Production Technology Area of Concentration	
Culinary Arts and Supervision A.A.S. Degree	94	» Audio Production Certificate	
• Culinary Skills Certificate		• Computer Aided Design Technology Area of Concentration	
• Culinary Skills Letter of Recognition		• Computer Aided Design (Engineering) Technology Area of Concentration	
Hospitality Management A.A.S. Degree	94	» Architectural Computer Aided Design Certificate	
• Hospitality Management Certificate		» Computer Aided Design Operator Certificate	
• Hospitality Skills Letter of Recognition		• Construction Management Technology Area of Concentration	
Medical Assistant A.A.S. Degree	96	» Construction Management & Supervision Certificate	
• Medical Assistant Certificate		• Cybersecurity Area of Concentration	
• Healthcare Practice Management Certificate		» Information Security and Assurance Certificate	
• Medical Scribe Letter of Recognition		• Data Science Area of Concentration (discontinued)	
Nursing A.S. Degree	97	• Information Technology Specialist Area of Concentration	
• Practical Nursing Certificate		» Cloud Computing Certificate	
• RN to BSN		» Computer Studies Certificate	
• Transition-to-RN		» Computer Support Specialist Certificate	
Paralegal A.A.S. Degree	98	» Healthcare Information Technology Certificate (discontinued)	
• Paralegal Certificate		» Software Specialist Certificate (discontinued)	
• Access to Justice Letter of Recognition		• Network Engineering Area of Concentration	
Physical Therapist Assistant A.A.S. Degree	99	» Network Engineer Certificate (discontinued)	
<i>(Carroll Community College Degree)</i>		• Software Engineering Area of Concentration	
Police Science A.A.S. Degree	100	Surgical Technology A.A.S. Degree	117
Respiratory Care A.A.S. Degree	100		
Social Sciences A.A. Degree	101		
• Criminal Justice Area of Concentration			
» Corrections Certificate			
• Education Area of Concentration			
• History Area of Concentration			
» Civil War Studies Certificate			
• Human Services Area of Concentration			
• Psychology Area of Concentration			
• Sociology Area of Concentration			
STEM: Science, Technology, Engineering, and			
Mathematics A.S. Degree	106		
• Biology Area of Concentration			
• Chemistry Area of Concentration			
• Engineering Area of Concentration			
• Mathematics Area of Concentration			

Credit Programs of Study

Effective summer 2019, most credit courses have been renumbered. The former course numbers are listed in the course descriptions when applicable. A reference document of the old and new course numbers can also be found on the web at <https://www.frederick.edu/class-schedules.aspx?cid=schedules-top-link>.

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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

Course	Credits
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list) (MATH 125 recommended) ...	3
Social & Behavioral Sciences	
HUMS 102 Human Relations (satisfies cultural competence requirement)	3
Arts & Humanities	
Communication Elective (GenEd course list)	3
Biological & Physical Sciences*	
Biological & Physical Sciences Elective (GenEd course list).....	3
Interdisciplinary & Emerging Issues	
CMIS 101 Information Systems and Technology.....	3
General Education Elective	
ECON 200 Principles of Macroeconomics or	
PHIL 208 Business Ethics.....	3
Physical Education, Health, or Nutrition Requirement	
(Select one PHED, HLTH, or NUTR course)	1
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
BMGT 100 Spreadsheet Applications	3
BMGT 103 Introduction to Business	3
BMGT 120 Business Communications	3
	60

*Transfer students articulating the Accounting A.A.S. degree to Mount St. Mary's University must complete a laboratory Science course to fulfill the articulation agreement.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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
BMGT 100 Spreadsheet Applications	3
BMGT 103 Introduction to Business	3
BMGT 120 Business Communications	3
CMIS 101 Information Systems and Technology	3
	41

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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	
ACCT 205 Federal Income Tax Accounting or	
ACCT 216 Governmental and Not-For-Profit Accounting.....	3
BMGT 100 Spreadsheet Applications.....	3
BMGT 120 Business Communications.....	3
CMIS 101 Information Systems and Technology.....	3
	24

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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
CMIS 101 Information Systems and Technology.....	3
ACCT 111 Computerized Accounting.....	3
	9

CPA Exam Qualification

Certificate

Prepares students with a non-accounting baccalaureate degree to meet the course requirements to sit for the Uniform CPA Examination in Maryland. Upon completion of the following courses, students can apply to the Maryland State Board of Public Accounting.

Course

Credits

Requirements

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 214 Auditing.....	3
ACCT elective (recommend ACCT 216 Governmental and Not-For-Profit Accounting).....	3
PHIL 208 Business Ethics or	
PHIL 105 Ethics.....	3
	32

Requirements for Licensure (Information Only)

In addition to passing all parts of the Uniform CPA examination, students must meet three additional requirements for licensure in Maryland.

1. Completion of a total of 150 college credits which must include 21 credit hours in six of the following seven business related groups.* The following FCC courses meet this requirement:

Group 1: Statistics

MATH 120/MATH 120A Statistics or
MATH 125 Business Statistics or
MATH 127 Statistics with Probability

Group 2: Economics

ECON 200 Principles of Macroeconomics
ECON 202 Principles of Microeconomics

Group 3: Management

BMGT 227 Principles of Management

Group 4: U.S. Business Law

BMGT 211 Business Law

Group 5: Marketing

BMGT 225 Marketing

Group 6: Business Communication

BMGT 120 Business Communications

Group 7: Computer Information Systems

CMIS 101 Information Systems and Technology

* The State Board of Public Accounting also allows courses in the areas of finance and quantitative methods; however, FCC does not offer courses in these subjects.

2. Completion of the AICPA's ethics self-study course.
3. Submission of the Report of Practical Work Experience (RPE) to document 2,000 hours of accounting work experience.

Students are encouraged to contact the Accounting Program Manager with any questions relating to this certificate.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Addictions Counseling

A.A.S. Degree (Career)

Prepares students who are seeking specific knowledge in substance abuse counseling to work with clients in a broad range of treatment settings. Basic counseling and interviewing skills, assessment and diagnosis of substance use and other mental disorders, treatment delivery, ethical practice, and field experience are emphasized.

Certification for addictions counselors is required by the State of Maryland. The credentialing process requires a combination of a college degree in health or human services, specific coursework in addictions counseling, hours of internship and supervised experience, and passing a state-approved examination. Student should consult with an advisor and the Board of Professional Counselors in Maryland for specific certification requirements.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition Requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	Credits	
English		
ENGL 101 English Composition	3	
Mathematics		
Mathematics Elective (GenEd course list) (MATH 120 recommended) ...	3	
Social & Behavioral Sciences		
PSYC 101 General Psychology	3	
SOCY 101 Introduction to Sociology	3	
Arts & Humanities		
Communication Elective (GenEd course list) (COMM 103 or COMM 105 recommended)	3	
Biological & Physical Sciences		
Choose one lab course (BSCI 117 recommended)	4	
General Education Elective		
HUMS 102 Human Relations (satisfies cultural competence requirement)	3	
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)		1

Departmental Requirements

EDPS 210 Human Growth & Development	3
HUMS 103 Introduction to Social Work and the Human Services	4
HUMS 203 Introduction to Counseling and Interviewing	3
HUMS 204 Ethics and Practice Issues in the Human Services and Addictions Counseling	3
HUMS 205 Fundamentals of Addiction	3
HUMS 206 Pharmacology of Psychoactive Drugs	3
HUMS 207 Theory and Practice of Group Counseling	3
PSYC 104 Issues of Drug/Alcohol Use	3
PSYC 206 Abnormal Psychology	3
SOCY 102 Social Problems	3
* INTR 103 Internship	3
* INTR 103 Internship	3
	60

*Students are required to complete two 3-credit Internship courses.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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. Students may also choose to use these courses to fulfill continuing education (CEU) requirements for periodic renewal of certification or licensure. Certificate graduates may broaden their area of study to Social Work, Counseling, or Psychology at the bachelor's or master's level. Certification for addictions counselors is required by the State of Maryland.

Course	Credits
Departmental Requirements	
ENGL 101 English Composition	3
PSYC 101 General Psychology	3
PSYC 104 Issues of Drug/Alcohol Abuse	3
EDPS 210 Human Growth and Development	3
PSYC 206 Abnormal Psychology	3
HUMS 203 Introduction to Counseling and Interviewing	3
HUMS 204 Ethics and Practice Issues in the Human Services and Addiction Counseling	3
HUMS 205 Fundamentals of Addiction	3
HUMS 206 Pharmacology of Psychoactive Drugs	3
*INTR 103 Internship	3
*INTR 103 Internship	3
	33

*Students are required to take two semesters of INTR 103.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

American Sign Language (ASL) Interpreter Preparatory Program

A.A.S Degree (Career)

Prepares students to work as an entry-level American Sign Language (ASL) interpreter to facilitate and mediate communication between Deaf/hard of hearing and hearing people. Students will develop skills both receptive and expressive American Sign Language. Students will experience a variety of learning environments, including classroom work, laboratory practice and field placement. Students will be required to have both in-class and out-of-class experience with members of the Deaf community to further develop ASL fluency and cultural competency. Upon graduation, students will be prepared to work as an entry-level interpreter in the field or to continue their studies at a four-year institution.

- * Students are required to maintain a B or higher in all ASLS and INTP courses in order to continue in the program. Students will be required to meet with the Program Manager for admission into the Program.
- Students must complete their **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- Students must earn a grade of "C" or better in ENGL 101.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list) (MATH 120 recommended) ...	3
Social & Behavioral Sciences	
Social Science Elective (GenEd course list) (recommend PSYC 101, SOCY 101, or HUMS 102)	3
Arts & Humanities	
Arts & Humanities Elective (GenEd course list) (ENGL 231 or COMM 103 recommended)	3
Biological & Physical Sciences	
Biological & Physical Sciences Elective (GenEd course list)	3
General Education Electives	
ASLS 124 Introduction to Deaf Community and History (satisfies cultural competence requirement)	3
ASLS 225 American Sign Language V	4

Physical Education, Health, or Nutrition Requirement (waived for this program)

Departmental Requirements	
ASLS 230 Deaf Culture and Oppression	3
ASLS 232 ASL Linguistics	3
INTP 104 Introduction to Interpreting	3
INTP 112 Foundations of Interpreting	3
INTP 114 Consecutive Interpreting	3
INTP 212 ASL to English I	3
INTP 214 English to ASL I	3
INTP 216 Transliterating I	3

INTP 222 ASL to English II	3
INTP 224 English to ASL II	3
INTP 226 Transliterating II	3
INTP 228 Interpreting Environments	1
INTP 230 Internship Seminar & Interpreting Environment	1
INTR 103 Internship	3
	60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

American Sign Language (ASL) Interpreter Preparatory Program

Certificate (Career)

Prepares students to work as an entry-level sign language interpreter to facilitate and mediate communication between Deaf/hard of hearing and hearing people. Students will develop skills in receptive and expressive American Sign Language. Students will experience a variety of learning environments, including classroom work, laboratory practice and field placement. Students will be required to have both in-class and out-of-class experience with members of the Deaf community to further develop ASL fluency and cultural competency. Upon graduation, students will be prepared to work as an entry-level interpreter in the field or to continue their studies at a four-year institution.

- * Students are required to maintain a B or higher in all ASLS and INTP courses in order to continue in the program. Students will be required to meet with the Program Manager for admission into the Program.

<i>Course</i>	<i>Credits</i>
Department Requirements	
ASLS 124 Introduction to Deaf Community and History	3
ASLS 225 American Sign Language V	4
ASLS 230 Deaf Culture and Oppression	3
ASLS 232 ASL Linguistics	3
INTP 104 Introduction to Interpreting	3
INTP 112 Foundations of Interpreting	3
INTP 114 Consecutive Interpreting	3
INTP 212 ASL to English I	3
INTP 214 English to ASL I	3
INTP 216 Transliterating I	3
INTP 222 ASL to English II	3
INTP 224 English to ASL II	3
INTP 226 Transliterating II	3
INTP 228 Interpreting Environments	1
INTP 230 Internship Seminar & Interpreting Environment	1
INTR 103 Internship	3
	45

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

American Sign Language

Certificate (Career)

Delivers an understanding of American Sign Language (ASL). Students work towards gaining fluency and mastery of this unique non-verbal language by acquiring foundational language skills and vocabulary. By introducing students to Deaf culture and history through curriculum and service learning hours, acceptance and knowledge of the Deaf community is developed.

By obtaining a certificate in American Sign Language, students have a strong foundation to further their studies in ASL discourse, 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 A.A. degree in General Studies or Arts & Humanities as well as the A.A.S. degree in American Sign Language (ASL) Interpreter Preparatory Program.

Course	Credits
Departmental Requirements	
ASLS 121 American Sign Language I	3
ASLS 122 American Sign Language II	4
ASLS 123 American Sign Language Fingerspelling and Numbering	3
ASLS 223 American Sign Language III.	4
ASLS 224 American Sign Language IV	4
ASLS 250 ASL Immersion Experience or	
ASLS 299 Independent Study: ASLS or	
INTR 101 Internship	1
	19

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Arts & Humanities

A.A. Degree (Transfer)

The study of Arts and Humanities is the study of how human beings understand, express, and experience themselves and their culture. It includes language, literature, writing, art, theater, music, communications, digital media, and philosophy. Through the study of these disciplines, we learn how to think critically, independently, and imaginatively, how to understand the complexity of the world we live in and imagine a better one, and how to communicate effectively the variety of human experiences that define our individual and interconnected lives. The Associate of Arts in Arts & Humanities introduces students to a broad array of the Arts and Humanities, and prepares students to transfer to four-year institutions in Arts and Humanities disciplines. Some students will choose an approved Area of Concentration, while others will explore the Arts and Humanities more generally.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	Credits	
English		
ENGL 101 English Composition	3	
Mathematics		
Mathematics Elective (Gen Ed course list)	3	
Social & Behavioral Sciences		
Two courses selected from different disciplines (Gen Ed course list)	6	
Arts & Humanities		
Three Gen Ed courses, one selected from each area: Arts, Humanities, & Communication	9	
Biological & Physical Sciences		
Two courses, one of which must be a lab science (Gen Ed course list)	7	
General Education Elective (Select from GenEd course list)		3
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)		1

Electives 28

Take a minimum of 15 credits of Arts & Humanities electives from any of the disciplines listed below. At least 6 credits must be in the same discipline. It is imperative that students consult with an advisor before registering to maximize transfer of coursework.

- Art (ARTT)
- American Sign Language Studies (ASLS)
- Communication (COMM)
- English Literature (ENGL)
- Film & Video Production (FILM)
- Graphic Design (GRPH)
- Humanities (HUMN)
- Music (MUSC)
- Philosophy (PHIL)
- Theater (THEA)
- World Languages (ARBC, CHIN, FREN, GERM, ITAL, LATN, RUSS, SPAN)

- Students majoring in the Associate of Arts in Arts & Humanities without an Area of Concentration should follow the curriculum outlined above and will have 13 unrestricted elective credits.
- Students majoring in an Area of Concentration will follow the curriculum for their major (Art; Communication; English; Film & Video Production; Mass Communication; Music; Theatre).

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Art

Area of Concentration within the A.A. in Arts & Humanities (Transfer)

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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communication Elective (GenEd course list)	3
Biological & Physical Sciences	
Two courses, one of which must be a lab science (GenEd course list) ...	7
General Education Elective (Select from GenEd course list)	3
Physical Education, Health, or Nutrition Requirement	
(Select one PHED, HLTH, or NUTR course)	1
Concentration Courses	
ARTT 101 Foundations of Studio Art I	3
ARTT 102 Foundations of Studio Art II	3
Choose two of the following (<i>satisfies cultural competence requirement</i>):	6
ARTT 103 The History of Art: Non-Western or	
ARTT 104 The History of Art: Prehistoric to Early Renaissance or	
ARTT 105 The History of Art: Renaissance to Modern	
ARTT 106 Drawing I	3
Choose an elective in ARTT or GRPH in consultation with an advisor* ...	4
*Electives	9

Students should check with an advisor or transfer institution (ARTSYS) before selecting electives. Depending on the transfer institution and area of concentration recommended electives: ARTT 100, ARTT 103, ARTT 107, ARTT 108, ARTT 110, ARTT 113, ARTT 114, ARTT 204, ARTT 205, ARTT 206, ARTT 207, ARTT 208, ARTT 210, ARTT 220, GRPH 111, GRPH 112, GRPH 131, GRPH 132

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Communication

Area of Concentration within the A.A. in Arts & Humanities (Transfer)

Designed for students interested in all fields stressing human interaction. In addition to communication courses, a broad range of social science and humanities courses are recommended. The area of concentration 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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	Credits	
English		
ENGL 101 English Composition	3	
Mathematics		
Mathematics Elective (GenEd course list)	3	
Social & Behavioral Sciences		
Two courses selected from different disciplines (GenEd course list)	6	
Arts & Humanities		
Arts Elective (GenEd course list)	3	
Humanities Elective (GenEd course list)	3	
Communication Elective (GenEd course list)	3	
Biological & Physical Sciences		
Two courses, one of which must be a lab science (GenEd course list) ..	7	
General Education Elective (Select from GenEd course list - one Arts & Humanities course from Music, Theatre, Visual Arts, English, Languages, or Philosophy)		3
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)		1

Concentration Courses

- Students should check with an advisor or transfer institution (ARTSYS) before selecting their courses
- Complete the following courses:
- | | |
|--|--|
| COMM 101 Introduction to Communication Studies (3) | |
| COMM 103 Public Speaking (3) | |
| COMM 105 Small Group Communication (satisfies cultural competence requirement) (3) | |
| COMM 201 Foundations of Communication Theory (3) | |

Electives

Students should check with an advisor or transfer institution (ARTSYS) before selecting their electives. Depending on the transfer institution, recommended electives may include: COMM 107, electives in the Social Sciences, English, Film & Video, or World Language disciplines.

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

English

Area of Concentration within the A.A. in Arts & Humanities (Transfer)

Offers a variety of literature, writing, and language classes for students pursuing a course of study in English or related fields for transfer to a four-year university.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	Credits	
English		
ENGL 101 English Composition	3	
Mathematics		
Mathematics Elective (GenEd course list)	3	
Social & Behavioral Sciences		
Two courses selected from different disciplines (GenEd course list)	6	
Arts & Humanities		
Arts Elective (GenEd course list)	3	
Humanities Elective (GenEd course list) (recommend PHIL 101 or PHIL 105)	3	
Communication Elective (GenEd course list)	3	
Biological & Physical Sciences		
Two courses, one of which must be a lab science (GenEd course list) ..	7	
General Education Elective (Select from GenEd course list)		3
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)		1
Concentration Courses		
ENGL 102 English Composition & Literature	3	
Choose three courses (please consult an advisor):	9	
ENGL 201 British Literature Anglo-Saxon Period through the Eighteenth Century		
ENGL 202 British Literature Eighteenth Century through the Present		
ENGL 203 American Literature Pre-Colonial through the Civil War Periods		
ENGL 204 American Literature Civil War Period through the Present		
ENGL 205 World Literature through 1650 C.E.		
ENGL 206 World Literature 1650 C.E. through the Present		
ENGL 210 Creative Writing		
ENGL 212 Journalism		
ENGL 216 The Short Story		
ENGL 219 Technical Writing		
ENGL 226 Film as Literature		
ENGL 227 Multiculturalism and Literature: Borders, Boundaries, and Belonging		
ENGL 230 African-American Literature		
ENGL 231 English Language Studies		
ENGL 241 Journalism Publication Practicum		
Choose one Arts & Humanities course from Art, Communication, English, Film & Video Production, Graphic Design, Languages, Music, Philosophy, or Theatre	3	

Electives 13
 Choose electives in consultation with an advisor. Depending on transfer school, foreign language courses may be recommended.

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Film & Video Production

Area of Concentration within the A.A. in Arts & Humanities (Transfer)

Designed for students whose career goals are oriented toward the creative field of film & video production, including motion picture and television production, motion graphics, video marketing, web videos, and short & long form screenwriting. The area of concentration is designed to prepare students to transfer to a four-year institution.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

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

English

ENGL 101 English Composition	3
------------------------------------	---

Mathematics

Mathematics Elective (GenEd course list)	3
--	---

Social & Behavioral Sciences

Two courses selected from different disciplines (GenEd course list)	6
---	---

Arts & Humanities

FILM 101 Introduction to Film	3
Humanities Elective (GenEd course list)	3
Communication Elective (GenEd course list)	3

Biological & Physical Sciences

Two courses, one of which must be a lab science (GenEd course list) ...	7
---	---

General Education Elective (Select from GenEd course list)	3
---	---

Physical Education, Health, or Nutrition Requirement

(Select one PHED, HLTH, or NUTR course)	1
---	---

Concentration Courses

COMM 111 Introduction to Mass Communication	3
GRPH 111 Graphic Design I	3
FILM 144 Digital Video Production	4
INTR 102/103 Internship	2
FILM 244 Digital Film Production	4
FILM 254 Postproduction: The Art of Editing	4
FILM 222 Television Studio Directing and Operations or	

FILM 255 Advanced Postproduction & Motion Graphics	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: ARTT 101, ARTT 102, ARTT 103, ARTT 104, ARTT 105, ARTT 106, GRPH 114, GRPH 131, GRPH 132, FILM 222, FILM 255

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Film & Video Production

Certificate (Career)

Designed for students whose career goals are oriented toward the creative field of film & video production, including motion picture and television production, motion graphics, video marketing, web videos, and short & long form screenwriting. Instructional emphasis is on designing and producing high-quality contemporary work. College-level writing is expected.

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

Departmental Requirements

COMM 111 Introduction to Mass Communication	3
FILM 101 Introduction to Film	3
GRPH 111 Graphic Design I	3
GRPH 132 Digital Photography I	3
FILM 144 Digital Video Production	4
FILM 244 Digital Film Production	4
FILM 254 Postproduction: The Art of Editing	4
FILM 222 Television Studio Directing & Operations or	
FILM 255 Advanced Postproduction & Motion Graphics	4
	28

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Graphic Design

Area of Concentration within the A.A. in Arts & Humanities (Transfer)

The Graphic Design Area of Concentration has been discontinued. No new students will be admitted to the AOC program. New students should select the Graphic Design A.A.S.degree (located on page 90).

Mass Communication

Area of Concentration within the A.A. in Arts & Humanities (Transfer)

Designed to teach students to critically examine all types of media including film, television, advertising, journalism, and digital media to understand how it impacts, and is impacted by, society. Mass communication careers often require specific expertise, so this program offers concentrations of courses leading to applied knowledge in areas such as graphic design, digital video production, and technical communications. This concentration outfits the student with practical knowledge to prepare students to continue media studies at other universities.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition Requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communication Elective (GenEd course list)	3
Biological & Physical Sciences	
Two courses, one of which must be a lab Science (GenEd course list)	7
General Education Elective	
Select from GenEd course list	3
Physical Education, Health, or Nutrition Requirement	
(Select one PHED, HLTH, or NUTR course)	1

Concentration Courses

COMM 111 Introduction to Mass Communication	3
ENGL 219 Technical Writing	3
FILM 144 Digital Video Production	4
GRPH 111 Graphic Design I	3
Choose two of the following courses:	6
BMGT 221 Public Relations (3)	
BMGT 225 Marketing (3)	
COMM 105 Small Group Communication (3)	
COMM 107 Career Communication (3)	
ENGL 212 Newswriting and Reporting (3)	
ENGL 241 Journalism Publication Practicum (3)	
GRPH 112 Graphic Design II (3)	
GRPH 114 Web Design I (3)	
GRPH 132 Digital Photography I (3)	
HUMN 104 Humanities in a Digital World (3)	

Electives 9
Students should check with an advisor or transfer institution (ARTSYS) before selecting their electives.

9

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Music

Area of Concentration within the A.A. in Arts & Humanities (Transfer)

Offers students concentrated training in music theory and practical application to prepare them for acceptance and transfer into 4-year music degree programs, to obtain an Associate of Arts degree, or to pursue individual musical directions.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communication Elective (GenEd course list)	3
Biological & Physical Sciences	
Two courses, one of which must be a lab science (GenEd course list) ...	7
General Education Elective (Select from GenEd course list, MUSC 201 recommended)	3
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)	1
Concentration Courses	
MUSC 111 Music Theory I	3
MUSC 112 Music Theory II	3
MUSC 211 Music Theory III	3
MUSC 212 Music Theory IV	3
MUSC 106 Ear Training and Musicianship I	1
MUSC 107 Ear Training and Musicianship II	1
MUSC 206 Ear Training and Musicianship III	1
MUSC 207 Ear Training and Musicianship IV	1
Ensemble (must complete two 100-level and two 200-level courses)	4
Choose from the following 100-level and 200-level courses: MUSC 117, MUSC 118, MUSC 119, MUSC 120, MUSC 121, MUSC 122, MUSC 123, MUSC 124, MUSC 217, MUSC 218, MUSC 219, MUSC 220, MUSC 221, MUSC 222, MUSC 223, MUSC 224	
Applied Music (major instrument)	4
Class Piano*	
MUSC 151 Class Piano I	1
MUSC 152 Class Piano II	1
MUSC 251 Class Piano III	1
MUSC 252 Class Piano IV	1
*Students who enroll in MUSC 172, MUSC 173, MUSC 272, or MUSC 273 as their Applied Music major instrument should consult with the Music Program Manager for a substitute elective.	

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Theatre**Area of Concentration within the A.A. in Arts & Humanities (Transfer)**

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 of Arts degree.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communication Elective (GenEd course list)	3
Biological & Physical Sciences (One lab course required)	
Two courses, one of which must be a lab science (GenEd course list) ...	7
General Education Elective (Select from GenEd course list)	3
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)	1
Concentration Courses	

Concentration Courses

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

Complete the following courses:

THEA 100 Introduction to Theatre (3)	
THEA 102 Introduction to Acting (3)	
THEA 121 Stagecraft (3)	
THEA 202 Advanced Acting (3)	12
Choose one Arts & Humanities course from Art, Communication, English, Film & Video Production, Graphic Design, Languages, Music, Philosophy, or Theatre	3
Electives	13
Students should check with an advisor or transfer institution (ARTSYS) before selecting their electives.	

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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 & Sciences as a major but should select an Area of Concentration within Arts & 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.
- One course must meet the **cultural competence graduation requirement**.
- Students should consult ARTSYS for transferability of courses within the University of Maryland System. <http://www.aff.usmh.usmd.edu/artweb/index.html>.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

Course	Credits
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences (Electives must be from two disciplines)	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communication Elective (GenEd course list)	3
Biological & Physical Sciences	
Two courses, one of which must be a lab science (GenEd course list) ..	7
General Education Elective (Select from GenEd course list)	3

Physical Education, Health, or Nutrition Requirement

(Elective satisfies this requirement)

Departmental Requirements

Additional required and elective credits to meet requirements of each Area of Concentration	29
Students should check with an advisor before selecting one of the following concentrations: Health and Exercise Sciences or Pre-Health Professions	
	60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Health and Exercise Sciences

Area of Concentration within the A.A. in Arts & Sciences (Transfer)

Designed for students wishing to further their career goals in the health, fitness, physical education, and coaching fields. This program of study prepares students to transfer to a four-year institution. It requires completion of general education courses and selected PE/Health & Nutrition 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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

Course	Credits
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Social & Behavioral Sciences Elective (GenEd course list) (PSYC 101 General Psychology recommended)	3
Social & Behavioral Sciences Elective (GenEd course list) (EDPS 210* Human Growth & Development recommended)	3
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communication Elective (GenEd course list)	3
Biological & Physical Sciences	
BSCI 150 Principles of Biology I	4
BSCI 201 Anatomy and Physiology I	4
General Education Elective (Select from GenEd course list)	3
Physical Education, Health, or Nutrition Requirement	
(PHED 152 satisfies this requirement)	

Concentration Courses

PHED 170 Introduction to Health and Exercise Sciences <i>PHED 170 offered in the Fall semester only.</i>	3
PHED 165 Fitness for Living	3
PHED 152 Methods of Fitness & Conditioning	1
PHED 150 Methods of Strength Training	1
NUTR 102 Nutrition in a Changing World, or	
NUTR 200 Principles and Application of Nutrition	3
HLTH 150 Health Education or	
PHED 180 Care and Prevention of Athletic Injuries***	3
BSCI 202 Anatomy and Physiology II	4
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:	
EDUC 110 Schools and Society (3)*	
EDUC 220 Educational Psychology (3)*	

EDUC 230 Foundations of Special Education (3)*
PHED 160 Psychology of Sport (3)
PHED 175 Coaching Principles (3)
PHED 240 Fitness Assessment and Business Practices (3)
PHED 180 Care and Prevention of Athletic Injuries (3) (if not taken above)
PHED 250 Essentials of Personal Training (4)
HLTH 160 Stress Management (3)
CHEM 101 General Chemistry I (4)**
BMGT 109 Entrepreneurship and Small Business Enterprise (3)
INTR 102 Internship (2)
Any one credit PHED 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.

*** Those students who wish to complete the Fitness/Personal Trainer certificate program as they complete the Health and Exercise Science Area of Concentration should take PHED 180 Care and Prevention of Athletic Injuries instead of HLTH 150 Health Education.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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	
BSCI 201* Anatomy and Physiology I or	
BSCI 117 Human Biology	4
NUTR 100 Nutrition Basics	1
PHED 150 Methods of Strength Training and Conditioning I	1
PHED 152 Methods of Strength Training and Conditioning II	1
PHED 165 Fitness for Living	3
PHED 180 Care and Prevention of Athletic Injuries	3
PHED 240 Fitness Assessment and Business Practices	3
PHED 250 Essentials of Personal Training	4
INTR 102** Internship	2
	22

PHED 240 and PHED 250 are only offered in the spring semester.

*Students who take BSCI 201 must first take either BSCI 55, BSCI 150, BSCI 223, or CHEM 101.

**Students may do the internship in the same semester as PHED 250 or in the semester immediately following for best practices.

There are additional certification fees associated with PHED 250. See program manager for details.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Coaching

Letter Of Recognition (Career)

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

Course	Credits
Departmental Requirements	
PHED 160 Psychology of Sport	3
PHED 175 Coaching Principles	3
PHED 180 Care and Prevention of Athletic Injuries	3
	9

PHED 160 is offered in fall semester only.

PHED 175 is offered in spring semester only.

Pre-Health Professions

Area of Concentration within the A.S. in Arts & Sciences (Transfer)

Provides courses in general education curriculum with subjects that support the pursuit of a Bachelor of Science in nursing or allied health sciences degree program and/or prepares students to meet the eligibility requirements for one of the selective admissions programs (Surgical Technology, Respiratory Care, and Nursing). Students are strongly urged to work with their FCC advisor to understand how to meet the transfer requirements of the institution to which they transfer and/or how to meet the selective admission requirements of the allied health and Nursing programs.

Successful completion of the Pre-Health Professions AOC does not guarantee admittance into a transfer program or selective admissions program.

Students applying for admission to FCC Nursing, Respiratory Care, or Surgical Technology programs must earn a grade of "C" or higher in all coursework.

Students interested in courses of study such as pre-medical, pre-dental, pre-veterinary, pre-pharmacy, pre-physician assistant, or other related programs should follow the STEM A.S. Degree: Biology or Chemistry Area of Concentration and meet with an academic advisor.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
MATH 120/MATH 120A Statistics or MATH 127 Statistics with Probability	3
Social & Behavioral Sciences	
PSYC 101 General Psychology	3
SOCY 101 Introduction to Sociology.....	3
Arts & Humanities	
Arts Elective (Gen Ed course list)	3
Communication Elective (Gen Ed course list).....	3
ENGL 102 English Composition & Literature.....	3
Biological & Physical Sciences	
BSCI 201 Anatomy and Physiology I	4
BSCI 202 Anatomy and Physiology II.....	4
General Education Elective	3
Physical Education, Health, or Nutrition Requirement (NUTR 102 or NUTR 200 satisfies requirement)	
Departmental Requirements	
EDPS 210 Human Growth & Development	3
BSCI 223 Microbiology for Allied Health or BSCI 263 Elements of Microbiology	4
CHEM 101 General Chemistry I	4
NUTR 102 Nutrition in a Changing World or NUTR 200 Principles & Applications of Nutrition.....	3
Electives	
General Education Electives: Chemistry, Math or Social Science are recommended	14
Students should check with an advisor or transfer institution (ARTSYS) before selecting their electives.	60

Transfer Note:
For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Biotechnology

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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

<i>Course</i>	<i>Credits</i>	
English		
ENGL 101 English Composition	3	
Mathematics		
Mathematics Elective (GenEd course list)	3	
Social & Behavioral Sciences		
Social & Behavioral Sciences Elective (GenEd course list).....	3	
Arts & Humanities		
Communication Elective (GenEd course list)	3	
Biological & Physical Sciences		
BSCI 150 Principles of Biology I	4	
CHEM 101 General Chemistry I	4	
CHEM 102 General Chemistry II.....	4	
Interdisciplinary & Emerging Issues		
CMIS 101 Information Systems and Technology.....	3	
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)		1
Departmental Requirements		
BSCI 223 Microbiology for Allied Health or BSCI 263 Elements of Microbiology	4	
BIOT 140 Biotechnology and Society	3	
BIOT 220 Cell and Molecular Biology and Tissue Culture	4	
BIOT 102 Introduction to Biotechnology.....	3	
BIOT 103 Laboratory Techniques	1	
BIOT 110 Biotechnology Measurements	4	
BIOT 214 Techniques in Biotechnology and Bioprocessing	4	
INTR 103 Internship or Select an elective from the following: BIOT 130, BSCI 240, BMGT 120, CHEM 201, COMM 107, or ENGL 219.....	3	
Electives (Recommend BIOT 130, BSCI 240, BMGT 120, CHEM 201, COMM 107, ENGL 219)	6	
	60	

Transfer Note:
For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Biotechnology

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.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
BSCI 150 Principles of Biology I	4
BSCI 223 Microbiology for Allied Health or	
BSCI 263 Elements of Microbiology	4
BIOT 140 Biotechnology and Society	3
BIOT 220 Cell and Molecular Biology and Tissue Culture	4
BIOT 102 Introduction to Biotechnology	3
BIOT 103 Laboratory Techniques	1
BIOT 110 Biotechnology Measurements	4
BIOT 214 Techniques in Biotechnology and Bioprocessing	4
CHEM 101 General Chemistry I	4
CHEM 102 General Chemistry II	4
	35

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Biotechnology

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.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
BIOT 102 Introduction to Biotechnology	3
BIOT 103 Laboratory Techniques	1
BIOT 110 Biotechnology 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; or Electrical.

Select one of the following tracks:

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

Track 1: HVAC

Departmental Requirements

BLDT 101 Introduction to Building Trades	3
BLDT 110 Fundamentals of HVACR	4
BLDT 111 Controls for HVACR	3
BLDT 212 HVAC Installation & Troubleshooting	3
BLDT 113 Fossil Fuels & Hydronic Heating	3

Optional

CMIS 101 Information Systems and Technology	(3)
	16

Track 2: Welding

Departmental Requirements

BLDT 101 Introduction to Building Trades	3
BLDT 121 Welding Symbols & Blueprint Reading	2
BLDT 120 Introduction to Welding	4
BLDT 222 Advanced Welding: SMAW	4
Elective*	
BLDT 224 Advanced Welding: GTAW or	
BLDT 225 Advanced Welding: GMAW or	
BLDT 223 Advanced Welding: SMAW 4G	3

*Students should check with an advisor before selecting their electives.

Optional

CMIS 101 Information Systems and Technology	(3)
	16

Track 3: Electrical

Departmental Requirements

BLDT 101 Introduction to Building Trades	3
BLDT 140 Fundamentals of Structural Wiring	4
BLDT 241 Residential Electric	3
BLDT 242 Commercial Electric	3
BLDT 143 Specialized Systems	3

Optional

CMIS 101 Information Systems and Technology	(3)
	16

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

HVAC

Letter of Recognition (Career)

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

Course Credits

Departmental Requirements

BLDT 101	Introduction to Building Trades	3
BLDT 110	Fundamentals of HVACR	4
BLDT 111	Controls for HVACR	3
		10

Welding

Letter of Recognition (Career)

Prepares students with basic skills in welding.

Course Credits

Departmental Requirements

BLDT 101	Introduction to Building Trades	3
BLDT 120	Introduction to Welding	4
BLDT 121	Welding Symbols & Blueprint Reading	2
		9

Electrical

Letter of Recognition (Career)

Prepares students with basic skills in electrical systems.

Course Credits

Departmental Requirements

BLDT 101	Introduction to Building Trades	3
BLDT 140	Fundamentals of Structural Wiring	4
BLDT 241	Residential Electric	3
		10

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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

Course Credits

English

ENGL 101	English Composition	3
----------	---------------------	---

Mathematics

Mathematics Elective (GenEd course list)		
(recommend MATH 145 or MATH 175)		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 (GenEd course list)		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
Communication Elective (GenEd course list)		3

Biological & Physical Sciences

Biological & Physical Sciences Elective (GenEd course list)		3
Biological & Physical Sciences Elective (Lab course) (GenEd course list)		4

Interdisciplinary & Emerging Issues

CMIS 101	Information Systems and Technology	3
----------	------------------------------------	---

Physical Education, Health, or Nutrition Requirement

(Select one PHED, HLTH, or NUTR course)		1
---	--	---

Departmental Requirements

ACCT 101	Principles of Accounting I	3
ACCT 102	Principles of Accounting II	3
BMGT 103	Introduction to Business	3
ECON 200	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
MATH 125	Business Statistics or MATH 120/MATH 120A	3
Statistics		3

Electives	10
	60

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

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list) (MATH 125 recommended)	3
Social & Behavioral Sciences	
Social & Behavioral Sciences Elective (GenEd course list)	3
Arts & Humanities	
Communication Elective (GenEd course list)	3
Biological & Physical Sciences	
Biological & Physical Sciences Elective (GenEd course list)	3
Interdisciplinary & Emerging Issues	
CMIS 101 Information Systems and Technology	3
General Education	
General Education Elective (GenEd course list)	3
Physical Education, Health, or Nutrition Requirement	
(Select one PHED, HLTH, or NUTR course)	1
Departmental Requirements	
ACCT 101 Principles of Accounting I	3
ACCT 102 Principles of Accounting II	3
BMGT 103 Introduction to Business	3
BMGT 120 Business Communications	3
BMGT 211 Business Law	3
BMGT 227 Principles of Management	3
BMGT 100 Spreadsheet Applications or CMIS 111R Business Software Applications	3
ECON 200 Principles of Macroeconomics	3
ECON 202 Principles of Microeconomics	3
Electives	
Take 11 credits from: Any ACCT, BMGT, CADT, CMIS, CMTE, HCTI, LGST, MEDA, GRPH courses not already taken	11
60	

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Business Management

Certificate (Career)

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

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
ACCT 101 Principles of Accounting I	3
ACCT 102 Principles of Accounting II	3
BMGT 103 Introduction to Business	3
BMGT 120 Business Communication	3
CMIS 101 Information Systems and Technology	3
ECON 200 Principles of Macroeconomics	3
ECON 202 Principles of Microeconomics	3
Any ACCT or BMGT course not taken above or Math Elective; Recommend BMGT 227 Principles of Management	3
24	

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Entrepreneurship and Small Business Start-Up

Certificate (Career)

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

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
ACCT 100 Business Accounting or ACCT 101 Principles of Accounting I	3
BMGT 103 Introduction to Business	3
BMGT 109 Entrepreneurship and Small Business Enterprise	3
BMGT 120 Business Communications	3
BMGT 225 Marketing	3
BMGT 227 Principles of Management	3
CMIS 101 Information Systems and Technology	3
ACCT 111 Microcomputer Software Apps: Computerized Accounting or BMGT 223 Human Resources Management	3
24	

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Healthcare Practice Management

Certificate (Career)

Prepares students for work as a medical practice manager. Students must receive a "C" or better in all MEDA courses.

Course	Credits
Departmental Requirements	
BMGT 120 Business Communication.....	3
CMIS 101 Information Systems and Technology	3
MEDA 109 Medical Terminology.....	3
MEDA 112 Medical/Administrative Office Applications.....	3
MEDA 216 Diagnostic and Procedural Medical Coding	3
MEDA 218 Health Insurance Billing and Reimbursement	3
MEDA 220 Electronic Health Records	3
Elective Any MEDA, BMGT, ACCT, or CMIS course.....	3
	24

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Project Management

Certificate (Career)

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

Course	Credits
Departmental Requirements	
ACCT 100 Business Accounting or	
ACCT 101 Principles of Accounting I.....	3
BMGT 103 Introduction to Business	3
BMGT 120 Business Communication	3
BMGT 227 Principles of Management	3
BMGT 290 Project Management	3
CMIS 101 Information Systems and Technology	3
BMGT 100 Spreadsheet Applications	3
Electives Any BMGT, ACCT, or ECON course.....	3
	24

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Retail Management

Certificate (Career)

Prepares students for management positions in the retail industry building skills in many areas critical to the success of retail management.

Course	Credits
Departmental Requirements	
ACCT 100 Business Accounting or	
ACCT 101 Principles of Accounting I.....	3
BMGT 103 Introduction to Business	3
BMGT 120 Business Communications	3
BMGT 223 Human Resources Management	3
BMGT 227 Principles of Management	3
BMGT 240 Retail Management.....	3
CMIS 101 Information Systems and Technology	3
Elective Any ACCT, BMGT, CMIS, or ECON course	3
	24

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Social Media Management

Certificate (Career)

Covers the application and management of social media as well as the digital marketing tools and channels used by businesses and marketing agencies. Prepares students with the techniques and skills needed to design, develop, analyze, and manage social media and digital channels in business and marketing settings.

Course	Credits
Departmental Requirements	
BMGT 103 Introduction to Business	3
BMGT 225 Marketing.....	3
BMGT 230 Social Media Law.....	3
CMIS 101 Information Systems and Technology (3) or	
CMIS 105 Introduction to Programming (2) or	
CMIS 106 Object Design and Programming (3).....	2
CMIS 111J Web Page Development	3
CMIS 111S Social Media Tools.....	3
CMIS 111T Digital Marketing.....	3
	20

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Agricultural Business Basics

Letter of Recognition (Career)

Designed for Dual Enrollment/open campus students in Agricultural studies.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
BMGT 140 Agricultural Business	3
BMGT 109 Entrepreneurship and Small Business Enterprise	3
Elective Any BMGT, CMIS, or ECON course	3
	9

Business Basics

Letter of Recognition (Career)

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

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
ACCT 101 Principles of Accounting I	3
BMGT 103 Introduction to Business	3
CMIS 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.

- Students must earn a grade of "C" or better in ENGL 101.
- 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.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
MATH 165 Precalculus or	
MATH 185 Calculus I	4
Social & Behavioral Sciences	
SOCY 101 Introduction to Sociology	3
Arts & Humanities	
COMM 103 Public Speaking or	
COMM 107 Career Communications	3
Biological & Physical Sciences	
BSCI 150 Principles of Biology I or	
BSCI 223 Microbiology for Allied Health	4
BSCI 201 Anatomy and Physiology I	4
BSCI 202 Anatomy and Physiology II	4
PHYS 121 Fundamentals of Physics I	4
PHYS 122 Fundamentals of Physics II	4
Cardiovascular Technology courses offered at Howard Community College	
CARD 120 Rhythm Analysis and 12-lead ECG	2
CARD 121 Cardiovascular Assessment Skills Lab	3
CARD 122 Cardiac Anatomy and Pathophysiology	3
CARD 123 Hemodynamics	3
CARD 124 X-Ray Theory for Cardiovascular Technology	3
CARD 201 Cardiovascular Pharmacology	2
CARD 220 Cardiovascular Procedures	2
CARD 221 Diagnostic and Interventional Procedures	8
CARD 222 Advanced Intravascular Interventional Procedures	4
CARD 231 Applied Clinical Practicum	3
CARD 261 Clinical Internship	4
	70

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

Course	Credits	
English		
ENGL 101 English Composition	3	
Mathematics		
MATH 185 Calculus I	4	
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	
Communication 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	
Interdisciplinary & Emerging Issues		
CMIS 106 Object Design & Programming	3	
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)		1
Departmental Requirements		
CMIS 201 Computer Science I	4	
CMIS 202 Computer Science II	4	
CMIS 222 Computer Organization	4	
Electives		
Any CMIS courses	9	
Any MATH courses	6	
	60	

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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.

Course	Credits
Departmental Requirements	
MATH 185 Calculus I	4
CMIS 106 Object Design & Programming	3
CMIS 201 Computer Science I	4
CMIS 202 Computer Science II	4
	15

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Information Systems Management

Area of Concentration within the A.S. in Computer Science (Transfer)

The Information Systems Management Area of Concentration is being discontinued. No new students will be admitted to the program.

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 EDUC and ECED courses.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
PSYC 101 General Psychology	3
Arts & Humanities	
ASLS 121 American Sign Language I or	
SPAN 101 Introductory Spanish	3
Biological & Physical Sciences	
Biological & Physical Sciences Elective (GenEd course list)	3
General Education Elective (Select from GenEd course list)	
CMIS 101 Information Systems and Technology (required)	3
HLTH 160 or HLTH 150 recommended	3

Physical Education, Health, or Nutrition Requirement
(HLTH 160 or HLTH 150 satisfies requirement)

Departmental Requirements	
ECED 105 Introduction to Early Childhood Education	3
ECED 125 Methods and Materials in Early Childhood	3
ECED 135 Infant/Toddler Development & Care	3
ECED 145 Child Health, Safety and Nutrition	3
ECED 155 Activities for the School Age Child	3
ECED 245 Directed Practicum in Early Childhood or	
INTR 103 Internship	3
ECED 205 Administration of Child Development Centers	3
ECED 215 Understanding & Guiding the Young Child's Behavior	3
ECED 225 Language & Literacy Development in Early Childhood or	
EDUC 240 Processes & Acquisitions of Reading	
(targeted for transfer students)	3
ECED 101 Child Development & Behavior	3
EDUC 230 Foundations of Special Education (satisfies cultural	
competence requirement)	3
COMM 105 Small Group Communication (satisfies cultural	
competence requirement)	3
Electives	
Students should check with an advisor or the transfer	
institution (ARTSYS) before selecting their electives.	3
	60

Transfer Note:
For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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 EDUC and ECED courses.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
ECED 105 Introduction to Early Childhood Education	3
ECED 125 Methods and Materials in Early Childhood	3
ECED 135 Infant/Toddler Development & Care	3
ECED 145 Child Health, Safety and Nutrition	3
ECED 155 Activities for the School Age Child	3
ECED 245 Directed Practicum in Early Childhood or	
INTR 103 Internship	3
ECED 205 Administration of Child Development Centers	3
ECED 215 Understanding & Guiding the Young Child's Behavior	3
ECED 225 Language & Literacy Development in Early Childhood	3
ECED 101 Child Development & Behavior	3
EDUC 230 Foundations of Special Education	3
	33

Transfer Note:
For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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	
ECED 125 Methods and Materials in Early Childhood	3
ECED 135 Infant/Toddler Development & Care	3
ECED 155 Activities for the School Age Child	3
ECED 101 Child Development & Behavior	3
	12

Transfer Note:
For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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	
ECED 125 Methods and Materials in Early Childhood	3
ECED 101 Child Development & Behavior	3
	6

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 Counseling & Advising Office as well as an academic advisor at their transfer school of choice.

Course	Credits
English	
ENGL 101 English Composition	3
ENGL 102 English Composition & Literature	3
Mathematics	
MATH 110 Fundamental Concepts of Mathematics I	4
Social & Behavioral Sciences	
PSYC 101 General Psychology	3
HIST 201 History of the United States I or	
HIST 202 History of the United States II	3
GEOG 102 Cultural Geography (satisfies cultural competence requirement)	3
Arts & Humanities	
ARTT 100 Introduction to the Creative Arts	3
English Elective (GenEd course list)	3
Biological & Physical Sciences	
BSCI 100 Fundamental Concepts of Biology or	
BSCI 150 Principles of Biology I	4
PHSC 111 Introduction to Physical Science or	
PHSC 121 Physical Geology	4
PHSC 112 Introduction to Earth Systems Science or	
PHSC 117 Introduction to Astronomy	4
Interdisciplinary & Emerging Issues	
HLTH 150 Health Education	3
Other Requirements	
ECED 105 Introduction to Early Childhood Education	3
ECED 125 Methods and Materials in Early Childhood	3
ECED 101 Child Growth and Development	3
EDUC 230 Foundations of Special Education (satisfies cultural competence requirement)	3
EDUC 240 Processes and Acquisition of Reading	3
MATH 113 Fundamental Concepts of Mathematics II	4
MATH 127 Statistics with Probability	4

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.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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 Counseling & Advising Office as well as an academic advisor at their transfer school of choice.

Course	Credits
English	
ENGL 101 English Composition	3
ENGL 102 English Composition & Literature	3
Mathematics	
MATH 110 Fundamental Concepts of Mathematics I	4
Social & Behavioral Sciences	
PSYC 101 General Psychology	3
HIST 102 History of Western Civilization II or	
HIST 201 History of the United States I or	
HIST 202 History of the United States II	3
GEOG 102 Cultural Geography (satisfies cultural competence requirement)	3
Arts & Humanities	
ARTT 100 Introduction to the Creative Arts	3
COMM 103 Public Speaking or	
COMM 105 Small Group Communication (satisfies cultural competence requirement)	3
Biological & Physical Sciences	
BSCI 100 Fundamental Concepts of Biology or	
BSCI 150 Principles of Biology I	4
PHSC 111 Introduction to Physical Science	4
PHSC 112 Introduction to Earth Systems Science	4
Interdisciplinary & Emerging Issues	
HLTH 150 Health Education	3
Other Requirements	
EDUC 110 Schools and Society	3
EDUC 220 Educational Psychology	3
EDUC 230 Foundations of Special Education (satisfies cultural competence requirement)	3
EDPS 210 Human Growth and Development	3
EDUC 240 Processes and Acquisition of Reading	3
MATH 113 Fundamental Concepts of Mathematics II	4
MATH 127 Statistics with Probability	4

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. 45 hours of observation in a school based setting is required as part of the Education coursework.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

English Education

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 Counseling & Advising Office as well as an academic advisor at their transfer school of choice.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
PSYC 101 General Psychology	3
EDUC 110 Schools & Society	3
Arts & Humanities	
Arts Elective (GenEd course list)	3
ENGL 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
Interdisciplinary & Emerging Issues	
Wellness Elective (GenEd course list)	3
Computer Literacy Elective (GenEd course list)	3
Other Requirements	
ENGL 201 British Literature Anglo-Saxon Period through the Eighteenth Century or	
ENGL 202 British Literature Eighteenth Century through the Present ...	3
ENGL 203 American Literature Pre-Colonial through the Civil War Periods or	
ENGL 204 American Literature Civil War Period through the Present or	
ENGL 230 African American Literature (satisfies cultural competence requirement)	3
ENGL 205 World Literature through 1650 C.E. (satisfies cultural competence requirement) or	
ENGL 206 World Literature 1650 C.E. through the Present (satisfies cultural competence requirement)	3
ENGL 231 English Language Studies	3
EDUC 220 Educational Psychology	3
EDUC 230 Foundations of Special Education (satisfies cultural competence requirement)	3
HIST History Electives	6
PSYC 204 Psychology of Adolescence	3
Elective	3
	61

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. 45 hours of observation in a school based setting is required as part of the Education coursework.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Mathematics Education

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 Counseling & Advising Office as well as an academic advisor at their transfer school of choice.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
MATH 185 Calculus I	4
MATH 195 Calculus II	4
Social & Behavioral Sciences	
PSYC 101 General Psychology	3
EDUC 110 Schools and Society	3
Arts & Humanities	
Arts Elective (GenEd course list)	3
Communication Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Biological & Physical Sciences	
PHYS 151 General Physics I	4
PHYS 252 General Physics II	4
Interdisciplinary & Emerging Issues	
Wellness Elective (GenEd course list)	3
Computer Literacy Elective (GenEd course list)	3
Other Requirements	
EDUC 220 Educational Psychology	3
EDUC 230 Foundations of Special Education (satisfies cultural competence requirement)	3
MATH 285 Calculus III	4
MATH 265 Linear Algebra	4
PSYC 204 Psychology of Adolescence	3
Electives (recommended to include MATH 165 or MATH 145, if needed, and PHYS 101 if there has been no previous coursework in physics)	6
	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. 45 hours of observation in a school based setting is required as part of the Education coursework.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Spanish Education

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 Counseling & Advising Office as well as an academic advisor at their transfer school of choice.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list).....	3
Social & Behavioral Sciences	
PSYC 101 General Psychology.....	3
EDUC 110 Schools and Society	3
Arts & Humanities	
Arts Elective (GenEd course list)	3
Communication Elective (GenEd course list)	3
SPAN 101 Introductory Spanish I	3
SPAN 102 Introductory Spanish II	3
SPAN 201 Intermediate Spanish I (satisfies cultural competence requirement).....	3
SPAN 202 Intermediate Spanish II (satisfies cultural competence requirement).....	3
Choose two consecutive courses in another language: FREN, GERM, ITAL, or LATN.....	6
Biological & Physical Sciences	
Biological & Physical Sciences Elective (Lab course) (GenEd course list) ..	4
Biological & Physical Sciences Elective (GenEd course list).....	3
Interdisciplinary & Emerging Issues	
Wellness Elective (GenEd course list)	3
Computer Literacy Elective (GenEd course list).....	3
Other Requirements	
EDUC 220 Educational Psychology	3
EDUC 230 Foundations of Special Education (satisfies cultural competence requirement)	3
PSYC 204 Psychology of Adolescence	3
Elective (SPAN 211 recommended).....	3
	61

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. 45 hours of observation in a school based setting is required as part of the Education coursework.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Teacher Preparation

Students wishing to teach in certification areas not covered by the A.A.T. programs can also begin their studies at FCC. Before transferring, future teachers are advised to take EDUC 110 (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 and meet with their academic advisor at FCC as early as possible in order to plan their coursework.

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 prerequisites, students enroll in courses EMGT 115, EMGT 125, EMGT 135, EMGT 215, EMGT 225, and EMGT 235. These are FCC online courses offered during the fall, spring, and summer semesters.

The process to transfer FEMA IS prerequisites to Frederick Community College (FCC) takes place in three (3) environments.

1. FEMA website: Take FEMA IS courses online at <https://training.fema.gov/is/crslist.aspx>
2. EMI/Jacobs: Transfer FEMA IS courses to FCC college credit at www.emstudy.com
3. FCC: Where final FEMA college credit resides, and where EMGT courses are completed.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must earn a grade of 'C' or better in the following courses: EMGT 115, EMGT 125, EMGT 135, EMGT 215, EMGT 225, and EMGT 235.

Course

Credits

English

ENGL 101 English Composition 3

Mathematics

Mathematics Elective (GenEd course list) 3

Social & Behavioral Sciences

Social Science Elective (GenEd course list) 3

Arts & Humanities

Arts & Humanities Elective (GenEd course list) 3

Biological & Physical Sciences

Science Elective (GenEd course list) 3

General Education Elective (Select from GenEd course list) 6

Physical Education, Health, or Nutrition Requirement

(Select one PHED, HLTH, or NUTR course) 1

Departmental Requirements

EMGT 115	Foundations of Emergency Management.....	3
FEMA 131	Principles of Emergency Management	
FEMA 151	National Incident Management System (NIMS)	
FEMA 205	Fundamentals of Management and Support Coordination of Federal Disaster Operations	
EMGT 125	Emergency Management Coordination.....	3
FEMA 171	Coordinating Information and Resource Sharing for Emergency Management	
FEMA 150	Incident Command System (ICS)	
FEMA 161	Emergency Operations Center (EOC)	
EMGT 135	Leadership and Management.....	3
FEMA 132	Leadership and Decision Making Concepts	
FEMA 134	Effective Communication	
FEMA 221	Cultural Competence in Disaster: Before, During, and After (satisfies cultural competence requirement)	
EMGT 215	Planning and Response.....	3
FEMA 140	Emergency Planning	
FEMA 159	National Preparedness Frameworks: Prevention, Protection, and Response	
FEMA 174	Federal Disaster Assistance	
EMGT 225	Emergency Management Mitigation.....	3
FEMA 157	Introduction to Hazard Mitigation	
FEMA 173	Risk and Continuity	
FEMA 186	Hazard Mitigation and Disaster Workforce Basics	
EMGT 235	Recovery, Assessment, and Exercise.....	3
FEMA 103	Community Disaster Exercise	
FEMA 181	Public-Private Partnerships: Planning, Maintenance, and Special Considerations	
FEMA 201	National Disaster Recovery Framework (NDRF) Overview	

Other Requirements

INTR 103	Internship or	
EMGT 297	Emergency Management Capstone*	3
FEMA or EMGT Electives	(Select 7 credits from FEMA or EMGT courses not listed above)	7
Electives	10
		60

*Students should consult a Public Safety advisor before selecting EMGT 297.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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. Track 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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

Course	Credits
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Social Science Elective (GenEd course list)	3
Arts & Humanities	
Arts & Humanities Elective (GenEd course list)	3
Biological & Physical Sciences	
Science Elective (GenEd course list)	3
General Education Electives	
Wellness Elective (GenEd course list)	3
Elective (GenEd course list)	3

Physical Education, Health, or Nutrition Requirement (Wellness Elective satisfies this requirement)

Departmental Requirements	
EMGT 101 Disaster, Crisis, and Emergency Management	3
EMGT 104 Disaster Response and Recovery	3
EMGT 106 Hazard, Risk, and Mitigation	3
EMGT 110 Federal Emergency Management	3
EMGT 111 Preparing and Securing the Homeland	3
EMGT 130 Integrated Emergency Management	3
EMGT 201 Public Safety GIS and Technology	3
EMGT 213 Social Impacts of Disaster (satisfies cultural competence requirement)	3
EMGT 220 Emergency Operations Planning	3
EMGT 221 Public Safety Leadership and Ethics	3
EMGT 297 Emergency Management Capstone	3

Electives	
Elective Courses	6
<i>For purposes of Financial Aid eligibility, PLAC 101 may be used toward satisfaction of Elective credit requirements.</i>	

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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 prerequisites, students enroll in courses EMGT 115, EMGT 125, EMGT 135, EMGT 215, EMGT 225, and EMGT 235. These are FCC online courses offered during the fall, spring, and summer semesters.

The process to transfer FEMA IS prerequisites to FCC takes place in three (3) environments.

1. FEMA website: Take FEMA IS courses online at <https://training.fema.gov/is/crslist.aspx>
2. EMI/Jacobs: Transfer FEMA IS courses to FCC college credit at www.emstudy.com
3. Frederick Community College (FCC): Where final FEMA college credit resides and where EMGT courses are completed.

Students must earn a grade of 'C' or better in the following courses: EMGT 115, EMGT 125, EMGT 135, EMGT 215, EMGT 225, and EMGT 235

Course	Credits
EMGT 115 Foundations of Emergency Management	3
FEMA 131 Principles of Emergency Management	
FEMA 151 National Incident Management System (NIMS)	
FEMA 205 Fundamentals of Management and Support Coordination of Federal Disaster Operations	
EMGT 125 Emergency Management Coordination	3
FEMA 171 Coordinating Information and Resource Sharing for Emergency Management	
FEMA 150 Incident Command System (ICS)	
FEMA 161 Emergency Operations Center (EOC)	
EMGT 135 Leadership and Management	3
FEMA 132 Leadership and Decision Making Concepts	
FEMA 134 Effective Communication	
FEMA 221 Cultural Competence in Disaster: Before, During, and After	
EMGT 215 Planning and Response	3
FEMA 140 Emergency Planning	
FEMA 159 National Preparedness Frameworks: Prevention, Protection, and Response	
FEMA 174 Federal Disaster Assistance	
EMGT 225 Emergency Management Mitigation	3
FEMA 157 Introduction to Hazard Mitigation	
FEMA 173 Risk and Continuity	
FEMA 186 Hazard Mitigation and Disaster Workforce Basics	
EMGT 235 Recovery, Assessment, and Exercise	3
FEMA 103 Community Disaster Exercise	
FEMA 181 Public-Private Partnerships: Planning, Maintenance, and Special Considerations	
FEMA 201 National Disaster Recovery Framework (NDRF) Overview	

Other Requirements

FEMA or EMGT Electives	
Select 8 credits from FEMA or EMGT courses not listed above	8
	26

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Emergency Management – Professional Development

Letter Of Recognition (Career)

Provides a well-rounded initial skillset for those entering or already in the emergency management profession. A combination of FEMA Independent Study and FCC coursework, it addresses emergency management discipline basics, hones leadership and communication skills, and introduces fundamental concepts of planning, exercising, and volunteer management. This LOR is designed to offer a broad foundation in the field, which students may use to develop their careers or build upon in further studies.

Students will achieve completion of the FEMA Professional Development Series as part of this program.

After completing the required FEMA IS prerequisites, students enroll in selected EMGT courses. These are FCC online courses offered during the fall, spring, and summer semesters.

The process to transfer FEMA IS prerequisites to Frederick Community College (FCC) takes place in three (3) environments:

1. FEMA website: Take FEMA IS courses online at <https://training.fema.gov/is/crslist.aspx>
2. EMI/Jacobs: Transfer FEMA IS courses to FCC college credit at www.emstudy.com
3. FCC: Where final FEMA college credit resides, and where EMGT courses are completed

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

Departmental Requirements

EMGT 115	Foundations of Emergency Management.	3
FEMA 131	Principles of Emergency Management	
FEMA 151	National Incident Management System	
FEMA 205	Fundamentals of Management and Support Coordination of Federal Disaster Operations	
EMGT 135	Leadership and Management.	3
FEMA 132	Leadership and Decision Making Concepts	
FEMA 134	Effective Communication	
FEMA 221	Cultural Competence in Disaster: Before, During, and After	

Other FEMA Requirements 3

FEMA 103	Community Disaster Exercise	
FEMA 135	Volunteerism and Emergency Management	
FEMA 140	Emergency Planning	

9

Note: After completing and converting each of the required FEMA courses, students are required to enroll in and successfully complete the associated EMGT course (specified in sets above). Students must earn a grade of 'C' or better in the associated EMGT course.

Emergency Management – Specialized Studies

Letter Of Recognition (Career)

Designed to prepare students for organization and leadership of specialty emergency management areas. Provides the opportunity to supplement a broad education in emergency management with focused study of a specialized topic of interest in the field.

After completing the required FEMA IS prerequisites, students enroll in selected EMGT courses. These are FCC online courses offered during the fall, spring, and summer semesters.

The process to transfer FEMA IS prerequisites to Frederick Community College (FCC) takes place in three (3) environments:

1. FEMA website: Take FEMA IS courses online at <https://training.fema.gov/is/crslist.aspx>
2. EMI/Jacobs: Transfer FEMA IS courses to FCC college credit at www.emstudy.com
3. FCC: Where final FEMA college credit resides, and where EMGT courses are completed

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

Departmental Requirements

FEMA 131	Principles of Emergency Management.	1
FEMA 205	Fundamentals of Management and Support Coordination of Federal Disaster Operations	1
	Choose any EMGT course numbered between EMGT 165 and EMGT 189	4/5
		6/7

Note: Students should select their EMGT course in consultation with a program advisor. Specified EMGT courses have various FEMA prerequisite requirements that must be completed and converted prior to EMGT course enrollment. EMGT courses must be passed with a grade of 'C' or better.

GIS-Public Safety

Letter Of Recognition (Career)

Designed to offer a series of courses which will serve as the foundation for preparing students to use Geographic Information Systems (GIS) and related technologies consistent with entry-level employment in public safety. Students will learn foundational GIS principles, how they are used in a variety of public safety careers, and the core skills for utilizing those principles themselves.

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

Departmental Requirements

GISA 101	Introduction to Geographic Information Systems with ArcGIS	3
EMGT 201	Public Safety GIS and Technology.	3
FEMA 191	Emergency Management & Technical Tools Application.	1
FEMA 192	Geospatial Information Systems Specialist.	1
FEMA 200	Homeland Security Geospatial Operations & Management	1

9

Emergency Medical Technician/Paramedic

A.A.S. Degree (Career)

Howard Community College Degree

Mid-Maryland Allied Healthcare Education Consortium

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 the FCC Counseling & Advising Office or the Health Sciences Division at Howard Community College, 443.518.1560.

- Students must earn a grade of "C" or better in ENGL 101.
- Students must earn a grade of "C" or higher in all Emergency Medical Technician/Paramedic courses.

Course	Credits
English	
ENGL 101 English Composition.....	3
Mathematics	
Mathematics Elective (GenEd course list) (MATH 120 recommended).....	3
Social & Behavioral Sciences	
PSYC 101 General Psychology.....	3
Arts & Humanities	
COMM 103 Public Speaking.....	3
Biological & Physical Sciences	
BSCI 150 Principles of Biology I or BSCI 223 Microbiology for Allied Health	4
BSCI 201 Anatomy and Physiology I.....	4
BSCI 202 Anatomy and Physiology II	4
Courses offered at Howard Community College	
HEAL 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

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

* EMT certification may be obtained by completing EMSP 106 and EMSP 107.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Fire Service Administration

A.A.S. Degree (Career)

Prepares graduates to function as entry-level fire and emergency service providers as well as to provide the degree credential necessary for rank promotion and career advancement.

The Fire Service Administration program is open to any career or volunteer fire fighter. This program integrates general education coursework with the major components of the Division of Fire Rescue Services (DFRS) Fire/Rescue training curriculum. Students will complete a total of 60 credits, including 21 general education credits, 24 credits in supporting professional studies courses, and 15 credits through Fire/Rescue Department Career Recruit School courses. Certain courses are restricted to employees or volunteers of the Fire/EMS Department or an emergency services agency.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- Students should consult ARTSYS for transferability of courses within the University of Maryland System. <http://artsys.usmd.edu/>
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

Course	Credits	
English		
ENGL 101 English Composition.....	3	
Mathematics		
Mathematics Elective (GenEd course list) (MATH 101 recommended)	3	
Social & Behavioral Sciences		
Social & Behavioral Sciences (GenEd course list) (SOCY 102 recommended)	3	
Arts & Humanities		
Arts & Humanities Elective (GenEd course list) (COMM 105 or COMM 107 recommended) (COMM 105 satisfies cultural competence requirement).....	3	
Biological & Physical Sciences		
Science Elective (GenEd course list) (BSCI 201, BSCI 107, BSCI 117 or CHEM 101 recommended).....	3	
Interdisciplinary & Emerging Issues		
Wellness Elective (HLTH 160-Stress Management recommended)	3	
General Education Elective (Select from GenEd course list)		3

Physical Education, Health, or Nutrition Requirement

(Wellness elective satisfies requirement)

Departmental Requirements

FIRE 101	Fire Protection Systems	3
FIRE 103	Fire Investigation and Analysis	3
FIRE 105	Risk Assessment, Reduction, and Safety	3
FIRE 107	Disaster Planning and Response	3
EMGT 201	Public Safety GIS and Technology	3
FIRE 201	Fire and Emergency Services Administration	3
EMGT 221	Public Safety Leadership and Ethics	3
EMGT 104	Disaster Response and Recovery	3

Other Requirements*

FS 145-EMTB	Emergency Medical Technician Basic	6
FS 112-EVO	Emergency Vehicle Operator	2
FS 101-FFI	Firefighter I	3
FS 102-FFII	Firefighter II	2
FS 108-HMO	Hazardous Material Operations	1
FS 117-ICS	Incident Command System or	
FEMA 150	Incident Command System (ICS)	1

60

*Articulated from coursework/training through either the DFRS Recruit Fire Academy Program, the Maryland Fire & Rescue Institute (MFRI), the National Fire Academy (NFA), or the Federal Emergency Management Agency (FEMA).

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Game and Simulation Development

A.A.S. Degree (Career)

Prepares graduates for a career in the interactive technology capacities, such as Multimedia Artist, Visual Effects Artist, Interactive Content Designer, Interactive Media Designer, Digital Animator, Graphic Designer, Modeling & Simulation Engineer, Simulation Application Developer, Web Developer, Game Designer, Game Developer, and Application Programmer. Game design and development skills covered include animation, graphics, 3D modeling and simulation, game engines, user interfaces, game scripting, and game programming. Students will also learn programming languages, such as Java, C++, C#, and Python.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- Students should consult ARTSYS for transferability of courses within the University of Maryland System. <http://artsys.usmd.edu/>
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

Course

Credits

English

ENGL 101	English Composition	3
----------	---------------------	---

Mathematics

Mathematics Elective (GenEd course list)	
(MATH 120 recommended)	3

Social & Behavioral Sciences

Social Science Elective (GenEd course list)	
(HUMS 102-Human Relations recommended - satisfies cultural competence requirement)	3

Arts & Humanities

Arts, Humanities, or Communication Elective (GenEd course list)	
(PHIL 208 or PHIL 101 recommended)	3

Biological & Physical Sciences

Biological or Physical Sciences Elective (GenEd course list)	
	3

Interdisciplinary & Emerging Issues

CMIS 106	Object Design and Programming	3
----------	-------------------------------	---

General Education Elective (Select from GenEd course list) 3

Physical Education, Health, or Nutrition Requirement

(Select one PHED, HLTH, or NUTR course)	
	1

Departmental Requirements

CMIS 175	Game Theory & Design	3
CMIS 176	Game Creation	3
CMIS 177	Interactive 3D Technology	3
CMIS 178	3D Modeling & Animation	3
CMIS 203	Systems Analysis & Design	3
CMIS 225C	Mobile App Programming	3
CMIS 226	Game Scripting	3
CMIS 227	Game Programming	4
CMIS 228	Simulation & Game Development	4

Other Requirements

(Select 9 credits from the following list of approved electives) 9

CADT 101 AutoCAD I	
Any CMIS course	
GRPH 111 Graphic Design I	
INTR 101/INTR 102/INTR 103 Internship	

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Game Programming

Certificate (Career)

Prepares students to develop interactive computer games on the Internet, mobile computers, and personal computers. This certificate targets students who wish to obtain the skills necessary to develop computer games using programming language, such as Java, C++, C#, and Python.

Course

Credits

Requirements

CMIS 106	Object Design & Programming	3
CMIS 226	Game Scripting	3
CMIS 227	Game Programming	4
CMIS 228	Simulation & Game Development	4
CMIS 208	C++ Programming or	
CMIS 225C	Mobile App Development	3

17

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Computer Animation

Certificate (Career)

Introduces students to the current animation and modeling software, such as Blender, Autodesk 3ds Max, and Autodesk Maya. This certificate covers animation production, computer graphics, interactive 3D foundations, and 3D modeling & animation. Students will learn the skills necessary to work as a Digital Graphic Designer, Multimedia Designer, Digital Animator, or Character Rigger.

Course	Credits
Requirements	
CMIS 106 Object Design & Programming	3
CMIS 175 Game Theory & Design	3
CMIS 176 Game Creation	3
CMIS 177 Interactive 3D Technology	3
CMIS 178 3D Modeling & Animation	3
Complete one of the following courses:	
CADT 101 Introduction to AutoCAD I	
GRPH 111 Graphic Design I	
CMIS 101 Information Systems & Technology	
CMIS 140 Java Programming	
CMIS 208 C++ Programming	
CMIS 226 Game Scripting	3
	18

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

General Studies

A.A. Degree (Transfer)

Designed for students who are exploring academic and career options that are not represented by another Frederick Community College program or who are undecided about their educational goals. Students who have a specific career or educational goal should consult with an academic advisor to select a degree program other than General Studies.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- Students should consult ARTSYS for transferability of courses within the University of Maryland System. <http://artsys.usmd.edu/>
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	Credits
--------	---------

English

ENGL 101 English Composition	3
------------------------------	---

Mathematics

Mathematics Elective (GenEd course list)	3
--	---

Social & Behavioral Sciences (Electives must be from two disciplines)

Two courses selected from different disciplines (GenEd course list)	6
---	---

Arts & Humanities

Arts Elective (GenEd course list)	3
-----------------------------------	---

Humanities Elective (GenEd course list)	3
---	---

Communication Elective (GenEd course list)	3
--	---

Biological & Physical Sciences

Two courses, one of which must be a lab science (GenEd course list)	7
---	---

General Education Elective (Select from GenEd course list)

Physical Education, Health, or Nutrition Requirement

(Wellness course taken as the Gen Ed Elective satisfies requirement)

Other Requirements

Open Electives	29
----------------	----

ACCE 130 Career Assessment & Planning, ACCE 110H Academic Engagement Seminar, or HONR 201 Honors Applied Leadership & Research is recommended.

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

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Graphic Design

A.A.S. Degree (Career)

Designed for students whose career goals are oriented toward design for mass media. Students will learn to produce design for publications, illustration, web, video, photography, public relations, and presentation communications. Students planning to earn a B.A. in Graphic Design should consult an advisor to ensure this is the most appropriate degree for meeting their transfer goals.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition Requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Social & Behavioral Sciences Elective (GenEd course list) (Cultural Competence course recommended)	3
Arts & Humanities	
ARTT 101 Foundations of Studio Art I	3
COMM 111 Introduction to Mass Communication	3
Biological & Physical Sciences	
Biological & Physical Sciences Elective (GenEd course list)	3
General Education Required Elective	
ARTT 106 Drawing I	3
Physical Education, Health, or Nutrition Requirement	
Select one PHED, HLTH, or NUTR course	1

Departmental Requirements	
ARTT 204 Illustration I	3
FILM 144 Digital Video Production	4
GRPH 111 Graphic Design I	3
GRPH 112 Graphic Design II	3
GRPH 114 Web Design I	3
GRPH 132 Digital Photography I	3
GRPH 212 Graphic Design III	3
GRPH 214 Web Design II	3
GRPH 215 Professional and Transfer Portfolio	1
INTR 103 Internship	3

Electives (choose 9 credits from the following list)

ARTT 102, ARTT 103, ARTT 104, ARTT 105, CMIS 106, CMIS 178, ENGL 241, FILM 222, FILM 255, GRPH 131	9
---	---

Students should check with an advisor before selecting their elective.

Note: *Students interested in CMIS 178 must take CMIS 177 as a prerequisite or co-requisite. Students interested in FILM 255 must take FILM 254 as a prerequisite.*

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Graphic Design

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.

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

Departmental Requirements

COMM 111 Introduction to Mass Communication	3
GRPH 111 Graphic Design I	3
GRPH 112 Graphic Design II	3
GRPH 114 Web Design I	3
GRPH 215 Professional & Transfer Portfolio	1
GRPH 131 Darkroom Photography I (4) or GRPH 132 Digital Photography (3)	3
FILM 144 Digital Video Production	4
GRPH 212 Graphic Design III	3
INTR 102 Internship	2
	25

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Health Information Technology

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

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.

- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete all Health Information Technology courses with a minimum grade of "C".

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition.....	3
ENGL 102 English Composition and Literature.....	3
Mathematics	
Mathematics Elective (GenEd course list (MATH 120 recommended).....	3
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) (HLTH 150 recommended).....	3
Biological & Physical Sciences	
BSCI 117 Human Biology.....	4
Other Requirements	
CMIS 111R Business Software Applications or CMIS 101 Information Systems and Technology.....	3
MEDA 109 Medical Terminology.....	3
Health Information Technology courses offered at 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

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Honors College

Honors is an academic enrichment program that can be incorporated into most transfer degree programs at FCC. All honors learning is designed to go deeper, broader, or more complex, and the program strives to develop emerging scholars and leaders. 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

Students automatically qualify for the Honors College with the following test scores: SAT = 1100 overall (out of 1600) with at least 550 on verbal, or ACT = Reading 23+, or FCC placement exams = Honors level reading (268) and proficient college level writing. 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 3.5 GPA or higher. Students who started college poorly but whose recent work is honors caliber can apply to the honors coordinator for an exception. To apply, complete the Honors College application, available in the Honors Office (H 245) and at www.frederick.edu, and submit as directed.

Honors Advising

Students meet with an honors advisor to select a goal and develop an honors plan to achieve your goal. Check-in with an honors advisor each semester to update your plan. The Honors College also offers ACCE 110H as a first-year experience course to help students make the transition to college and honors learning. Second-year honors peer mentors are embedded in the course as another source of help. Any student whose GPA drops below 3.000 or violates FCC policy will no longer be in good standing with the Honors program.

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.

With permission of the instructor and the honors coordinator, Honors Contracts can be arranged for courses not in the schedule (e.g., MATH 185 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;
- conference presentation opportunities;
- 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 with four-year honors partners;
- automatic admission to even more four-year colleges; and
- enhanced resumes when applying for selective admission program at four-year colleges as well as scholarships.

Graduation

Students who complete 12 honors credits (3 honors credits must be at the 200-level with an honors 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.

Hospitality, Culinary and Tourism Institute

Culinary Arts and Supervision

A.A.S. Degree (Career)

Program accredited by the American Culinary Federation, meeting nationally recognized educational standards of excellence and competencies.

Prepares students to assume positions as trained culinary professionals in a variety of settings including restaurants, hotels, resorts, clubs, catering, contract food service, health care facilities, and more. The course offerings emphasize the professional competencies necessary to meet industry standards. Students will complete a 240-hour practicum (internship) experience. Students earn several industry certifications such as ServSafe Food Manager® and Certified Guest Service Professional®, among others. Upon Completion of the program, students are immediately eligible to apply for Certified Culinarian® or Certified Pastry Culinarian® with the American Culinary Federation. Graduates should qualify for entry level positions such as lead line cook, station chef, assistant pastry chef, kitchen receiver/assistant kitchen manager, or catering associate. With experience, graduates may advance to positions such as sous chef, banquet chef, executive sous chef, executive chef, kitchen manager, food and beverage manager, or catering or banquet manager.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

Course *Credits*

English

ENGL 101 English Composition 3

Mathematics

Mathematics Elective (GenEd course list)
(Recommend MATH 101) 3

Social & Behavioral Sciences

Social Science Elective (GenEd course list) (Recommend SOCY 102)
(SOCY 102 satisfies Cultural Competence Requirement). 3

Arts & Humanities

Arts & Humanities Elective (GenEd course list)(Recommend COMM 105)
(COMM 105 satisfies Cultural Competence requirement). 3

Biological & Physical Sciences

Biological & Physical Sciences Elective (GenEd course list)
(Recommend BSCI 107). 3

Interdisciplinary & Emergency Issues

NUTR 102 Nutrition in a Changing World 3

General Education Elective (Select from GenEd Course list) 3

Physical Education, Health, or Nutrition Requirement

(NUTR 102 will satisfy this requirement)

Departmental Requirements

HCTI 101	Sanitation and Food Safety	1
HCTI 102	Culinary I	3
HCTI 103	Culinary II	3
HCTI 104	Baking I	3
HCTI 105	Baking II	4
HCTI 120	Purchasing & Cost Control	3
HCTI 150	Introduction to Hospitality Management	3
HCTI 155	Event Management	3
HCTI 200	Garde Manger	4
HCTI 220	Food and Beverage Operations	3
HCTI 225	International and American Regional Cuisine (satisfies Cultural Competence requirement)	4
HCTI 230	Restaurant Production and Service	4
HCTI 265	HCTI Practicum	1
		60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Culinary Skills

Certificate (Career)

Program accredited by the American Culinary Federation, meeting nationally recognized educational standards of excellence and competencies.

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. Students will complete a 240-hour practicum (internship) experience. Students will earn several industry certifications such as Serv Safe Food Manager® and Certified Guest Service Professional®, among others.

<i>Course</i>	<i>Credits</i>	
Departmental Requirements		
HCTI 101	Sanitation and Food Safety	1
HCTI 102	Culinary I	3
HCTI 103	Culinary II	3
HCTI 104	Baking I	3
HCTI 105	Baking II	3
HCTI 120	Purchasing & Cost Control	3
HCTI 150	Introduction to Hospitality Management	3
HCTI 155	Event Management	3
HCTI 200	Garde Manger	4
HCTI 220	Food & Beverage Operations	3
HCTI 225	International & American Cuisine	4
HCTI 230	Restaurant Production & Service	4
HCTI 265	HCTI Practicum	1
		39

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Culinary Skills

Letter of Recognition (Career)

Prepares students for entry-level front-line employment in the food service sector. Students will earn certifications such as Serv Safe Food Manager® and Certified Guest Service Professional®.

<i>Course</i>	<i>Credits</i>	
Departmental Requirements		
HCTI 101	Sanitation and Food Safety	1
HCTI 102	Culinary I	3
HCTI 104	Baking I	3
HCTI 150	Introduction to Hospitality Management	3
		10

Hospitality Management

A.A.S Degree (Career)

Prepares students as trained hospitality professionals in a variety of hospitality sectors including hotels, resorts, clubs, restaurants, convention centers, and tourism related businesses. With input from current hiring hospitality leaders, the program is designed to ensure that students will learn the practical skills needed to excel in the hospitality industry in areas such as tourism, lodging, food and beverage, and event planning. Students will apply what they learn through capstone projects and experience in an internship. The course offerings emphasize the professional competencies necessary to meet industry standards. Graduates should qualify for entry-level positions in the hospitality sector and, with experience, advance to managerial positions or continue on to four year academic programs. Students will complete a 240-hour practicum (internship) experience. Students will earn several industry certifications such as ServSafe Food Manager® and Certified Guest Service Professional®, among others. With additional experience, graduates may be eligible to apply for certification as a Certified Hospitality Supervisor® (CHS®) from AHLEI.

- Students must complete their **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

<i>Course</i>	<i>Credits</i>	
English		
ENGL 101 English Composition	3	
Mathematics		
Mathematics Elective (GenEd course list) (Recommend MATH 101)	3	
Social & Behavioral Sciences		
Social Science Elective (GenEd course list) (Recommend SOCY 102) (SOCY 102 satisfies Cultural Competence requirement)	3	
Arts & Humanities		
Arts & Humanities Elective (GenEd course list) (Recommend COMM 105) (COMM 105 satisfies Cultural Competence requirement)	3	
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list) (Recommend BSCI 107)	3	
Interdisciplinary & Emerging Issues		
NUTR 102 Nutrition in a Changing World	3	
General Education Elective (Select from GenEd course list)		3
Physical Education, Health, or Nutrition Requirement (NUTR 102 will satisfy this requirement)		
Departmental Requirements		
ACCT 100 Business Accounting	3	
BMGT 103 Introduction to Business	3	
BMGT 223 Human Resource Management	3	
BMGT 227 Principles of Management	3	
CMIS 101 Information Systems and Technology	3	
HCTI 101 Sanitation and Food Safety	1	
HCTI 150 Introduction to Hospitality Management	3	
HCTI 155 Event Management	3	
HCTI 160 Hospitality Operations	3	
HCTI 170 Introduction to the Tourism Industry	3	
HCTI 220 Food and Beverage Operations	3	
HCTI 230 Restaurant Production and Service	4	
HCTI 255 Applied Hospitality Management	3	
HCTI 265 HCTI Practicum	1	
	60	

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Hospitality Management

Certificate (Career)

Prepares students for entry-level positions in the hospitality industry. Courses teach knowledge and marketable skills in the area of guest services, hospitality operations, budget and cost controls, management, marketing and human resources. Students will complete a 240-hour practicum (internship) experience. Students will earn several industry certifications such as Serv Safe Food Manager® and Certified Guest Service Professional®, among others.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
ACCT 100 Business Accounting	3
BMGT 103 Introduction to Business	3
BMGT 223 Human Resource Management	3
BMGT 227 Principles of Management	3
HCTI 101 Sanitation and Food Safety	1
HCTI 150 Introduction to Hospitality Management	3
HCTI 155 Event Management	3
HCTI 160 Hospitality Operations	3
HCTI 170 Introduction to the Tourism Industry	3
HCTI 220 Food and Beverage Operations	3
HCTI 230 Restaurant Production & Service	4
HCTI 255 Applied Hospitality Management	3
HCTI 265 HCTI Practicum	1
	36

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Hospitality Skills

Letter of Recognition (Career)

Prepares students for entry-level front-line employment in the hospitality sector. Students will earn certifications such as Serv Safe Food Manager® and Certified Guest Service Professional®.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
HCTI 101 Sanitation and Food Safety	1
HCTI 150 Introduction to Hospitality Management	3
HCTI 155 Event Management	3
HCTI 160 Hospitality Operations	3
	10

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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics (GenEd Course List)	3
Social & Behavioral Sciences	
Social Science (GenEd Course List)	3
Arts & Humanities	
Communication (GenEd Course List)	3
Biological & Physical Sciences	
Biological & Physical Sciences Elective (GenEd Course List)	3
Interdisciplinary & Emergency Issues	
CMIS 101 Information Systems and Technology	3
Wellness Elective (GenEd Course List)	3

Physical Education, Health, or Nutrition Requirement

(Wellness elective satisfies requirement)

Departmental Requirements

BMGT 120 Business Communications	3
MEDA 101 Foundations of Medical Assisting I	3
MEDA 102 Foundations of Medical Assisting II	3
MEDA 109 Medical Terminology	3
MEDA 112 Medical Administrative Office Applications or	
MEDA 115 Phlebotomy Skills	3
MEDA 140 Medical Assisting Practicum I	1
MEDA 201 Medical Assisting Clinical Skills I	3
MEDA 202 Medical Assisting Clinical Skills II	3
MEDA 204 Medical Assisting Practicum II	2
MEDA 209 Pharmacology for Medical Office Practice	3
MEDA 216 Diagnostic and Procedural Medical Coding	3
MEDA 218 Insurance Billing and Reimbursement	3
MEDA 220 Electronic Health Records	3
MEDA 222 Federal Healthcare Programs and Laws	3

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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 MEDA 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 Desk, 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 Assistant 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	
CMIS 101 Information Systems and Technology	3
MEDA 101 Foundations of Medical Assisting I	3
MEDA 102 Foundations of Medical Assisting II	3
MEDA 109 Medical Terminology	3
MEDA 112 Medical Administrative Office Applications or	
MEDA 115 Phlebotomy Skills	3
MEDA 140 Medical Assisting Practicum I	1
MEDA 201 Medical Assisting Clinical Skills I	3
MEDA 202 Medical Assisting Clinical Skills II	3
MEDA 204 Medical Assisting Practicum II	2
MEDA 209 Pharmacology for Medical Office Practice	3
MEDA 220 Electronic Health Records	3
	30

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Healthcare Practice Management

Certificate (Career)

Prepares students for work as a medical practice manager. Students must receive a "C" or better in all MEDA courses.

<i>Course</i>	<i>Credits</i>
Departmental Requirements	
BMGT 120 Business Communication	3
CMIS 101 Information Systems and Technology	3
MEDA 109 Medical Terminology	3
MEDA 112 Medical/Administrative Office Applications	3
MEDA 216 Diagnostic and Procedural Medical Coding	3
MEDA 218 Health Insurance Billing and Reimbursement	3
MEDA 220 Electronic Health Records	3
Elective Any MEDA, BMGT, ACCT, or CMIS course	3
	24

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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 MEDA courses.

Course	Credits
Departmental Requirements	
MEDA 109 Medical Terminology	3
MEDA 112 Medical Administrative Office Applications	3
MEDA 220 Electronic Health Records	3
	9

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 Accreditation Commission for Education in Nursing, 3343 Peachtree Rd. NE, Suite 850, 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 Desk, completion of placement tests and arranging an interview with the allied health advisor. Visit 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 Desk 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, BSCI 55 (Preparation for Allied Health) will be required.

Course	Credits
English	
ENGL 101 English Composition	3
Mathematics	
MATH 120 Statistics or higher MATH course (GenEd course list) (Check with an advisor or transfer institutions before selecting a math elective)	3
Social & Behavioral Sciences	
PSYC 101 General Psychology	3
SOCY 101 Introduction to Sociology	3
EDPS 210 Human Growth & Development	3
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communication Elective (COMM required) (GenEd course list)	3
Biological & Physical Sciences	
BSCI 201 Anatomy and Physiology I	4
BSCI 202 Anatomy and Physiology II	4
BSCI 223 Microbiology for Allied Health or	
BSCI 263 Elements of Microbiology	4
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course) (NUTR 102 or NUTR 200 recommended)*	
	1
Departmental Requirements	
NURS 101 Introduction to Clinical Nursing (satisfies cultural competence requirement)	6
NURS 105 Pharmacology for Nurses	2
NURS 211 Medical-Surgical Nursing I	7
NURS 212 Medical-Surgical Nursing II	4
NURS 231 Medical-Surgical Nursing III	4
NURS 214 Psychiatric/Mental Health Nursing	3
NURS 261 Preparation for Practice	2
NURS 218 Maternal, Child, and Family Nursing	5
	70

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

***Note:** One PHED, HLTH or NUTR course is required to earn the Associate Degree in Nursing. NUTR 102 (HE 102) or NUTR 200 (HE 200) Nutrition is recommended to fulfill this requirement for students interested in FCC's dual-admission Associate-to-Bachelor's partnerships, or who intend to apply to an RN-to-BSN or BSN program.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Practical Nursing

Certificate (Career)

The Practical Nursing (PN) certificate requires 48 credit hours and is approved by the Maryland Board of Nursing. Upon successful completion of the curriculum, the graduate is eligible to take the PN licensure exam. Graduates are prepared to give competent, safe nursing care to clients in a variety of settings. The licensed practical nurse (LPN) works in a team relationship with the registered nurse or physician in providing care based on knowledge, judgment, and skill and on principles of the biological, physiological, behavioral, and sociological sciences. The clinical portion of the practical nursing curriculum is completed in one year but because of prerequisite courses, demands of clinical experiences, and personal responsibilities, the entire curriculum will take at least two years.

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

Course	Credits
English	
ENGL 101 English Composition.....	3
Mathematics	
MATH 120 Statistics or higher MATH course (GenEd course list)	3
Social & Behavioral Sciences	
EDPS 210 Human Growth and Development	3
Biological & Physical Sciences	
BSCI 201 Anatomy and Physiology I	4
BSCI 202 Anatomy and Physiology II	4
BSCI 223 Microbiology for Allied Health	4
Departmental Requirements	
NURS 101 Introduction to Clinical Nursing	6
NURS 105 Pharmacology for Nurses	2
NURS 211 Medical-Surgical Nursing I	7
NURS 214 Psychiatric/Mental Health Nursing	3
NLPN 112 Nursing Across the Lifespan	8
NLPN 113 Issues in Practical Nursing	1
	48

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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.

ATB Dual Admission RN-to-BSN Option

The ATB/dual-admission option is a selective, dual degree admission option that requires application to the FCC's Associate of Science Nursing Program and a separate application to an ATB university partner. The ATB Option provides an opportunity to begin coursework for the B.S. degree at one of three participating universities -- Frostburg State University, Towson University, or the University of Maryland School of Nursing -- while enrolled in the FCC A.S. Degree Nursing Program. This reduces time for completion of the B.S. degree to approximately two to three additional terms following completion of the A.S. degree.

Transition-to-RN

Please note: No new students currently being admitted to the Transition-to-RN program in fall 2020.

Transition-to-RN students who successfully complete all Transition-to-RN degree requirements earn the Nursing A.S.

Transition courses (Transition-to-RN) have been developed to allow an LPN, Paramedic or Veteran (Army Medic, Air Force Medical Technician, Navy Corpsman) to complete the ADN program in a shorter amount of time. The LPN, Paramedic or Veteran 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. Visit frederick.edu/nursing for details.

See Health Sciences advisor for further information.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Paralegal

A.A.S. Degree (Career)

Provides students interested in the paralegal profession or pre-law 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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

Course	Credits
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
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)	3
Interdisciplinary & Emergency Issues	
Wellness Elective (GenEd Course List)	3
General Education Electives (Select from GenEd course list)	6

Physical Education, Health, or Nutrition Requirement
(Wellness elective satisfies requirement)

Departmental Requirements

LGST 100	Introduction to Law (satisfies Cultural Competence requirement)	3
LGST 103	Ethics for the Legal Professional	3
LGST 104	Contracts	3
LGST 105	Torts	3
LGST 106	Technology for the Legal Profession	3
LGST 200	Legal Research	3
LGST 205	Legal Writing	3
LGST 220	Civil Litigation	3
LGST 240	Family Law or	
INTR 103	Internship	3

Electives (select 3 courses from the following) 9

LGST 150	Access to Justice Practicum I (4)	
LGST 210	Estates & Probate (3)	
LGST 230	Real Estate (3)	
CCJS 201	Criminal Law (3)	
CCJS 220	Criminal Evidence & Procedure (3)	
BMGT 211	Business Law (3)	

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Paralegal

Certificate (Career)

Designed for individuals already working in the field as a paralegal who wish to acquire a college credential. Also provides specialized legal training to individuals who may already have a degree in another field or to individuals interested in pre-law.

- Students must earn a grade of "C" or better in ENGL 101.

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

Departmental Requirements

ENGL 101	English Composition	3
LGST 100	Introduction to Law	3
LGST 103	Ethics for the Legal Professional	3
LGST 104	Contracts	3
LGST 105	Torts	3
LGST 106	Technology for the Legal Profession	3
LGST 200	Legal Research	3
LGST 205	Legal Writing	3
LGST 220	Civil Litigation	3

Select one course from the following:

LGST 150	Access to Justice Practicum I (4)	
LGST 210	Estates & Probate (3)	
LGST 230	Real Estate (3)	
LGST 240	Family Law (3)	
CCJS 201	Criminal Law (3)	
CCJS 220	Criminal Evidence & Procedure (3)	
BMGT 211	Business Law (3)	
INTR 103	Internship (3)	3

30

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Access to Justice

Letter of Recognition (Career)

Develops paralegals qualified to perform legal services under supervision to assist self-help center, private pro bono, or limited scope attorneys. Promotes access to justice to low- and moderate-income people in crisis. Offers specialized training that incorporates field placement to connect trained paralegals with legal professionals offering no cost/low cost services.

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

Departmental Requirements

LGST 100	Introduction to Law	3
LGST 103	Ethics for the Legal Profession	3
LGST 150	Access to Justice Program I	4
		<u>10</u>

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Physical Therapist Assistant

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

The Physical Therapist Assistant is a skilled technical health care provider who works within a physical therapy service supervised by a physical therapist. With the direction and supervision of a physical therapist, the physical therapist assistant performs selected physical therapy procedures and related tasks. The extent to which the physical therapist assistant will participate in the following activities will be dependent upon the employment setting and individual patient: functioning as a participating team member who contributes to total patient care; performing selected treatment procedures in accordance with planned programs; assisting the physical therapist in carrying out complex procedures and programs; and observing, recording and reporting to the supervisor conditions, reactions and responses related to assigned duties.

A minimum grade of C is required in all pre-clinical courses. Admission to the program is required before taking PTA courses. See the Carroll Community College catalog for the program admission requirements. Students intending to pursue bachelor's or master's study should take ENGL-102 for the Arts and Humanities or English Literature choice course. Certain Physical Therapist Assistant courses may not be transferable.

All General Education requirements must be completed prior to or concurrently with PTA-231. In recognition of the intensity of the program requirements, most PTA students choose to complete all non-PTA coursework prior to the beginning of the program. For information regarding the program or program requirements or if you have extensive education or experience, please contact the Program Director.

- Students must earn a grade of "C" or better in ENGL 101.
- Students must earn a grade of "C" or higher in all Physical Therapy Assistant courses.

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

English

ENGL 101	English Composition	3
----------	---------------------	---

Mathematics

	Mathematics Elective (GenEd course list)	3
--	--	---

Social & Behavioral Sciences

PSYC 101	General Psychology	3
----------	--------------------	---

Arts & Humanities

Arts, Humanities, or Communication Elective (GenEd course list)
(Diversity General Education course required - students may refer to the Carroll Community College catalog general education information for what qualifies as a diversity course) 3

Biological & Physical Sciences

BSCI 150 Principles of Biology I 4
BSCI 201 Anatomy and Physiology I 4
BSCI 202 Anatomy and Physiology II 4

Departmental Requirements

Physical Therapist Assistant courses offered at Carroll Community College

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

69

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

Course Credits

English

ENGL 101 English Composition 3

Mathematics

Mathematics Elective (GenEd course list) (MATH 101 recommended) ... 3

Social & Behavioral Sciences

Social & Behavioral Sciences Elective (GenEd course list)
(SOCY 102 Social Problems recommended - satisfies
cultural competence requirement) 3

Arts & Humanities

COMM 103 Public Speaking 3

Biological & Physical Science

Biological & Physical Sciences Elective (lab course) (GenEd course list)
(BIOT 130 Forensic Biology recommended) 4

Interdisciplinary & Emergency Issues

Wellness Elective (GenEd Course List)
(HLTH 160 Stress Management recommended) 3
EMGT 101 Disaster, Crisis, and Emergency Management 3

Physical Education, Health, or Nutrition Requirement

(Wellness elective satisfies requirement)

Departmental Requirements

CCJS 101 Introduction to Criminal Justice 3
CCJS 201 Criminal Law 3
CCJS 204 Police Operational Services 3
POLC 106 Police-Community Relations* 3
POLC 112 Criminalistics* 4
POLC 221 Police Defense Tactics* 5
POLC 222 Police Arsenal and Procedures* 5
POLC 223 Emergency Vehicle Operations Course (EVO)* 3
EMGT 220 Emergency Operations Planning 3
EMGT 221 Public Safety Leadership and Ethics 3
EMGT 201 Public Safety GIS & Technology or
SOCY 201 Criminology 3

60

* Articulated from MPCTC and/or only offered through a Maryland Police academy training program

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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 guide students to solve complex problems in the clinical setting. Students receive specialized education 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 is 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), 264 Precision Blvd. Telford, TN 37690; 817.283.2835.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

Course	Credits	
English		
ENGL 101 English Composition	3	
Mathematics		
MATH 120 Statistics or higher MATH course (GenEd course list)	3	
Social & Behavioral Sciences		
PSYC 101 General Psychology	3	
Arts & Humanities		
COMM 105 Small Group Communication (satisfies cultural competence requirement)	3	
Biological & Physical Sciences		
BSCI 201 Anatomy and Physiology I	4	
BSCI 202 Anatomy and Physiology II	4	
BSCI 223 Microbiology for Allied Health	4	
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)		1
Departmental Requirements		
RESP 100 Introduction to Respiratory Care	2	
RESP 101 Gas Exchange Physiology	2	
RESP 102 Fundamentals of Respiratory Care	4	
RESP 103 Pharmacology	3	
RESP 105 Cardiopulmonary & Renal Anatomy & Physiology	3	
RESP 107 Principles of Mechanical Ventilation	4	
RESP 109 Clinical Practicum I	2	
RESP 110 Clinical Practicum II	2	
RESP 200 Pulmonary Diagnostics	2	
RESP 201 Cardiac Monitoring & Diagnostics	4	
RESP 202 Neonatal & Pediatric Respiratory Care	3	
RESP 203 Clinical Practicum III	2	
RESP 204 Pulmonary Rehabilitation & Home Care	2	
RESP 205 Professional Seminar	2	
RESP 207 Cardiopulmonary & Renal Pathophysiology Review	3	
RESP 209 Clinical Practicum IV	2	

67

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Social Sciences

A.A. Degree (Transfer)

The Associate of Arts in Social Sciences degree trains students to analyze and understand human society and social relationships, and prepares them to transfer to four-year institutions in Social Sciences disciplines. Training in the social sciences prepares students for a wide range of careers and leadership roles in business, non-profits, education, government, and social services. Disciplines within the Social Sciences include Anthropology, Criminal Justice, Economics, Education, Geography, History, Human Services, Law, Political Science, Psychology, Public Policy, and Sociology. Some students will choose an approved Area of Concentration, while others will explore Social Sciences disciplines more generally.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	Credits	
English		
ENGL 101 English Composition	3	
Mathematics		
Mathematics Elective (GenEd course list)	3	
Social & Behavioral Sciences		
Two courses selected from different disciplines (GenEd course list)	6	
Arts & Humanities		
Arts Elective (GenEd course list)	3	
Humanities Elective (GenEd course list) (recommend PHIL 105)	3	
Communication Elective (GenEd course list)	3	
Biological & Physical Sciences		
Two courses, one of which must be a lab science (GenEd course list)	7	
General Education Elective (Select from GenEd course list)		3
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)		1
Electives	28	

Take a minimum of 15 credits of Social Science electives from any of the disciplines listed below. A minimum of 6 credits must be in the same discipline. It is imperative that students consult with an advisor before registering to maximize transfer of coursework.

- Anthropology (ANTH)
- Criminal Justice (CCJS)
- Economics (ECON)
- Education (EDUC)
- Geography (GEOG)
- History (HIST)
- Human Services (HUMS)
- Political Science (POSC)
- Psychology (PSYC)
- Sociology (SOCY)

- Students majoring in the Associate of Arts in Social Science without an Area of Concentration should follow the curriculum outlined above and will have 13 unrestricted elective credits.
- Students majoring in an Area of Concentration will follow the curriculum of their major (Addictions Counseling; Criminal Justice; Education; History; Human Services; Psychology; Sociology).

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Addictions Counseling

Area of Concentration within the A.A. in Social Sciences (Transfer)

The Addictions Counseling Area of Concentration has been discontinued. No new students will be admitted to the AOC program. New students should select the Addictions Counseling A.A.S. degree (located on page 64).

Criminal Justice

Area of Concentration within the A.A. in Social Sciences (Transfer)

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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

- Students must complete a minimum of nine credits at the 200-level.

Course

Credits

English

ENGL 101 English Composition 3

Mathematics

Select from the GenEd course list 3
 Students transferring to University of Maryland must complete MATH 120, MATH 127, MATH 175, or MATH 185 to fulfill Gen Ed Math. In addition, it is also strongly recommended they complete MATH 125 as one of their electives below.*

Social & Behavioral Sciences

Two courses selected from different disciplines (Select from the GenEd course list) (recommend HIST 201, PSYC 101 or POSC 104) 6

Arts & Humanities

Arts Elective (GenEd course list) 3
 Humanities Elective (GenEd course list) 3
 COMM 103 Public Speaking 3

Biological & Physical Sciences

Biological & Physical Sciences Elective (GenEd course list) 3
 Biological & Physical Sciences Elective (Lab course) (GenEd course list) BIOT 130 recommended 4

General Education Elective

SOCY 102 Social Problems (satisfies cultural competence requirement) or
 SOCY 210 Ethnic Diversity (satisfies cultural competence requirement). 3

Physical Education, Health, or Nutrition Requirement

(Select one PHED, HLTH, or NUTR course) 1

Concentration Courses

CCJS 101 Introduction to Criminal Justice 3
 CCJS 201 Criminal Law. 3
 CCJS 204 Police Operational Services 3
 CCJS 214 The Correctional Process 3
 CCJS 220 Criminal Evidence & Procedure 3
 SOCY 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:
 ANTH 101, ANTH 103, CCJS 108, CCJS 209, any CMIS course, EMGT 221, HIST 102, INTR 103, LGST 100, LGST 200, LGST 205, MATH 125, PHIL 105, PHIL 209, SOCY 101, SOCY 102, SOCY 202, SOCY 210, SOCY 212.

*CMIS 101 must be taken prior to enrolling in MATH 125.

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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	
CCJS 101 Introduction to Criminal Justice	3
CCJS 201 Criminal Law	3
CCJS 214 The Correctional Process	3
ENGL 101 English Composition	3
PHED 165 Fitness for Living	3
PSYC 101 General Psychology	3
PSYC 104 Issues of Drug/Alcohol Use	3
SOCY 102 Social Problems	3
SOCY 201 Criminology	3
	27

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Education

Area of Concentration within the A.A. in Social Sciences (Transfer)

Designed for students who plan to transfer to a four-year institution outside of the state of Maryland to obtain a baccalaureate degree and earn state teacher certification, or for students whose desired teaching discipline is not reflected in existing A.A.T. programs.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.
- 45 hours of observation in a school based setting is required as part of the Education coursework.

<i>Course</i>	<i>Credits</i>	
English		
ENGL 101 English Composition	3	
Mathematics		
Mathematics Elective (GenEd course list)	3	
Social & Behavioral Sciences		
Two courses selected from different disciplines (GenEd course list)	6	
Arts & Humanities		
Three courses, one selected from each area		
Arts Elective (GenEd course list)	3	
Humanities Elective (GenEd course list)	3	
COMM 103 Public Speaking	3	
Biological & Physical Sciences		
Two courses, one of which must be a lab science (GenEd course list) ...	7	
General Education Elective (Select from GenEd course list)		3
Physical Education, Health, or Nutrition Requirement		
(Select one PHED, HLTH, or NUTR course)	1	
Concentration Courses		
EDUC 110 Schools and Society	3	
PSYC 101 General Psychology	3	
EDUC 220 Educational Psychology	3	
EDUC 230 Foundations of Special Education (satisfies cultural competence requirement)	3	
EDPS 210 Human Growth and Development or		
PSYC 204 Psychology of Adolescence	3	
Electives	13	
Please consult with a transfer advisor at your transfer institution of choice to select courses applicable to your planned area of teacher certification and any needed testing requirements for future teachers.		

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

History

Area of Concentration within the A.A. in Social Sciences (Transfer)

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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	Credits
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Social & Behavioral Sciences Electives (GenEd course list)	6
Two courses selected from different disciplines	
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (Gen Ed course list) (Recommend PHIL 105)	3
Communication Gen Ed (COMM 103, COMM 105, or ENGL 102)	3
Biological & Physical Sciences (One lab course required)	
Biological & Physical Sciences Elective (GenEd course list)	7
Two courses, one of which must be a lab course	
General Education Elective (Select from GenEd course list)	3
Physical Education, Health, or Nutrition Requirement	
(Select one PHED, HLTH, or NUTR course)	1

Concentration Courses

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

Choose one course from each category:

- HIST 101 History of Western Civilization I or
- HIST 102 History of Western Civilization II
- 3
- HIST 121 World History I (satisfies Cultural Competence requirement) or
- HIST 122 World History II (satisfies Cultural Competence requirement) ...
- 3
- HIST 201 History of the United States I or
- HIST 202 History of the United States II
- 3
- Select two 200-level History courses*
- 6

Electives**	13
Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives.	

60

* HIST 212 Civil War, HIST 213 History of the South, HIST 214 The Civil Rights Movement, HIST 215 Constitutional History of the United States, HIST 217 African American History, HIST 220 WWII, HIST 221 The Sixties.

** Additional HIST 200 level courses and 2 semesters of the same foreign language are recommended.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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.

- Students must earn a grade of "C" or better in ENGL 101.

Course	Credits
Departmental Requirements	
ENGL 101 English Composition	3
HIST 201 History of the United States to 1865	3
HIST 212 Civil War	3
HIST 299/	
299H Independent Study: History (Civil War History)	3
HIST 217 African-American History or	
HIST 213 History of the South or	
HIST 215 Constitutional History of the United States	3
	15

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Human Services

Area of Concentration within the A.A. in Social Sciences (Transfer)

Introduces the student 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 disabilities. The student will be aware of the demands of the human services field.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	Credits
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list) (MATH 120 recommended) ...	3
Social & Behavioral Sciences	
PSYC 101 General Psychology	3
SOCY 101 Introduction to Sociology.....	3
Arts & Humanities	
Arts Elective (GenEd course list).....	3
Humanities Elective (GenEd course list).....	3
Communication Elective (GenEd course list) (COMM 103 or COMM 105 recommended).....	3
Biological & Physical Sciences	
Two courses, one of which must be a lab science (GenEd course list)* ..	7
General Education Elective (Select from GenEd course list)	3
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)	
1	
Concentration Courses	
SOCY 102 Social Problems.....	3
HUMS 102 Human Relations (fulfills cultural competence requirement) .	3
HUMS 103 Introduction to Social Work and the Human Services	4
EDPS 210 Human Growth and Development	3
ECON 200 Principles of Macroeconomics.....	3
ANTH 101 Introduction to Anthropology.....	3
PSYC 204 Psychology of Adolescence or	
PSYC 206 Abnormal Psychology	3
Electives**	6
	60

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

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

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Psychology

Area of Concentration within the A.A. in Social Sciences (Transfer)

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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	Credits
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list) (Recommended MATH 175 or MATH 120).....	3
Social & Behavioral Sciences	
Social & Behavioral Sciences Electives (GenEd course list) selected from different disciplines	6
Arts & Humanities	
Arts Elective (GenEd course list).....	3
Humanities Elective (GenEd course list) (recommend PHIL 105)	3
Communication Elective (GenEd course list)	3
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 BSCI 150)	4
Biological & Physical Science (recommend BSCI 117 or BSCI 107).....	3
General Education Elective (Select from GenEd course list)	3
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)	
1	
Concentration Courses	
PSYC 101 General Psychology	3
PSYC 202 Social Psychology	3
PSYC 206 Abnormal Psychology	3
EDPS 210 Human Growth and Development	3
Choose one Social Science course from Anthropology, Criminal Justice, Economics, Education, Geography, History, Human Services, Political Science, Psychology, or Sociology.....	3
Electives	13
Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives. Depending on the transfer institution, recommended electives might include: PSYC 204, PSYC 205, PSYC 207, SOCY 212, SOCY 101, SOCY 102, SOCY 202, or world language	

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Sociology

Area of Concentration within the A.A. in Social Sciences (Transfer)

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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	Credits
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Social & Behavioral Sciences Electives (GenEd course list)	
Two courses selected from different disciplines	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communication Elective (GenEd course list)	3
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
General Education Elective (Select from GenEd course list)	3
Physical Education, Health, or Nutrition Requirement	
(Select one PHED, HLTH, or NUTR course)	1
Concentration Courses	
SOCY 101 Introduction to Sociology	3
Students should check with an advisor or transfer institution (ARTSYS) before selecting their courses.	
Select 9 credits from the following:	9
SOCY 102 Social Problems (meets cultural competence requirement)	
SOCY 201 Criminology	
SOCY 202 Families and Society	
SOCY 207 Sexuality and Society	
SOCY 210 Ethnic Diversity (meets cultural competence requirement)	
SOCY 212 Gender and Society (meets cultural competence requirement)	
PSYC 202 Social Psychology	
Choose one Social Science course from Anthropology, Criminal Justice, Economics, Geography, History, Human Services, Political Science, Psychology, or Sociology	3

Electives	13
Students should check with an advisor or transfer institution (ARTSYS) before selecting their electives.	

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

STEM: Science, Technology, Engineering, and Mathematics

A.S. Degree (Transfer)

Prepares students for transfer to four-year institutions in STEM (Science, Technology, Engineering, and Mathematics) disciplines. A STEM education trains students how to think analytically, creatively, logically, and scientifically, and how to ask the questions and pose the solutions to the challenges facing our society. Some students will choose an approved Area of Concentration, while others will explore STEM disciplines more generally. Students interested in courses of study such as pre-medical, pre-dental, pre-veterinary, pre-pharmacy, pre-physician assistant, or other related programs should follow the STEM A.S. Degree: Biology or Chemistry Area of Concentration and meet with an academic advisor.

- Students must complete credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	Credits
English	
ENGL 101 English Composition	3
Mathematics	
MATH 165 Precalculus or MATH 185 Calculus I (Biology, Chemistry, Engineering, and Mathematics Areas of Concentration require MATH 185 or higher)	4
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communication Elective (GenEd course list)	3
Biological & Physical Sciences	
Two courses, one of which must be a lab science (GenEd course list) (Recommend BSCI 150, CHEM 101, or PHYS 151)	7
General Education Elective (Select from GenEd course list)	3

Physical Education, Health, or Nutrition Requirement
(Select one PHED, HLTH, or NUTR course) 1

Electives 27

Take a minimum of 19 credits of STEM electives from any of the disciplines listed below. A minimum of 6 credits must be in the same discipline. It is imperative that students consult with an advisor before registering to maximize transfer of coursework; for example some programs will also require MATH 185 Calculus I.

- Biology (BSCI)
- Chemistry (CHEM)
- Computed Aided Design Technology (CADT)
- Computer & Information Sciences (CMIS)
- Engineering (ENGR)
- Mathematics (MATH)
- Physical Science (PHSC)
- Physics (PHYS)
- Students majoring in the Associate of Science in STEM without an Area of Concentration should follow the curriculum outlined above and will have 8 unrestricted elective credits. It is recommended that they take CMIS 106 (Object Design and Programming).
- Students majoring in an Area of Concentration will follow the curriculum for their major (Biology, Chemistry, Engineering, or Mathematics).

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Biology

Area of Concentration within the A.S. in STEM (Transfer)

Provides the courses typically required of biology majors during their first two years of college. Students who earn degrees in biology go on to work in many different fields including: health care professions, pharmaceuticals, biotechnology, wildlife biology, environmental biology, ecology, research, and teaching. Students interested in courses of study such as pre-medical, pre-dental, pre-veterinary, pre-pharmacy, pre-physician assistant, or other related programs should follow the STEM A.S. Degree: Biology or Chemistry Area of Concentration and meet with an academic advisor.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

Course *Credits*

English
ENGL 101 English Composition 3

Mathematics
MATH 185 Calculus I 4

Social & Behavioral Sciences
Two courses selected from different disciplines (GenEd course list) 6

Arts & Humanities
Arts Elective (GenEd course list) 3
Humanities Elective (GenEd course list) 3
Communication Elective (GenEd course list) 3

Biological & Physical Sciences
CHEM 101 General Chemistry I 4
BSCI 150 Principles of Biology I 4

General Education Elective (Select from GenEd course list) 3

Physical Education, Health, or Nutrition Requirement
(Select one PHED, HLTH, or NUTR course) 1

Concentration Courses
BSCI 160 Principles of Biology II 4
CHEM 102 General Chemistry II 4
CHEM 201 Organic Chemistry I 4
CHEM 202 Organic Chemistry II 4
BSCI 240 Genetics 4

Electives 6
Choose in consultation with an advisor.

(PHYS 121, PHYS 151, and MATH 195 recommended. Students transferring to University of Maryland-Shady Grove must take BSCI 263 or BSCI 223 at FCC, as it is not offered at Shady Grove.)

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Chemistry

Area of Concentration within the A.S. in STEM (Transfer)

Provides a variety of science and math courses for students pursuing a course of study in chemistry. Students planning to transfer to a four-year college should check the requirements of that institution. If there are significant differences, the student should consult an advisor for guidance. Students interested in courses of study such as pre-medical, pre-dental, pre-veterinary, pre-pharmacy, pre-physician assistant, or other related programs should follow the STEM A.S. Degree: Biology or Chemistry Area of Concentration and meet with an academic advisor.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

<i>Course</i>	<i>Credits</i>	
English		
ENGL 101 English Composition	3	
Mathematics		
MATH 185 Calculus I	4	
Social & Behavioral Sciences		
Two courses selected from different disciplines (GenEd course list)	6	
Arts & Humanities		
Arts Elective (GenEd course list)	3	
Humanities Elective (GenEd course list)	3	
Communication Elective (GenEd course list)	3	
Biological & Physical Sciences		
CHEM 101 General Chemistry I	4	
BSCI 150 Principles of Biology I	4	
General Education Elective (Select from GenEd course list)		3
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)		1
Concentration Courses		
CHEM 102 General Chemistry II	4	
MATH 195 Calculus II	4	
CHEM 201 Organic Chemistry I	4	
PHYS 151 General Physics I	4	
CHEM 202 Organic Chemistry II	4	
Electives		6
Choose electives in consultation with an advisor. PHYS 252 General Physics II or MATH 285 Calculus III and MATH 220 Introduction to MATLAB recommended.		

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Engineering

Area of Concentration within the A.S. in STEM (Transfer)

Provides the basis for transfer to a four-year college engineering course of study. Every course is not applicable to all engineering fields, and schools vary in their transfer requirements. Students entering the program who lack precalculus must satisfy this requirement before taking MATH 185 Calculus I. Therefore, it is imperative that each student meets regularly with an advisor to establish and/or confirm a personal direction for future study.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

<i>Course</i>	<i>Credits</i>	
English		
ENGL 101 English Composition	3	
Mathematics		
MATH 185 Calculus I	4	
Social & Behavioral Sciences		
Two courses selected from different disciplines (GenEd course list)	6	
Arts & Humanities		
Arts Elective (GenEd course list)	3	
Humanities Elective (GenEd course list)	3	
Communication Elective (GenEd course list)	3	
Biological & Physical Sciences		
CHEM 101 General Chemistry I	4	
PHYS 151 General Physics I	4	
General Education Elective (Select from GenEd course list)		3
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)		1
Concentration Courses		
CHEM 102 General Chemistry II	4	
ENGR 100 Introduction to Engineering Design	3	
MATH 195 Calculus II	4	
MATH 275 Differential Equations	3	
MATH 220 Introduction to MATLAB	1	
STEM Electives	8	
Choose courses in consultation with an advisor. Depending on a student's transfer goals, recommended courses may include ENGR 110 Engineering Statics (fall only), ENGR 210 Mechanics of Materials (spring only), ENGR 212 Engineering Dynamics, MATH 285 Calculus III, PHYS 252 General Physics II, or PHYS 253 General Physics III. STEM Electives must be from Biology, Chemistry, Computer & Information Sciences, Engineering, Mathematics, or Physics.		
Electives		3
Choose a course in consultation with an advisor.		

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Mathematics

Area of Concentration within the A.S. in STEM (Transfer)

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

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
MATH 185 Calculus I	4
Social & Behavioral Sciences	
Two courses selected from different disciplines (GenEd course list)	6
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communication Elective (GenEd course list)	3
Biological & Physical Sciences	
Two courses, one of which must be a lab science (Gen Ed course list) ..	7
(PHYS 151 General Physics I and PHYS 252 General Physics II are required at the University of Maryland-College Park and recommended for students transferring to other institutions)	
Required General Education Elective	
CMIS 106 Object Design and Programming	3
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)	1
Concentration Courses	
MATH 195 Calculus II	4
MATH 220 Introduction to MATLAB	1
MATH 265 Linear Algebra	4
MATH 275 Differential Equations	3
MATH 285 Calculus III	4
Choose one in consultation with an advisor:	
MATH 170 Discrete Math or	
CMIS 201 Computer Science I	3
Electives	8
Choose electives in consultation with an advisor. (PHYS 253 is required at the University of Maryland-College Park. Depending on transfer school CMIS 202 may be recommended)	

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

STEM Technology

A.A.S. Degree (Career)

The Associate of Applied Science in Science, Technology, Engineering, and Mathematics (STEM) is designed for students who plan to enter a career field. Some students will choose an approved Area of Concentration, others will explore STEM disciplines more generally.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Social & Behavioral Sciences Elective (GenEd course list)	3
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communication Elective (GenEd course list)	3
Biological & Physical Sciences	
Biological & Physical Science Elective (GenEd course list)	3
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)	1
Electives (Recommend CMIS 106, Object Design and Programming)	38

Take a minimum of 24 credits of STEM Technology electives from any of the disciplines listed below. A minimum of 12 credits must be in the same discipline. It is imperative that students consult with an advisor before registering to maximize transfer of coursework.

- Biological Sciences (BSCI)
- Biotechnology (BIOT)
- Building Trades Technology (BLDT)
- Business Management (BMGT)
- Computer Aided Design Technology (CADT)
- Construction Management Technology (CMTE)
- Chemistry (CHEM)
- Computer & Information Sciences (CMIS)
- Engineering (ENGR)
- Film & Video Production (FILM)
- Graphic Design (GRPH)
- Mathematics (MATH)
- Music (MUSC)
- Physical Science (PHSC)
- Physics (PHYS)

- Students majoring in the Associate of Applied Science in STEM without an Area of Concentration should follow the curriculum outlined above and will have 14 unrestricted elective credits. It is recommended that they take CMIS 106 Object Design and Programming.
- Students majoring in an Area of Concentration will follow the curriculum for their major:
 - Audio Production Technology
 - Computer Aided Design Technology
 - Construction Management Technology
 - Cybersecurity
 - Data Science
 - Information Technology Specialist
 - Network Engineering
 - Software Engineering

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Audio Production Technology

Area of Concentration within the A.A.S in STEM Technology (Career)

Provides the core skills needed to function in and prepare students for entry into the growing audio production profession. Audio production requires creative problem-solving rooted in a strong conceptual and practical foundation. In hands-on classes, students explore the concepts, tools, and techniques of the audio industry using hardware and software they will encounter in the workplace.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list)	3
Social & Behavioral Sciences	
Social & Behavioral Sciences Elective (GenEd course list) (recommend PSYC 202)	3
Arts & Humanities	
Arts Elective (GenEd course list) (recommend MUSC 109).....	3
Humanities Elective (GenEd course list).....	3
Communication Elective (GenEd course list) (recommend COMM 105 - satisfies cultural competence requirement)..	3
Biological & Physical Sciences	
Biological & Physical Sciences Elective (GenEd course list).....	3
Physical Education, Health, or Nutrition Requirement	
(Select one PHED, HLTH, or NUTR course)	1

Concentration Courses

MUSC 103 Fundamentals of Music	3
MUSC 106 Ear Training and Musicianship I*	1
BMGT 109 Entrepreneurship and Small Business Enterprise	3
MUSC 130 Foundations of Audio Technology	3
MUSC 135 Audio Recording Techniques	3
MUSC 145 Publishing, Licensing, and Copyrighting	3
MUSC 230 Studio Recording Techniques	3
MUSC 235 Advanced Audio Production	3
MUSC 240 MIDI Music Production Techniques	3
INTR 101 Internship or	
MUSC 250 Music Industry Practicum and Seminar	1

**MUSC 103 may be taken concurrently with MUSC 106 with the permission of the program manager.*

Electives..... 12

Choose an elective in consultation with the program manager.
Courses may include (but are not limited to):

Applied Music Lessons (Instrumental Lessons up to 4 semesters) (1)	
CMIS 105 Introduction to Programming (2)	
CMIS 106 Introduction to Object Design & Programming (3)	
CMIS 226 Game Scripting (3)	
CMIS 227 Game Programming (4)	
FILM 101 Introduction to Film (3)	
FILM 144 Digital Video Production (4)	
FILM 222 Television Studio Directing & Operations (4)	
FILM 244 Digital Film Production (4)	
FILM 254 Postproduction: The Art of Editing (4)	
FILM 255 Advanced Postproduction & Motion Graphics (4)	
GRPH 111 Graphic Design I (3)	
GRPH 114 Web Design I (3)	
MUSC 107 Ear Training and Musicianship II (1)	
MUSC 111 Music Theory 1 (3)	
MUSC 112 Music Theory 2 (3)	
MUSC 151 Class Piano 1 (1)	
MUSC 152 Class Piano 2 (1)	

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Audio Production

Certificate (Career)

Prepares the core skills needed to function in and prepare students for entry into the growing audio production profession. Audio production requires creative problem-solving rooted in a strong conceptual and practical foundation. In hands-on classes, students explore the concepts, tools, and techniques of the audio industry using hardware and software they will encounter in the workplace.

Course	Credits
Departmental Requirements	
MUSC 103 Fundamentals of Music	3
MUSC 106 Ear Training and Musicianship I*	1
BMGT 109 Entrepreneurship and Small Business Enterprise	3
MUSC 130 Foundations of Audio Technology	3
MUSC 135 Audio Recording Techniques	3
MUSC 145 Publishing, Licensing, and Copyrighting	3
MUSC 230 Studio Recording Techniques	3
MUSC 235 Advanced Audio Production	3
MUSC 240 MIDI Music Production	3
INTR 101 Internship or	
MUSC 250 Music Industry Practicum and Seminar	1
	26

*MUSC 103 may be taken concurrently with MUSC 106 with the permission of the program manager.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Computer Aided Design Technology

Area of Concentration within the A.A.S in STEM Technology (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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	Credits
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (MATH 145 or MATH 165 recommended)	3
Social & Behavioral Sciences	
Social & Behavioral Sciences Elective (GenEd course list) (Recommend HUMS 102, satisfies Cultural Competence requirement)	3
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list) (recommend PHIL 208)	3
Communication Elective (GenEd course list) (recommend COMM 107)	3
Biological & Physical Sciences	
Biological and Physical Sciences Elective (GenEd course list) (recommend PHYS 101, PHSC 101, or PHSC 121)	3
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)	
	1
Concentration Courses	
CADT 101 AutoCAD I	3
CADT 102 AutoCAD II	3
CADT 130 Revit (BIM)	3
CADT 150 Architectural Drawing and Design	3
CADT 210 Residential Architecture I	4
CADT 245 Civil Drafting with CAD	3
Electives (select any from the following list)	
Any BLDT, CADT, CMIS, CMTE, ENGR, GISA, MATH, or SPAN course	
INTR 103 Internship (3)	19
	60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Computer Aided Design (Engineering) Technology

Area of Concentration within the A.A.S in STEM Technology (Career)

Teaches a full array of industry standard design skills and technologies including Computer Aided Drafting and Solid Modeling, enabling students to assist and work with engineers and related professionals. This program prepares students to pursue paraprofessional positions in engineering industries.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** is that foundation of the higher education curriculum providing coherent intellectual experience for all students. Students should check with an advisor or the transfer institution (ARTSYS) before selecting General Education CORE requirements. <http://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the Physical Education, Health, or Nutrition Requirement, a 3-credit PHED, HLTH, or NUTR course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	Credits	
English		
ENGL 101 English Composition	3	
Mathematics		
MATH 165 Precalculus	4	
Social & Behavioral Sciences		
Social & Behavioral Sciences Elective (GenEd course list) (Recommend HUMS 102 - satisfies cultural competence requirement) ..	3	
Arts & Humanities		
Arts Elective (GenEd course list)	3	
Humanities Elective (GenEd course list) (PHIL 208 recommended)	3	
Communication Elective (GenEd course list) (COMM 107 recommended)	3	
Biological & Physical Sciences		
Biological & Physical Sciences Elective (GenEd course list) (PHYS 101, PHSC 101, or PHSC 121 recommended)	3	
Physical Education, Health, or Nutrition Requirement (Select one PHED, HLTH, or NUTR course)		1
Concentration Courses		
CADT 101 AutoCAD I	3	
CADT 102 AutoCAD II	3	
CADT 110 Introduction to SolidWorks	3	
CADT 250 Statics and Strength of Materials	4	
CADT 255 Dynamics	4	
CMIS 105 Introduction to Programming	2	
CMTE 100 Occupational Safety & Health	2	
ENGR 100 Introduction to Engineering Design	3	
Electives (select any from the following list)		
Choose 13 credits from any BLDT, CADT, CMIS, CMTE, ENGR, GISA, MATH, or SPAN courses or INTR 103.	13	
	60	

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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	
CADT 101 AutoCAD I	3
CADT 102 AutoCAD II	3
CADT 110 Introduction to SolidWorks or CADT 130 Revit (BIM)	3
CADT 150 Architectural Drawing and Design	3
CADT 210 Residential Architecture I	4
CADT 220 Residential Architecture II	4
	20

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Computer Aided Design Operator

Certificate (Career)

Provides students with a general knowledge and skills required to obtain a position as a CAD technician.

Course	Credits
Departmental Requirements	
CADT 101 AutoCAD I	3
CADT 102 AutoCAD II	3
CADT 110 Introduction to SolidWorks	3
CADT 130 Revit (BIM)	3
CADT 245 Civil Drafting with CAD	3
GISA 101 Introduction to Geographic Information Systems with ArcGIS	3
	18

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Construction Management Technology

Area of Concentration within the A.A.S in STEM Technology (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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

Course	Credits
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list) (MATH 145, MATH 165 or MATH 175 recommended)	3
Social & Behavioral Sciences	
Social & Behavioral Sciences Elective (GenEd course list) (Recommend HUMS 102 - satisfies cultural competence requirement)	3
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list) (Recommend PHIL 208)	3
Communication Elective (GenEd course list) (Recommend COMM 107)	3

Biological & Physical Sciences

Biological & Physical Sciences Elective (GenEd course list)
(PHYS 101 or PHSC 101 or PHSC 121 recommended) 3

Physical Education, Health, or Nutrition Requirement

(Select one PHED, HLTH, or NUTR course) 1

Concentration Courses

ACCT 101 Principles of Accounting I..... 3
 BMGT 103 Introduction to Business..... 3
 BMGT 120 Business Communication..... 3
 CMIS 101 Information Systems and Technology..... 3
 CMTE 100 Occupational Safety & Health..... 2
 CMTE 101 Construction Management..... 3
 CMTE 130 Materials & Methods of Construction..... 3
 CMTE 200 Site Management..... 3
 CMTE 210 Construction Project Cost Estimating..... 3
 CMTE 220 Construction Project Scheduling..... 3

Electives (select any from the following list) 9

ACCT 102 or BMGT 100 or BMGT 211 or BMGT 227 or EMGT 101 or INTR 103
 Any BLDT or CADT or CMIS (CMIS 111R recommended)
 or CMTE or SPAN course

60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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	
CMTE 101 Introduction to Construction Management.....	3
CMTE 130 Methods and Materials of Construction.....	3
CMTE 140 Architectural Blueprint Reading.....	3
CMTE 200 Principles of Site Management.....	3
CMTE 210 Construction Project Cost Estimating.....	3
CMTE 220 Construction Project Scheduling.....	3
	18

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Cybersecurity

Area of Concentration within the A.A.S in STEM Technology (Career)

Prepares graduates for a career in the cybersecurity capacities, such as information security analyst, information technology auditor, network security engineer, and information assurance engineer. This program covers technologies, techniques, and tools required by the cybersecurity industry to identify and respond to threats and vulnerabilities in cyber systems. It covers skills needed to design, analyze, evaluate, and implement security controls in the cyber environments. This program also prepares graduates for professional certifications, including A+, Net+, Security+, Certified Ethical Hacker (CEH), Certified Information Systems Security Professional (CISSP), and Certified Information Security Auditor (CISA).

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition.....	3
Mathematics	
Math Elective (GenEd course list) (MATH 120 recommended).....	3
Social & Behavioral Sciences	
Social Science Elective (GenEd course list) (HUMS 102 Human Relations recommended - satisfies cultural competence requirement).....	3
Arts & Humanities	
Arts Elective (GenEd course list).....	3
Humanities Elective (GenEd course list) (Recommend PHIL 101 or PHIL 208).....	3
Communication Elective (GenEd course list).....	3
Biological & Physical Sciences	
Science Elective (GenEd course list).....	3
Physical Education, Health, or Nutrition Requirement	
(Select one PHED, HLTH, or NUTR course).....	1

Concentration Requirements

CMIS 106	Object Design and Programming	3
CMIS 111L	UNIX/Linux Operating System	3
CMIS 120	PC Operating Systems	3
CMIS 281	Security Fundamentals	3
CMIS 179	Cybersecurity Fundamentals	3
CMIS 280	Networking Fundamentals	3
CMIS 203	Systems Analysis & Design	3
CMIS 121	PC Repair & Diagnostics	3
CMIS 217	Cybercrime & Digital Forensics Investigation	3
CMIS 219	Ethical Hacking and Systems Defense	3
CMIS 223	Cloud Security	3

Electives

(select any from the following list)	5
Any CMIS or BMGT course	
EMGT 101	Disaster, Crisis and Emergency Management (3)
INTR 102	Internship (2)
INTR 103	Internship (3)

60

Students holding CompTIA A+ Certification may be awarded 6 credits (CMIS 120 and CMIS 121). Students holding CompTIA Network+ Certification may be awarded 3 credits (CMIS 280). Students holding CompTIA Security+ Certification may be awarded 3 credits (CMIS 281). Students holding CCNA Certification may be awarded 9 credits (CMIS 290, CMIS 291, and CMIS 292).

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

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

CMIS 106	Introduction to Object Design and Programming	3
CMIS 120	PC Operating Systems	3
CMIS 121	PC Repair & Diagnostics	3
CMIS 280	Networking Fundamentals or	
CMIS 290	Cisco 1 Introduction to Networks	3

Electives: Complete 3 courses from the following: 9

CMIS 179	Cybersecurity Fundamentals (3)
CMIS 217	Cybercrime and Digital Forensics (3)
CMIS 218	Information Security (3)
CMIS 219	Ethical Hacking (3)
CMIS 281	Security Fundamentals (3)
CMIS 295	Cloud Security (3)

21

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Data Science**Area of Concentration within the A.A.S in STEM Technology (Career)**

The Data Science Area of Concentration is being discontinued. No new students will be admitted to the program.

Information Technology Specialist**Area of Concentration within the A.A.S in STEM Technology (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 course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

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

English

ENGL 101	English Composition	3
----------	---------------------	---

Mathematics

Mathematics Elective (GenEd course list)	3
--	---

Social & Behavioral Sciences

Social & Behavioral Sciences Elective (GenEd course list) (HUMS 102 Human Relations recommended - satisfies cultural competence requirement)	3
--	---

Arts & Humanities

Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list) (PHIL 208 recommended)	3
Communication Elective (GenEd course list)	3

Biological & Physical Sciences

Biological & Physical Sciences Elective (GenEd course list)	3
---	---

Physical Education, Health, or Nutrition Requirement

(Select one PHED, HLTH, or NUTR course)	1
---	---

Concentration Courses

BMGT 281	Global Awareness in the Work Environment	3
CMIS 120	PC Operating Systems	3
CMIS 106	Object Design and Programming	3
CMIS 203	Systems Analysis & Design	3
CMIS 121	PC Repair & Diagnostics	3
CMIS 204	Computer Information Sciences Project or	
INTR 103	Internship	3
CMIS 179	Cybersecurity Fundamentals or	
CMIS 218	Information Security and Assurance	3

Electives (select from the following list)..... 17

BIOT 102	Introduction to Biotechnology (3)	
BIOT 103	Laboratory Techniques I (1)	
BIOT 110	Bioprocessing Measurements (4)	
Any CMIS or BMGT course		
GRPH 111	Graphic Design I (3)	
GRPH 112	Graphic Design II (3)	
GRPH 114	Web Design (3)	
FILM 144	Digital Video Production (4)	
FILM 244	Digital Film Production (4)	
FILM 254	Postproduction: The Art of Editing (4)	
ENGL 219	Technical Writing (3)	
EMGT 101	Disaster, Crisis, and Emergency Management (3)	
MEDA 109	Medical Terminology (3)	
MEDA 112	Medical/Administrative Office Applications (3)	
MEDA 220	Electronic Health Records (3)	
MUSC 130	Foundations of Audio Technology (3)	
MUSC 135	Audio Recording Techniques (3)	
MUSC 235	Advanced Audio Production (3)	

60

Students holding CompTIA A+ Certification may be awarded 6 credits (CMIS 120 and CMIS 121). Students holding CompTIA Network+ Certification may be awarded 3 credits (CMIS 280). Students holding CompTIA Security+ Certification may be awarded 3 credits (CMIS 281). Students holding CCNA Certification may be awarded 9 credits (CMIS 290, CMIS 291, and CMIS 292).

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Cloud Computing

Certificate (Career)

Prepares students with the knowledge and skills required to implement, adopt, and govern cloud computing systems. This certificate covers the objectives of five (5) professional certification exams: Amazon Web Services (AWS) Certified Cloud Practitioner, AWS Certified SysOps Administrator Associate, CompTIA Cloud Essentials, CompTIA A+, and CompTIA Network+.

Course	Credits
--------	---------

Departmental Requirements

Departmental Requirements	
CMIS 111V	Virtualization and Cloud Essentials 3
CMIS 120	PC Operating Systems 3
CMIS 121	PC Repair & Diagnostics 3
CMIS 266	Cloud System Administration 3
CMIS 280	Networking Fundamentals or
CMIS 290	Cisco 1 Introduction to Networks..... 3
CMIS 295	Cloud Security 3
18	

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Computer Studies

Certificate (Career)

Designed for students seeking to build skills in the field of computer studies. Involves defining and analyzing problems and developing, testing, and maintaining programs by incorporating a broad range of transferable problem-solving skills and techniques including logical thinking, creative design, synthesis, and evaluation.

Course	Credits
--------	---------

Departmental Requirements

CMIS 106	Object Design & Programming..... 3
CMIS 120	PC Operating Systems 3
CMIS 203	Systems Analysis & Design..... 3
CMIS 121	PC Repair & Diagnostics 3
CMIS 218	Information Security and Assurance or
CMIS 179	Cybersecurity Fundamentals 3
Electives	Select 6 credits from:
Any BMGT course	
Any CMIS course	
Any INTR course 6	
21	

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Computer Support Specialist

Certificate (Career)

Prepares students for a career as a computer support specialist. Computer support specialists provide help and advice to people and organizations using computer software or equipment.

Course	Credits
--------	---------

Departmental Requirements

CMIS 120	PC Operating Systems 3
CMIS 280	Networking Fundamentals or
CMIS 290	Cisco 1 Introduction to Networks..... 3
CMIS 200	IT Support Service..... 3
CMIS 121	PC Repair & Diagnostics 3
Electives	Select 6 credits from any CMIS courses 6
18	

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Healthcare Information Technology

Certificate (Career)

The Healthcare Information Technology certificate is being discontinued. No new students will be admitted to the program.

Software Specialist

Certificate (Career)

The Software Specialist certificate is being discontinued. No new students will be admitted to the program.

Network Engineering

Area of Concentration within the A.A.S in STEM Technology (Career)

Prepares students for entry-level positions in the network engineering field. Students gain the knowledge and skills required to implement and maintain a defined network and will be able to configure, maintain, and troubleshoot network devices using network tools as well as analyze network traffic to make solution recommendations.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

Course

Credits

English

ENGL 101 English Composition 3

Mathematics

Mathematics Elective (GenEd course list)
(MATH 120 recommended) 3

Social & Behavioral Sciences

Social Science Elective (GenEd course list) (HUMS 102 recommended -
satisfies cultural competence requirement) 3

Arts & Humanities

Arts Elective (GenEd course list) 3

Humanities Elective (GenEd course list)
(PHIL 208 or PHIL 101 recommended) 3Communication Elective (GenEd course list) (COMM 105 recommended -
satisfies cultural competence requirement) 3

Biological & Physical Sciences

Biological & Physical Sciences Elective (GenEd course list) 3

Physical Education, Health, or Nutrition Requirement

(Select one PHED, HLTH, or NUTR course) 1

Concentration Courses

BMGT 281	Global Awareness in the Work Environment	3
CMIS 120	PC Operating Systems	3
CMIS 106	Object Design & Programming	3
CMIS 203	Systems Analysis & Design	3
CMIS 121	PC Repair & Diagnostics	3
CMIS 179	Cybersecurity Fundamentals or	
CMIS 218	Information Security and Assurance	3
CMIS 290	Cisco 1 Introduction to Networks	3
CMIS 291	Cisco 2 Switching, Routing, and Wireless Essentials	3
CMIS 292	Cisco 3 Enterprise Networking, Security, and Automation	3
CMIS 294	Cybersecurity Operations	3
Electives	Select eight (8) credits from the following: Any INTR, CMIS, or BMGT course (Recommend CMIS 105 - Introduction to Programming)	8
		60

Students holding CompTIA A+ Certification may be awarded 6 credits (CMIS 120 and CMIS 121). Students holding CompTIA Network+ Certification may be awarded 3 credits (CMIS 280). Students holding CompTIA Security+ Certification may be awarded 3 credits (CMIS 281). Students holding CCNA Certification may be awarded 9 credits (CMIS 290, CMIS 291, and CMIS 292).

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Network Engineer

Certificate (Career)

The Network Engineer certificate is being discontinued. No new students will be admitted to the program.

Software Engineering

Area of Concentration within the A.A.S in STEM Technology (Career)

Trains graduates with the necessary software development skills to plan, analyze, design, validate, implement, deploy, and manage software systems. This program covers system development life cycle, object oriented programming, mobile app development, C++, C#, Java, Python, R, SAS, and database management systems. The program is designed to prepare graduates with a career as a programmer, software architect, software developer, software engineer, or systems analyst.

- Students must complete their credit **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.
- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.
- Students must complete a minimum of nine credits at the 200-level.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
Mathematics Elective (GenEd course list) (MATH 120 recommended) ...	3
Social & Behavioral Sciences	
Social & Behavioral Sciences Elective (GenEd course list) (recommend HUMS 102, satisfies Cultural Competence requirement) ..	3
Arts & Humanities	
Arts Elective (GenEd course list)	3
Humanities Elective (GenEd course list)	3
Communication Elective (GenEd course list)	3
Biological & Physical Sciences	
Biological & Physical Sciences Elective (GenEd course list)	3
Physical Education, Health, or Nutrition Requirement	
(Select one PHED, HLTH, or NUTR course)	1
Concentration Courses	
CMIS 106 Object Design & Programming	3
CMIS 119 Statistical Analysis System (SAS)	3
CMIS 201 Computer Science I	4
CMIS 203 Systems Analysis & Design	3
CMIS 208 C++ Programming	3
CMIS 225C Mobile App Programming	3
CMIS 226 Game Scripting	3
CMIS 227 Game Programming	4
CMIS 230 Database Management Systems	3
CMIS 256 Statistical Computing	3
Electives	
Any CMIS or BMGT courses	6
	60

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Surgical Technology

A.A.S Degree (Career)

Provides the theory and skills essential for employment in the profession of surgical technology. The fundamental principles, practices, and protocols are applied during extensive clinical experiences in the operating room environment. Accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) program graduates to apply for the national certifying examination in surgical technology. Enrollment is limited. See page 11 for application information.

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

- Students must complete their **English and Mathematics** within the first 24 credits.
- One course must meet the **cultural competence graduation requirement**.
- **CORE: The General Education CORE** 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://artsys.usmd.edu/>
- In some General Education categories (Mathematics, Biological & Physical Sciences), a 4-credit course selected from the GenEd course list will satisfy the requirement in place of a 3-credit course. Students should check with an advisor before selecting these courses.

- For the PE/Health & Nutrition requirement, a 3-credit Physical Education or Health course may satisfy the requirement in place of a 1-credit course. Students should check with an advisor before selecting this course.
- Students must earn a grade of "C" or better in ENGL 101.

<i>Course</i>	<i>Credits</i>
English	
ENGL 101 English Composition	3
Mathematics	
MATH 120 Statistics or higher MATH course (GenEd course list)	3
Social & Behavioral Sciences	
PSYC 101 General Psychology or SOCY 101 Introduction to Sociology	3
Arts & Humanities	
Communication Elective (COMM required) (GenEd course list)	3
Biological & Physical Sciences	
BSCI 201 Anatomy and Physiology I	4
BSCI 202 Anatomy and Physiology II	4
Physical Education, Health, or Nutrition Requirement	
(Select one PHED, HLTH, or NUTR course)	1
Departmental Requirements	
MEDA 108 Basic Medical Terminology (1) or MEDA 109 Medical Terminology (3)	1
SURG 120 Surgery Essentials	3
SURG 125 Fundamentals of Surgical Technology I	6
SURG 130 Introduction to Surgical Technology (satisfies cultural competence requirement)	6
SURG 135 Fundamentals of Surgical Technology II	5
SURG 200 Fundamentals of Surgical Technology III	6
SURG 205 Fundamentals of Surgical Technology IV	6
Electives*	6
	60

* Electives may include a 4-credit prerequisite course (BSCI 150 General Biology I or CHEM 101 General Chemistry I) taken prior to enrolling into BSCI 201 Anatomy and Physiology

** BSCI 55, Preparation for Allied Health, a 0-credit preparatory science course, can be taken instead of one of the elective courses above. Students should consult an advisor to select the appropriate course.

Transfer Note:

For more information on careers and transfer, contact the Counseling & Advising office at 301.846.2471 or visit the Programs web page.

Credit Course Descriptions

Effective summer 2019, most credit courses have been renumbered. The former course numbers are listed in the course descriptions when applicable. A reference document of the old and new course numbers can also be found on the web at www.frederick.edu/class-schedules.aspx?cid=schedules-top-link.

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

ACCE: Academic and Career Engagement

ACCE 101-College Success Tools (1) (formerly ACE 102)

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.

ACCE 107-Choosing a Major or Career (1) (formerly ACE 111A)

Introduces the career planning process, focusing on students' individualized career planning needs, decision-making, and goal setting. The course utilizes varied resources and tools that support personal and career assessment and exploration.

ACCE 108-Job Search and Workplace Basics (1)

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or (ESOL 70 and ESOL 71) or (ESOL 72 and ESOL 73) or ESOL 100
(formerly ACE 111B)

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.

ACCE 110-Academic Engagement Seminar (3)

• Gen Ed Emerging Issues, Cultural Competence
Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or (ESOL 70 and ESOL 71) or (ESOL 72 and ESOL 73) or ESOL 100

(formerly ACE 101)

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.

ACCE 130-Career Assessment and Planning (3)

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or (ESOL 70 and ESOL 71) or (ESOL 72 and ESOL 73) or ESOL 100

(formerly ACE 110)

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.

ACCE 140-Introduction to Leadership (3)

• Gen Ed Emerging Issues

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly ACE 140)

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.

ACCE 150-STEM Seminar 1 (1)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

Introduces students to tools, strategies, and resources that improve study skills and connect students to campus. Students will build an academic plan and engage in STEM career explorations. This course may include off-campus learning opportunities that occur outside of regular course hours.

ACCE 160-STEM Seminar 2 (1)

Prerequisite: ACCE 150 and Prerequisite or Co-requisite: ENGL 101

Builds on concepts from STEM Seminar 1. Students will develop information literacy and explore current research in their proposed field. Students are connected to technology training, practice scholarly presentations, and explore transfer institutions. This course may include off-campus learning opportunities that occur outside of regular course hours.

ACCE 250-Global Scholar Experience (3)

• Gen Ed Emerging Issues, Cultural Competence

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR

Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly ACE 250 and ID 250)

Develop cultural competency through short-term study abroad using a 'learn, travel, teach' model. The pre-trip component will introduce the concept of cultural competency, elements of culture, and an overview of the destination country's/ies' culture(s). During the study abroad portion, daily journaling or blogging will record and analyze the travel experience. Post-trip, a multimedia cultural competency project will be completed with faculty supervision and presented to an audience. Students who successfully complete all course requirements will be awarded a Global Scholar Certificate.

ACCT: Accounting

ACCT 100-Business Accounting (3)

Prerequisites: ENGL 70 or ENGL 75 or ESOL 70 or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100

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: ENGL 70 OR (ESOL 70 and ESOL 71) OR ESOL 100

Introduces financial accounting principles and procedures related to accounting theory and practice. The recording of transactions under generally accepted accounting principles (GAAP) and the analysis of 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 with an examination of the Statement of Cash Flows and the analysis of financial statements. Introduces managerial accounting concepts used for planning and controlling the business enterprise.

ACCT 111-Computerized Accounting (3)

Prerequisites: CMIS 101 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)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 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 and ACCT 101) or (ACCT 101 and 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 and ACCT 101) or (ACCT 101 and 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)

Prerequisites: 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 and 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 and ACCT 101) or (ACCT 101 and 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, and CMIS 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.

ANTH: Anthropology

ANTH 101-Introduction to Anthropology (3)

- Gen Ed Anthropology, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100
(formerly AN 101)

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.

ANTH 103-Introduction to Archeology (3)

- Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100
(formerly AN 103)

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.

ARBC: World Languages: Arabic

ARBC 101-Introductory Arabic I (3)

- Gen Ed Humanities

(formerly LAR 101)

Introduces the fundamentals of the Arabic language both written and spoken. Offers a strong foundation in the language through development of vocabulary, grammar, reading, and conversational skills. Offers insights into Arabic culture and customs.

ARBC 102-Introductory Arabic II (3)

- Gen Ed Humanities

Prerequisite: ARBC 101 or permission of program manager

(formerly LAR 102)

Continues the fundamentals of the Arabic language, both written and spoken. Offers a strong foundation in the language through further development of vocabulary, grammar, reading, and conversational skills. Provides insights into Arabic culture and customs.

ARTT: Art**ARTT 100-Introduction to the Creative Arts (3)**

- Gen Ed Arts, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly AR 100)

Introduces students to the areas of visual arts, dance, music, and theater through an exploration of representative works with a global perspective. The study of the creative arts will develop critical appreciation for the arts, enhance self-expression, and provide a better understanding of the human experience. Attendance at an art exhibition and two different live performances is required. The course meets the Maryland state approved Associate of Arts in Teaching degree.

ARTT 101-Foundations of Studio Art I (3)

- Gen Ed Arts

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR *Prerequisites or Co-requisites:* ENGL 75 or ESOL 100

(formerly AR 101)

Introduces the elements of composition and the principles of design. Through theories, practices, and drawing techniques of two-dimensional design, this course will develop skills critical to fine artists, illustrators, graphic designers, and those interested in organizing visual information necessary to engage in creative problem solving. Students will acquire the visual literacy needed to create and assess works of art. Students will work primarily in black and white. Students must furnish supplies.

ARTT 102-Foundations of Studio Art II (3)

Prerequisite: ARTT 101

(formerly AR 102)

Builds on the design concepts of ARTT 101. Explores the principles of visual organization and communication using color and three-dimensional form.

ARTT 103-The History of Art: Non-Western (3)

- Gen Ed Arts, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly AR 103)

Surveys the major developments in painting, sculpture, and architecture created in non-western cultures around the world. Emphasizes a global perspective and illuminates the historical/artistic interaction of world cultures. Provides an overview of the visual arts created in India, China, Japan, Islam, Africa, Oceania, and the pre-Columbian cultures of North and South America. A visit to an art museum is required.

ARTT 104-The History of Art: Prehistoric to Early Renaissance (3)

- Gen Ed Arts, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly AR 104)

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.

ARTT 105-The History of Art: Renaissance to Modern (3)

- Gen Ed Arts, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly AR 105)

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.

ARTT 106-Drawing I (3)

- Gen Ed Arts

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR *Prerequisites or Co-requisites:* ENGL 75 or ESOL 100

(formerly AR 106)

Introduces the development of observational skills and rendering techniques through the use of still life and other subject matter. Develops an understanding of the elements of composition and arts vocabulary. These skills will be used to assess works of art. Students will work primarily in black and white, though color pastels may be explored. Students must furnish supplies.

ARTT 107-Drawing II (3)

Prerequisite: ARTT 106

(formerly AR 107)

Continues ARTT 106 with advanced analysis of problems involved in drawing. Introduces new materials and avenues of expression with a special emphasis on color. Students will further develop and refine drawing techniques while exploring personal content and style. Students must furnish supplies.

ARTT 108-Introduction to Color Theory and Design (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR

Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly AR 115)

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.

ARTT 110-Introduction to Watercolor I (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR

Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly AR 207)

Introduces transparent watercolor techniques including wash and dry brush, ink, and watercolor and expanded uses intermixing with mixed media.

ARTT 111-Watercolor II (3)

Prerequisite: ARTT 110

(formerly AR 210)

Expands techniques developed in ARTT 110 emphasizing personal expression in watercolor painting. Explores the various advanced methods in watercolor painting, observing works of traditional and contemporary artists.

ARTT 113-Pottery I (3)

- Gen Ed Arts

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR *Prerequisites or Co-requisites:* ENGL 75 or ESOL 100

(formerly AR 113)

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.

ARTT 114-Pottery II (3)

Prerequisite: ARTT 113

(formerly AR 114)

Advances the study of 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.

ARTT 119-Pottery: The Wood Kiln (3)*Prerequisite:* ARTT 113**(formerly AR 119)**

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.

ARTT 204-Illustration I (3)*Prerequisite:* ARTT 106**(formerly AR 204)**

Concentrates on the development of hand skills and concepts, which are an important part of the magic of narrative picture making. Explores material resources and their proper use for visual communication. Students must furnish supplies.

ARTT 205-Illustration II (3)*Prerequisite:* ARTT 204**(formerly AR 205)**

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.

ARTT 206-Introduction to Figure Study (3)*Prerequisite:* ARTT 106**(formerly AR 206)**

Offers an intensive study in drawing and painting of the human figure, action, volume, structure and anatomy.

ARTT 207-Painting I (3)*Prerequisite:* ARTT 101 or ARTT 106**(formerly AR 108)**

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.

ARTT 208-Painting II (3)*Prerequisite:* ARTT 207 or AR 108**(formerly AR 109)**

Continues ARTT 207 with advanced analysis of problems involved in oil and acrylic painting. Develops skills in the preparation of the canvas and in the production of representational, abstract, and other styles of paintings. Students must furnish supplies.

ARTT 210-Sculpture (3)*Prerequisite:* ARTT 102 or ARTT 113**(formerly AR 203)**

Introduces students to a variety of sculptural practices. A number of methods for producing sculpture will be explored including both subtractive and additive processes. Sculpture's long and broad history will provide students with precedents for class projects and will connect student work to the continuum of art history. Students will provide all materials required for completion of projects.

ARTT 220-Intermediate Sculpture (3)*Prerequisite:* ARTT 210 or AR 203**(formerly AR 213)**

Offers further investigation of material and techniques introduced in Sculpture. Assignments will focus on a limited number of concepts. This provides the students with a framework to begin the process of portfolio development and the opportunity to work in series. Students will provide all materials required for completion of projects.

ASLS: American Sign Language Studies

ASLS 121-American Sign Language I (3)

- Gen Ed Humanities

(formerly ASLS 102)

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 122-American Sign Language II (4)

- Gen Ed Humanities

Prerequisite: ASLS 121 or ASLS 102**(formerly ASLS 103)**

Continues the American Sign Language sequence and 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 123-American Sign Language Fingerspelling and Number Use (3)*Prerequisite:* Grade of B or better in ASLS 122 or ASLS 103
(formerly ASLS 100)

Provides an in-depth study of American Sign Language Fingerspelling and Numbering. ASL Fingerspelling and Numbering is a crucial component of ASL. Focuses on developing receptive and expressive fingerspelling and numbering skills. Through class activities, this course covers names of people, cities, states, titles of books, movies, brand names, and lexicalized fingerspelling. This course also covers five systems in ASL Number Use: cardinal, ordinal, incorporation, unique, and sports system.

ASLS 124-Introduction to Deaf Community and History (3)

- Gen Ed Emerging Issues, Cultural Competence

(formerly ASLS 106)

Introduces students to the American Deaf Community through historical events. Topics include the development of American Sign Language, modes of communication, laws concerning Deaf people, professions within the Deaf community, education of Deaf children, and the importance and value of Deaf Culture.

ASLS 223-American Sign Language III (4)

- Gen Ed Humanities

Prerequisite: Grade of B or better in ASLS 122 or ASLS 103
(formerly ASLS 202)

Continues the American Sign Language sequence, with an expansion of conversational language skills as the medium and communication. Students will also get extensive exposure to the Deaf culture information. Each of the five units in this text revolves around a major language function: locating things around the house; complaining and making requests; talking about life events, nationalities, and family histories; describing objects; and talking about the weekend. The language learned through this communicative approach is the language used in everyday conversation. By learning language functions in interactive contexts, conversational skills are developed in confirming and correcting information; opening and closing conversations; asking for clarification; agreeing, declining, or hedging; and using appropriate response behaviors.

ASLS 224-American Sign Language IV (4)

- Gen Ed Humanities

Prerequisite: Grade of B or better in ASLS 223 or ASLS 202
(formerly ASLS 203)

Continues the American Sign Language sequence. Features comprehension in 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 225-American Sign Language V (4)

- Gen Ed Humanities

Prerequisites: Grade of B or better in ASLS 224 or ASLS 203

(formerly ASLS 207 experimental)

Presents the advanced skills used in American Sign Language. Includes vocabulary and grammar related to the exchange of storytelling, ASL idioms, analyzing ASL concepts, and more complicated ASL skills. This is the last of a five-semester ASL sequence. Skills developed from previous courses allow students to share personal and biographical stories and retell stories with simple plots, such as children's stories. Students will increase their understanding of a competence in using conversational strategies and culturally appropriate interaction skills.

ASLS 230-Deaf Culture and Oppression (3)

Prerequisites: (ASLS 124 or ASLS 106) and (Grade of 'B' or better in ASLS 224 or ASLS 203); Co-requisites: ASLS 232 and INTP 114

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. This course also examines various forms of oppression by looking across different cultures and communities, then examines possible parallels occurring within the deaf community.

ASLS 232-ASL Linguistics (3)

Prerequisites: Grade of B or better in ASLS 225, INTP 104, and INTP 112; Co-requisite: ASLS 230 and INTP 114

(formerly ASLS 211)

Introduces students to the linguistics of American Sign Language (ASL) and English. Provides an introductory study of the phonological, morphological, lexical, syntactic, and discourse. Reviews the similarities and differences between signed languages and spoken languages. Introduces basic theories regarding ASL structure and emphasizes ASL status as a natural language by comparing and contrasting similarities and unique differences between the two.

ASLS 250-ASL Immersion Experience (1)

Prerequisite: Grade of C or better in ASLS 223 or ASLS 202

Provides American Sign Language students with an opportunity to gain knowledge and skills from a planned "outside the classroom" experience with native ASL users in the community. In addition to meeting the Core Learning Outcomes, students will gain invaluable language experience in an immersion experience.

BIOT: Biotechnology**BIOT 102-Introduction to Biotechnology (3)**

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly BPM 102)

Presents the tenets of Current Good Manufacturing Practices (cGMPs) and regulations relevant to the biotechnology and bioprocessing manufacturing industries. 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.

BIOT 103-Laboratory Techniques (1)

Prerequisites: High school biology or chemistry recommended AND [ENGL70 or ENGL75 or (ESOL72 and ESOL73) or ESOL 100] AND (MATH 101 or MATH 101A or higher or appropriate score on mathematics placement test)

(formerly BPM 103)

Focuses on the basic principles and procedures used in all laboratory courses. Includes safety, equipment usage, areas of the lab and testing involved, quality control/quality assurance, lab math, and professionalism.

BIOT 110-Biotechnology Measurements (4)

Prerequisite or Co-requisite: BIOT 103

(formerly BPM 110)

Examines methods of measurement and monitoring used in biotechnology. Emphasizes measurements of pH and temperature as well as spectrophotometry and biochemical and analytical methods.

BIOT 130-Forensic Biology (4)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*

(formerly BI 130)

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.

BIOT 140-Biotechnology and Society (3)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites"*

(formerly BI 140)

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.

BIOT 214-Techniques in Biotechnology and Bioprocessing (4)

Prerequisites: (BSCI 223 or BI 120 or BI 263 or BI 203) and (BIOT 102 and BIOT 110)

(formerly BPM 214)

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.

BIOT 220-Cell and Molecular Biology and Tissue Culture (4)

Prerequisites: (BSCI 150 or BI 101) and CHEM 101

(formerly BI 220)

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.

BLDT: Building Trades**BLDT 101-Introduction to Building Trades (3)**

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or ESOL 70 or ESOL 72 or ESOL 100

(formerly BLD 101)

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.

BLDT 110-Fundamentals of HVACR (4)

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or ESOL 70 or ESOL 72 or ESOL 100

(formerly BLD 109)

Covers fundamentals of heating, cooling, ventilation, humidity control, and basic refrigeration. Students will receive hands-on experience in a lab setting.

BLDT 111-Controls for HVACR (3)

Prerequisite: BLDT 110 or BLD 109

(formerly BLD 110)

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.

BLDT 113-Fossil Fuels & Hydronic Heating (3)

Prerequisite: BLDT 111 or BLD 110

(formerly BLD 114)

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.

BLDT 120-Introduction to Welding (4)

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or ESOL 70 or ESOL 72 or ESOL 100

(formerly BLD 121)

Introduces the basic processes in the welding field. Emphasizes welding safety. Introduces the various types of welding equipment, identification and selection of filler material, types of welds, and the different welding positions.

BLDT 121-Welding Symbols & Blueprint Reading (2)

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or ESOL 70 or ESOL 72 or ESOL 100

(formerly BLD 120)

Introduces various types of prints used in the welding industry. Topics include print reading, measurements, metallurgy, types of welds and joints, and welding symbols.

BLDT 140-Fundamentals of Structural Wiring (4)

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or ESOL 70 or ESOL 72 or ESOL 100

(formerly BLD 141)

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.

BLDT 143-Specialized Systems (3)

Prerequisite: BLDT 140 or BLD 141

(formerly BLD 146)

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 to the electrical industry.

BLDT 212-HVAC Installation & Troubleshooting (3)

Prerequisite: BLDT 111 or BLD 110

(formerly BLD 113)

Teaches basics of troubleshooting, installation, service and preventative maintenance techniques of HVAC equipment. Course includes EPA CFC certification. Hands-on experience will be conducted in a lab setting where students will demonstrate and apply these techniques.

BLDT 222-Advanced Welding: SMAW (4)

Prerequisite or Co-requisite: BLDT 121 or BLD 120

(formerly BLD 122)

Focuses on Shielded Metal Arc Welding (SMAW). Students will perform a SMAW welding performance qualification test on limited thickness test plates in the 2G and 3G positions on carbon steel in accordance with American Welding Society D1.1 Structural Welding Code; this leads to an in-house certification.

BLDT 223-Advanced Welding: SMAW 4G (3)

Prerequisite: BLDT 222 or BLD 122

(formerly BLD 128)

Focuses on Shielded Metal Arc Welding (SMAW) and oxyfuel and plasma cutting on carbon steel. Students will perform SMAW welder performance qualification tests on limited thickness test plates in the 4G position on carbon steel in accordance with American Welding Society D1.1 Structural Welding Code; this leads to an in-house certification.

BLDT 224-Advanced Welding: GTAW (3)

Prerequisite: BLDT 120 or BLD 121; Prerequisite or Co-requisite: BLDT 121 or BLD 120

(formerly BLD 125)

Introduces Gas Tungsten Arc Welding (GTAW) on carbon steel, stainless steel, and aluminum. Topics include welding safety, basic machine maintenance, and welding techniques.

BLDT 225-Advanced Welding: GMAW (3)

Prerequisite: BLDT 120 or BLD 121; Prerequisite or Co-requisite: BLDT 121 or BLD 120

(formerly BLD 127)

Focuses on Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), and oxyfuel cutting on carbon steel. Students will develop skills to weld 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.

BLDT 241-Residential Electric (3)

Prerequisite: BLDT 140 or BLD 141

(formerly BLD 142)

Advances student knowledge 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.

BLDT 242-Commercial Electric (3)

Prerequisite: BLDT 241 or BLD 142

(formerly BLD 145)

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.

BMGT: Business Studies**BMGT 100-Spreadsheet Applications (3)**

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR

Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly CIS 111E & CMIS 111E)

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.

BMGT 103-Introduction to Business (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100

(formerly BU 103)

Introduces the factors and forces that shape the dynamic world of business. Examines how leadership, communication, and teamwork are utilized by the best businesses to reach high levels of performance. Explores the functional areas of business (planning, management, finance, human resources, marketing) and how they interact to produce goods and services that satisfy customers.

BMGT 107-Business Mathematics (3)
(formerly BU 107)

Applies mechanics of computation and fundamentals of problem solving in such practical applications as statistics, percentages, interest, partial payment, distributions, payroll, and graphs.

BMGT 109-Entrepreneurship and Small Business Enterprise (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100 (formerly BU 109)

Surveys starting and successfully managing a small business focusing on aspects of entrepreneurship including information, operations, human resources, finance, marketing, and general administration.

BMGT 110-Personal Financial Management (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100 (formerly BU 110)

Develops a comprehensive approach to managing personal finances including financial planning, budgeting, financing consumer purchases, risk management, investments, and retirement planning.

BMGT 120-Business Communications (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 (formerly BU 273)

Emphasizes the theory and practice of oral, written, and interpersonal communication used in the workplace. Focus is placed on writing business correspondence and reports, planning and delivering effective presentations, and developing teamwork and collaboration skills.

BMGT 140-Agricultural Business (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 (formerly BU 140)

Introduces the principles of management in modern agricultural business and farm production. Emphasizes small agricultural businesses including crops, livestock, agritourism, sustainable agriculture, small acreage operations, and high value agricultural enterprises (e.g., viticulture, organic produce, aquaculture). The course will cover marketing, operations, finance, and human resources, as well as general management issues in an agricultural business.

BMGT 211-Business Law (3)

Prerequisite or Co-requisite: ENGL 101 (formerly BU 211)

Defines the nature and development of law in the United States with a particular emphasis on how the law applies to businesses and how the law adapts and remains relevant in the face of constantly changing economic, political, social, and technological conditions. Students will describe and critique contracts, agency and employment, negotiable instruments, and sales.

BMGT 221-Public Relations (3)

Prerequisite or Co-requisite: BMGT 103 (formerly BU 221)

Examines the field of public relations, defined as a strategic communication process that builds mutually beneficial relationships between organizations and their publics. Explores the field's beginnings, identifies influential professionals throughout its history, and analyzes the theories behind its practices, whether in business, nonprofits, or government. Contrasts the differences between public relations and marketing, utilizing consumer and community relations techniques.

BMGT 223-Human Resource Management (3)

Prerequisite or Co-requisite: BMGT 103 (formerly BU 223)

Explores personnel administration procedures in business and government organizations. Includes study of work group labor management relations; recruitment, placement, training, and promotion of employees; work measurement and simplification; personnel records; wage and job classification; wage incentive systems; and fringe benefits.

BMGT 225-Marketing (3)

Prerequisite or Co-requisite: BMGT 103 (formerly BU 225)

Analyzes the marketing of goods, services, and organizations in a global economy. Develops a conceptual base for understanding the role of marketing in a business environment through activities and strategies employed by marketers. Explores major components of the marketing mix focusing on pricing, product, distribution, advertising, retailing, and wholesaling.

BMGT 227-Principles of Management (3)

Prerequisite or Co-requisite: BMGT 103 (formerly BU 227)

Reviews 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.

BMGT 230-Social Media Law (3)

Prerequisite or Co-requisite: BMGT 225

Examines legal and ethical legal issues unique to social media. Review of how courts and regulators are shaping the law in response to information sharing and privacy, the rights of employers and school districts to restrict and discipline employee and student speech, and property rights in a social media account and its followers.

BMGT 240-Retail Management (3)

Prerequisite or Co-requisite: BMGT 103, BMGT 120

Reviews the world of retail including types of retailers, multichannel retailing, consumer buying behavior, retail marketing strategies, selecting retail site locations, supply chain management, merchandising, pricing, store management, store layout and design, and customer service.

BMGT 274-Customer Relations (3)

Prerequisite or Co-requisite: BMGT 103 (formerly BU 274)

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. Focus is on practices that lead to customer loyalty and retention. Value equation applications and a systems approach to service excellence are introduced. Addresses building excellent customer relations into the mission of the company and committing to customer service as competitive advantage.

BMGT 275-Fundamentals of Leadership (3)

Prerequisite or Co-requisite: ENGL 101 (formerly BU 275)

Emphasizes the theory and practice of leadership skills in the workplace and evaluates styles of leadership. Emphasizes strategies for navigating change, leading with priorities in mind, managing conflict, giving and receiving constructive feedback, and visioning and goal setting.

BMGT 281-Global Awareness in the Work Environment (3)

• Gen Ed Emerging Issues, Cultural Competence
Prerequisite or Co-requisite: ENGL 101 (formerly BU 281)

Promotes awareness of cultural diversity in a workplace. Analyzes and adapts business culture and structure to global environments.

BMGT 290-Project Management (3)

Prerequisite or Co-requisite: CMIS 101 (formerly BU 290)

Examines 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.

BSCI: Biological Science

BSCI 55-Preparation for Allied Health (0) [3]

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 70 and ESOL 71) or ESOL 100 OR (Co-requisite: ENGL 75 or ESOL 100) AND (appropriate score on mathematics placement test or Prerequisite or Co-requisite: any 100 level MATH course or higher)

(formerly BI 55)

Presents basic science concepts and science study skills. A preparatory course for students who have limited science background.

BSCI 100-Fundamental Concepts of Biology (4)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S)* OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites

(formerly BI 100)

Explores basic biological concepts involved in understanding the structure, function, and evolution of organisms. Introduces organization of living matter, metabolism, genetics, evolution, and ecology, and their application to everyday life. This one semester laboratory course is intended for non-STEM (science, technology, engineering, and math) majors, and is designed to provide students with an appreciation of biological concepts and their current applications. Meets the requirement for a general education science lab course.

BSCI 105-Human Ecology (3)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S)* OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites

(formerly BI 202)

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 may be required.

BSCI 106-General Ecology (4)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S)* OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites

(formerly BI 201)

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. Meets the requirement for a general education science lab course. Some Friday or Saturday field trips may be required.

BSCI 107-Study of the Human Body (3)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S)* OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites

(formerly BI 117)

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. For the non-science major. Students cannot receive credit for both BSCI 117 and BSCI 107.

BSCI 117-Human Biology (4)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S)* OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites

(formerly BI 107)

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. For the non-science major. Meets the requirement for a general education science lab course. Students cannot receive credit for both BSCI 107 and BSCI 117.

BSCI 150-Principles of Biology I (4)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S)* OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites

(formerly BI 101)

Explores the basic biological principles common to all living organisms, including biological chemistry, bioenergetics and metabolism, cellular and molecular biology, and classical and molecular genetics. Methods of scientific inquiry and data analysis are studied and practiced. BSCI 150 is the first of a two semester series that together with BSCI 160 is a comprehensive survey of modern biology and is intended for STEM (science, technology, engineering, and math) majors and pre-allied health majors. Meets the requirement for a general education science lab course.

BSCI 160-Principles of Biology II (4)

- Gen Ed Science

Prerequisite: BSCI 150 or BI 101

(formerly BI 102)

Continues the comprehensive survey of modern biology begun in BSCI 150 with an emphasis on mechanisms of evolution, methods of phylogenetic reconstruction and analysis, diversity of life, and ecology. Surveys biological diversity of all eukaryotic domains and kingdoms, including the study of various anatomical, physiological, and behavioral adaptations for life in different habitats. Select vertebrate body systems are studied. Intended for STEM (science, technology, engineering, and math) majors, and pre-allied health majors. Meets the requirement for a general education science lab course.

BSCI 201-Anatomy and Physiology I (4)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S)* OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] AND (BSCI 55 or BSCI 150 or BI 101 or BSCI 223 or BI 120 or CHEM 101) *MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites

(formerly BI 103)

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. BSCI 201 is the first course in a two-semester sequence and is intended for STEM (science, technology, engineering, and math) majors and pre-allied Health majors. Meets the requirement for a general education science lab course.

BSCI 202-Anatomy and Physiology II (4)

- Gen Ed Science

Prerequisite: BSCI 201 or BI 103

(formerly BI 104)

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 cardiovascular system, lymphatic system and immunity, respiratory system, digestive system and metabolism, urinary system, fluid/electrolyte balance, acid/base balance, and reproductive system. BSCI 202 is the second course in a two-semester sequence and is intended for STEM (science, technology, engineering, and math) majors and pre-allied health majors. Meets the requirement for a general education science lab course.

BSCI 223-Microbiology for Allied Health (4)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] AND (BSCI 55 or BSCI 150 or BI101 or BSCI 201 or BI 103 or CHEM 101) *MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*

(formerly BI 120)

Covers the basic principles of cell chemistry and microbiology with respect to human physiology. Includes cell physiology, growth and metabolism of microorganisms, important groups of pathogenic microorganisms, antimicrobial agents, immunology, and introductory biochemistry. Intended for allied health students. Meets the requirement for a general education science lab course.

BSCI 240-Genetics (4)

Prerequisites: (BSCI 150 or BI101) and CHEM 101

(formerly BI 240)

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.

BSCI 263-Elements of Microbiology (4)

Prerequisites: CHEM 101 and (BSCI 150 or BI 101 or BSCI 201 or BI 103)

(formerly BI 203)

Covers the basic principles of cell chemistry and microbiology with respect to human physiology. Includes cell physiology, growth and metabolism of microorganisms, important groups of pathogenic microorganisms, antimicrobial agents, immunology, and introductory biochemistry. Intended for allied health students.

CADT: Computer Aided Design Technology**CADT 101-AutoCAD I (3)**

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100

(formerly CAD 101)

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.

CADT 102-AutoCAD II (3)

Prerequisite or Co-requisite: CADT 101

(formerly CAD 102)

Extends and integrates the study of AutoCAD at an intermediate level. Students will create pictorial views and three-dimensional drawings. Students will gain an understanding of three-dimensional coordinates; create and work with composite, mesh, and solid models; manipulate materials in AutoCAD; and use cameras, walkthroughs, and flybys to view models.

CADT 110-Introduction to SolidWorks (3)

Prerequisite: ENGL 70 or ESOL 70 or ESOL 100

Introduces solid modeling software and its application as a design/drawing tool. Content covers basic features used to create, edit, document, and print parts and assemblies. Students will be able to create 3D models from which tangible counterparts could be created. Students will gain an understanding of important geometric constraints such as perpendicularity, concentricity, symmetry, angularity, parallelism, and others, that help them make appropriate design decisions on specific models as well as in assemblies.

CADT 130-Revit (BIM) (3)

Prerequisite: ENGL 70 or ESOL 70 or ESOL 100

(formerly CAD 130)

Presents Autodesk Revit software, a Building Information Modeling (BIM) program, and its application as a design/drawing tool throughout the design process. Allows students to create designs in 3D, annotate with 2D drafting elements, and access building information from the building models database. Students will have a thorough knowledge of many of the Revit basics needed to be productive in a classroom or office environment.

CADT 150-Architectural Drawing and Design (3)

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or ESOL 70 or ESOL 72 or ESOL 100

(formerly CAD 200)

Applies and demonstrates 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.

CADT 210-Residential Architecture I (4)

Prerequisite: CADT 101; Prerequisite or Co-requisite: CADT 130

(formerly CAD 201)

Examines 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 identify and create architectural designs including floor plans, foundation plans, site plans, and roof plans.

CADT 220-Residential Architecture II (4)

Prerequisite: CADT 210

(formerly CAD 202)

Discovers and analyzes intermediate concepts of residential architecture. Continues the study of architecture terminology, building techniques, building conventions, and residential building design that were introduced in Residential Architecture I. Students will be able to develop and present supplemental drawing including electrical plans, mechanical and plumbing plans, and stair plans.

CADT 225-Commercial Architecture (3)

Prerequisite: CADT 220

Examines the basics of commercial architecture. Content covers the design considerations of commercial structures, the introduction of International Building Codes, and access requirements for people with disabilities. By the end of the course, students will be able to apply CAD tools to commercial drawings, define and apply building methods and materials of commercial construction and examine considerations affecting commercial construction.

CADT 235-Revit for Architecture (3)

Prerequisite: CADT 130

Illustrate and analyze intermediate concepts of Autodesk Revit software and its application as a design/drawing tool for architecture. Content covers using 'as-built' drawings to model an existing building on a site, creating building additions, and working with design phases, including creating demolition plans to accommodate the new addition. By the end of this course, students will be able to develop a model independently in Revit, understand how to organize it for development into a set of architectural construction documents, and prepare the model for presentation, collaboration, and visualization.

CADT 245-Civil Drafting with CAD (3)*Prerequisite: CADT 101*

Illustrates 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.

CADT 250-Statics and Strength of Materials (4)*Prerequisite: ENGR 100*

Covers the basic principles of statics, forces, force systems, loading, and load effects. Analyzes the mechanics of materials including center of gravity, moment of inertia, radius of gyration, and the concepts of stresses and strains as they relate to Computer Aided Design and Technology.

CADT 255-Dynamics (4)*Prerequisite: CADT 250*

Includes the dynamics of particles and rigid bodies, the impulse-momentum method, and the work-energy principle to solve dynamic problems as it relates to mechanical design, the path of projectiles, and the design of highways.

CCJS: Criminal Justice**CCJS 101-Introduction to Criminal Justice (3)***Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100 (formerly CJ 101)*

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.

CCJS 108-Serial Killers: Psychosocial Perspectives (3)*Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 (formerly CJ 108)*

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.

CCJS 201-Criminal Law (3)*Prerequisite: ENGL 101***(formerly CJ 110)**

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.

CCJS 204-Police Operational Services (3)*Prerequisite: CCJS 201 or CJ 110***(formerly CJ 204)**

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 a police officer's health and safety.

CCJS 209-Criminal Investigations (3)*Prerequisite: CCJS 101***(formerly CJ 209)**

Introduces modern methods used in detection, investigation, and solution of crimes. Students will be taught basic investigative techniques utilized by law enforcement agencies. Analysis of actual cases will be used to demonstrate practical uses of these techniques.

CCJS 214-The Correctional Process (3)*Prerequisite: CCJS 101***(formerly CJ 214)**

Surveys the juvenile and adult correctional process from adjudication through probation or parole.

CCJS 220-Criminal Evidence & Procedure (3)*Prerequisite: CCJS 201 or CJ 110***(formerly CCJS 220)**

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.

CHEM: Chemistry**CHEM 100-Chemistry and Society (4)**

• Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly CH 100)*

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. Intended for non-science majors. Will not serve as a prerequisite for CHEM 102, CHEM 201, or advanced science courses. Meets the requirement for a general education science lab course.

CHEM 101-General Chemistry I (4)

• Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites"*

(formerly CH 101)

Examines the concepts underlying modern chemistry including atomic and molecular structure, bonding, states of matter, and solutions. Intended for science majors, technology majors (STEM), and pre-allied health major. Laboratory experiments illustrate the lecture material. Meets the requirement for a general education science lab course.

CHEM 102-General Chemistry II (4)

• Gen Ed Science

Grade of C or better in CHEM 101; Recommended Prerequisite or Co-requisite: MATH 145 (formerly CH 102)

Continues examining the concepts underlying general chemistry: intermolecular forces; chemistry of solutions; kinetics; equilibrium; acid-base chemistry; thermochemistry; electrochemistry; nuclear chemistry; chemistry of metals and nonmetals; organic chemistry including basic structures, nomenclature, and functional groups; mass spectrometry; and visible and infrared spectroscopies.

CHEM 201-Organic Chemistry I (4)

Prerequisite: Grade of C or better in CHEM 102 (formerly CH 201)

Focuses on structure, nomenclature, reactions and uses of hydrocarbons, alkyl halides, alcohols, and compounds containing related functional groups. Mass spectrometry, infrared, and nuclear magnetic resonance spectroscopy are also covered. Lab experiments introduce basic organic chemistry techniques, synthesize and purify organic compounds, and provide hands-on experience with infrared spectroscopy.

CHEM 202-Organic Chemistry II (4)

Prerequisite: Grade of C or better in CHEM 201 (formerly CH 202)

Focuses on structure, nomenclature, synthesis, reactions and uses of ethers, aromatic compounds, amines, aldehydes, ketones, carboxylic acids, and carboxylic acid derivatives. Relevant aspects of mass spectrometry, infrared, and nuclear magnetic resonance spectroscopy are reviewed. Applications of visible and ultraviolet spectrums of organic compounds are covered. The chemistry of carbohydrates, nucleic acids, and proteins are introduced. Lab experiments compliment and reinforce lecture material.

CHIN: World Languages: Chinese

CHIN 101-Introductory Chinese I (4)

• Gen Ed Humanities
(formerly LC 101)

Introduces the fundamentals of the Chinese language and culture. Develops communicative competence in the four basic language skills (speaking, listening, reading, and writing). The Pinyin phonetic system of Mandarin Chinese and the Chinese characters are introduced in this course.

CMIS: Computer and Information Sciences

CMIS 101-Information Systems and Technology (3)

• Gen Ed Computer Literacy

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100 (formerly CIS 101)

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 also learn productivity applications, such as word processing, spreadsheet, presentation, and database software.

CMIS 105-Introduction to Programming (2)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100 (formerly CIS 107)

Introduces programming and is aimed at students with no prior programming knowledge or skills. Covers basics of programming including variables, decision-making statements, and iterative statements. Students create logical solutions to novel problems using tools such as pseudocode and flowchart. Students write, test, and run elementary programs to solve problems using a high-level programming language.

CMIS 106-Object Design and Programming (3)

• Gen Ed Computer Literacy

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND Prerequisite or Co-requisite: Any 100 level MATH course or higher or appropriate score on mathematics placement test (formerly CIS 106)

Covers basics of object-oriented programming, fundamentals of computer information systems, impact of information technology on the economic, political and cultural development of society as well as the ethical, societal, and legal aspects of information technology. Students will design, implement, document, and debug object-oriented programs to solve problems by utilizing various data types and algorithms, control structures, encapsulation, and inheritance. Students will participate in structured walkthroughs and discussions, create Unified Modeling Language (UML) diagrams in designing solutions, and debug errors within the designed solutions. Requires no prior programming experience.

CMIS 111-Microcomputer Software Applications (3) (formerly CIS 111)

A series of individual courses involving various state-of-the-art microcomputer software application packages.

CMIS 111B-Database (3)

Prerequisite or Co-requisite: CMIS 101 or (CMIS 105 or CIS 107) or CMIS 106 (formerly CIS 111B)

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.

CMIS 111J-Web Page Development (3)

Prerequisite or Co-requisite: CMIS 101 or (CMIS 105 or CIS 107) or CMIS 106 (formerly CIS 111J)

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.

CMIS 111L-UNIX/Linux Operating System (3)

Prerequisite or Co-requisite: (CMIS 105 or CIS 107) or CMIS 106 or (CMIS 120 or CIS 111M) (formerly CIS 111L)

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.

CMIS 111R-Business Software Applications (3) (formerly CIS 111R)

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.

CMIS 111S-Social Media Tools (3)

Prerequisite or Co-requisite: CMIS 101 or (CMIS 105 or CIS 107) or CMIS 106 or (CMIS 120 or CIS 111M) (formerly CIS 111S)

Explores social media tools, social media marketing tools, and social media monitoring tools. Covers both well-established and emerging social media tools as well as their applications for measuring, leveraging, and optimizing digital media content. Students learn to implement social campaigns or marketing initiatives using social media, manage social media, and monitor social media channels.

CMIS 111T-Digital Marketing (3)

Prerequisite or Co-requisite: CMIS 101 or (CMIS 105 or CIS 107) or CMIS 106 or (CMIS 120 or CIS 111M) (formerly CIS 111T)

Introduces the digital marketing communications landscape, channels, and technology. Topics include online advertising campaigns utilizing the web technologies such as Email marketing, YouTube marketing, and Facebook marketing. Students learn to create contextual marketing plans and establish digital analytics related to digital marketing and advertising.

CMIS 111V-Virtualization and Cloud Essentials (3)

Prerequisite or Co-requisite: CMIS 106 or (CMIS 105 or CIS 107) or (CMIS 120 or CIS 111M) (formerly CIS 111V)

Surveys the virtualization technology and applications. Introduces the business value and impact of virtualization and cloud computing, essential characteristics of cloud computing, cloud technologies and applications, cloud computing architecture, and cloud service models as well as cloud adoption and deployment. Topics include virtualization concepts, virtualization infrastructure, virtualization in cloud environment, business and technical perspective of cloud computing, cloud models, cloud economics, cloud computing services, and application as well as adoption and deployment of cloud computing. Covers the objectives of Amazon Web Services (AWS) Certified Cloud Practitioner exam and CompTIA Cloud Essentials certification exam.

CMIS 117-Data Science Essentials (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR *Prerequisites or Co-requisites:* ENGL 75 or ESOL 100 (formerly CIS 117)

Introduces concepts and techniques of data collection and discovery as well as computer based data analysis tools. Surveys data wrangling, data journalism, data visualization, big data analytics, and data engineering technologies, such as Hadoop and MapReduce. Topics include the data organization and repository, data science process, inductive data-driven modeling, statistical inference, logistic regression, and exploratory data analysis.

CMIS 118-Data Analytics Using Spreadsheets (3)

Prerequisite or Co-requisite: CMIS 101 or (CMIS 105 or CIS 107) or CMIS 106 or CMIS 111E or CMIS 111R (formerly CIS 118)

Covers the theory and techniques of data modeling and data analysis using spreadsheets. Students learn to summarize data, explore data, produce accumulated data, and visualize data by utilizing spreadsheet software, such as MS Excel.

CMIS 119-Statistical Analysis System (SAS) (3)

Prerequisite or Co-requisite: (CMIS 105 or CIS 107) or CMIS 106 (formerly CIS 119)

Covers the point-and-click interactive SAS Studio and basics of SAS programming. Students utilize SAS Studio to visualize and summarize data by creating reports, charts, and graphs as well as conduct statistical tests and analysis. Students also learn SAS programming capabilities necessary to process data from a variety of sources and to solve problems.

CMIS 120-PC Operating Systems (3)

Prerequisite or Co-requisite: CMIS 121 or CIS 212 (formerly CIS 111M)

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. Covers the objectives of CompTIA A+ certification exam. It is required that students take this course and CMIS 121 PC Repair & Diagnostics in the same semester.

CMIS 121-PC Repair & Diagnostics (3)

Prerequisite or Co-requisite: CMIS 120 or CIS 111M (formerly CIS 212)

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. Covers the objectives of CompTIA A+ certification exam. It is required that students take this course and CMIS 120 PC Operating Systems in the same semester.

CMIS 140-Java Programming (3)

Prerequisite or Co-requisite: CMIS 106 (formerly CIS 140)

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.

CMIS 173-Healthcare Information Technology (3)

Prerequisite or Co-requisite: CMIS 101 or (CMIS 105 or CIS 107) or CMIS 106 or (CMIS 120 or CIS 111M) (formerly CIS 173)

Prepares students to become healthcare information technology technicians. Topics covered include healthcare-related regulatory requirements, healthcare terminology/acronyms, medical business operations, electronic health records (EHRs), and healthcare specific security best practices. Students will obtain the knowledge and skills required to implement, deploy, and support health IT systems in medical facilities.

CMIS 175-Game Theory and Design (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 (formerly CIS 175)

Covers game theory and design. Topics include the roles of game designers, game structures and elements as well as game development stages and methods. Students learn about designing, prototyping, and playtesting games.

CMIS 176-Game Creation (3)

Prerequisite or Co-requisite: CMIS 101 or (CMIS 105 or CIS 107) or CMIS 106 or CMIS 175 (formerly CIS 176)

Covers the creation of basic games. This hands-on course guides students step by step through the basics of building interactive games. Students learn to create computer games utilizing current technologies, such as web page design/development languages, animation/simulation software, and game engines.

CMIS 177-Interactive 3D Technology (3)

Prerequisite or Co-requisite: CMIS 101 or (CMIS 105 or CIS 107) or CMIS 106 (formerly CIS 177)

Surveys the current 3 dimensional (3D) technologies and introduces the design and creation of virtual interactive 3D models. Covered techniques include mesh modeling, texturing, lighting, rigging, animating, and rendering. Students learn to design and develop computer generated interactive 3D worlds using 3D production tools such as Blender.

CMIS 178-3D Modeling and Animation (3)

Prerequisite or Co-requisite: CMIS 177 (formerly CIS 178)

Introduces fundamentals of creating and animating 3 dimensional (3D) computer modeling. The industry standard 3D modeling and animation software are surveyed and explored. This course covers Autodesk Maya Certified Professional exam topics and objectives. Topics include 3D modeling concepts and 3D animation process. Students learn to create and animate 3D models using 3D modeling tools.

CMIS 179-Cybersecurity Fundamentals (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR *Co-requisite:* ENGL 75 or ESOL 100 (formerly CIS 179)

Surveys cybersecurity concepts and practices including malware, anti-malware, social engineering, information privacy, data security, and security policies. Students learn to identify cyber threats, threat sources, and threat mitigations as well as protect them from Internet predators. Students will be able to evaluate security policies and procedures.

CMIS 200-IT Support Services (3)

Prerequisite or Co-requisite: (CMIS 120 or CIS 111M) or (CMIS 121 or CIS 212)

(formerly CIS 200)

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.

CMIS 201-Computer Science I (4)

Prerequisite: (MATH 67 or appropriate score on mathematics placement test) and (Grade of C or better in CMIS 106)

(formerly CIS 201)

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.

CMIS 202-Computer Science II (4)

Prerequisite: Grade of C or better in CMIS 201

(formerly CIS 202)

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).

CMIS 203-Systems Analysis & Design (3)

Prerequisite: CMIS 106

(formerly CIS 203)

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.

CMIS 204-Computer & Information Sciences Project (3)

Prerequisite or Co-requisite: CMIS 203

(formerly CIS 204)

Assigns a project commensurate with student's background and training, and carries it through from system analysis and design to program preparation and implementation.

CMIS 208-C++ Programming (3)

Prerequisite: CMIS 106

(formerly CIS 208)

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.

CMIS 210-Data Communications and Networking (3)

Prerequisite or Co-requisite: CMIS 101 or CMIS 106 or CMIS 113 or CIS 111M or (Prerequisite: CIS 116F)

(formerly CIS 210)

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.

CMIS 217-Cybercrime and Digital Forensics (3)

Prerequisite or Co-requisite: CMIS 111L or CMIS 111V or CMIS 120 or CIS 111M

(formerly CIS 217)

Covers the fundamentals of computer forensics, and the techniques and processes involved in identifying, collecting, preserving, and analyzing digital evidence. Surveys the contemporary crime and related legal issues and laws.

CMIS 218-Information Security (3)

Prerequisite or Co-requisite: (CMIS 105 or CIS 107) or CMIS 106 or (CMIS 120 or CIS 111M)

(formerly CIS 218)

Covers 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.

CMIS 219-Ethical Hacking (3)

Prerequisite or Co-requisite: CMIS 111L

(formerly CIS 219)

Covers 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.

CMIS 222-Computer Organization (4)

Prerequisite: CMIS 106

(formerly CIS 222)

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.

CMIS 224-Wireless Communications (3)

Prerequisite or Co-requisite: CMIS 210 or CMIS 280 or CIS 180 or CMIS 290 or CIS 190

(formerly CIS 224)

Provides comprehensive coverage of wireless communication technology. Surveys characteristics, infrastructures, transmission methods, standards, and protocols of wireless communication systems. Topics include frequency spectrum, wireless network technology, cellular wireless networks, mobile applications, and mobile Internet protocol (MIP).

CMIS 225A-Computer Programming Language: PHP (3)

Prerequisite or Co-requisite: CMIS 106

(formerly CIS 225A)

Introduces programming using PHP.

CMIS 225C-Computer Programming Language: Mobile Applet Programming (3)

Prerequisite: CMIS 106

(formerly CIS 225C)

Introduces applet programming for mobile devices using the Android operating system.

CMIS 226-Game Scripting (3)

Prerequisite or Co-requisite: (CMIS 105 or CIS 107) or CMIS 106

(formerly CIS 226)

Covers the development of computer games using a scripting language (Python). A current scripting language will be covered and used to develop game programs. Students learn to design and develop cross-platform computer games.

CMIS 227-Game Programming (4)

Prerequisite: (CMIS 105 or CIS 107) or CMIS 106 (formerly CIS 227)

Covers the development of computer games using a high-level programming language. Introduces game development aspects and techniques through creation of computer programs. This course also surveys the modern game engines. Students learn to develop computer game programs for specific game engines and platforms.

CMIS 228-Simulation and Game Development (4)

Prerequisite: (CMIS 105 or CIS 107) or CMIS 106 or CMIS 177 or CMIS 178 (formerly CIS 228)

Covers the development of digital interactive contents used in computer games and computerized simulations. This course introduces students to the current game engines and simulation software used to build comprehensive and interactive computer games and simulations.

CMIS 230-Database Management Systems (3)

Prerequisite or Co-requisite: (CMIS 105 or CIS 107) or CMIS 106 or CMIS 111E or CMIS 119 (formerly CIS 230)

Provides an in-depth study of database management systems and the fundamentals of database design and development. Topics include Structure 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.

CMIS 256-Statistical Computing (3)

Prerequisite or Co-requisite: (CMIS 105 or CIS 107) or CMIS 106 or CMIS 119 (formerly CIS 256)

Covers the R programming language and software development environment for statistical computing. Students learn to develop, test, and run programs in R. Students use the R system as a data science tool to process data, manipulate data, and create data science results.

CMIS 257-Data Visualization (3)

Prerequisite: (CMIS 105 or CIS 107) or CMIS 106 or CMIS 118 or CMIS 119 or CMIS 256 (formerly CIS 257)

Covers the fundamentals and techniques of data visualization. Students learn to effectively communicate data by using data as a pivotal point in the presentation. Students obtain data visualization skills via hands-on activities using data analysis and visualization software tools, such as Tableau.

CMIS 258-Data Wrangling (3)

Prerequisite: (CMIS 105 or CIS 107) or CMIS 106 or CMIS 118 or CMIS 119 or CMIS 256 (formerly CIS 258)

Surveys the concepts, needs, principles, and techniques of data wrangling. Explores data extraction, transformation, and loading (ETL) tools/systems. Students practice data wrangling activities including data extraction, data transformation, data loading, integrating data sources, and correcting erroneous/missing values by utilizing computer based tools.

CMIS 259-Big Data Analytics (3)

Prerequisite: (CMIS 105 or CIS 107) or CMIS 106 or CMIS 118 or CMIS 119 or CMIS 256 (formerly CIS 259)

Surveys the roles, needs, challenges, principles, trends, platforms, analytic lifecycle/methods, and architectures/frameworks relevant to big data technology. Surveys big data analytics tools/systems, such as Hadoop, MapReduce, Talend, Apache Hive, Apache Pig, SAS, or R. Students apply learned concepts and techniques to solve problems by using big data analytics tools/systems.

CMIS 266-Cloud System Administration (3)

Prerequisite or Co-requisite: CMIS 111V or CMIS 120 or CIS 111M (formerly CIS 266)

Explores administering cloud platforms and deploying applications on cloud platforms. Students learn to operate, manage, monitor, and secure cloud computing systems such as Amazon Web Services (AWS), as well as deploy and scale applications in cloud environments. Covers the objectives of AWS Certified SysOps Administrator Associate exam.

CMIS 280-Networking Fundamentals (3)

Prerequisite or Co-requisite: CMIS 120 or CIS 111M (formerly CIS 180)

Reviews hardware, operating systems, and other networking principles. Includes comprehensive networking skill sets necessary for the CompTIA Network exam.

CMIS 281-Security Fundamentals (3)

Prerequisite or Co-requisite: CMIS 280 or CIS 180 (formerly CIS 170)

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.

CMIS 290-Cisco 1 Introduction to Networks (3)

Prerequisite or Co-requisite: CMIS 106 or (CMIS 120 or CIS 111M) (formerly CIS 190)

Covers the architecture, structure, functions, and components of the Internet and other computer networks in accordance with CCNAV7: Introduction to Networks (ITN). Students achieve a basic understanding of how networks operate and how to build simple local area networks (LAN), perform basic configurations for routers and switches, and implement Internet Protocol (IP).

CMIS 291-Cisco 2 Switching, Routing, and Wireless Essentials (3)

Prerequisite or Co-requisite: CMIS 280 or CIS 180 or CMIS 290 or CIS 190 (formerly CIS 191)

Covers the architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security concepts in accordance with CCNAV7: Switching, Routing, and Wireless Essentials (SRWE). Students learn how to configure and troubleshoot routers and switches for advanced functionality using security best practices and resolve common issues with protocols in both IPv4 and IPv6 networks.

CMIS 292-Cisco 3 Enterprise Networking, Security, and Automation (3)

Prerequisite or Co-requisite: CMIS 291 or CIS 191 (formerly CIS 192)

Describes the architecture, components, operations, and security to scale for large, complex networks, including wide area network (WAN) technologies, in accordance with CCNAV7: Enterprise Networking, Security, and Automation (ENSA). The course emphasizes network security concepts and introduces network visualization and automation. Students learn how to configure, troubleshoot, and secure enterprise network devices and understand how application programming interfaces (API) and configuration management tools enable network automation.

CMIS 294 - Cybersecurity Operations (3)

Prerequisite or Co-requisite: CMIS 292

Introduces the core security concepts and skills needed to monitor, detect, analyze, and respond to cybercrime, cyberespionage, insider threats, advanced persistent threats, regulatory requirements, and other cybersecurity issues facing organizations in accordance with CCNA Cyber Ops. It emphasizes the practical application of the skills needed to maintain and ensure security operational readiness of secure networked systems..

CMIS 295-Cloud Security (3)

Prerequisite or Co-requisite: CMIS 111V or CMIS 266 or (CMIS 280 or CIS 180) or (CMIS 290 or CIS 190) (formerly CIS 223)

Covers the essentials of the 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.

CMTE: Construction Management Technology

CMTE 100-Occupational Safety & Health (2)

Identifies factors and practices that aid in accident prevention and elimination of hazards in the workplace. Topics will include liability, standards, OSHA, hazard control, accident investigation, and safety management.

CMTE 101-Construction Management (3)

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 (formerly CON 101)

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.

CMTE 130-Materials & Methods of Construction (3)

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 (formerly CON 132)

Provides the construction manager with a fundamental understanding of materials and methods of construction. Emphasizes properties of materials, engineering methods, construction methods, testing methods, and related building codes. This course focuses on soil, earthwork, foundations, paving, concrete, masonry, thermal products, roofing, wood construction, steel construction, exterior and interior finishes, glazing, windows, doors, exterior wall systems, cladding, interior walls/partitions, finish ceilings, and flooring.

CMTE 140-Architectural Blueprint Reading (3)

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 (formerly CON 140)

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.

CMTE 200-Site Management (3)

Prerequisites or Co-requisites: (CMTE 101 or BLDT 101) and (CMTE 130 or CON 132) (formerly CON 203)

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.

CMTE 210-Construction Project Cost Estimating (3)

Prerequisites: (CMTE 101 or CMTE 130 or CON 133 or CADT 101) and CMIS 101 and (appropriate score on mathematics placement test) (formerly CON 204)

Introduces 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.

CMTE 220-Construction Project Scheduling (3)

Prerequisites: CMTE 101 and CMTE 140 (formerly CON 206)

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.

COMM: Communication

COMM 101-Introduction to Communication Studies (3)

• Gen Ed Communication

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100 (formerly CMSP 101)

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.

COMM 103-Public Speaking (3)

• Gen Ed Communication

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100 (formerly CMSP 103)

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.

COMM 105-Small Group Communication (3)

• Gen Ed Communication, Cultural Competence

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100 (formerly CMSP 105)

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.

COMM 107-Career Communication (3)

• Gen Ed Communication

Prerequisite: ENGL 70 or ENGL 75 or ESOL 73 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100 (formerly CMSP 107)

Offers students knowledge and skills needed to communicate within their prospective professions and with others outside those professions. Assignments in interview, group discussion and extemporaneous speaking are adapted to individual students.

COMM 109-Basic Conflict Mediation (3)

- Gen Ed Communication

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly CMSP 109)

Presents the 7-Step Model of mediation, which includes strategic listening, handling power imbalances, and dealing with intense emotions. Students will engage in role plays and simulations for hands-on experience. Students will also conduct critical analyses of varying conflict resolution theories and mediation styles through discussion and written reflections.

COMM 111-Introduction to Mass Communication (3)

- Gen Ed Communication, Gen Ed Arts

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100

(formerly CMM 101)

Surveys the history, structure, functions, and effects of mass media, and explores careers in the field of mass media. Focuses on the application and significance of media literacy in analyzing the impact of the various media on society and the individual, and examines how the media effectively fulfill their purposes as deliverers of information, persuasion, entertainment, and culture.

COMM 201-Foundations of Communication Theory (3)

Prerequisite: COMM 101

(formerly CMSP 201)

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.

ECED: Early Childhood Development

ECED 101-Child Development & Behavior (3)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100
(formerly ED 100)

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.

ECED 105-Introduction to Early Childhood Education (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly ECD 101)

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.

ECED 125-Methods and Materials in Early Childhood (3)

Prerequisite or Co-requisite: ECED 101 or ED 100

(formerly ECD 104)

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.

ECED 135-Infants & Toddlers Development and Care (3)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100

(formerly ECD 106)

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 Office of Child Care Licensing and Credentialing for Infant/Toddler Lead Teacher.

ECED 145-Child Health, Safety and Nutrition (3)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100

(formerly ECD 107)

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.

ECED 155-Activities for the School-Age Child (3)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100

(formerly ECD 108)

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.

ECED 205-Administration of Child Development Centers (3)

Prerequisites: (ECED 101 or ED 100) and (ECED 125 or ECD 104) and (ECED 135 or ECD 106) and (ECED 155 or ECD 108)

(formerly ECD 212)

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.

ECED 215-Understanding and Guiding the Young Child's Behavior (3)

Prerequisite: ECED 101 or ED 100

(formerly ECD 213)

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.

ECED 225-Language & Literacy Development in Early Childhood (3)

Prerequisite: ECED 101 or ED 100

(formerly ECD 230)

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.

ECED 245-Directed Practicum in Early Childhood (3)

Prerequisites: ECED 101 or ED 100, ECED 105 or ECD 101, ECED 125 or ECD 104, ECED 135 or ECD 106, ECED 215 or ECD 213, and EDUC 230 or ED 203 (formerly ECD 210)

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).

ECON: Economics**ECON 200-Principles of Macroeconomics (3)**

- Gen Ed Economics, Cultural Competence

Prerequisite or Co-requisite: ENGL 101 and (any 100 level MATH course or higher OR appropriate score on mathematics placement test)

Explores concepts of macroeconomics including national accounts, national income analysis, unemployment, inflation, business cycles, fiscal and monetary policies, and the monetary system. Utilizes an essentially macroeconomic approach, incorporating the impacts on and of various social constructs.

ECON 202-Principles of Microeconomics (3)

- Gen Ed Economics

Prerequisite or Co-requisite: ENGL 101 and (any 100 level MATH course or higher OR appropriate score on mathematics placement test)

(formerly EC 202)

Explores the behavior of individual consumers and business firms and emphasizes price theory, the impact of different market structures upon economic activity, distribution, international trade, and economic development with an essentially micro-economic approach.

EDPS: Educational Psychology**EDPS 210-Human Growth and Development (3)**

- Gen Ed Education

Prerequisite or Co-requisite: ENGL 101 (formerly ED/PS 208)

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.) This course requires a service learning experience.

EDUC: Education**EDUC 110-Schools and Society (3)**

- Gen Ed Education

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly ED 102)

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. Fifteen hours of documented observation are required.

EDUC 220-Educational Psychology (3)

Prerequisite: PSYC 101

(formerly ED 202)

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.) Fifteen hours of documented observation are required.

EDUC 230-Foundations of Special Education (3)

- Cultural Competence

Prerequisite: EDUC 110 or ED 102 or ECED 105 or ECD 101

(formerly ED 203)

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.) Fifteen hours of documented observation are required.

EDUC 240-Processes and Acquisition of Reading (3)

Prerequisites: 30 credits including ENGL 101 and PSYC 101 or teacher certification

(formerly ED 214)

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.

EDUC 242-Instruction of Reading (3)

Prerequisite: EDUC 240 or ED 214

(formerly ED 215)

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.

EDUC 244-Materials for Teaching Reading (3)

Prerequisite: EDUC 240 or ED 214

(formerly ED 216)

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.

EDUC 246-Assessment for Reading Instruction (3)

Prerequisites: (EDUC 240 or ED 214) and (EDUC 242 or ED 215)

(formerly ED 217)

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.

EDUC 248-Teaching Reading in the Content Areas, Part I (3)

Prerequisites: 30 credits including ENGL 101 and PSYC 101 or teacher certification

(formerly ED 218)

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.)

EDUC 249-Teaching Reading in the Content Areas, Part II (3)

Prerequisite: EDUC 248 or ED 218

(formerly ED 219)

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.)

EMGT: Emergency Management**EMGT 101-Disaster, Crisis, and Emergency Management (3)**

- Gen Ed Emerging Issues

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR

Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly EM 101 and ID 225)

Introduces students to the dynamic and relevant world of disaster, crisis, and emergency management. Conducts a review of the history, social, political, and economic implications of disasters, giving students the opportunity to explore the world of Emergency Management and experience the satisfaction of serving, survivability, and the heartache of devastation. Provides experience with effective writing, critical thinking, and historical and social awareness as students examine the emergencies of past, present, and future.

EMGT 104-Disaster Response and Recovery (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly EM 104)

Provides students with an understanding of disaster response and recovery operations in emergency management. Examines the nature of emergencies and disasters; presenting opportunities to identify the human responses in the disaster process, assess current procedures for response operations, review recovery policies and programs, and explore methods to promote the return to normalcy. Places additional specific focus on the understanding of the roles of multiple stakeholders in both response and recovery.

EMGT 106-Hazard, Risk, and Mitigation (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly EM 106)

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.

EMGT 110-Federal Emergency Management (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly EM 110)

Provides the student with the understanding of the role of the United States of America federal government in emergency management on the national level, and the influence of the federal government on local, regional, state, and international emergency management. Examines the role of federalism in the delivery of emergency management services. Investigates the historical development of the federal emergency management effort with emphasis on significant events that shaped policy and the level of involvement of the federal government. Analyzes current emergency management policies and efforts of the federal government with discussion of future trends and their potential outcomes.

EMGT 111-Preparing and Securing the Homeland (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly EM 111)

Provides students with a thorough understanding of the strategic, political, legal, and organizational challenges associated with the protection of the U.S. homeland. Examines the range of potential threats to the U.S. homeland, including the historical foundation of terrorism. Introduces the role of emergency management in the response to the growing threat of domestic and international terrorism. Focuses on the implications of homeland security challenges and policies for constitutional rights, legal protections, and civil liberties.

EMGT 115-Foundations of Emergency Management (0)

Prerequisites: FEMA 131 and FEMA 151 and FEMA 205

(formerly EM 115)

Provides an introduction to the position of emergency manager, including history, key areas of emphasis, and responsibilities. Surveys emergency management as an integrated system with resources and capabilities networked together to address all hazards. Introduces the National Incident Management System (NIMS), the Incident Command System (ICS), and Emergency Operations center (EOC) operations.

EMGT 125-Emergency Management Coordination (0)

Prerequisites: FEMA 150, FEMA 161, FEMA 171
(formerly EM 125)

Introduces the fundamentals of comprehensive emergency management coordination efforts. Surveys means of networking resources and capabilities from multiple levels and types of organizations to support effective all-hazard response. Explores national response coordination and organization systems, the role of public information within them, and the impact of evolving technologies on all stages of the process.

EMGT 130-Integrated Emergency Management (3)

Prerequisite or Co-requisite: (EMGT 101 or ID 225) or FIRE 107
(formerly EM 130)

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. Note: While not an official prerequisite, students are encouraged to take EMGT 106 prior to (or during the same semester as) they intend to enroll for this course.

EMGT 135-Leadership and Management (0)

Prerequisites: FEMA 132, FEMA 134, and FEMA 221
(formerly EM 135)

Introduces the concepts of leadership and influence in emergency management. Describes decision-making and the attributes of an effective decision maker. Identifies basic communication skills needed to convey decisions across a diverse workforce in a timely, inclusive, and motivational manner. Explores the social, cultural, religious, and accessibility concerns that have shaped perceptions of disaster response, and means of addressing them. Discusses the influence of perception and marginalization on delivery of equitable assistance to all disaster victims.

EMGT 165-Animals in Disasters (0)

Prerequisites: FEMA 205, FEMA 131, FEMA 109, FEMA 110, FEMA 138, and FEMA 215
(formerly EM 165)

Provides the basic background knowledge necessary for developing a coordinated response to disasters in which animals, livestock, agriculture assets, and their owners are affected. Introduces specific challenges posed by animals, livestock, and agricultural assets during disaster situations, and provides training on appropriate options for responding to and planning for them. Heightens awareness of the special issues that emergency managers and planners need to consider when incorporating animal-care annexes into their emergency operation, mitigation, and recovery plans.

EMGT 167-Managing Volunteer and Community Response (0)

Prerequisites: FEMA 205, FEMA 119, FEMA 131, FEMA 135, FEMA 213, and FEMA 215
(formerly EM 167)

Introduces fundamental emergency management concepts, and surveys the roles and services of disaster relief voluntary agencies throughout U.S. history. Discusses the relationships between voluntary and government agencies as part of a multi-agency coordination system. Details recruitment, motivation, management, training, and safety reporting practices for both planned-for and spontaneous volunteers in disaster scenarios. Investigates effective strategies, principles, and guidelines for utilizing volunteers in disaster planning and whole community emergency response.

EMGT 169-Continuity of Operations Planning (COOP) (0)

Prerequisites: FEMA 205, FEMA 103, FEMA 131, FEMA 150, FEMA 173, and FEMA 176
(formerly EM 169)

Provides an overview of the concept of continuity planning including the legal basis, the Continuity Program Management Cycle, and essential elements of a viable continuity program. Explores the requirements for developing a continuity program as prescribed in Federal Continuity Directive (FCD) 1. Explains the interdependencies of the Incident Command System and exercise design to the COOP planning process and provides experience developing and implementing exercise/training programs.

EMGT 171-Mitigation (0)

Prerequisites: FEMA 205, FEMA 131, FEMA 104, FEMA 186, FEMA 187, and FEMA 157
(formerly EM 171)

Introduces the concepts, terminology, and considerations involved in hazard mitigation, community sustainability, and resiliency. Investigates risk management principles, means of implementing and assessing them (e.g. Hazard Mitigation Plans and sustainable construction practices), and their cost and damage reduction effects. Orients students to basic mechanics, risks, potential partners, and mitigation options for a variety of common natural and human-caused disaster events. Prepares students to communicate preparedness, prevention, and other mitigation approaches to the broader public as means of both disaster effect reduction and personal safety improvement.

EMGT 177-Emergency Management Education Planner (0)

Prerequisites: FEMA 205, FEMA 103, FEMA 131, FEMA 150, FEMA 196, FEMA 156, and FEMA 140
(formerly EM 177)

Introduces core concepts in disaster planning specifically adapted to primary, secondary, or post-secondary educational institutions. Explores the response and recovery resources available and responsibilities inherent to planners in such institutions. Develops skills necessary for the development of school Emergency Operations Plans (EOPs) and the completion of preparedness tasks for the maintenance and improvement thereof. Investigates the connections between planning for school readiness and preparing for, responding to, and recovering from mass casualty incidents, as well as what to do when a mass casualty incident and a school location overlap.

EMGT 179-Public Information Officer (0)

Prerequisites: FEMA 205, FEMA 131, FEMA 171, FEMA 151, FEMA 134, and FEMA 221
(formerly EM 179)

Introduces the role and responsibilities of the Public Information Officer (PIO), and explores the PIO's function in and typical interactions with the public safety/emergency management environment. Surveys the Joint Information System (JIS) and the Joint Information Center (JIC), and examines their relations and interactions in theory and practice. Places the PIO role in the context of the National Incident Management System (NIMS), and investigates the uses of NIMS components in conveying accessible and inclusive situational awareness information to the public before, during, and following a disaster event.

EMGT 181-Community Preparedness Planner (0)

Prerequisites: FEMA 205, FEMA 131, FEMA 140, FEMA 181, FEMA 180, and FEMA 221
(formerly EM 181)

Trains students in the fundamentals of the emergency planning process including the rationale behind planning as a part of a holistic approach using the emergency preparedness cycle. Develops a student's capability for effective participation in the all-hazard emergency operations planning process. Introduces the importance of including people with disabilities, access, and/or functional needs in planning and response, and explores means by which their needs or abilities may be most effectively addressed and incorporated in the planning process.

EMGT 183-Critical Infrastructure Strategist (0)

Prerequisites: FEMA 131, FEMA 159, FEMA 181, FEMA 188, FEMA 205, and FEMA 226
(formerly EM 183)

Covers critical infrastructure duties and responsibilities at the State, Local, Tribal, and territorial levels. Describes types of threats faced by critical infrastructure facilities, along with strategies and best practices for mitigating or responding to them. Introduces resilience as a concept, with focuses on its effects upon processes, mindsets, duties, and strategies for effectively developing and improving critical infrastructure security plans.

EMGT 187-Disaster Construction Issues (0)

Prerequisites: FEMA 205, FEMA 131, FEMA 104, FEMA 105, FEMA 130, and FEMA 144
(formerly EM 187)

Provides an introduction to the issues related to and that should be considered during construction following a disaster. Introduces the National Incident Management System, the Incident Command System, Executive Order 12699 - Building for Earthquakes of Tomorrow, National Flood Insurance Program (NFIP) policy and regulations towards retrofitting flood-prone residential structures, and Environmental/Historical Preservation Compliance. Examines impact of construction on environment, population, and historic preservation sites prior to and following disaster scenarios, and offers the opportunity to analyze the difference between practical necessities and compliance requirements in response and rebuilding for recovery.

EMGT 201-Public Safety GIS and Technology (3)

Prerequisite or Co-requisite: (EMGT 101 or ID 225) or FIRE 107 or GISA 101
(formerly EM 201)

Introduces students to the technologies, applications, and tools relevant to the current emergency management professional environment. Explores the impact of a rapidly improving technological environment on all phases of the emergency management process and discusses potential means of leveraging technology to improve known deficiencies. Focuses intensively on the applications of Geographic Information Systems (GIS) technology with a view to preparing students for its necessary use in emergency management careers. Offers experience in working with, creating, and interpreting GIS maps and other visual products. Discusses the future changes and challenges facing the emergency management discipline as a result of continued technological growth.

EMGT 213-Social Impacts of Disaster (3)

• Cultural Competence
Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100
(formerly EM 213)

Provides students with an enhanced awareness of the response planning and response challenges of diverse individuals, groups, and communities to disaster. Students will discover how disasters influence structures, interactions, and subjective perceptions among community members. Examines how social inequality, including race, ethnicity, class, and gender, result in enhanced vulnerabilities in disasters. Students will analyze the diverse cultural rules and biases of response organizations and communities that converge during disasters.

EMGT 215-Planning and Response (0)

Prerequisites: FEMA 140, FEMA 159, FEMA 174
(formerly EM 215)

Introduces the concepts and core components of the emergency planning process, including the rationale behind planning as an emergency management process. Introduces participants to the key concepts and principles of the National Response Framework. Describes key Mission Assignment (MA) concepts and provides knowledge needed to carry out MA processing responsibilities.

EMGT 220-Emergency Operations Planning (3)

Prerequisite or Co-requisite: EMGT 101
(formerly EM 220)

Provides a thorough understanding of risk management, operational planning, and strategic planning as applied in current emergency management policy. Teaches evaluation and use of current policy tools to determine risk vulnerabilities and capabilities, critically evaluate an emergency operations plan, identify the components of an emergency operations plan, and assess the purpose of strategic planning.

EMGT 221-Public Safety Leadership and Ethics (3)

Prerequisite or Co-requisite: EMGT 201 or FIRE 201 or CCJS 204
(formerly EM 221)

Provides the student with understanding of leadership theories, skills, and techniques for application in public safety. Introduces the concept of effective leadership in public safety by identifying leadership models utilized in management throughout the lifecycle of incidents, and evaluating current public safety leaders.

EMGT 225-Emergency Management Mitigation (0)

Prerequisites: FEMA 157, FEMA 186, FEMA 173
(formerly EM 225)

Explores the reasons and need for planning for a sustainable, disaster-resistant community. Introduces participants to mitigation basics for both natural and human-driven disasters. Describes the Continuity Management Program, Process and Cycle, the fundamentals of Risk Management, and the importance of Devolution Planning.

EMGT 235-Recovery, Assessment, and Exercise (0)

Prerequisites: FEMA 103 and FEMA 181 and FEMA 201
(formerly EM 235)

Exposes students to the fundamental concepts and frameworks of a post-emergency recovery effort, and methods for enhancing and refining such efforts. Explores the types of exercises, the exercise cycle, and their role during and in preparation for real response and recovery events. Discusses optimization of resource availability and distribution in recovery, including methods of incorporating partner entities in the private and nonprofit sectors.

EMGT 297-Emergency Management Capstone (3)

Prerequisite: ENGL 101; Prerequisite or Co-requisite: EMGT 220 and EMGT 221
(formerly EM 297)

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.

ENGL: English**ENGL 70-Introduction to College Reading and Writing (0) [6]**

Prerequisite: Appropriate scores on the reading and writing placement tests
(formerly EN 70)

Provides extended practice with academic writing based on college-level texts. The course stresses the interaction between critical reading, writing, and thinking. The course offers structured practice and support with writing academic essays, improving reading comprehension, and increasing critical reading skills to succeed in future college academic tasks. Students are guided to become flexible, confident, and independent readers and writers.

ENGL 75-Reading and Writing in the Academic Disciplines (0) [4]

Prerequisite: Appropriate scores on the reading and writing placement tests (formerly EN 75)

Promotes the integrated approach to the development of active reading and writing strategies for the tasks and texts students encounter in college. The course stresses the interaction among the reader, the text, and the context and one's ability to critically respond to a variety of writing situations. The course addresses whole discourse and sentence-level matters. Students are guided to become independent readers and writers.

ENGL 100-Advanced Reading for Composition (2)

Prerequisites: (Grade of C or better in ENGL 70 or ENGL 75) or (appropriate scores on the reading and writing placement tests) or (ESOL 72 and ESOL 73) or ESOL 100; Co-requisite: ENGL 101 (formerly ACE 100)

Provides supplemental reading and writing support for students co-enrolled in English Composition (ENGL 101). The course targets critical reading strategies necessary for success in ENGL 101 and other college-level courses that require intensive reading. Students are guided to become independent readers capable of engaging in rigorous academic conversations.

ENGL 101-English Composition (3)

• Gen Ed English
Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 or satisfactory performance on the writing assessment and satisfactory performance on the reading assessment (formerly EN 101)

Develops students' ability to use writing, reading, research, and thinking processes to create documented essays that demonstrate the conventions of academic writing.

ENGL 102-English Composition and Literature (3)

• Gen Ed Humanities, Gen Ed Communications
Prerequisite: ENGL 101 (formerly EN 102)

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.

ENGL 201-British Literature Anglo-Saxon Period to the Eighteenth Century (3)

• Gen Ed Humanities
Prerequisite: ENGL 101 (formerly EN 201)

Surveys the literature of Great Britain from the Anglo-Saxon period to the eighteenth century. The growth of a nation, social classes, the rise and questioning of the monarchy, the role of women, and early colonialism are explored through poetry, prose fiction and nonfiction, and drama.

ENGL 202-British Literature Eighteenth Century through the Present (3)

• Gen Ed Humanities
Prerequisite: ENGL 101 (formerly EN 202)

Surveys the literature of Great Britain from the eighteenth century through the present. The rise of industry, changing views of gender and citizen, the rise and fall of an empire, world wars, and artistic experimentation are explored through the literary genres of poetry, fiction, and drama.

ENGL 203-American Literature Pre-Colonial through Civil War Periods (3)

• Gen Ed Humanities
Prerequisite: ENGL 101 (formerly EN 203)

Surveys American literature from its pre-contact beginnings. Culture clash, settlement, rebellion, and the rise of a democratic republic are explored through histories, diaries, sermons, pamphlets, poetry, essays, and fiction.

ENGL 204-American Literature Civil War Period through the Present (3)

• Gen Ed Humanities
Prerequisite: ENGL 101 (formerly EN 204)

Surveys American literature from the late 19th Century to today. The rise of industrialism, world wars, the fragmenting of society, and artistic experimentation are explored through the literary genres of poetry, fiction, and drama.

ENGL 205-World Literature through 1650 C.E. (3)

• Gen Ed Humanities, Cultural Competence
Prerequisite: ENGL 101 (formerly EN 205)

Surveys selected works of western and non-western literature from their beginnings through 1650 C.E. Cultural and historical contexts are explored through a wide range of literary forms.

ENGL 206-World Literature 1650 C.E. through the Present (3)

• Gen Ed Humanities, Cultural Competence
Prerequisite: ENGL 101 (formerly EN 206)

Surveys selected works of western and non-western literature from 1650 C.E. through the present. Cultural and historical contexts are explored through a wide range of literary forms.

ENGL 210-Creative Writing (3)

Prerequisite: ENGL 101 (formerly EN 210)

Introduces skills of writing fiction and/or poetry and/or creative nonfiction. The complexities of creative writing as a craft and an art are explored through analysis of representative works, study of techniques, and extensive practice.

ENGL 212-News Writing and Reporting (3)

Prerequisite: ENGL 101 (formerly EN 212)

Provides instruction and practice in news reporting and in the fundamentals of news writing. Professional news stories in newspapers, magazines, and the Web will be analyzed and evaluated. The course concentrates on key rhetorical elements, organization, and structure of common news, features, and opinion articles, both in print and digital news mediums.

ENGL 216-The Short Story (3)

• Gen Ed Humanities
Prerequisite: ENGL 101 (formerly EN 216)

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.

ENGL 219-Technical Writing (3)

Prerequisite: ENGL 101 (formerly EN 219)

Develops the skills necessary for effective professional communication and workplace writing. Students compose a variety of texts, including professional e-mails and letters, microblogs (social media content), web page content, informal and formal reports, graphics, and presentations.

ENGL 222-Creative Writing Practicum: Tuscarora Review Editorial Board (3)

Prerequisite: ENGL 210 or permission of instructor (formerly EN 222)

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.

ENGL 226-Film as Literature (3)

- Gen Ed Humanities
- Prerequisite: ENGL 101*
(formerly EN 226)

Surveys selected films and their counterparts in literature. Emphasizes narrative abilities of film.

ENGL 227-Multiculturalism and Literature: Borders, Boundaries, and Belonging (3)

- Gen Ed Humanities, Cultural Competence
- Prerequisite: ENGL 101*
(formerly EN 227)

Examines the diverse views of humankind and the human condition through the reading of selected works from a variety of historically underrepresented groups.

ENGL 230-African American Literature (3)

- Gen Ed Humanities, Cultural Competence
- Prerequisite: ENGL 101*
(formerly EN 230)

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.

ENGL 231-English Language Studies (3)

- Gen Ed Humanities
- Prerequisite: ENGL 101*
(formerly EN 231)

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.

ENGL 241-Journalism Publication Practicum (3)

- Gen Ed Humanities, Gen Ed Communications, Cultural Competence
- Prerequisite: ENGL 101*
(formerly EN/CMM 241)

Provides instruction and laboratory experience in writing, editing, designing, and publishing print and digital content for The Commuter. Students receive practical experience in journalistic and social media content, curation, editing, design, photography, and digital production using industry standard software. Students will create and produce three journalistic publications per semester.

ENGL 246-Writing for Online Media (3)

- Prerequisite: ENGL 101*
(formerly EN 246)

Introduces students to key elements of writing for Web communities. Students will learn techniques to create written content for promotional e-mails, website pages, social media, and blogs. Students will use multiple writing strategies, and draw from expository, creative, and journalistic modes of expression. Students will work with a client to develop a digital content strategy for promoting an idea, product, event, or service and complete several pieces of original content to start building a professional portfolio.

ENGR: Engineering**ENGR 100-Introduction to Engineering Design (3)**

- Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND (MATH 165 or MA 111)*
(formerly EG 100)

Develops basic concepts of engineering approaches to problem solving and the skills for the design and timely fabrication of the designed product.

ENGR 110-Engineering Statics (3)

- Prerequisites: ENGR 100 and (MATH 185 or MA 210)*
(formerly EG 110)

Introduces static equilibrium of rigid bodies. Topics include scalars and vectors, forces, free-body diagrams, structural analysis, friction, center of gravity, and moment of inertia.

ENGR 210-Mechanics of Materials (3)

- Prerequisites: (MATH 195 or MA 211) and (PHYS 151 or PY 203)*
(formerly EG 210)

Presents the analysis of systems of forces on a deformable body. Topics include tension, stress, and shear applied to beams, columns, shafts, and other machine and structural parts.

ENGR 212-Engineering Dynamics (3)

- Prerequisite or Co-requisite: MATH 285 or MA 212*
(formerly EG 211)

Examines the motion of bodies relative to each other in two and three dimensions. Topics include force-acceleration, work-energy, and impulse-momentum relationships.

ENGR 214-Engineering Thermodynamics (3)

- Prerequisites: CHEM 102 and (ENGR 212 or EG 211) and (MATH 285 or MA 212) and (PHYS 252 or PY 204)*
(formerly EG 214)

Introduces engineering thermodynamics. Topics include the laws of thermodynamics, thermodynamic properties of materials, energy transfer, thermodynamic cycles, and mixtures.

ESOL: English for Speakers of Other Languages**ESOL LA-Language Acquisition (0) [3]**

Accompanies ESOL 100 - English for Academic Purposes.

ESOL 90-Communication Skills for Language Learners (0) [2]

- Prerequisite: Appropriate score on the College placement tests; Co-requisite: ESOL 100 and COMM 101*

Provides supplemental listening, speaking, and writing support for students co-enrolled in Introduction to Communication Studies (COMM 101). This course targets critical listening, note taking, drafting, and presentation strategies necessary for success in COMM 101 and other college-level courses. Students learn to become effective, independent learners in academic settings. Students will also engage in case studies, role-plays, and critical analysis of intercultural, interpersonal, and professional communications.

ESOL 100-English for Academic Purposes (3)

- Prerequisite: Appropriate scores on the College placement tests*

Designed for English language learners whose competency is at the high intermediate level. Includes integrated instruction in writing, reading, listening, and speaking with a focus on conventions consistent with academic standards. This course focuses on expanding critical reading and writing skills through extensive reading and analysis of essays and academic texts and composition of original essays and presentations. Additional focus is placed on listening and speaking skills essential for success in academic settings.

FEMA: Federal Emergency Management**FEMA 101C-Environmental Health in Emergency Response (1)**

Introduces students to the concept of environmental health in emergency response and the role of the Environmental Health Responder (EHR). Covers basic information on emergency environments an EHR may encounter, principles of environmental health that are likely to be applied in these environments, and resources that define EHR procedures in emergency scenarios. Prepares students for continued study of Environmental Health Response at the operational, planning, and managerial levels.

FEMA 103-Community Disaster Exercise (1)
(formerly FEM 103)

Introduces the fundamental components and concepts that underpin emergency management exercises, the Homeland Security Exercise and Evaluation Program (HSEEP), and the exercise planning cycle. Orients students to the considerations necessary in exercise design, along with the roles and responsibilities of the exercise planning and exercise evaluator teams. Discusses the exercise evaluation process and principles, the purpose and design of necessary documentation elements, and places specific emphasis on the tasks of the individual evaluator throughout the exercise evaluation process.

FEMA 104-Earthquake Structural Mitigation (1)
(formerly FEM 104)

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.

FEMA 105-Retrofitting Flood-Prone Residential Structures (1)
(formerly FEM 105)

Provides students with the essential, nontechnical background knowledge about retrofitting. The retrofitting measures presented are creative and practical, comply with applicable floodplain regulations, and are satisfactory to homeowners.

FEMA 109-Introduction to Animals in Disaster (1)
(formerly FEM 109)

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.

FEMA 110-Animals in Disaster Planning (1)
(formerly FEM 110)

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.

FEMA 122-Community Hurricane Preparedness (1)
(formerly FEM 122)

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.

FEMA 127-Emergency Management of Hazardous Weather (1)
(formerly FEM 127)

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.

FEMA 131-Principles of Emergency Management (1)
(formerly FEM 131)

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.

FEMA 132-Leadership and Decision Making Concepts (1)
(formerly FEM 132)

Introduces students to leadership skills and influence types, with a particular focus on trust-building and facilitation of change through a leadership role. Examines critical decision making and problem solving strategies for emergency management managerial, planning, and response roles. Explores a five-step problem solving model and its applications, especially in group situations or emergency conditions.

FEMA 134-Effective Communication (1)
(formerly FEM 134)

Provides an introduction to communication and interpersonal skills needed by local emergency managers, planners, and responders. Develops communication skills needed in emergency management situations.

FEMA 135-Volunteerism and Emergency Management (1)
(formerly FEM 135)

Provides a basic orientation to the types of volunteer organizations active in the emergency management community, the roles they commonly play, and the history of volunteer disaster assistance in the United States. Investigates characteristics of disaster volunteer management programs, with emphasis on the recruitment, management, assignment, and motivation of volunteer groups.

FEMA 136-Debris Operations (1)
(formerly FEM 136)

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.

FEMA 138-Livestock in Disasters (1)
(formerly FEM 138)

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.

FEMA 140-Emergency Planning
(formerly FEM 140)

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.

FEMA 144-Environmental and Historic Preservation (1)
(formerly FEM 144)

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.

FEMA 150-Incident Command System (ICS) (1)
(formerly FEM 150)

Describes the history, features, principles, and organizational structure of the Incident Command System (ICS). Explains the relationship between the Incident Command System (ICS) and the National Incident Management System (NIMS). Provides advanced training, exercises, and resources for personnel who are likely to assume a supervisory position within the Incident Command System (ICS).

FEMA 151-National Incident Management System (NIMS) (1)
(formerly FEM 151)

Provides a comprehensive understanding of the National Incident Management System (NIMS), including its purpose, principles, key components, and benefits. Specifically explores the planning, coordination, and resource management functions of NIMS, and the system's relationship with the Incident Command System (ICS).

FEMA 156-Emergency Management Principles for Educational Environments (1)
(formerly FEM 156)

Provides an orientation to basic emergency management principles, activities, and planning strategies that is specifically tailored to the needs of K-12 schools and postsecondary educational institutions. Introduces the concepts of comprehensive emergency management, risk assessment, planning, and plan exercise as they are applied in school settings. Offers opportunities to study and practice situation analysis, planning team formation, and development of Emergency Operations and Recovery Plans.

FEMA 157-Introduction to Hazard Mitigation (1)
(formerly FEM 157)

Introduces the National Mitigation Framework and mitigation's place in serving the National Preparedness Goal. Details processes for developing community support, identifying potential hazards, assessing risk, and accessing community and outside agency assistance in the process of mitigation planning. Investigates economic impacts of disasters, the Hazard Mitigation Assistance (HMA) program, and discusses potential reductions in cost and damage resulting from the development of a Hazard Mitigation Plan built on risk management principles.

FEMA 158-Protecting Your Home and Small Business from Disaster (1)
(formerly FEM 158)

Presents in a non-technical format specific protective measures that can reduce the negative consequences of disasters upon homes or small businesses.

FEMA 159-National Preparedness Frameworks: Prevention, Protection, and Response (1)
(formerly FEM 159)

Introduces the National Prevention, Protection, and Response Frameworks as both guiding documents and interlocking components in service of the broader National Preparedness System. Investigates the doctrine, stakeholders, and core capabilities prescribed for each Framework's mission area, with particular focus on those principles or partners deemed necessary across multiple Frameworks. Orients students to the coordinating structures responsible for executing Framework elements, and explores the ways by which various processes and organizations work to fill those roles.

FEMA 161-Emergency Operation Center (EOC) (1)
(formerly FEM 161)

Introduces the role, design, and functions of Emergency Operations Centers (EOCs) and their relationships to other components of a multi-agency coordination system. Discusses effective staffing, organization, and activation practices. Prepares students to set EOC priorities and make necessary operational decisions during EOC activation, incident response, and incident support.

FEMA 170-The Mitigation eGrants System: Comprehensive Training (1)
(formerly FEM 170)

Introduces the Mitigation Electronic Grants (eGrants) Management System, the eligible users thereof, and the varieties of FEMA grant programs supported by the online eGrants application. Orients students to the authorities, functionality, and responsibilities of users in applicant, subapplicant, and FEMA administrative roles within eGrants. Provides instruction on and practice for practical utilization of the administrative, application submission, and monitoring aspects of the system.

FEMA 171-Coordinating Information & Resource Sharing for Emergency Management (1)
(formerly FEM 171)

Orients students to the roles, means, and infrastructure necessary for efficient sharing of informational and physical resources before and during an emergency. Introduces the role of the Public Information Officer (PIO) and the mutual aid and assistance agreement, and explores their benefits and utility. Examines the nature and application of social media platforms, how they differ from traditional media outlets, and how these differences affect the dissemination of information and resources to a PIO's audiences.

FEMA 173-Risk and Continuity (1)
(formerly FEM 173)

Introduces the conceptual and legal foundations of continuity, as well as the commonly practiced types of continuity planning, with particular attention paid to devolution plans. Explores the Continuity Management Cycle and its role in developing and sustaining a viable continuity program. Examines the nature and human perception of risk, threat, and vulnerability, and how each is incorporated into a continuity plan and communicated to the public.

FEMA 174-Federal Disaster Assistance (1)
(formerly FEM 174)

Explores the full spectrum of the Points of Distribution (POD) mission during response operations. Introduces students to key Mission Assignment (MA) concepts and provides knowledge needed to carry out MA processing responsibilities. Examines the Public Assistance Program and the process applicants follow to receive grant funding assistance in the aftermath of a disaster.

FEMA 176-Continuity of Operations Planning for Pandemics Exercise (1)
(formerly FEM 176)

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 other daily contact with the public.

FEMA 180-Planning for Vulnerable Populations (1)
(formerly FEM 180)

Introduces students to the concepts, methods, and principles of emergency planning for children in disasters. Explores public and private guidance for implementing children's preparedness, response, recovery, and mitigation programs. Examines the unique needs that arise among children as a result of a disaster and/or emergency.

FEMA 181-Public-Private Partnerships: Planning, Maintenance, and Special Considerations (1)
(formerly FEM 181)

Introduces the role, terminology, and core concepts of working with public-private partnerships in the emergency management arena. Discusses the uses of such partnerships in improving overall community planning, response, recovery, and mitigation efforts. Instructs on recommended procedures for identifying, forming, maintaining, and evaluating these partnerships. Explores techniques for adapting and utilizing these principles and partners to improve collaboration on, readiness for, and management of special events in the community.

FEMA 183-Public Works Role in Emergency Management (1)
(formerly FEM 183)

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.

FEMA 184-Logistics and the Defense Priorities and Allocations System (DPAS) (1)
(formerly FEM 184)

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.

FEMA 186-Hazard Mitigation and Disaster Workforce Basics (1)
(formerly FEM 186)

Equips students with the necessary knowledge to understand and communicate to the public the 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.

FEMA 187-State, Local, and Tribal Mitigation Planning (1)
(formerly FEM 187)

Introduces students to the policies, procedures, and planning process that guide mitigation planning efforts at sub-Federal levels. Reviews regulations and standards governing the creating and revision of State, Local, and Tribal mitigation planning documents. Equips students to both develop a mitigation plan at these jurisdictional levels, and to assess the adequacy of existing plans in complying with regulatory requirements.

FEMA 188-Critical Infrastructure Protection (1)
(formerly FEM 188)

Introduces the conceptual foundations of critical infrastructure, its importance, and the process of developing and implementing plans for its protection. Exposes students to Federal guidance and policy, with particular focus on the National Infrastructure Protection Plan (NIPP). Discusses fundamental concepts of risk management. Explores the types of threats critical infrastructure may face, and methods for effectively mitigating or otherwise responding to them.

FEMA 189-Preparedness in the Workplace and Community (1)
(formerly FEM 189)

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.

FEMA 191-Emergency Management & Technical Tools Application (1)
(formerly FEM 191)

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).

FEMA 192-Geospatial Information Systems Specialists (1)
(formerly FEM 192)

Introduces students to the disaster response role and responsibilities of a Geospatial Information Systems (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.

FEMA 193-Resilient Accord: Exercising Continuity Plans for Cyber Incidents (1)
(formerly FEM 193)

Introduces students to best practices for executing continuity operations during cyber-security incidents. Explores the importance of incorporating cyber security into continuity planning.

FEMA 196-Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education and Houses of Worship (1)
(formerly FEM 196)

Introduces students to recommended practices and resources for developing emergency plans to prepare for, respond to, and recover from mass casualty incidents.

FEMA 197-CERT Supplemental Training: The Incident Command System (1)
(formerly FEM 197)

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) activations, safety of disaster workers, acceptable leadership and organizational structures, and rescue effort approaches.

FEMA 198-Benefit-Cost Analysis Principles (1)
(formerly FEM 198)

Introduces students to fundamental Benefit-Cost Analysis (BCA) concepts and theory. Explores the process for gathering BCA data and the process for conducting analyses using the latest version of the Benefit Cost Toolkit. Examines projected damage amounts of hazard events; frequency, or Recurrence Interval (RI); and event duration analysis.

FEMA 200-Homeland Security Geospatial Operations & Management (1)
(formerly FEM 200)

Introduces Homeland Security Geospatial Concept-of-Operations (GeoCONOPS) doctrine. Students will discover the importance of GeoCONOPS to the National Preparedness System, National Incident Management System (NIMS), and the Incident Command System (ICS). Explores the controls and functions of the DHS Common Operating Picture (COP) application.

FEMA 201-National Disaster Recovery Framework (NDRF) Overview (1)
(formerly FEM 201)

Introduces students to the National Disaster Recovery Framework (NDRF), which provides a systematic approach and national organizing structure for Federal disaster recovery operations. Familiarizes students with key concepts, core principles, and roles and responsibilities of NDRF leadership. Investigates and compares the roles of individual, organizational, and governmental stakeholders in developing a successful disaster recovery effort.

FEMA 203-Dams Sector Security Awareness (1)
(formerly FEM 203)

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.

FEMA 205-Fundamentals of Management and Support Coordination of Federal Disaster Operations (1)
(formerly FEM 205)

Introduces the Federal Emergency Management Agency (FEMA) and the National Preparedness Goal as guiding elements in development of emergency management policy and practice at all governmental levels and in the community. Familiarizes students with the six main component Frameworks of the National Preparedness System. Explores fundamental incident management knowledge necessary for providing support to disaster operations, including an overview of the FEMA Qualification System (FQS) and its applications.

FEMA 206-Substantial Damage Estimation (1)
(formerly FEM 206)

Guides students through independent installation, setup, and use of FEMA Substantial Damage Estimator (SDE) tool software. Introduces concepts of flood mapping, the damage assessment process, and damage estimation, and how SDE software and other technologies can assist in each. Explores applications of damage assessment on various elements of the National Flood Insurance Program (NFIP) from the perspective of both homeowners and government or insurance officials.

FEMA 209-Guardian Accord - Terrorism and Continuity Operations (1)
(formerly FEM 209)

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.

FEMA 212-Homeland Security Building Design for Continuity of Operations (1)
(formerly FEM 212)

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.

FEMA 213-Introduction to Community Emergency Response Teams (1)
(formerly FEM 213)

Introduces the basic concepts, functions, and characteristics of Community Emergency Response Teams (CERTs), and their roles in all phases of emergency management. Explores CERT composition and interaction with the formal Incident Command System (ICS) structure before and during adverse events. Discusses fundamental concepts of voluntary personnel and resource management at the introductory level. Prepares students for further CERT training and official qualification via advanced coursework offered by their local jurisdiction.

FEMA 214-Reconstitution Planning (1)
(formerly FEM 214)

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.

FEMA 216-The NEMIS Hazard Mitigation Grant Program: Training for All Users (1)
(formerly FEM 216)

Introduces students to the National Emergency Management Information System (NEMIS) and the knowledge necessary for completion and submission of Hazard Mitigation Grant Program (HMGP) applications. Instructs regarding the database system used to track disaster data for the Federal Emergency Management Agency (FEMA) and assorted grantee emergency management offices. Explores application areas and requirements representing various functions within FEMA, and provides an orientation to the forms and procedures for successfully navigating them.

FEMA 217-Flood Insurance Coverage Basics (1)
(formerly FEM 217)

Introduces students to Increased Cost of Compliance (ICC) coverage concepts as part of the Standard Flood Insurance Policy. Explores the National Flood Insurance Program (NFIP) and covered and non-covered building and personal property items. Examines the unique requirements for insuring condominiums and key characteristics and special adjustment issues for basement coverage.

FEMA 218-Flood Insurance: Mapping Concepts and Applications (1)
(formerly FEM 218)

Introduces students to commercial flood exposures and how they are mapped, recorded, and insured within the National Flood Insurance Program (NFIP). Explores the types of flood maps and insurance studies, and investigates the impact of mapping changes on property owners, insurance agents, lending institutions, and others. Examines the Coastal Barrier Resources System (CBRS) and Otherwise Protected Areas (OPAs) and their impact on NFIP procedures.

FEMA 219-Principles of Flood Insurance Elevation (1)
(formerly FEM 219)

Introduces students to Elevation Certificate (EC) and how EC's help floodplain administrators reduce flood risk. Explores lowest floor elevation for post-FIRM buildings in A or V zones as shown on the FEMA Elevation Certificate. Examines Biggert-Waters Flood Insurance Reform Act of 2012 (BW 12) legislation and the Homeowner Flood Insurance Affordability Act of 2014 (HFIAA).

FEMA 220-Fundamentals of Flood Insurance Claims (1)
(formerly FEM 220)

Introduces students to Commercial Claims procedures covered in the National Flood Insurance Program (NFIP). Explores small and large commercial claims, certification requirements and adjuster authority, the General Property Form, and adjustment standards and requirements. Examines the history and organization of the NFIP, the Standard Flood Insurance Policy (SFIP), and the key terms and concepts that flood claims adjusters must know in order to accurately handle flood claims.

FEMA 221-Cultural Competence in Disaster: Before, During, and After (1)

- Cultural Competence

(formerly FEM 221)
Explores literacy and competency considerations that promote effective engagement of groups diverse in their religious faith, cultural background, or accessibility needs at all stages of emergency response. Examines the history of marginalization experienced by many of these groups and its impacts on effective disaster response. Orients students to the unique needs, etiquette, and relationships involved in outreach to various religious faiths. Analyzes the intersection of religious, cultural, and accessibility needs with socioeconomic and political factors. Discusses the influences of culture and perception on action and their implications for delivering equitable assistance to all disaster victims.

FEMA 222-Introduction to Unified Federal Review (UFR) (1)
(formerly FEM 222)

Explores the Unified Federal Review (UFR) process and how it supports interagency coordination for Environmental and Historic Preservation (EHP) reviews during disaster recovery. Introduces students to EHP concepts in the UFR process. Examines the requirements of Federal Disaster Recovery Coordinators (FDRC) and Federal Coordinating Officers (FCO) in the UFR process.

FEMA 223-Federal Disaster Deployment Procedures (1)
(formerly FEM 223)

Explores established best practices for acclimation to working and living conditions at domestic incidents. Introduces students to practical tips, advice, requirements, and expectations during a deployment. Examines the operation of portable/mobile radios, the basics of how radio systems work, and the principles and concepts of interoperable communications. Presents Federal Emergency Management Agency (FEMA) Travel Rules and Regulations that are required to be followed when working for FEMA.

FEMA 224-Hazard Mitigation Flood Management in Disasters (1) (formerly FEM 224)

Introduces students to the Hazard Management facets of the insurance and floodplain management fields, and offers an orientation regarding their major functional organizations, roles, and activities. Explores the legal basis and documentation for each field and the information sources relied upon by the organizations and responders involved. Provides training in the necessity of, and techniques and best practices for, critical collaboration in and between each field, and opportunities to apply those collaborative skills in practice.

FEMA 225-Telecommunicator Emergency Response Taskforce (TERT) Disaster Deployment Training (1) (formerly FEM 225)

Provides basic preparedness training for Telecommunications Emergency Response Taskforce (TERT) personnel to enhance eligibility for and improve efficiency in potential deployment to disaster sites. Explores the mental, physical, and emotional elements of deployment preparedness, emphasizing a holistic, communication-based approach to addressing personal, familial, and situational concerns. Introduces the concept of stress and fatigue as additional challenges inherent to deployment, and details a variety of coping strategies to be used in planning for their mitigation. Orients TERT team leaders to legal authorizations and obligations pre-deployment, their role as inter-team communicators and facilitators, and responsibilities and potential surroundings during deployment scenarios.

FEMA 226-Introduction to the Facility Security and Risk Management Process (1) (formerly FEM 226)

Introduces the Interagency Security Council (ISC) and orients students regarding its function, makeup, and authorities. Discusses the steps of the ISC's Risk Management Process (RMP) and examines the impact of each on facility resilience and preparedness. Explores specific practical applications of ISC governance and regulation (including facility security calculation, operation of Facility Security Committees, facility security financing procedures, etc.) and investigates the role each application plays in executing the RMP.

FEMA 228-Public Assistance Program: Practical Management Elements (1)

Introduces necessary hands-on skills and administrative best practices for the development and operation of FEMA Public Assistance (PA) grant applications and awards. Explores the proper recordkeeping through both operation and FEMA Grants Portal software and physical documentation of grant-related activities. Orients students to supplemental resources and funding opportunities available for inclusion in the development of a PA grant, alongside their documentation and eligibility requirements.

FILM: Film & Video

FILM 101-Introduction to Film (3)

• Gen Ed Arts

Prerequisite or Co-requisite: ENGL 70 or (ESOL 70 and ESOL 71) or ESOL 100

(formerly CMM 103)

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.

FILM 144-Digital Video Production (4) (formerly CMM 152)

Develops digital video production skills pertaining to camera operation, set design, studio lighting, audio recording, video editing, 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 video production.

FILM 222-Television Studio Directing and Operations (4)

Prerequisite: FILM 144 or CMM 152

(formerly CMM 256)

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.

FILM 244-Digital Film Production (4)

Prerequisite: FILM 144 or CMM 152

(formerly CMM 252)

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.

FILM 254-Postproduction: The Art of Editing (4)

Prerequisite: FILM 144 or CMM 152 or FILM 244 or CMM 252

(formerly CMM 254)

Develops practical skills in digital editing through a series of demonstrations and intensive hands-on exercises. Students will study various editing styles and philosophies while designing and completing assigned editing projects using professional postproduction software. Effective electronic media management and postproduction processes are emphasized.

FILM 255-Advanced Postproduction & Motion Graphics (4)

Prerequisite: FILM 254

(formerly CMM 261)

Develops advanced skills in digital postproduction and motion graphics through a series of demonstrations and intensive hands-on exercises. By studying various editing styles and philosophies, students will design and complete assigned postproduction projects using professional software packages.

FIRE: Fire Service Administration

FIRE 101-Fire Protection Systems (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR

Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly FSA 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.

FIRE 103-Fire Investigation and Analysis (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR

Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly FSA 103)

Examines technical, investigative, legal, and managerial approaches to arson. Includes the fundamentals needed for proper fire science interpretation, recognition of origin and cause, preservation and documentation of evidence, scene security, motives of the fire setter, and types of fire causes.

FIRE 105-Risk Assessment, Reduction, and Safety (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR

Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly FSA 105)

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.

FIRE 107-Disaster Planning and Response (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR
Prerequisites or Co-requisites: ENGL 75 or ESOL 100
(formerly FSA 107)

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.

FIRE 201-Fire and Emergency Services Administration (3)

Prerequisite: FIRE 101; *Prerequisite or Co-requisite:* ENGL 101
(formerly FSA 201)

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."

FREN: World Languages: French**FREN 101-Introductory French I (3)**

- Gen Ed Humanities
(formerly LF 101)

Introduces the fundamentals of French grammar and vocabulary. Develops oral and reading skills in the language and competence in answering basic questions. Through the reading of lifelike dialogues, students gain insight into French culture, thought, and expression."

FREN 102-Introductory French II (3)

- Gen Ed Humanities
Prerequisite: FREN 101
(formerly LF 102)

Continues to build upon the structures learned in FREN 101. Students will improve fluency as they learn new grammar and vocabulary with increased emphasis on literature and idiomatic speech. Through the reading of life-like dialogues, students gain insight into French culture, thought, and expression.

FREN 201-Intermediate French I (3)

- Gen Ed Humanities, Cultural Competence
Prerequisite: FREN 102
(formerly LF 201)

Presents advanced grammar and composition with selected readings pertinent to the intermediate level. Group discussions in French and increased emphasis on reading, writing, and intercultural competence.

FREN 202-Intermediate French II (3)

- Gen Ed Humanities, Cultural Competence
Prerequisite: FREN 201
(formerly LF 202)

Continues to build upon structures learned in FREN 201. Presents advanced grammar and composition with selected readings pertinent to the intermediate level. Group discussions in French and increased emphasis on reading, writing, and intercultural competence.

GEOG: Geography**GEOG 101-Elements of Geography (3)**

- Gen Ed Geography
Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100
(formerly GG 101)

Explores elements of man's environment and the changes resulting from natural and human agents. Includes map reading and interpretation.

GEOG 102-Cultural Geography (3)

- Gen Ed Geography, Cultural Competence
Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100
(formerly GG 102)

Studies man in his regional settings, with emphasis on the interrelationships of physical and cultural phenomena.

GEOG 201-Urban Social Geography (3)

- Gen Ed Geography, Cultural Competence
Prerequisite: ENGL 101
(formerly GG 201)

Examines concepts of cities and how culture interacts with urban landscapes.

GERM: World Languages: German**GERM 101-Introductory German I (3)**

- Gen Ed Humanities
(formerly LG 101)

Introduces the fundamentals of 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.

GERM 102-Introductory German II (3)

- Gen Ed Humanities
Prerequisite: GERM 101
(formerly LG 102)

Continues to build upon the structures learned in GERM 101. Students will improve fluency as they learn new grammar and vocabulary. Through the reading of lifelike dialogues, students gain insight into aspects of life in German-speaking countries, thought, and expression.

GERM 201-Intermediate German I (3)

- Gen Ed Humanities
Prerequisite: GERM 102
(formerly LG 201)

Presents advanced grammar and composition with selected readings pertinent to the intermediate level. This course will further develop all four language skills (listening, speaking, reading, and writing) in a cultural context.

GERM 202-Intermediate German II (3)

- Gen Ed Humanities
Prerequisite: GERM 201
(formerly LG 202)

Continues to develop the main four language skills: reading, writing, listening, and speaking in a cultural context. Reviews and expands upon the basic grammar covered in previous courses. Students will broaden their active and passive vocabulary and learn to read texts of various genres.

GISA: Geographic Information Systems**GISA 101-Introduction to Geographic Information Systems with ArcGIS (3)**
(formerly GIS 101)

Introduces the principles of geospatial technologies and the use/application of Geographic Information Systems (GIS) software and data. Develops student understanding of the fundamental concepts and applications of GIS, spatial data, and GIS software packages including Esri's ArcGIS Desktop Suite. Discusses the need for skills in data management, conversion, and compilation using GIS software and provides practice in a computer lab environment. **Note:** Students taking the course should be proficient with the use of personal computers in a Windows operating environment.

GRPH: Graphic Design

GRPH 105-Basic Darkroom to Digital Photography (3)

• Gen Ed Arts

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100
or Co-requisite: ENGL 75 or ESOL 100

(formerly CMM 105)

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.

GRPH 111-Graphic Design I (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR

Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly CMM 111)

Prepares the student for the print graphic design field through the use of the computer as a tool. Introduces design vocabulary, methods, and technology through lecture, examples, and hands-on project work. Emphasizes Adobe Illustrator, Adobe Photoshop, and Adobe InDesign.

GRPH 112-Graphic Design II (3)

Prerequisite: GRPH 111

(formerly CMM 112)

Emphasizes solving a variety of design problems using the computer and contemporary graphics software. Includes real world design assignments to gain experience in dealing with clients, meetings, project management, cost effectiveness, and color printing prepress. Provides an overview of the historical and functional use of design. Emphasizes intermediate design skills using the industry standard Adobe Creative Suite.

GRPH 114-Web Design I (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR

Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly CMM 114)

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. Emphasizes HTML, Adobe Dreamweaver, Adobe Photoshop, and website content management systems.

GRPH 131-Darkroom Photography I (4) (formerly CMM 131)

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.

GRPH 132-Digital Photography I (3) (formerly CMM 132)

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.

GRPH 212-Graphic Design III (3)

Prerequisite: GRPH 112

(formerly CMM 212)

Offers an advanced level approach to graphic design including the development of a well-rounded graphic design portfolio containing professional quality graphic design and illustration. Focuses on using current graphics software to generate print graphics such as corporate identity, advertising, collateral, and package designs. Emphasizes Adobe InDesign, Adobe Photoshop, and Adobe Illustrator.

GRPH 214-Web Design II (3)

Pre-requisite: GRPH 114 or CMM 114

(formerly CMM 214)

Presents intermediate level web design using content management systems and web specific graphics. Students will design and produce interactive web sites consisting of client specific content, typography, graphics, animations, video, and sound. Emphasis on user interface design and web site planning. Instruction includes hands-on editing skills using HTML, CSS, Adobe Dreamweaver, and Adobe Photoshop.

GRPH 215-Professional and Transfer Portfolio (1)

Prerequisite: GRPH 112 or GRPH 212

(formerly CMM 115)

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.

HCTI: Hospitality Culinary Tourism Institute

HCTI 101-Sanitation and Food Safety (1)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR

Prerequisites or Co-requisites: ENGL 75 or ESOL 100

(formerly HOS 121)

Develops an understanding of basic principles of sanitation and safety in food, beverage, and hospitality operations including the HACCP system. The course focuses on procedures and protocol recommended for the prevention of foodborne illnesses. Successful passing of the National Restaurant Association ServSafe exam is required and earns certification as a ServSafe Food Protection Manager.

HCTI 102-Culinary I (3)

Prerequisite: (Appropriate score on mathematics

placement test); *Prerequisite or Co-requisite:* HCTI 101 or

HOS 121 or current ServSafe Food Manager Certification

(formerly HOS 112)

Examines the basic concepts, skills, and attributes related to preparation of food: knife skills, product identification, and culinary terminology. Measures, prepares, and converts standardized recipes. Learns and applies classical cooking principles and techniques to food preparation. Topics include stock and sauce preparation; egg/breakfast cookery; product qualities; preparation of vegetables, fruit, and starches; and dietary guidelines and nutrition principles. Demonstrates proper food sanitation and safety practices. Learns and applies good sustainability practices for food service operations. Extra fees required.

HCTI 103-Culinary II (3)

Prerequisites: (HCTI 101 or HOS 121) and (HCTI 102 or

HOS 112)

(formerly HOS 113)

Emphasizes meat, poultry, and seafood fabrication and cookery. Introduces and discusses dietary guidelines and principles of nutrition including alternative diets. Teaches methods for making various types of soups. Expands on sauce, vegetable, legume, grain, and starch cookery with demonstrations of proper plating techniques. Reinforces knife skills; recipe conversions and measurements; cooking principles and terminology; sanitation and safe food handling; and sustainability practices. Extra fees required.

HCTI 104-Baking I (3)

Prerequisite: (Appropriate score on mathematics placement test); *Prerequisite or Co-requisite:* HCTI 101 or HOS 121 or current ServSafe Food Manager Certification (formerly HOS 114)

Provides students with the basic skills required for entry-level work in a bakery or pastry shop of a food service operation. These skills include working in a safe and sanitary manner; reading, scaling and accurately following a recipe; demonstrating proper use of terminology, tools, and equipment; preparing, baking, and evaluating cookies, cakes, breads, pastries, pies, and tarts. Beginning plating techniques, cake decorating, and dietary alternatives are explored. Extra fees required.

HCTI 105-Baking II (4)

Prerequisites: (HCTI 101 or HOS 121) and (HCTI 104 or HOS 114) (formerly HOS 214)

Builds upon learned basic skills and theories to develop proficiency in baking and pastry production. Students will further explore a range of classical and modern baking preparations for breads, doughs, cakes, custards, fillings, sauces, toppings, and pastries, and expand on recipe modifications for alternative dietary requirements. Introduces principles of chocolate work and sugar work. Explores approaches to assembling, finishing, and presenting baked goods and pastries. Extra fees required.

HCTI 120-Purchasing & Cost Control (3)

Prerequisite or Co-requisite: (HCTI 101 or HOS 121) and (HCTI 102 or HOS 112) (formerly HOS 123)

Examines food purchasing as a process and emphasizes the dynamics of managing the flow of food through the operation. Provides an introduction to inventory control procedures and examines factors that influence menu planning. Emphasizes establishing operating standards, monitoring actual results, and taking corrective action to account for variances. Examines variable and fixed costs, calculating components of prime costs, and provides understanding of various cost controls to optimize profitability. Introduces students to the budgeting process.

HCTI 150-Introduction to Hospitality Management (3)

Prerequisites: (Appropriate score on mathematics placement test) AND (*Prerequisite: ENGL 70*) OR (*Prerequisite or Co-requisite: ENGL 75 or [ESOL 72 and ESOL 73] or ESOL 100*) (formerly HOS 110)

Introduces students to the history of various careers in the hospitality industry. Develops an understanding of the hospitality industry by taking a management perspective in introducing students to the organization and structure of various sectors including: travel and tourism, meeting/convention and event planning, hotels, healthcare, restaurants, retail, contract food service, clubs, cruise ships, casino hotels, and more. Examines the forces and issues that are shaping the current and future hospitality industry. Topics include various aspects of hospitality operations and information on delivering excellent customer service. Students will earn certification from the American Hotel Lodging Educational Institute (AHLEI) as a Certified Guest Service Professional (CGSP®).

HCTI 155-Event Management (3)

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR *Prerequisites or Co-requisites: ENGL 75 or ESOL 100* (formerly HOS 161)

Discusses and demonstrates aspects of planning and implementing an event for success. Included is a project where students will be involved in a hands-on experience of planning an event while utilizing the skills learned in class.

HCTI 160-Hospitality Operations (3)

Prerequisites or Co-requisites: (HCTI 101 or HOS 121) and (HCTI 150 or HOS 110) (formerly HOS 163)

Learn the primary responsibilities of a hospitality manager and principles and practices involved in managing the day to day operations of a hospitality business. Topics include various aspects of hospitality operations such as classifying hotels and guests, hotel organization, front office operations, hospitality applications and systems, safety and security risks and controls, housekeeping operations, front office accounting, reading financial reports, maximizing sales, and facility maintenance.

HCTI 170-Introduction to the Tourism Industry (3)

Prerequisite or Co-requisite: HCTI 150 or HOS 110

Provides a comprehensive introduction to the modern tourism industry from the business and economic perspectives. Both the supply side, in the form of travel suppliers and their distribution channels, and the consumer demand side of tourism are explored. The components, forces, and trends that have shaped the tourism industry will be examined, as will the impacts of tourism on places, societies, and cultures.

HCTI 200-Garde Manger (4)

Prerequisite or Co-requisite: HCTI 103 or HOS 113 (formerly HOS 210)

Provides students with skills and knowledge in preparing food from the cold kitchen. Explores preparation of cold soups, canapés, hors d'oeuvres, forcemeat, charcuterie, garnishes, and food preservation techniques. Students will learn how to prepare display trays, platter, and buffets with emphasis on presentation design and workmanship. Develops techniques for preparation of sandwiches, salads, and dressings. Discusses categories and types of cheese, and carving techniques for decorative fruit and vegetables. Extra fees required.

HCTI 220-Food and Beverage Operations (3)

Prerequisite or Co-requisite: (HCTI 120 or HOS 123) or (HCTI 160 or HOS 163) (formerly HOS 216)

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, management principles and leadership styles, human resource functions, and employment laws. Examines all operational functions to include marketing, menu planning, production, service, beverage management and responsible alcohol service, sanitation and safety issues, facility design and equipment, and accounting.

HCTI 225-International and American Regional Cuisine (4)

- Cultural Competence

Prerequisite: HCTI 200 or HOS 210; *Co-requisite:* HCTI 230

(formerly HOS 240)

Provides advanced training in the preparation of International and American regional cuisines. Students will prepare recipes including meats, poultry, seafood, vegetables, and desserts, as well as explore cuisines from a cultural, geographical, religious, and historical perspective. Emphasis is placed on flavor profiles and cooking techniques associated with regions and their international influence. Introduction to wine varietals from around the world, distillation, and fermentation of beverages. Extra fees required.

HCTI 230-Restaurant Production and Service (4)

Prerequisite: (HCTI 160 or HOS 163) or (HCTI 200 or HOS 210)

(formerly HOS 250)

Provides the capstone student experience of applying learned knowledge and skills in an operational restaurant setting. Students rotate through the dining room and kitchen in this intensive course. Front-of-the-House students train and carry out dining room rules of service from set-up to closing. Back-of-the-House students learn brigade station responsibilities of à la carte preparation, cooking, and plating techniques. All students work together applying communication, problem solving, and time management skills to provide quality customer service to guests. Students develop a food service concept to include all key operational elements. Extra fees required.

HCTI 255-Applied Hospitality Management (3)

Prerequisite or Co-requisite: HCTI 160 or HOS 163

(formerly HOS 261)

Provides leadership and management tools in the hospitality industry to enhance guest service and profitability by introducing students to topics such as managing organizational change, traditional management roles and styles versus leadership in the twenty-first century, quality management, continuous improvement, power and empowerment, communication skills, goal setting and coaching, high-performance teams, diversity, strategic career planning, and ethics.

HCTI 260-Hospitality Business Analysis (3)

Prerequisite or Co-requisite: HCTI 255 or HOS 261

(formerly HOS 263)

Explores a new, multidisciplinary approach to business analysis that utilizes revenue management, blending together elements of marketing, operations, and finance management. Students will learn the various components of revenue management, and how to use them when performing business analyses and recommending business enhancements.

HCTI 265-HCTI Practicum (1)

Prerequisite or Co-requisite: (HCTI 103 or HOS 113) or (HCTI 255 or HOS 261)

(formerly HOS 265)

Provides students with supervised experience in a hospitality/culinary/tourism setting. Includes in-service training and practical experience, totaling a minimum of 240 hours in an approved hospitality operation, lodging, commercial or institutional food service/restaurant, meeting planning, or the related travel/tourism field. Focuses on the acquisition of employability, business, hospitality, and/or culinary technical and problem-solving skills that will give students the tools to become successfully employed in the hospitality, culinary, and tourism industry.

HIST: History**HIST 101-History of Western Civilization I (3)**

• Gen Ed History

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly HI 101)

Examines the ancient Greeks and Romans, the rise and development of Christianity, the medieval period, and the Renaissance. This course, which focuses on the significant political, economic, social, cultural, and religious developments, is a survey of Western Civilization from its foundation through 1500.

HIST 102-History of Western Civilization II (3)

• Gen Ed History

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly HI 102)

Examines the Reformation, Absolutism, the Enlightenment, the political revolutions of the eighteenth century, the Industrial Revolution, imperialism, nationalism, fascism, the World Wars, the Cold War, and globalization. This course, which focuses on the significant political, economic, social, cultural, and religious developments, is a survey of Western Civilization from 1500 through the present.

HIST 121-World History I (3)

• Gen Ed History, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly HI 121)

Examines the rise and development of agriculture, the development of primary states, secondary states and empires, and the origins and spread of monotheistic culture. This course is a survey of World History from its foundation through 1500.

HIST 122-World History II (3)

• Gen Ed History, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

Examines global interactions during the post-Bubonic Plague world, origins and development of modernity, and contemporary history after World War II. This course is a survey of world history from 1450 to present.

HIST 201-History of the United States I (3)

• Gen Ed History

Prerequisite or Co-requisite: ENGL 101

(formerly HI 201)

Examines colonial America, the American Revolution, the Constitution, the federal period, sectional conflict, and the Civil War. This period lays the foundation of the American experiment and includes the study of political, constitutional, economic, social, and cultural trends from the founding to 1865.

HIST 202-History of the United States II (3)

• Gen Ed History

Prerequisite or Co-requisite: ENGL 101

(formerly HI 202)

Examines industrialization, progressivism, World War I, the Twenties, the Depression, the New Deal, World War II, the Cold War, and post-war America. This course emphasizes America's rise to a world power and includes the study of political, constitutional, economic, social, and cultural trends from 1865 to the present.

HIST 212-Civil War (3)

Prerequisite or Co-requisite: ENGL 101

(formerly HI 212)

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.

HIST 213-History of the South (3)

Prerequisite or Co-requisite: ENGL 101

(formerly HI 213)

Explores the 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.

HIST 214-The Civil Rights Movement (3)

Prerequisite or Co-requisite: ENGL 101

(formerly HI 214)

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.

HIST 215-Constitutional History of the United States (3)

Prerequisite or Co-requisite: ENGL 101

(formerly HI 215)

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.

HIST 217-African-American History (3)

- Gen Ed History, Cultural Competence

Prerequisite or Co-requisite: ENGL 101

(formerly HI 217)

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.

HIST 220-World War II (3)

- Gen Ed Social Science

Prerequisite or Co-requisite: ENGL 101

(formerly HI 220)

Surveys the major military and social developments of WWII through films and selected readings. Multicultural and multinational perspectives are included.

HIST 221-The Sixties (3)

- Gen Ed History

Prerequisite or Co-requisite: ENGL 101

(formerly HI 221)

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.

HLTH: Health Education**HLTH 100-Stress Management Techniques (1)**
(formerly HE 115)

Introduces the basic concepts of stress management and focuses on coping strategies and techniques to reduce stress.

HLTH 150-Health Education (3)

- Gen Ed Wellness

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100
(formerly HE 204)

Covers basic areas of health, including mental health, fitness, nutrition, weight control, sexual health, drugs and alcohol, disease and consumer and environmental health.

HLTH 160-Stress Management (3)

- Gen Ed Wellness

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100
(formerly HE 201)

Examines current theories regarding the nature and sources of stress in life. Students are introduced to the physiology and psychology of stress. A variety of stress management techniques and coping strategies are explored.

HONR: Honors**HONR 201-Honors Applied Leadership & Research (3)**

Prerequisite: Permission of Honors Coordinator

(formerly ACE 201H)

Provides returning Honors students with the opportunity to serve as peer mentors or leaders of first-year Honors students as they explore current, real-world issues and further advance their critical thinking, communication, and research skills. Students will develop and explore questions of local, national, and global significance through multicultural contexts while building relationships with the instructor, classmates, and other college personnel. Students will refine research and presentation skills in preparation for academic conferences.

HUMN: Humanities**HUMN 104-Humanities in a Digital World (3)**

- Gen Ed Humanities

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly HU 104)

Introduces tools, such as Instagram and other storytelling platforms and digital mapping, that are transforming the study of the humanities. It also explores digital and social media (tweets, Facebook posts, blogs, computer games, etc.) as cultural artifacts. The course is project-based and equips students to apply digital tools and techniques to a variety of disciplines including English, History, Philosophy, and Social Sciences.

HUMN 105-Cultural Studies: Latin America (3)

- Gen Ed Humanities, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly HU 105)

Introduces the cultural traditions of Latin America focusing on the art, literature, dance, music, theater, and film of Meso, Central, and South America as well as the Caribbean.

HUMN 107-Cultural Studies: Asia (3)

- Gen Ed Humanities, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly HU 107)

Introduces the cultural traditions of Asia focusing on the art, literature, dance, music, theater, and film of East Asia, India, and the Pacific Islands.

HUMN 204-World Religions (3)

- Gen Ed Humanities, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100

(formerly PH 204)

Explores the spiritual practices, symbols, myths, and beliefs of indigenous, eastern, and Abrahamic faiths, as well as those of some emerging religious movements such as Scientology. Students will also examine the impact of religion on human culture.

HUMN 210-The Language of Hip Hop (3)

- Gen Ed Humanities, Cultural Competence

Prerequisite or Co-requisite: ENGL 101

(formerly HU 210)

Examines the role of language, both verbal and non-verbal, in the aesthetics, intercultural communication, and cultural practices of hip hop through the study of the origins and evolution of the culture, moving on to key topics including authenticity, class, and language ideology. Students will identify current and historical elements of hip hop culture in the US. Through multimedia analysis, critical reading and listening, and student led discussion, students will develop skills necessary to critically analyze and explore the language of hip hop and survey its historical development, political significance, and social influence.

HUMN 223-Classical Mythology (3)

- Gen Ed Humanities

Prerequisite: ENGL 101

(formerly EN 223)

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.

HUMS: Human Services**HUMS 102-Human Relations (3)**

- Gen Ed Human Services, Cultural Competence

Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR Prerequisites or Co-requisites: ENGL 75 or ESOL 100
(formerly HS 102)

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.

HUMS 103-Introduction to Social Work and the Human Services (4)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100
(formerly HS 103)

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.

HUMS 104-Mediation Theory and Practice (3)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100
(formerly HS 104)

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.

HUMS 203-Introduction to Counseling and Interviewing (3)

Prerequisite: PSYC 101
(formerly HS 203)

Presents an overview of counseling theory, with focus on the development of specific helping behaviors.

HUMS 204-Ethics and Practice Issues in the Human Services and Addiction Counseling (3)

Prerequisite: HUMS 203; *Co-requisite:* INTR 103
(formerly HS 204)

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.

HUMS 205-Fundamentals of Addictions (3)

Prerequisite: HUMS 203
(formerly HS 205)

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.

HUMS 206-Pharmacology of Psychoactive Drugs (3)

Prerequisite: PSYC 101
(formerly HS 206)

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.

HUMS 207-Theory and Practice of Group Counseling (3)

Prerequisite: HUMS 203
(formerly HS 207)

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.

INTP: American Sign Language Interpreting**INTP 104-Introduction to Interpreting (3)**

Prerequisite: Grade of B or better in ASLS 224 or ASLS 203; *Co-requisite:* ASLS 225 and INTP 112
(formerly ITR 104)

Introduces students to the profession of sign language interpreting. Covers the history of interpreting as a field of professional practice, the ethical and performance standards, the impact of legislation on the field, the phenomena of cross cultural dynamics, knowledge of environmental conditions, and the role of the interpreter as cultural mediator.

INTP 112-Foundations of Interpreting (3)

Prerequisite: Grade of B or better in ASLS 224 or ASLS 203; *Co-requisites:* ASLS 225 and INTP 104
(formerly ITR 112)

Introduces students to the theory and application of the interpreting process. Students will practice receptive skills and process tasks needed for interpretation. Focus will primarily be on intralingual language exercises including shadowing, prediction and anticipation, memory enhancement, text analysis for goal and main points, and paraphrasing. Process models and descriptions will be covered and application will be provided to observed interpretations. Exercises will be conducted in both English and ASL. The goal of the course is to develop cognitive processing skills involved in the interpreting process.

INTP 114-Consecutive Interpreting (3)

Prerequisites: Grade of B or better in ASLS 225, INTP 104, and INTP 112; *Co-requisites:* ASLS 230 and ASLS 232
(formerly ITR 114)

Develops consecutive interpreting skills and prepares students for the simultaneous interpreting process. Students will compare ASL and English semantic/syntactic structures to the consecutive interpreting process. Focus in the course will be on source and target text analysis, vocabulary expansion, and interpreting process skill development.

INTP 212-ASL to English Interpreting I (3)

Prerequisites: Grade of B or better in ASLS 230 and (ASLS 232 or ASLS 211), and INTP 114; *Co-requisites:* INTP 214, INTP 216, and INTP 228
(formerly ITR 212)

Focuses on the process of interpretation, provides practice of requisite skills and process tasks and applies skills and interpreting theory to the translation process. The course of study focuses on lexical development, syntactical language comparisons, voice production techniques, text/discourse/interpreting process analysis, semantic mapping, and diagnostic assessment.

INTP 214-English to ASL Interpreting I (3)

Prerequisites: ASLS 230 and (ASLS 232 or ASLS 211) or INTP 114; *Co-requisites:* INTP 212, INTP 216, and INTP 228
(formerly ITR 214)

Provides in-depth study and practice of ASL/English interpretation through the understanding and use of the simultaneous mode of interpreting. Provides techniques of translating the source language, English to the target, and American Sign Language (ASL) in a simultaneous manner.

INTP 216-Transliterating I (3)

Prerequisites: Grade of B or better in ASLS 230 and (ASLS 232 or ASLS 211) and INTP 114; *Co-requisites:* INTP 212, INTP 214, and INTP 228
(formerly ITR 216)

Covers the process of transliteration. The process moves along a continuum from ASL to a signed form of English. Specific subtasks are isolated in order to focus on transliterating skill development, enhancing component skills, and incorporating ASL features. These skills are integrated into the performance of beginning to intermediate tasks.

INTP 222-ASL to English Interpreting II (3)

Prerequisites: Grade of B or better in INTP 212, INTP 214, INTP 216, and INTP 228; *Co-requisites:* INTP 224, INTP 226, and INTP 230

(formerly ITR 222)

Provides students with additional practice in specific skill areas related to ASL to English interpretation. Text/discourse/process analysis, lexical and syntactic development, and voice production techniques for simultaneous ASL to English interpretation. Course content is at an intermediate to advanced level of speed and complexity. Students will work primarily from videotaped language models.

INTP 224-English to ASL Interpreting II (3)

Prerequisites: Grade of B or better in INTP 212, INTP 214, INTP 216, and INTP 228; *Co-requisites:* INTP 222, INTP 226, and INTP 230

(formerly ITR 224)

Allows students to continue practicing rendering the target language (ASL) from the source language (English) simultaneously. Provides preparation for Internship. Continued emphasis and focus is on appropriate use of lexical and syntactic principles and non-manual behaviors of ASL.

INTP 226-Transliterating II (3)

Prerequisites: Grade of B or better in INTP 212, INTP 214, INTP 216, and INTP 228; *Co-requisites:* INTP 222, INTP 224, and INTP 230

(formerly ITR 226)

Expands the process of visually representing English. Students will focus on the expansion and enhancement of transliterating skills at the English end of the ASL-English continuum. Students will incorporate ASL features into intermediate to advanced level texts presented in a simultaneous mode.

INTP 228-Interpreting Environments (1)

Prerequisites: Grade of 'B' or better in ASLS 230, (ASLS 232 or ASLS 211), and INTP 114; *Co-requisites:* INTP 212, INTP 214, and INTP 216

Increases knowledge of environment/setting specific terminology and expectations. Discusses the roles and responsibilities within team interpreting. Briefly discusses various interpreting environments.

INTP 230-Internship Seminar & Interpreting Environments (1)

Prerequisites: Grade of B or better in INTP 212, INTP 214, INTP 216, and INTP 228; *Co-requisites:* INTP 222, INTP 224, and INTP 230

(formerly ITR 230)

Increases students' awareness of the requirements, guidelines, professional practices, and types of placements for field experience. Students will discuss protocol, skills, ethics, and business practices needed for specific site placements. Discusses the roles and responsibilities within team interpreting. Briefly discusses various interpreting environments.

INTR: Internship**INTR 101-Internship (1)**

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.

INTR 102-Internship (2)

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.

INTR 103-Internship (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.

ITAL: World Languages: Italian**ITAL 101-Introductory Italian I (3)**

• Gen Ed Humanities
(formerly LI 101)

Introduces the fundamentals of Italian grammar and vocabulary. Develops oral and reading skills in the language and competence in answering basic questions. Through the reading of lifelike dialogues, students gain insight into Italian culture, thought, and expression.

ITAL 102-Introductory Italian II (3)

• Gen Ed Humanities
Prerequisite: ITAL 101
(formerly LI 102)

Continues to build upon the structures learned in ITAL 101. Students will improve fluency as they learn new grammar and vocabulary. Through the reading of lifelike dialogues, students gain insight into Italian culture, thought, and expression.

ITAL 201-Intermediate Italian I (3)

• Gen Ed Humanities
Prerequisite: ITAL 102
(formerly LI 201)

Presents advanced grammar and composition with selected readings pertinent to intermediate level. Group discussions in Italian and increased emphasis in reading, writing, and intercultural competence.

LATN: World Languages: Latin**LATN 101-Introductory Latin I (3)**

• Gen Ed Humanities
(formerly LL 101)

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.

LATN 102-Introductory Latin II (3)

• Gen Ed Humanities
Prerequisite: LATN 101
(formerly LL 102)

Continues the fundamentals of LATN 101. Introduces elementary readings in Latin literature.

LATN 201-Intermediate Latin I (3)

- Gen Ed Humanities

Prerequisite: LATN 102

(formerly LL 201)

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.

LATN 202-Intermediate Latin II (3)

- Gen Ed Humanities

Prerequisite: LATN 201

(formerly LL 202)

Reviews Latin grammar. Presents Virgil's Aeneid, Books I, II, IV and VI. Includes Roman and Greek culture and mythology appropriate to the readings.

LGST: Legal Studies

LGST 100-Introduction to Law (3)

- Cultural Competence

Prerequisite: ENGL 70 or (ESOL 72 and ESOL 73) OR

(*Prerequisite or Co-requisite:* ENGL 75 or ESOL 100)

(formerly LA 100)

Presents an overview of the legal profession. Provides detailed introduction to the structure and function of the American Legal System, law office management, standard operating procedures and systems. Offers overview of fundamental areas of substantive and procedural law, interviewing and investigation, and research and writing. Infuses ethics and professionalism. Discusses legal aspects of current topics to aid students in acquiring an appreciation of the dynamic role of law in our changing society. Promotes understanding needed to participate effectively in our diverse global, national, and local communities.

LGST 103-Ethics for the Legal Professional (3)

Prerequisite or Co-requisite: LGST 100

(formerly LA 103)

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.

LGST 104-Contracts (3)

Prerequisites or Co-requisites: LGST 100 and ENGL 101

(formerly LA 104)

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.

LGST 105-Torts (3)

Prerequisites or Co-requisites: LGST 100 and ENGL 101

(formerly LA 105)

Covers the fundamental principles of tort law: intentional torts, negligence, and strict liability. Examines causes of action, defenses, and remedies. Develops skills to investigate and evaluate tort claims. Introduces tort litigation procedures and documents.

LGST 106-Technology for the Legal Profession (3)

Prerequisite or Co-requisite: LGST 100

(formerly LA 106)

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.

LGST 150-Access to Justice Practicum I (4)

Prerequisite: LGST 103

Offers specialized training to paralegal students that incorporates practical opportunities working beside pro bono, self-help center, and limited scope attorneys to promote access to justice to low- and moderate-income people in crisis. Includes field placement preparing students to work respectfully, professionally, and ethically with attorneys providing legal services/information using available resources.

LGST 200-Legal Research (3)

Prerequisite: ENGL 101; *Prerequisite or Co-requisite:*

LGST 100

(formerly LA 200 and LA 110)

Offers working knowledge of techniques of legal research. Examines various sources of law and types of research tools. Emphasis on using a law library. Develops book-based and computer-assisted research skills. Outlines development of a research strategy plan to locate and update applicable law. Analyze cases, statutes, and report findings. Stresses proper citation form.

LGST 205-Legal Writing (3)

Prerequisites: ENGL 101 and (LGST 200 or LA 110)

(formerly LA 205 and LA 120)

Offers working knowledge of techniques of legal writing in the preparation of a variety of legal documents such as legal correspondence, briefs, memoranda, and pleadings. Incorporates analysis and synthesis of research to draft legal documents. Emphasizes the importance of proper format and citation.

LGST 210-Estates and Probate (3)

Prerequisites: LGST 100 and ENGL 101

(formerly LA 210)

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. Examines strategies and tools available for estate planning. Develops a working knowledge of resources that reflect the process and procedures required by law for estate administration. Includes drafting of a simple will and advanced directive. Explores course procedures and public records research. Presents computer applications in estate law.

LGST 220-Civil Litigation (3)

Prerequisites: LGST 100 and ENGL 101

(formerly LA 220)

Provides a comprehensive study of civil litigation, state, and federal court structure and procedure. Explores components of the litigation process. Includes drafting pleadings and other documents associated with litigation. Incorporates use of technology in the litigation process. Develops skills to effectively and ethically support the litigation process. Introduces administrative procedure.

LGST 230-Real Estate (3)

Prerequisites: LGST 100 and ENGL 101

(formerly LA 230)

Covers basic legal concepts and fundamental principles of real estate law. Topics include property rights; types of land ownership/estates; easements; title and use of real estate; agreements for sale; financing; conveyancing; title insurance; settlement procedures; recording and post-closing matters that deal with residential, commercial, condominiums, and planned communities; and landlord/tenant matters. Develops a working knowledge of resources that reflect the process and procedures required by law.

LGST 240-Family Law (3)

Prerequisites: LGST 100 and ENGL 101

(formerly LA 240)

Explores the fundamentals and emerging issues in family law. Topics include marriage, separation, divorce, alimony, child custody and visitation, child support, disposition of property and legal rights of children, adoption, guardianship, and domestic relations. Explores court procedures, public records research, and the mediation process. Presents computer applications in domestic relations practice.

MATH: Mathematics

MATH A-Instruction with Algebra (0) [2] (formerly MA A)

Supplements MATH 101A and MATH 120A.

MATH S-Algebraic Support (0) [3] (formerly MA S)

Supplements MATH 145S.

MATH 50-Preparation for College Mathematics (0) [2]

Prerequisite or Co-requisite: ENGL 70 or ENGL 75 or ESOL 70 or ESOL 72 or ESOL 100

Develops foundational math skills needed for college math courses such as MATH 101A Foundations of Math with Algebra, MATH 120A Statistics with Algebra, or MATH 145S College Algebra with Algebraic Support. Topics include whole numbers, factors, fractions, decimals, percentages, signed numbers, introduction to data analysis and statistics, and basic Algebra skills such as working with variables and evaluating variable expressions. Further topics may include solving and graphing linear equations, exponents, and polynomials. Technology is integrated with traditional skill practice throughout the course.

MATH 67-Educator Preparation in Mathematics (0) [2]

Prerequisites: (Placement in ENGL 70 or ESOL 100 or higher on the reading placement test) AND (appropriate score on the mathematics placement test)

(formerly MA 83)

Develops introductory Algebra skills. Topics include real numbers, algebraic expressions, solving and graphing equations, exponents, factoring polynomials, and functions. Technology and PRAXIS preparation are integrated with traditional skill practice throughout the course.

MATH 101-Foundations of Mathematics (3)

- Gen Ed Math

Prerequisite: MATH 67 or appropriate score on mathematics placement test

(formerly MA 103)

Presents topics including 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, and linear programming. Student cannot receive credit for both MATH 101 and MATH 101A. Intended for students who need a survey of math principles for their non-STEM major/program. Not intended for students planning to pursue a STEM program.

MATH 101A-Foundations of Mathematics (3)

- Gen Ed Math

Prerequisites: Appropriate score on mathematics placement test AND placement in ENGL 70 or ESOL 100 or higher on the reading placement test

(formerly MA 103A)

Presents topics including real numbers, algebraic expressions, solving and graphing linear equations, exponents, and logarithmic equations with an emphasis on functions, graphing, and modeling. Topics of college math covered may include problem solving strategies, logic, numeration systems, classification of numbers, algebra, financial management, geometry, measurement and right triangle trigonometry, probability, statistics, graphs, systems of equations, and linear programming. Students cannot receive credit for both MATH 101 and MATH 101A. Intended for students who need a survey of college math principles, with algebra, for their non-STEM major/program. Not intended for students planning to pursue a STEM program.

MATH 110-Fundamental Concepts of Mathematics I (4)

- Gen Ed Math

Prerequisite or Co-requisite: MATH 67 or appropriate score on mathematics placement test

(formerly MA 105)

Note: MATH 110 is designed and recommended for Education majors in the Early Childhood Education and Elementary Education A.A.T. degrees only.

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. Intended for early childhood and elementary education students, or other non-STEM majors, who need a general course in problem-solving strategies, numeracy, and the real number system.

MATH 113-Fundamental Concepts of Mathematics II (4)

Prerequisite or Co-requisite: MATH 67 or appropriate score on mathematics placement test. It is recommended that students complete MATH 110

(formerly MA 105) before taking this course.

(formerly MA 106)

Presents topics including plane and solid, metric and non-metric, dimensional analysis, congruence and similarity, and coordinate and transformational geometry. Emphasizes problem solving strategies. MATH 113 is not a general education course. Intended for early childhood education and elementary education students who need a conceptually-based study of the fundamentals of geometry.

MATH 120-Statistics (3)

- Gen Ed Math

Prerequisite: Appropriate score on mathematics placement test

(formerly MA 206)

Introduces non-calculus statistics. Topics include descriptive analysis and treatment of data, probability, statistical inference, linear regression and correlation, and chi-square tests and non-parametric tests.

MATH 120A-Statistics (3)

- Gen Ed Math

Prerequisites: Grade of B or better in MATH 50 or appropriate score on mathematics placement test

(formerly MA 206A)

Combines an introductory non-calculus statistics course with topics from Algebra. Topics of Algebra include linear equations and inequalities, and graphing and modeling functions. Topics of Statistics include descriptive analysis and treatment of data, probability, statistical inference, linear regression and correlation, chi-square tests, and non-parametric tests. Students can only receive credit for one of the following: MATH 120 or MATH 120A.

MATH 125-Business Statistics (3)

- Gen Ed Math

Prerequisites: (MATH 67 or appropriate score on mathematics placement test) and (CMIS 101 or CMIS 111E or CIS 116E) and (placement in ENGL 70 or ESOL 100 or higher on the reading placement test)

(formerly BU/MA 205)

Introduces non-calculus statistics for business using spreadsheets. Topics include descriptive analysis and treatment of data, probability, statistical inference, linear regression and correlation, and chi-square tests and non-parametric tests.

MATH 127-Statistics with Probability (4)

- Gen Ed Math

Prerequisite: Appropriate score on mathematics placement test

(formerly MA 207)

Introduces non-calculus statistics 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 earn credit for both MATH 127 and MATH 120/MATH 120A.

MATH 145-College Algebra (3)

- Gen Ed Math

Prerequisite: Appropriate score on mathematics placement test (formerly MA 130)

Includes 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, and distance and average rate of change.

MATH 145S-College Algebra (3)

- Gen Ed Math

Prerequisite: Grade of B or better in MATH 50 or appropriate score on mathematics placement test (formerly MA 130S)

Combines College Algebra with topics from Introductory and Intermediate Algebra. Introductory and Intermediate Algebra topics include linear equations, absolute value, quadratic functions, exponential functions, and polynomial functions with an emphasis on functions, graphing, and modeling. College Algebra topics extend Intro/Intermediate topics to include a study of function behavior, composition, and inverse using linear, polynomial, rational and radical functions; definition and analysis of exponential and logarithmic functions, and complex numbers.

MATH 165-Precalculus (4)

- Gen Ed Math

Prerequisite: Grade of C or better in MATH 145 or MATH 145S or MA 130 or MA 130S OR appropriate score on the mathematics placement test (formerly MA 111)

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.

MATH 170-Introduction to Discrete Mathematics (3)

Prerequisite: Grade of C or better in MATH 145 or MATH 145S or MA 130 or MA 130S OR appropriate score on mathematics placement test (formerly MA 202)

Presents topics including sets and logic, elementary number theory, graph theory, matrices, algorithm design, mathematical induction and recursion. Intended for students pursuing a STEM major to develop their problem-solving skills.

MATH 175-Applied Calculus (3)

- Gen Ed Math

Prerequisite: Grade of C or better in MATH 145 or MATH 145S or MA 130 or MA 130S or appropriate score on mathematics placement test (formerly MA 201)

Presents methods for finding the derivatives and integrals of algebraic and transcendental functions with applications in each program. This course is a brief, applied version of traditional Calculus designed to help students understand how calculus is used in business, biology, and/or the social sciences. This course is not intended to replace traditional Calculus, nor can it be used as a prerequisite for Calculus I or Calculus II.

MATH 185-Calculus I (4)

- Gen Ed Math

Prerequisite: Grade of C or better in MATH 165 or MA 111 (formerly MA 210)

Presents topics including 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. Intended for students in mathematics, science, engineering, medical, and other technical programs as the first course in the three-semester calculus sequence (MATH 185, MATH 195, MATH 285).

MATH 195-Calculus II (4)

- Gen Ed Math

Prerequisite: Grade of C or better in MATH 185 or MA 210 (formerly MA 211)

Presents the second of three courses in the calculus sequence. Topics include methods and applications of integration, improper integrals, sequences and series, Taylor approximations, and an introduction to differential equations.

MATH 220-Introduction to MATLAB (1)

Prerequisite or Co-requisite: MATH 185 or MA 210 (formerly MA 214)

Provides an introduction to MATLAB, is a multi-paradigm numerical computing environment and fourth-generation programming language, 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.

MATH 265-Linear Algebra (4)

Prerequisite: Grade of C or better in MATH 185 or MA 210 (formerly MA 218)

Includes systems of linear equations, determinants, vectors in 2- and 3-space, vector spaces, linear transformations, eigenvalues and eigenvectors and applications.

MATH 275-Differential Equations (3)

Prerequisite: (Grade of C or better in MATH 195 or MA 211) AND (Prerequisite or Co-requisite: MATH 220 or MA 214)

(formerly MA 213)

Presents the principles involved in solving differential equations of order one. Topics covered include initial value problems, reduction of order, homogeneous linear equations, undetermined coefficients, systems of linear equations, power series solutions about ordinary points, Laplace transform, separable variables, linear and non-linear models, and variation of parameters.

MATH 285-Calculus III (4)

Prerequisite: Grade of C or better in MATH 195 or MA 211 (formerly MA 212)

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.

MEDA: Medical Assisting

MEDA 101-Foundations of Medical Assisting I (3)

Prerequisite or Co-requisite: MEDA 109 (formerly MDA 101)

Introduces the professional responsibilities of the administrative and clinical medical assistant. Emphasizes interpersonal communication, records management, administrative responsibilities, financial administration, patient education, and patient care activities for the physician's office.

MEDA 102-Foundations of Medical Assisting II (3)

Prerequisite: MEDA 101; Prerequisite or Co-requisite: MEDA 109

(formerly MDA 102)

Defines the theories and skills necessary for a clinical medical assistant. Topics covered include (but are not limited to): medical asepsis, performance of blood borne pathogens, OSHA regulations, general patient care, patient care activities, and position and measurement of vital signs. Students will obtain specimens for clinical tests.

MEDA 108-Basic Medical Terminology (1)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100

(formerly MDA 108)

Provides students with the basic medical terminology framework needed before advancing to a more comprehensive medical terminology or anatomy and physiology based course.

MEDA 109-Medical Terminology (3)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100 (formerly MDA 109)

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.

MEDA 112-Medical/Administrative Office Applications (3)

Prerequisite or Co-requisite: CMIS 101 and MEDA 109 (formerly MDA 112)

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.

MEDA 115-Phlebotomy Skills (3)

Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 (formerly MDA 115)

Develops skills in a variety of blood collection methods using proper techniques and standard precautions. Blood collection procedures performed include vacuum collection devices, syringes, capillary skin puncture, butterfly needles and blood culture, and specimen collection on adults. Collection of specimens from children and infants is discussed. Emphasis will be placed on infection prevention, patient identification, specimen labeling, quality assurance, specimen handling, processing, accessioning, professionalism, ethics, and medical terminology.

MEDA 140-Medical Assisting Practicum I (1)

Prerequisites: MEDA 102 and (MEDA 112 or MEDA 115) and CMIS 101 (formerly MDA 104)

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.

MEDA 150-Healthcare Administration Practicum I (1)

Prerequisite: MEDA 109, MEDA 112, and CMIS 101 (formerly MDA 105)

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.

MEDA 201-Medical Assisting Clinical Skills I (3)

Prerequisite: MEDA 102; Prerequisite or Co-requisite: MEDA 140 or MDA 104 (formerly MDA 201)

Develops routine laboratory skills and techniques required for assisting patients in a medical office. Emphasizes laboratory activities and responsibilities of the 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. Students are required to complete a minimum of 20 hours of clinical work in a physician's office.

MEDA 202-Medical Assisting Clinical Skills II (3)

Prerequisite: MEDA 201 (formerly MDA 202)

Develops proper clinical techniques based on theories of clinical laboratory testing. Demonstrates use of clinical/physician office equipment. Skills include (but are not limited to): collecting, handling, and examining laboratory specimens and using phlebotomy procedures according to OSHA regulations. Students are required to complete a minimum of 20 hours of clinical work in a physician's office.

MEDA 204-Medical Assisting Practicum II (2)

Prerequisite or Co-requisite: MEDA 202 (formerly MDA 204)

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.

MEDA 205-Healthcare Administration Practicum II (2)

Prerequisite: MEDA 216 (formerly MDA 205)

Provides supervised placement in a contracted facility for guided experience applying business and administrative knowledge and skills in a medical office to strengthen professional communications and interactions.

MEDA 209-Pharmacology for Medical Office Practice (3)

Prerequisite or Co-requisite: MEDA 109 (formerly MDA 110)

Defines and describes therapeutic action and major side effects of common drugs, principles of medication, and dosage calculations. Students will be completing clinical and multimedia application assignments encountered in a clinic/doctor's office setting. Each anatomical system will be the subject of a unit in this course. This course is not intended for the nursing student.

MEDA 216-Diagnostic and Procedural Medical Coding (3)

Prerequisite or Co-requisite: CMIS 101 and MEDA 109 (formerly MDA 216)

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.

MEDA 218-Health Insurance Billing and Reimbursement (3)

Prerequisite or Co-requisite: MEDA 216 (formerly MDA 218)

Provides in-depth study of processing health insurance claims. Examines all aspects of medical insurance including plan options, payer requirements, state and federal regulations, abstraction of source documents, accurate completion of claims, coding of diagnoses, and procedures/services.

MEDA 220-Electronic Health Records (3)

Prerequisite or Co-requisite: CMIS 101 and MEDA 109 (formerly MDA 220)

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.

MEDA 222-Federal Healthcare Programs and Laws (3)

Prerequisite or Co-requisite: CMIS 101 and ENGL 101 (formerly MDA 222)

Prepares students in allied health programs to enter the workforce with a basic understanding of federal healthcare programs and federal healthcare 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.

MUSC: Music

MUSC 101-Music History and Appreciation (3)

- Gen Ed Arts

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100 (formerly MU 101)

Traces the development of musical expression in Western Art Music by providing an introduction of musical elements such as melody, harmony, tone color, rhythm, form, and texture. Students will be able to identify style periods and representative composers from the Middle Ages to the Modern Era and demonstrate musical knowledge through directed listening and topical writing assignments. Music reading skills unnecessary.

MUSC 103-Fundamentals of Music (3)

- Gen Ed Arts

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100 (formerly MU 103)

Covers the basic elements of music such as note reading, rhythm, scales, key signatures, and intervals. Includes an introduction to fundamental keyboard skills and simple ear training exercises. Intended for students with limited musical knowledge who wish to study music theory or learn to read music.

MUSC 106-Ear Training and Musicianship I (1)

Prerequisite: MUSC 103 or permission of department (formerly MU 106)

Converts theoretical knowledge into practical application through sight-singing, ear-training, 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, and triads.

Note: Concurrent enrollment in Music Theory (MUSC 111) and Ear Training and Musicianship I is required of all music majors.

MUSC 107-Ear Training and Musicianship II (1)

Prerequisite: MUSC 106 (formerly MU 107)

Continues Ear Training and Musicianship I, coordinated with material presented in Music Theory II, including non-harmonic tones, chorale style, syncopated rhythms, cadences, and harmonic progressions.

Note: Concurrent enrollment in Music Theory II (MUSC 112) and Ear Training and Musicianship II is required of all music transfer majors.

MUSC 109-American Popular Music (3)

- Gen Ed Arts

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100 (formerly MU 109)

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.

MUSC 111-Music Theory I (3)

Prerequisite: MUSC 103 or permission of department (formerly MU 111)

Presents a study of diatonic harmony through a review of music fundamentals, followed by an introduction to two and four part writing, figured bass and popular chord symbols, and theoretical analyses of musical examples. Includes some dictation and ear training drills.

Note: Concurrent enrollment in Music Theory I and Ear Training and Musicianship I (MUSC 106) is required of all music transfer majors.

MUSC 112-Music Theory II (3)

Prerequisite: MUSC 111 (formerly MU 112)

Reviews conventional 4-part writing practices and introduces 7th chords, chord progressions, secondary dominants, and modulations. Explores elementary composition and harmonization techniques.

Note: Concurrent enrollment in Music Theory II and Ear Training and Musicianship II (MUSC 107) is required of all music transfer majors.

MUSC 117-Choral Ensemble I (1)

(formerly MU 117)

Presents a variety of choral literature for study and performance. Open to all students, and provides an ensemble option for the first year of study for music majors. Students participate as members of the Choral Arts Society of Frederick.

MUSC 118-Choral Ensemble I (1)

(formerly MU 118)

Presents a variety of choral literature for study and performance. Open to all students, and provides an ensemble option for the first year of study for music majors. Students participate as members of the Choral Arts Society of Frederick.

MUSC 119-Jazz Ensemble I (1)

Prerequisite: Permission of instructor

(formerly MU 119)

Introduces jazz music and improvisation. Study of jazz theory and harmony with practical application on chosen instrument. Two lecture/rehearsal hours weekly culminating in end of semester concert. Open to all students with permission of instructor and provides an ensemble option for the first year of study for music majors. Individual instruction on chosen instrument recommended concurrently.

MUSC 120-Jazz Ensemble I (1)

Prerequisite: Permission of instructor

(formerly MU 120)

Introduces jazz music and improvisation. Study of jazz theory and harmony with practical application on chosen instrument. Two lecture/rehearsal hours weekly culminating in end of semester concert. Open to all students with permission of instructor and provides an ensemble option for the first year of study for music majors. Individual instruction on chosen instrument recommended concurrently.

MUSC 121-Orchestral Ensemble I (1)

Prerequisite: Permission of instructor

(formerly MU 121)

Presents great orchestral music of the Baroque, Classical, Romantic, and Contemporary musical eras as the basis for study and performance. Open to all students with permission of instructor and provides an ensemble option for the first year of study for music majors. Individual instruction on chosen instrument recommended concurrently.

MUSC 122-Orchestral Ensemble I (1)

Prerequisite: Permission of instructor

(formerly MU 122)

Presents great orchestral music of the Baroque, Classical, Romantic, and Contemporary musical eras as the basis for study and performance. Open to all students with permission of instructor and provides an ensemble option for the first year of study for music majors. Individual instruction on chosen instrument recommended concurrently.

MUSC 123-Wind Ensemble I (1)

Prerequisite: Permission of instructor

(formerly MU 123)

Presents a variety of wind ensemble literature as the basis for further study and presentation. Open to all students and provides an ensemble option for the first year of study for music majors. Individual instruction in chosen instrument recommended concurrently.

MUSC 124-Wind Ensemble I (1)*Prerequisite: Permission of instructor***(formerly MU 124)**

Presents a variety of wind ensemble literature as the basis for further study and presentation. Open to all students and provides an ensemble option for the first year of study for music majors. Individual instruction in chosen instrument recommended concurrently.

MUSC 130-Foundations of Audio Technology (3)*Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100***(formerly MU 130)**

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.

MUSC 135-Audio Recording Techniques (3)*Prerequisite: MUSC 130***(formerly MU 135)**

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.

MUSC 141-Class Voice I (1)**(formerly MU 141)**

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.

MUSC 142-Class Voice II (1)*Prerequisite: MUSC 141***(formerly MU 142)**

Builds on skills learned in Class Voice I including more in depth study of vocal problems and vocal technique. Individual repertoire will be chosen from various styles, including folk, classical, musical theater, and contemporary. Emphasis on advancing performing skills and stylistic considerations.

MUSC 145-Publishing, Licensing, and Copyrighting (3)*Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100***(formerly MU 145)**

Examines music publishing, licensing, and copyright procedures used by the professional musician, music administrator, and music producer.

MUSC 151-Class Piano I (1)**(formerly MU 151)**

Offers beginning piano study in a classroom-lab setting. A computer workstation with electronic keyboard is available for class use. Prior music experience is not required. Students will be trained in basic keyboard skills and, if necessary, music fundamentals. In-class performances of songs with both hands will be required in all four semesters of this course. Regular individual practice on a keyboard/piano is expected.

MUSC 152-Class Piano II (1)*Prerequisite: MUSC 151***(formerly MU 152)**

Builds on skills learned in Class Piano I. New keyboard skills include scales and chord progressions in simple major keys, as well as reading lead sheets with primary chords. Students will learn and perform two-hand repertoire featuring melody and various types of chord accompaniments to a basic standard. More elements of keyboard technique will be explored. Regular individual practice on a keyboard/piano is expected.

MUSC 172-First Year Piano (1)**(formerly MU 172)**

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 173-First Year Piano (1)**(formerly MU 173)**

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 174-First Year Voice (1)**(formerly MU 174)**

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 175-First Year Voice (1)**(formerly MU 175)**

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 178-First Year Brass (1)**(formerly MU 178)**

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 179-First Year Brass (1)**(formerly MU 179)**

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 180-First Year Woodwinds (1)**(formerly MU 180)**

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 181-First Year Woodwinds (1)**(formerly MU 181)**

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 182-First Year Strings (1)
(formerly MU 182)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 183-First Year Strings (1)
(formerly MU 183)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 184-First Year Guitar (1)
(formerly MU 184)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 185-First Year Guitar (1)
(formerly MU 185)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 186-First Year Percussion (1)
(formerly MU 186)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 187-First Year Percussion (1)
(formerly MU 187)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 201-Music Cultures of the World (3)

- Gen Ed Arts, Cultural Competence

Prerequisites: ENGL 101

(formerly MU 108)

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.

MUSC 206-Ear Training and Musicianship III (1)
Prerequisite: MUSC 107; Co-requisite: MUSC 211
(formerly MU 206)

Continues skills from Ear Training and Musicianship II, coordinating with Music Theory III, including harmonic dictations in chorale style, melodic dictations with wider intervallic leaps and some chromaticism, and rhythmic dictations of more complex patterns. Sight-singing and keyboard activities are commensurate with each student's experience and ability. Computers available for use in and outside of class time.

MUSC 207-Ear Training and Musicianship IV (1)
Prerequisite: MUSC 206; Co-requisite: MUSC 212
(formerly MU 207)

Continues skills from Ear Training and Musicianship III, coordinating with Music Theory IV, emphasizing modal melodies, chromaticism, changing meters, and modulations. In-class dictations will alternate with individual keyboard and singing assignments during class time. Computer workstations are available for use during class time."

MUSC 211-Music Theory III (3)
Prerequisite: MUSC 112; Co-requisite: MUSC 206
(formerly MU 211)

Continues Music Theory II, with further work on modulations, dominant relationships, cadential identifications, extended part-writing procedures, altered chords, and analyses. Includes characteristics of instrumental and vocal writing, the Neapolitan six chord and augmented sixth chords, and harmonizations with all types of chords and figured bass symbols.

MUSC 212-Music Theory IV (3)

Prerequisite: MUSC 211; Co-requisite: MUSC 207

(formerly MU 212)

Continues Music Theory III. Includes a review of extended chords and binary and ternary forms, and a more extensive study of large-scale forms such as fugues, theme and variation, sonata-allegro form, and the rondo. Introduction to late Romanticism, Impressionism, and 20th century compositional techniques using complex harmonic progressions, whole-tone and pentatonic scales, and atonality.

MUSC 217-Choral Ensemble II (1)
(formerly MU 217)

Presents a variety of choral literature for study and performance. Open to all students, and provides an ensemble option for the second year of study for music majors. Students participate as members of the Choral Arts Society of Frederick.

MUSC 218-Choral Ensemble II (1)
(formerly MU 218)

Presents a variety of choral literature for study and performance. Open to all students, and provides an ensemble option for the second year of study for music majors. Students participate as members of the Choral Arts Society of Frederick.

MUSC 219-Jazz Ensemble II (1)

Prerequisite: MUSC 119 or MUSC 120 or permission of instructor

(formerly MU 219)

Studies advanced jazz songs and improvisation. Discussion of complex theory, harmony, and rhythms with practical application on chosen instrument. Two lecture/rehearsal hours weekly culminating in end of semester concert. Private lessons on chosen instrument recommended concurrently. Open to all students with permission of instructor and provides an ensemble option for the second year of study for music majors. Individual instruction on chosen instrument recommended concurrently.

MUSC 220-Jazz Ensemble II (1)

Prerequisite: MUSC 119 or MUSC 120 or permission of instructor

(formerly MU 220)

Studies advanced jazz songs and improvisation. Discussion of complex theory, harmony, and rhythms with practical application on chosen instrument. Two lecture/rehearsal hours weekly culminating in end of semester concert. Private lessons on chosen instrument recommended concurrently. Open to all students with permission of instructor and provides an ensemble option for the second year of study for music majors. Individual instruction on chosen instrument recommended concurrently.

MUSC 221-Orchestral Ensemble II (1)

Prerequisite: MUSC 121 or MUSC 122 or permission of instructor

(formerly MU 221)

Presents great orchestral music of the Baroque, Classical, Romantic, and Contemporary musical eras as the basis for study and performance. Open to all students with permission of the instructor and provides an ensemble option for the second year of study for music majors. Individual instruction on chosen instrument recommended concurrently.

MUSC 222-Orchestral Ensemble II (1)

Prerequisite: MUSC 121 or MUSC 122 or permission of instructor

(formerly MU 222)

Presents great orchestral music of the Baroque, Classical, Romantic, and Contemporary musical eras as the basis for study and performance. Open to all students with permission of the instructor and provides an ensemble option for the second year of study for music majors. Individual instruction on chosen instrument recommended concurrently.

MUSC 223-Wind Ensemble II (1)

Prerequisite: MUSC 123 or MUSC 124 or permission of instructor

(formerly MU 223)

Presents a variety of wind ensemble literature as the basis for further study and performance. Open to all students with permission of instructor and provides an ensemble option for the second year of study for music majors. Individual instruction on chosen instrument recommended concurrently.

MUSC 224-Wind Ensemble II (1)

Prerequisite: MUSC 123 or MUSC 124 or permission of instructor

(formerly MU 224)

Presents a variety of wind ensemble literature as the basis for further study and performance. Open to all students with permission of instructor and provides an ensemble option for the second year of study for music majors. Individual instruction on chosen instrument recommended concurrently.

MUSC 230-Studio Recording Techniques (3)

Prerequisite: MUSC 135

(formerly MU 230)

Focuses on contemporary recording techniques associated with popular music production. Topics include multi-track recording, overdubbing, MIDI, and project management.

MUSC 235-Advanced Audio Production (3)

Prerequisite: MUSC 130

(formerly MU 235)

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.

MUSC 240-MIDI Music Production Techniques (3)

Prerequisite: MUSC 130; Prerequisite or Co-requisite: MUSC 103

(formerly MU 240)

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.

MUSC 250-Music Industry Practicum and Seminar (1)

Prerequisite or Co-requisite: MUSC 230

Uses seminar/discussion approach and practicum experience to analyze the role and functions of the producer and recording engineer in the professional studio recording environment. Emphasis is on the application of project planning and multi-track recording strategies, artist development issues in the studio, and role development as a producer and recording engineer.

MUSC 251-Class Piano III (1)

Prerequisite: MUSC 152

(formerly MU 251)

Continues material presented in Class Piano II. New keyboard skills include scales and chord progressions in simple minor keys as well as more complicated major keys. Students will learn and perform two-hand repertoire featuring melody and various types of chord accompaniments to a basic standard. Elements of keyboard technique will continue to be developed. Regular individual practice on a keyboard/piano is expected.

MUSC 252-Class Piano IV (1)

Prerequisite: MUSC 251

(formerly MU 252)

Continues material presented in Class Piano III. New keyboard skills include arpeggios, greater independence of hands in polyphonic repertoire, and playing in a greater variety of styles (classical, blues, folk, etc.). All major and minor scales will be learned, hands together in one octave. Students will learn and perform two-hand repertoire featuring melody and various types of chord accompaniments to a level consistent with a secondary keyboard major in a four-year music program. Elements of keyboard technique will continue to be developed. Regular individual practice on a keyboard/piano is expected.

MUSC 272-Second Year Piano (1)

Prerequisite: permission of program manager

(formerly MU 272)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 273-Second Year Piano (1)

Prerequisite: permission of program manager

(formerly MU 273)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 274-Second Year Voice (1)

Prerequisite: permission of program manager

(formerly MU 274)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 275-Second Year Voice (1)

Prerequisite: permission of program manager

(formerly MU 275)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 278-Second Year Brass (1)

Prerequisite: permission of program manager
(formerly MU 278)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 279-Second Year Brass (1)

Prerequisite: permission of program manager
(formerly MU 279)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 280-Second Year Woodwinds (1)

Prerequisite: permission of program manager
(formerly MU 280)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 281-Second Year Woodwinds (1)

Prerequisite: permission of program manager
(formerly MU 281)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 282-Second Year Strings (1)

Prerequisite: permission of program manager
(formerly MU 282)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 283-Second Year Strings (1)

Prerequisite: permission of program manager
(formerly MU 283)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 284-Second Year Guitar (1)

Prerequisite: permission of program manager
(formerly MU 284)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 285-Second Year Guitar (1)

Prerequisite: permission of program manager
(formerly MU 285)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 286-Second Year Percussion (1)

Prerequisite: permission of program manager
(formerly MU 286)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

MUSC 287-Second Year Percussion (1)

Prerequisite: permission of program manager
(formerly MU 287)

Offers thirteen hour-long lessons of instruction that encompass 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 credit schedule.

NLPN: Practical Nursing

NLPN 112-Nursing Across the Lifespan (8)

Prerequisites: NURS 105, NURS 211, and NURS 214; Co-requisite: NLPN 113
(formerly MU 112)

Prepares practical nursing students to care for clients with common health problems across the lifespan. Supervised clinical experiences in the long-term and acute care setting are provided.

NLPN 113-Issues in Practical Nursing (1)

Prerequisites: NURS 105, NURS 211, and NURS 214; Co-requisite: NLPN 112
(formerly PN 113)

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.

NURS: Nursing

NURS 50-Preparation for Nursing (0) [1]

Prerequisite: Acceptance into clinical nursing program (formerly NU 50)

Serves as a basis for developing proficiency and accuracy in dosage calculation. Includes computations for oral, parenteral, and intravenous routes of administration for adults and children using the apothecaries, metric, and household systems of measurement.

NURS 101-Introduction to Clinical Nursing (6)

- Cultural Competence

Prerequisite or Co-requisite: Passing score on Math for Medication Safety Test (formerly NU 101)

Introduces concepts of professional nursing. Emphasis is on the acquisition and application of basic knowledge, skills, and professional behaviors needed for the delivery of comprehensive care to the adult client.

NURS 105-Pharmacology for Nurses (2)

Prerequisite: Passing score on the Math for Medication Safety Test (formerly NU 105)

Provides instruction in basic pharmacology necessary for providing safe and effective medication administration. Content includes essential drug knowledge needed to adequately assess, administer, and evaluate drug effects in clients. Emphasis is on the acquisition and application of basic knowledge needed for the delivery of comprehensive care to clients in all healthcare settings.

NURS 160-Licensed Practical Nurse, Paramedic, and Military Veteran Transition to Nursing Clinical Course (2)

Prerequisite: Permission of FCC Director of Nursing Education (formerly NU 160)

Provides supervised directed clinical laboratory experiences to prepare Licensed Practical Nurses, Paramedics, U.S. Air Force Medical Technicians, U.S. Navy Hospital Corpsmen, and U.S. Army Medics to transition into the second year of the FCC Associate Degree Nursing Program.

NURS 211-Medical-Surgical Nursing I (7)

Prerequisite: NURS 101; Prerequisite or Co-requisite: Passing score on Math for Medication Safety Test (formerly NU 211)

Introduces the study of the adult client with acute and chronic alterations in wellness. Emphasis is on assimilation and knowledge, skills, and professional behaviors needed for the delivery of comprehensive care.

NURS 212-Medical-Surgical Nursing II (4)

Prerequisite: NURS 211; Prerequisite or Co-requisite: Passing score on Math for Medication Safety Test (formerly NU 212)

Continues study of the adult client with increasingly complex acute and chronic alterations in health. Emphasis is on assimilation of knowledge, skills, and professional behaviors needed for the delivery of comprehensive care.

NURS 214-Psychiatric/Mental Health Nursing (3)

Prerequisite: NURS 101; Prerequisite or Co-requisite: Passing score on Math for Medication Safety Test (formerly NU 214)

Examines the impact of mental illness on the individual, family, and community. Explores treatment options and issues; and reviews the evidence-based principles and practice of psychiatric-mental health nursing. Emphasis is placed on the adaptation of knowledge, skills, and attitudes related to caring for clients with alterations in mental health.

NURS 218-Maternal, Child, and Family Nursing (5)

Prerequisite: NURS 211; Prerequisite or Co-requisite: Passing score on Math for Medication Safety Test (formerly NU 218)

Introduces maternal, child, and family nursing. Focuses on the reproductive phase of family life, the specific health needs of women from adolescence to menopause, the healthy newborn, and pediatric clients with acute alterations in health. Emphasis is on assimilation of knowledge, skills, and professional behaviors needed for delivery of family-centered, comprehensive care.

NURS 231-Medical-Surgical Nursing III (4)

Prerequisites: NURS 212 and NURS 218 (formerly NU 213)

Continues study of the adult client with acute, complex, and critical alterations in health. Emphasis is on the adaptation of knowledge, skills, and attitudes needed for the delivery of comprehensive care.

NURS 261-Preparation for Practice (2)

Prerequisite: NURS 212 and NURS 218 (formerly NU 216)

Facilitates the student's adaptation into professional nursing practice. Explores current trends in nursing and concepts related to the nurse as a professional, a member of the health care team, and manager of client care.

NUTR: Nutrition

NUTR 100-Nutrition Basics (1) (formerly HE 110)

Applies a basic knowledge of nutrition to enable the students to make good dietary decisions. Provides a basis for discerning healthy diets.

NUTR 102-Nutrition in a Changing World (3)

- Gen Ed Wellness

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100 (formerly HE 102)

Presents the basic principles of human nutrition with emphasis on the nutrients and factors that affect their use in the human body.

NUTR 200-Principles and Application of Nutrition (3)

Prerequisite: BSCI 100 or BSCI 150 or BI 101 or BSCI 201 or BI 103 or BSCI 107 or BI 117 (formerly HE 200)

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.

PHED: Physical Education

PHED 100-Aerobics (1) (formerly PE 131)

Offers muscular and cardiovascular endurance exercises performed to music.

PHED 103-Body Sculpting (1) (formerly PE 191)

Offers muscular strength and endurance exercises through the use of free weights, balls, and resistance tubes.

PHED 105-Elementary Fencing (1) (formerly PE 160)

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.

PHED 110-Volleyball (1) (formerly PE 165)

Includes orientation, instruction and participation in specific skills, rules and etiquette of the sport.

PHED 115-Weight Training (1)
(formerly PE 166)

Introduces the student to basic weight training techniques, training programs, and safety procedures.

PHED 122-Tennis (1)
(formerly PE 179)

Introduces the basic skills of tennis, including the basic grips, forehand and backhand groundstrokes, volleys and serves; covers the rules and etiquette of the sport.

PHED 125-Golf (1)
(formerly PE 181)

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.

PHED 130-Snowboarding/Skiing (1)
(formerly PE 183)

Introduces the regulations, safety and etiquette, and skills of snowboarding/skiing. The beginner student will learn skills required to safely traverse the beginner slopes. The intermediate and advanced students will learn enhanced techniques to improve their current skills levels. Students will be evaluated at the slopes and placed into the correct skill level. Additional fees paid at site.

PHED 133-Kickboxing (1)
(formerly PE 196)

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 student 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.

PHED 135-Social Dance I (1)
(formerly PE 187)

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.

PHED 136-Social Dance II (1)

Prerequisite: PHED 135 or PE 187 or permission of instructor

(formerly PE 193)

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.

PHED 138-Tai Chi (1)
(formerly PE 195)

Tai Chi is an 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.

PHED 140-Fitness (1)
(formerly PE 198)

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.

PHED 140A-Fitness: Boot Camp (1)
(formerly PE 198A)

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.

PHED 140B-Fitness: Bang Power Dance (1)

Introduces BANG, a unique fusion of boxing, cardio, HIIT, hip-hop, world dance, and body weight training in a pre-choreographed class. It is a mixed fitness group exercise class workout that can be enhanced with options 1/2 lb. weighted gloves.

PHED 140C-Fitness: Zumba (1)
(formerly PE 198C)

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.

PHED 143-Pilates (1)
(formerly PE 190)

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.

PHED 145-Body Mechanics (1)
(formerly PE 108)

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.

PHED 148-Exercise Psychology (1)
(formerly PE 237)

Introduces the psychological factors that affect exercise participation and performance.

PHED 150-Methods of Strength Training and Conditioning I (1)
(formerly PE 247)

Designed for those who will be assisting others in a training program emphasizing muscular fitness. Emphasizes biomechanical principles of movement, and introduces the student to fitness teaching pedagogy, exercise programming, and implementation.

PHED 152-Methods of Strength Training and Conditioning II (1)

Prerequisite: PHED 150 or permission of instructor

(formerly PE 241)

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.

PHED 155-Advanced Tai Chi - Cultural Perspective (3)

- Cultural Competence

(formerly HE 130)

Introduces the traditional Chinese meditative exercise known as Tai Chi. While participating in the low intensity physical skills that comprise Tai Chi, students will be introduced to the culture, philosophy, history, and practice of the exercise.

PHED 160-Psychology of Sport (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100

(formerly PE 161)

Explores personality factors, including but not limited to, motivation, aggression, and emotion, as they affect sport performance as well as the mental techniques used to enhance performance.

PHED 165-Fitness for Living (3)

- Gen Ed Wellness

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100

(formerly PE 154)

Covers the components of physical fitness, stress, care of the back, nutrition and weight control. Evaluations in all areas included through laboratory experiences.

PHED 170-Introduction to Health and Exercise Sciences (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100 (formerly PE 153)

Provides an orientation to the profession including the relationship of physical education to education, current trends and practices, career opportunities, and areas of research. Theory course for physical education majors.

PHED 175-Coaching Principles (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 (formerly PE 236)

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.

PHED 180-Care and Prevention of Athletic Injuries (3)

Prerequisite or Co-requisite: ENGL 75 or ESOL 72 or ESOL 100 (formerly PE 250)

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.

PHED 185-Yoga (3) (formerly PE 188)

Provides a holistic approach to understanding some of the fundamental principles and philosophies of yoga while also providing a weekly experiential Hatha (physical) practice.

PHED 240-Fitness Assessment and Business Practices (3)

Prerequisite: BSCI 201 or BI 103 or BSCI 117 or BI 107 or permission of instructor (formerly PE 249)

Investigates the various modes and protocols used in fitness assessment and the relationship of assessment to the Personal Training business.

PHED 250-Essentials of Personal Training (4)

Prerequisites: (PHED 152 or PE 241) and (PHED 150 or PE 247) or permission of instructor; Prerequisite or Co-requisite: PHED 240 or PE 249 or permission of instructor (formerly PE 252)

Capstone course in the Personal Training Program that leads to the NASM Personal Trainer certification. Course combines 3-credit lecture and 2-credit lab.

PHIL: Philosophy**PHIL 101-Introduction to Philosophy (3)**

• Gen Ed Humanities
Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR Prerequisites or Co-requisites: ENGL 75 or ESOL 100 (formerly PH 101)

Surveys major questions addressed and arguments made by many of the great philosophers. Sample issues covered include: what is the nature of reality, what makes us human, does God exist, and why is there evil?

PHIL 102-Critical Thinking (3)

• Gen Ed Humanities
Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

Enhances critical thinking faculties through thoughtful analysis of texts and ideas. Students identify flaws in modes of thoughts, proper research techniques, and other skills on how to engage in proper argumentative discussion.

PHIL 105-Ethics (3)

• Gen Ed Humanities
Prerequisite: ENGL 70 or (ESOL 70 and ESOL 71) OR Prerequisites or Co-requisites: ENGL 75 or ESOL 100 (formerly PH 205)

Introduces the problems and possibilities of moral theory and ethical decision making. Explores the application of these theories to specific moral issues such as abortion and euthanasia.

PHIL 206-Symbolic Logic (3)

• Gen Ed Humanities
Prerequisite or Co-requisite: ENGL 101 (formerly PH 206)

Utilizes critical thinking skills to derive logical conclusions through the use of symbolic logic principles. Students will learn the basic structures of logical argumentation. Logic can enhance your study of computer programming, math, science, and law.

PHIL 207-Biomedical Ethics (3)

• Gen Ed Humanities
Prerequisite or Co-requisite: ENGL 101 (formerly PH 207)

Explores ethical theories and principles specifically applied to issues of healthcare, death and dying, genetics, and scientific inquiry.

PHIL 208-Business Ethics (3)

• Gen Ed Humanities
Prerequisite or Co-requisite: ENGL 101 (formerly PH 208)

Explores the application of ethical theories and principles to specific situations addressed in the fields of business, advertising, marketing, and economics.

PHIL 209-Environmental Ethics (3)

Prerequisite or Co-requisite: ENGL 101 (formerly PH 209)

Explores the relationship between humans and the nonhuman environment, and guides students in thinking more clearly, insightfully, and effectively about that relationship. Texts from a variety of philosophic traditions are explored in the context of the most pressing ethical, political, and legal issues concerning our treatment of the environment.

PHIL 210-Ethics and Film (3)

• Gen Ed Humanities, Cultural Competence
Prerequisite or Co-requisite: ENGL 101 (formerly PH 210)

Surveys philosophical reasoning through classic literature and film about morality, ethics, and the meanings of moral terms called meta-ethics. Some ethical issues presented include: good character, global health, justice, neocolonialism, genocide, environmentalism, war, consumerism, and disciplines such as bioethics and business ethics.

PHSC: Physical Science**PHSC 101-Survey of Physical Science (3)**

• Gen Ed Science
Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly PC 103)*

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 (PHSC 101 or PC 103) and (PHSC 111 or PC 114).

PHSC 104-Survey of Oceanography (3)

• Gen Ed Science
Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly PC 104)*

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.

PHSC 105-Survey of Meteorology (3)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly PC 105)*

Surveys the basic physics of the atmosphere and the diagnostic tools of the meteorologist. Includes some discussion of applied meteorology, forecasting, pollution, and climatology. Students cannot receive credit for both (PHSC 105 or PC 105) and (PHSC 115 or PC 106).

PHSC 109-Energy and Society (3)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly PC 121)*

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.

PHSC 111-Introduction to Physical Science (4)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly PC 114)*

Introduces the fundamental concepts of physics and chemistry with an emphasis on matter, motion, and energy. An inquiry-based, activities-oriented approach is used that emphasizes both conceptual and quantitative understandings of the physical world. Meets the requirement of a general education science lab course. Students cannot receive credit for both (PHSC 111 or PC 114) and (PHSC 101 or PC 103).

PHSC 112-Introduction to Earth Systems Science (4)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly PC 115)*

Presents an overview of the solid, fluid, and living parts of the Earth system with an emphasis on how those parts are interconnected and ever changing. An inquiry-based, activities-oriented approach is used in the course. Meets the requirement for a general education science lab course.

PHSC 115-Introduction to Meteorology (4)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly PC 106)*

Surveys the basic physics of the atmosphere and the diagnostic tools of the meteorologist. Includes some discussion of applied meteorology, forecasting, pollution, and climatology. Meets the requirement for a general education science lab course. Students cannot receive credit for both (PHSC 115 or PC 106) and (PHSC 105 or PC 105).

PHSC 117-Introduction to Astronomy (4)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly PC 107)*

Presents a survey of astronomy that includes a study of the physical nature of the universe, the solar system, stars, nebulae, and galaxies. Meets the requirement for a general education science lab course.

PHSC 121-Physical Geology (4)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly PC 109)*

Introduces the physical and chemical processes that occur along the surface of the earth and within the earth's interior. Topics include plate tectonics, earthquakes, volcanoes, rocks and minerals, geologic maps, and the origin and continual modification of surface features. Meets the requirement for a general education science lab course.

PHSC 122-Historical Geology (4)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly PC 108)*

Traces the history of the earth through time. Presents scientific theories on the origin of the earth and the evolution of life. Provides students with the tools to interpret the rock and fossil record with a focus on the geologic history of North America. Meets the requirement for a general education science lab course.

PHYS: Physics**PHYS 101-Survey of Physics (3)**

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly PY 101)*

Presents a survey of physics. Topics include mechanics, energy, thermodynamics, waves, sound, electricity and magnetism, optics, and modern physics.

PHYS 121-Fundamentals of Physics I (4)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND (MATH 165 or MA 111)
(formerly PY 201)

Presents the first of a two-course introductory sequence to physics using algebra and trigonometry. Topics include Newtonian mechanics, rotational motion, fluids, oscillations, and waves.

PHYS 122-Fundamentals of Physics II (4)

- Gen Ed Science

Prerequisite: PHYS 121 or PY 201
(formerly PY 202)

Presents the second of a two-course introductory sequence to physics using algebra and trigonometry. Topics include thermodynamics, electricity and magnetism, optics, and modern physics.

PHYS 151-General Physics I (4)

- Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 and (MATH 185 or MA 210)
(formerly PY 203)

Presents the first of a three-course introductory sequence to physics using calculus. Topics include Newtonian mechanics, work and energy, gravitation, fluids, oscillations, waves, and sound.

PHYS 252-General Physics II (4)

- Gen Ed Science

Prerequisites: (PHYS 151 or PY 203) and (MATH 195 or MA 211)
(formerly PY 204)

Presents the second of a three-course introductory sequence to physics using calculus. Topics include thermodynamics, and electricity and magnetism.

PHYS 253-General Physics III (4)

Prerequisite: PHYS 252 or PY 204
(formerly PY 205)

Presents the third of a three-course introductory sequence to physics using calculus. Topics include optics, modern physics, and special relativity.

PLAC: Prior Learning Assessment Course**PLAC 101-Prior Learning Assessment: Portfolio Development (1)**

Prerequisite: ENGL 101

Examines and applies college-level learning gained from life experiences that align with specific courses offered by the college and are related to their educational goals. Students will document experiential learning through the assembling of various components into a portfolio, demonstrating an understanding of the portfolio development process of collecting, selecting, reflecting, and projecting. The Prior Learning Assessment (PLA) portfolio development course provides a series of structured activities and strategic approaches for students to prepare petitions to submit portfolios for credit from prior learning.

POLC: Police Science**POLC 106-Police - Community Relations (3)**

Prerequisite: Acceptance into the Police Academy; Prerequisite or Co-requisite: ENGL 101
(formerly CJ 106)

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.

POLC 112-Criminalistics (4)

Prerequisite: Acceptance into the Police Academy; Prerequisite or Co-requisite: ENGL 101
(formerly CJ 212)

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.

POLC 221-Police Defense Tactics (5)

Prerequisite: Acceptance into the Police Academy; Prerequisite or Co-requisite: ENGL 101
(formerly CJ 221)

An overview of law enforcement use of force and defensive tactic concepts. Will review unarmed defense, pressure points, controlled force and impact weapon usage.

POLC 222-Police Arsenal and Procedures (5)

Prerequisite: Acceptance into the Police Academy; Prerequisite or Co-requisite: ENGL 101
(formerly CJ 222)

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.

POLC 223-Emergency Vehicle Operations Course (EVOC) (3)

Prerequisite: Acceptance into the Police Academy; Prerequisite or Co-requisite: ENGL 101
(formerly CJ 223)

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.

POSC: Political Science**POSC 104-American Government (3)**

- Gen Ed Political Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100
(formerly PI 104)

Covers basic principles of the national government: structures, powers and operations of the Congress, the Presidency, and the Judiciary; citizenship; elections; political parties; and interest groups.

POSC 206-Civil Liberties (3)

Prerequisite or Co-requisite: ENGL 101
(formerly PI 206)

Provides historical background, social and political issues and leading cases establishing the present rules regarding civil liberties today.

PSYC: Psychology**PSYC 101-General Psychology (3)**

- Gen Ed Psychology

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100
(formerly PS 101)

Emphasizes the major factors that influence human behavior, including behavioral neuroscience, perceptual processes, consciousness, intelligence, personality and psychological disorders.

PSYC 104-Issues of Drug/Alcohol Use (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

(formerly PS 104)

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.

PSYC 202-Social Psychology (3)

• Gen Ed Psychology

Prerequisite: ENGL 101

(formerly PS 202)

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.

PSYC 204-Psychology of Adolescence (3)

Prerequisite: ENGL 101 and PSYC 101

(formerly PS 204)

Explores physiological, psychological and social dilemmas of the adolescent. Considers relevant contemporary research and behavioral determinants.

PSYC 205-Psychology of Aging (3)

Prerequisite or Co-requisite: ENGL 101

(formerly PS 205)

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.

PSYC 206-Abnormal Psychology (3)

Prerequisite: PSYC 101; Prerequisite or Co-requisite: ENGL 101

(formerly PS 206)

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.

PSYC 207-Death and Dying (3)

Prerequisite or Co-requisite: ENGL 101

(formerly PS 207)

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.

RESP: Respiratory Care**RESP 100-Introduction to Respiratory Care (2)**

Prerequisite: BSCI 201 or BI 103

(formerly RC 100)

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.

RESP 101-Gas Exchange Physiology (2)

Prerequisite: BSCI 201 or BI 103

(formerly RC 104)

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.

RESP 102-Fundamentals of Respiratory Care (4)

Prerequisite: BSCI 201 or BI 103

(formerly RC 102)

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.

RESP 103-Pharmacology (3)

Prerequisites: (BSCI 202 or BI 104) and RESP 100 and (RESP 101 or RC 104) and RESP 102

(formerly RC 103)

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.

RESP 105-Cardiopulmonary and Renal Anatomy and Physiology (3)

Prerequisites: (BSCI 202 or BI 104) and RESP 100 and (RESP 101 or RC 104) and RESP 102

(formerly RC 105)

Emphasizes the structure and function of the pulmonary, cardiovascular and renal systems as they relate to respiratory care.

RESP 107-Principles of Mechanical Ventilation (4)

Prerequisites: (BSCI 202 or BI 104) and RESP 100 and (RESP 101 or RC 104) and RESP 102

(formerly RC 107)

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 applies them via procedure competency testing and simulated clinical situations.

RESP 109-Clinical Practicum I (2)

Prerequisites: (BSCI 202 or BI 104) and RESP 100 and (RESP 101 or RC 104) and RESP 102

(formerly RC 109)

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.

RESP 110-Clinical Practicum II (2)

Prerequisites: RESP 103, RESP 105, RESP 107, RESP 109

(formerly RC 110)

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.

RESP 200-Pulmonary Diagnostics (2)

Prerequisite: RESP 110

(formerly RC 206)

Includes a detailed analysis of all major parameters of ventilatory measurement as well as diagnostic significance of deviations from predicted normal values.

RESP 201-Cardiac Monitoring and Diagnostics (4)

Prerequisite: RESP 110

(formerly RC 204)

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.

RESP 202-Neonatal and Pediatric Respiratory Care (3)

Prerequisite: RESP 110
(formerly RC 202)

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.

RESP 203-Clinical Practicum III (2)

Prerequisite: RESP 110
(formerly RC 208)

Develops advanced skills in the critical care environment regarding management of the patient dependent upon mechanical ventilation. Practical experiences gained in hemodynamic monitoring.

RESP 204-Pulmonary Rehabilitation and Home Care (2)

Prerequisites: (RESP 200 or RC 206) and (RESP 201 or RC 204) and RESP 202 and (RESP 203 or RC 208)
(formerly RC 203)

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.

RESP 205-Professional Seminar (2)

Prerequisites: (RESP 200 or RC 206) and (RESP 201 or RC 204) and RESP 202 and (RESP 203 or RC 208)
(formerly RC 205)

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.

RESP 207-Cardiopulmonary and Renal Pathophysiology Review (3)

Prerequisites: (RESP 200 or RC 206) and (RESP 201 or RC 204) and RESP 202 and (RESP 203 or RC 208)
(formerly RC 207)

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.

RESP 209-Clinical Practicum IV (2)

Prerequisites: (RESP 200 or RC 206) and (RESP 201 or RC 204) and RESP 202 and (RESP 203 or RC 208)
(formerly RC 209)

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.

**RUSS: World Languages:
Russian****RUSS 101-Introductory Russian I (3)**

• Gen Ed Humanities
(formerly LR 101)

Introduces the fundamentals of the Russian written and spoken language. Develops oral and reading skills in the language and competence in answering basic questions. Through the reading of lifelike dialogues, students gain insight into Russian culture, thought, and expression.

RUSS 102-Introductory Russian II (3)

• Gen Ed Humanities
Prerequisite: RUSS 101
(formerly LR 102)

Continues to build upon the structures learned in RUSS 101. Students will improve fluency as they learn new grammar and vocabulary. Through the reading of lifelike dialogues, students gain insight into Russian culture, thought, and expression.

RUSS 201-Intermediate Russian I (3)

• Gen Ed Humanities
Prerequisite: RUSS 102
(formerly LR 201)

Presents advanced grammar and composition within selected readings pertinent to the intermediate level. Group discussions in Russian and increased emphasis on reading, writing, and intercultural competence.

SOCY: Sociology**SOCY 101-Introduction to Sociology (3)**

• Gen Ed Sociology
Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100
(formerly SO 101)

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.

SOCY 102-Social Problems (3)

• Gen Ed Sociology, Cultural Competence
Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100
(formerly SO 102)

Offers the study of community problems and sociological processes involved in the analysis of universal and local sociological phenomena.

SOCY 201-Criminology (3)

Prerequisite: ENGL 101 or SOCY 101
(formerly SO 201)

Explores criminal behavior and the methods of its study, causation, types of criminal acts and offenders, punishment, correction and incarceration and prevention of crime.

SOCY 202-Families and Society (3)

Prerequisite: ENGL 101 or SOCY 101
(formerly SO 202)

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.

SOCY 207-Sexuality and Society (3)

Prerequisite: ENGL 101 or SOCY 101
(formerly SO 207)

Introduces sexuality as a political, cultural and social issue. Examines how societies influence the development of sexual scripts, what is considered 'normal' and 'abnormal,' 'moral' and 'immoral,' and explores how these beliefs influence social responses to current social problems related to sexuality.

SOCY 210-Ethnic Diversity (3)

• Gen Ed Sociology, Cultural Competence
Prerequisite or Co-requisite: ENGL 101 or SOCY 101
(formerly SO 210)

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.

SOCY 212-Gender and Society (3)

• Gen Ed Sociology, Cultural Competence
Prerequisite: ENGL 101 or SOCY 101
(formerly SO 212)

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.

SPAN: World Languages: Spanish

SPAN 101-Introductory Spanish I (3)

- Gen Ed Humanities
(formerly LS 101)

Introduces the fundamentals of Spanish grammar and vocabulary. Develops oral and reading skills in the language and competence in answering basic questions. Through the reading of lifelike dialogues, students gain insight into Spanish culture, thought, and expression.

SPAN 102-Introductory Spanish II (3)

- Gen Ed Humanities

Prerequisite: SPAN 101 or permission of program manager

(formerly LS 102)

Continues to build upon the structures learned in SPAN 101. Students will improve fluency as they learn new grammar and vocabulary. Through the reading of lifelike dialogues, students gain insight into Spanish culture, thought, and expression.

SPAN 201-Intermediate Spanish I (3)

- Gen Ed Humanities, Cultural Competence

Prerequisite: SPAN 102 or permission of program manager

(formerly LS 201)

Presents advanced grammar and composition with selected readings pertinent to the intermediate level. Group discussions in Spanish and increased emphasis on reading, writing, and intercultural competence.

SPAN 202-Intermediate Spanish II (3)

- Gen Ed Humanities, Cultural Competence

Prerequisite: SPAN 201 or permission of program manager

(formerly LS 202)

Continues to build upon structures learned in SPAN 201. Presents advanced grammar and composition with selected readings pertinent to the intermediate level. Group discussions in Spanish and increased emphasis on reading, writing, and intercultural competence.

SPAN 211-Spanish Conversation I (3)

- Gen Ed Humanities, Cultural Competence

Prerequisite: SPAN 102 or permission of program manager

(formerly LS 211)

Develops oral fluency and language skills through interpretation and discussion of select readings, videos, songs and cultural experiences.

SURG: Surgical Technology

SURG 120-Surgery Essentials (3)

Prerequisites: (MEDA 108 or MEDA 109) and (BSCI 202 or BI 104)

(formerly ST 120)

Provides an introduction to the surgical environment and 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.

SURG 125-Fundamentals of Surgical Technology I (6)

Prerequisite: SURG 120

(formerly ST 100)

Develops concepts, skills, and attitudes required by students to perform as members of a surgical team. Simulated practice time in the on-campus lab and didactic instruction prepare the student for the clinical practicum component of this course. Evidence of competence is essential in sterile technique and basic skills.

SURG 130-Introduction to Surgical Technology (6)

- Cultural Competence

(formerly ST 101)

Provides an overview of the functions of the surgical technologist in the perioperative environment. Integrates the fundamental principles and protocols of microbiology, sterile technique, pharmacology, medication calculations, anesthesia, ethical and legal considerations, mindfulness, cultural competence and inclusion, patient care concepts, all-hazards preparation, and teamwork.

SURG 135-Fundamentals of Surgical Technology II (5)

Prerequisite: SURG 125 or ST 100

(formerly ST 105)

Develops fundamental surgical technology principles, practices, and protocols. Proficiency to be demonstrated in sterile and nonsterile roles during the perioperative phases of invasive diagnostic and surgical procedures.

SURG 200-Fundamentals of Surgical Technology III (6)

Prerequisite: SURG 135 or ST 105

Provides theory and practice related to the dynamic role of the surgical technologist in the perioperative setting. Integrates professional communication, advancement in skill level, and critical thinking with participation in complex surgical procedures.

SURG 205-Fundamentals of Surgical Technology IV (6)

Prerequisite: SURG 135 or ST 105

Provides theory and practice related to the dynamic role of the surgical technologist in the perioperative setting. Emphasizes application of the fundamental principles, practices, and protocols for surgical technologists in complex procedures in preparation for employment in the field. Evidence of critical thinking, precise application of sterile technique, and professionalism is required. Prepares the student to sit for the national certification examination in surgical technology.

THEA: Theater

THEA 100-Introduction to Theatre (3)

- Gen Ed Arts, Cultural Competence

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100

Introduces the history of drama and the theatre through reading, viewing and discussing plays.

THEA 102-Introduction to Acting (3)

(formerly THR 102)

Offers a basic study of acting, through both a historical perspective and in-depth exercises.

THEA 107-Improvisation I (3)

(formerly THR 107)

Provides students with a basic overview of modern improvisation techniques. Emphasis will be placed on techniques used to build confidence, creativity, critical thinking, and learn team building skills. Course offers an introduction of improvisation as a tool for professional auditions and performances.

THEA 108-Theatre Ensemble I (3)

(formerly THR 108)

Explores performance, design, direction, and technical aspects of theatre as students work together to build theatre from the common interest of the class group. The course begins with an overview of the history of devised theatre and examines the socio-cultural-political context for developing approaches to the process of devising and performing genres.

THEA 121-Stagecraft (3)
(formerly THR 121)

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.

THEA 202-Advanced Acting (3)
Prerequisite: THEA 102
(formerly THR 206)

Explores an intermediate study of acting, through both an historical perspective and in-depth exercises. Students explore scene-work through modern American texts.

THEA 203-Fundamentals of Directing (3)
Prerequisite or Co-requisite: THEA 101
(formerly THR 203)

Explores the fundamentals of play directing through exercises, directional play analysis, and projects in directing short scenes.

THEA 204-Production Survey (1)
Prerequisite: Permission of instructor
(formerly THR 204)

Provides experience in a campus theater production as a member of the production crew. May be taken for credit three times.

THEA 205-Acting Survey (1)
Prerequisite: Permission of instructor
(formerly THR 205)

Provides experience in a campus theater production as a member of the cast. May be taken for credit three times.

THEA 207-Improvisation II (3)
Prerequisite: THEA 107
(formerly THR 207)

Explores advanced improvisation techniques for public presentation. Emphasis will be placed on advanced techniques used to build confidence, creativity, critical thinking, and learn team building skills. The class offers an in-depth exploration of improvisation as a tool for professional auditions, performance, and character building.

THEA 208-Theatre Ensemble II (3)
Prerequisite: THEA 108
(formerly THR 208)

Explores advanced methods and execution of creating, rehearsing, and producing a piece of theatre through creativity, critical thinking, and team building skills. The course will use advanced multi-disciplinary research skills on topics deemed socially relevant by the class and through improvisation, script writing, and other play creation techniques, the class will present a vibrant theatre piece with a strong community focus.

THEA 212-Theatre Internship (3)
Prerequisite: Permission of instructor
(formerly THR 212)

Offers an intensive study of theatrical performance, including both acting and stagecraft assignments. Students prepare a theatrical production through an internship with a professional theatre company in production, performance, business, or design.

Continuing Education & Workforce Development

The FCC Continuing Education & Workforce Development team 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 non-credit courses are offered in day, evening, weekend, and online 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 firsthand knowledge to the classroom. The courses that provide students with hands-on training utilize state-of-the-art equipment. In addition, 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 team has developed numerous partnerships in order to provide the community greater resources and access to training. Our partners include Frederick Memorial Healthcare Systems Wellness Center and Frederick County Workforce Services. Additional partnerships to note are: SCORE, Goodwill Monocacy Valley, Frederick County Chamber of Commerce, Frederick County Sheriff's Office, Maryland State Department of Education (MSDE), Maryland Emergency Management Agency (MEMA), U. S. Department of Homeland Security (DHS), Federal Emergency Management Agency (FEMA), FEMA Independent Study Program and Jacobs Technology, Inc., U. S. Department of Homeland Security (DHS), National Training and Education Division (NTED), and InfraGard.

Workforce Development & Career Training

Today's work environment requires each person to have a broader range of skills and communication abilities than ever before.

Workforce development courses are designed in conjunction with professional organizations, as well as area businesses and industries. Programs are intended to enhance and update skills or provide entry-level career training. Courses include those which prepare individuals for national certification and licensing examinations or for recertification/relicensing. For more information, call 240.629.7905.

FCC Business Solutions and Strategic Initiatives

Frederick Community College prepares organizations and their employees to meet the challenges of a diverse, global society through quality, accessible, innovative training and development.

Business Solutions and Strategic Initiatives 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.

By examining what our customers need, Business Solutions and Strategic Initiatives has established itself as Frederick County's premier local training provider.

For more information, call 240.629.7982.

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 that help students build their reading, writing, listening, and speaking skills and increase their knowledge of American culture and democracy. The Basic ESL program offers free integrated skills instruction to adults over 18. The Targeted ESL program offers fee-based focused skills instruction to adults over 16. Financial assistance is available for eligible students. All students are tested to determine class and program placement. For more information call 240.269.7962.

Lifelong Learning

Lifelong Learning at Frederick Community College offers unique events and experiences for inquisitive minds with a focus on personal enrichment, artistic growth, and self-discovery.

Check frederick.edu/lifelonglearning for the latest list of courses.

Youth & Community Education

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.

The Thrive program offers creative and educational non-credit classes for adults with intellectual disabilities.

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 Learning on Location experiences designed for adults age 55 and older. 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.

To receive a course schedule for the Institute for Learning in Retirement, call 301.864.2561 or go to www.ilratfcc.com to view the list of current classes.

Motorcycle Safety Program

Our Motorcycle Safety programs are taught by Motor Vehicle Administration and Motorcycle Safety Foundation certified instructors. Basic Rider and Motorcycle Safety: Basic Rider Course 2-License Waiver (BRC2-LW) prepare students for a Class "M" license.

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.

Check frederick.edu/Motorcycle or call 301.624.2727 for the most current schedules.

FCC Foundation Scholarships

The FCC Foundation has scholarships available for students who enroll in continuing education programs. While some scholarships are available for any program, others are restricted to students registering for a specific course.

Students interested in applying for Continuing Education scholarships should ask their advisor for an application or email foundation@frederick.edu and include *CE scholarships* in the subject line.

Note: Courses of Interest (non-degree seeking) are not eligible for Federal Financial Aid.

Continuing Education Workforce Training Certificates

A Workforce Training Certificate credential is comprised of a non-credit course or series of courses that focus on the skills you need to succeed in a specific industry. It demonstrates to employers that you have studied a specific body of knowledge or mastered a practice or new technology. Frederick Community College awards Workforce Training Certificates to students who successfully complete all of the specified certificate requirements as stated below per program.

To be eligible to receive a Workforce Training Certificate, students must:

- Complete a course or series of courses identified as a Workforce Training Certificate program, as approved by the College.
- No course substitutions are allowed.
- Complete courses on the basis of competency.

Workforce Training Certificates are issued on the 15th of each month. Workforce Training Certificate recipients do not take part in commencement ceremonies, unless they have also completed a degree or certificate.

Non-credit courses. Fee structure for courses is subject to change. Consult the current Continuing Education class schedule located at frederick.edu/QuickEnroll. Courses not eligible for federal financial aid.

Career & Technical Training

Child Care Careers

Infant and Toddler Care

This series of courses meets the MSDE requirement for childcare teachers, directors, and family providers working with infants and toddlers. Gain the skills necessary to work with infants and toddlers and build communication skills to use with parents, co-workers and the public. Topics include growth and development, curriculum planning, goal setting, selection of age-appropriate materials, and methods for infants and toddlers birth to age three. Aligns with MD Staff Credential levels 2-4.

Required Course/s

- CHI 300 Child Growth and Development
- CHI 311 Infant and Toddler Care
- CHI 313 Supporting Breastfeeding in Child Care
- CHI 331 Including All Children and the ADA
- CHI 151 Sudden Infant Death Syndrome
- CHI 301 Preschool Curriculum and Activities or
- CHI 302 School Age Child Care

Preschool Child Care Teacher

This series of courses satisfies the MSDE requirement of 90 hours of training for childcare teachers and directors working with preschoolers and the ADA requirement. Become prepared for a position in a childcare center or preschool. Basic concepts of curriculum planning and implementation for children three to five years old are introduced. Topics include teaching strategies, environment design, and implementation of best practices in early childhood education. Aligns with MD Staff Credential levels 2-4.

Required Course/s

- CHI 300 Child Growth and Development
- CHI 301 Preschool Curriculum and Activities
- CHI 331 Including All Children and the ADA

School Age Child Care

This series of courses satisfies the curriculum portion of the MSDE requirement of 90 hours of training for childcare teachers and directors school age children and the ADA requirement. Gain the skills necessary to work in school age childcare programs. Topics include curriculum planning, age-appropriate materials and methods for children ages 6-13. Aligns with MD Staff Credential levels 2-4.

Required Course/s

- CHI 300 Child Growth and Development
- CHI 302 School Age Child Care
- CHI 331 Including All Children and the ADA

Real Estate & Home Inspection

Principles and Practices of Real Estate in Maryland

This course delivers what you need to know for the Maryland state licensing exam while providing essential business knowledge and a strong foundation for success as a real estate salesperson in Maryland. Designed especially for those preparing to take the Maryland Real Estate Licensing Examination, participants must attend all 60-hours* and receive a 70% or better on the final exam in order to receive an official certificate necessary to take the state level examination.

*The State of Maryland requires at least 60 hours of classroom instruction for students to sit for the Maryland Real Estate Commission Licensing Exam. There are no exceptions to this requirement. As such, participants are required to sign in/out and are expected to be on time for each class. Those arriving more than 10 minutes late are considered absent for the entire class.

Required Course/s

- REA 203 Principles and Practices of Real Estate in Maryland

Home Inspector

This course covers the basics of home inspection as required to work as a licensed home inspector in the state of Maryland. Topics include the following systems: structural, exterior, interior, roofing, plumbing, electrical, heating & air conditioning, insulation and ventilation, fireplace and solid burning, and kitchen appliances. Program meets the requirements for home inspection pre-licensure for the state of Maryland.

Required Course/s

- CPD 323 Home Inspection Pre-Licensure

Construction & Applied Technologies Institute (CATI)

Electrical

Electrical Foundations

This series of courses prepares students for entry level opportunities in the residential electrical industry and covers the material, methods, regulations, and tools required to perform residential structural wiring installation and repair.

Required Course/s

ELC 167 Fundamentals of Structural Wiring
ELC 168 Residential Electric

Prerequisites/Co-requisites

ENGL70 or ENGL75 or ESOL70 or ESOL72 or ESOL 100

Electrical Advanced

This series of courses prepares students for entry level opportunities in the electrical industry and covers the material, methods, regulations, and tools required to perform commercial or residential structural wiring installation and repair. Students are also introduced to data cabling, emergency generators, and solar photovoltaic technology.

Required Course/s

ELC 167 Fundamentals of Structural Wiring
ELC 168 Residential Electric
ELC 166 Commercial Electric
ELC 169 Specialized Systems

Prerequisites/Co-requisites

ENGL70 or ENGL75 or ESOL70 or ESOL72 or ESOL 100

Welding

Welding Foundations

This series of courses provides students with a broad range of knowledge and skills needed for welding and cutting metal. Topics include basic metallurgy, welding symbols and blueprint reading, and an overview of welding processes.

Required Course/s

WLD 160 Introduction to Welding
WLD 165 Welding Symbols and Blueprint Reading

Prerequisites/Co-requisites

ENGL70 or ENGL75 or ESOL70 or ESOL72 or ESOL 100

Welding – GMAW

This series of courses provides students with a broad range of knowledge and skills needed for welding and cutting metal, with a focus on Gas Metal Arc Welding (GMAW). Topics include basic metallurgy, filler metal selection, welding symbols and blueprint reading, and setting equipment parameters.

Required Course/s

WLD 160 Introduction to Welding
WLD 165 Welding Symbols and Blueprint Reading
WLD 171 Advanced Welding: GMAW

Prerequisites/Co-requisites

ENGL70 or ENGL75 or ESOL70 or ESOL72 or ESOL 100

Welding – SMAW

This series of courses provides students with a broad range of knowledge and skills needed for welding and cutting metal, with a focus on Shielded Metal Arc Welding (SMAW). Topics include basic metallurgy, electrode selection, welding symbols and blueprint reading, and setting equipment parameters. Students will have the opportunity to earn a 2G and 3G Structural Steel qualification.

Required Course/s

WLD 160 Introduction to Welding
WLD 165 Welding Symbols and Blueprint Reading
WLD 161 Advanced Welding: SMAW

Prerequisites/Co-requisites

ENGL70 or ENGL75 or ESOL70 or ESOL72 or ESOL 100

Healthcare Careers

Certified Nursing Assistant (CNA, GNA)

Certified Nursing Assistant

This series of courses teaches basic patient care skills, the student's role as a member of the healthcare team, disease processes, and infection control and safety issues. Combined with a clinical experience, this program meets all eligibility requirements for CNA certification in the state of Maryland and prepares students for the Geriatric Nursing Assistant test.

Required Course/s

CAH 145 Foundation for Healthcare Careers **or**
ADE 625 Bridge to Careers - Healthcare
CAH 132 Certified Nursing Assistant Part I
CAH 133 Certified Nursing Assistant Part II
CAH 190 CNA Clinical

Prerequisites/Co-requisites

Placement into ENGL75; ESOL72 or ESOL 100 or Floor score of 52 (Classic) or 237 (Next Gen); or 102 LOEP

Co-requisites: Current American Heart Association, Basic Life Support CPR card or register for SAF157: CPR Basic Life Support

Dental Assisting & Oral Radiography

Dental Assisting

This series of courses introduces students to all aspects of entry level dental assisting knowledge and skills as well as oral radiography fundamentals and prepares students for the Dental Assisting National Board National Entry Level Dental Assistant Certification Exam.

Required Course/s

CAH 145 Foundation for Healthcare Careers **or**
ADE 625 Bridge to Careers - Healthcare
CAH 520 Fundamentals of Dental Assisting

Prerequisites/Co-requisites

Placement into ENGL75; ESOL72 or ESOL 100 or Floor score of 52 (Classic) or 237 (Next Gen); or 102 LOEP

Co-requisites: Current American Heart Association, Basic Life Support CPR card or register for SAF157: CPR Basic Life Support

Oral Radiography with Clinical

This course helps further students' dental assisting careers by preparing them to sit for the DANB Radiation Health and Safety exam and is approved by the Maryland State Board of Dental Examiners. Completion of the three-hour, hands-on clinical practicum must be completed at either students' place of employment or at the Maryland State Dental Association.

Required Course/s

CAH 521 Oral Radiography with Clinical

Prerequisites/Co-requisites

Students must either be working as a dental assistant or have proof of successful completion of a basic dental assisting course.

Co-requisite: Current American Heart Association Basic Life Support CPR card or register for SAF157: CPR Basic Life Support

Oral Radiography

This course helps further students' dental assisting careers by introducing them to oral radiography fundamentals and prepares them to sit for the DANB Radiation Health and Safety exam. The course is approved by the Maryland State Board of Dental Examiners.

Required Course/s

CAH 522 Oral Radiography

Prerequisites/Co-requisites

Students must be working as a dental assistant or have proof of successful completion of a basic dental assisting course. Student's dental employer must be willing to oversee clinical requirements at their place of employment.

Co-requisites: Current American Heart Association Basic Life Support CPR card or register for SAF157: CPR Basic Life Support

Medical Billing & Coding**AAPC Medical Billing**

This series of courses prepares students for the AAPC Certified Professional Biller (CPB) certification exam. Learn how medical billers maintain all aspects of the revenue cycle, the nuances of payer requirements, and how to maximize provider reimbursement through sound billing practices.

Required Course/s

ONL 401 Medical Terminology: A Word Association Approach

CAH 251 Medical Billing AAPC Certified Professional Biller

AAPC Medical Coding

This series of courses prepares students for the AAPC Certified Professional Coder (CPC) certification exam. Learn about medical terminology and how to use the coding manuals for CPT, ICD-10, and HCPCS to describe and document medical services.

Required Course/s

ONL 401 Medical Terminology: A Word Association Approach

ONL 526 Introduction to Basic Anatomy and Physiology

CAH 250 Medical Coding for the Physician's Office - AAPC

Patient Care Technician**Patient Care Technician**

This course teaches Certified Nursing Assistants to perform advanced skills for complex care settings and situations, including sterile technique, phlebotomy, EKG, glucose monitoring, enteral nutrition, respiratory care, IV therapy, advanced wound care, urinary catheterization, pre/post surgical care, and pediatric patient care.

Required Course/s

CAH 487 Patient Care Technician/Advanced Patient Care

Phlebotomy Technician**Phlebotomy Technician**

This series of courses teaches students about all aspects related to blood collection and provides comprehensive skills to perform venipunctures completely and safely.

Required Course/s

CAH 145 Foundation for Healthcare Careers **or**

ADE 625 Bridge to Careers - Healthcare

CAH 156 Phlebotomy 1

CAH 157 Phlebotomy 2

CAH 158 Phlebotomy Technician Clinical

Prerequisites/Co-requisites

Placement into ENGL75; ESOL72 or ESOL 100 or Floor score of 52 (Classic) or 237 (Next Gen); or 102 LOEP

Co-requisites: Current American Heart Association Basic Life Support CPR card or register for SAF157: CPR Basic Life Support

Sterile Processing Technician**Sterile Processing Technician**

This series of courses teaches students to become competent sterile processing technicians and prepare for industry certification. Series covers anatomy and physiology, microbiology, instrument identification, handling and preparation, safety standards, cleaning, decontamination and disinfection, infection control, sterile storage and distribution, inventory management, documentations and ethics and standards.

Required Course/s

CAH 145 Foundation for Healthcare Careers **or**

ADE 625 Bridge to Careers - Healthcare

CAH 333 Sterile Processing Technician Training

Prerequisites/Co-requisites

Placement into ENGL75; ESOL72 or ESOL 100 or Floor score of 52 (Classic) or 237 (Next Gen); or 102 LOEP

Co-requisites: Current American Heart Association Basic Life Support CPR card or register for SAF157: CPR Basic Life Support

Veterinary Assistant**Veterinary Assistant**

This series of courses introduces students to veterinary office and hospital administrative procedures, communication and client relations, pharmacology, inventory control, vaccinations, examination room procedures, proper restraint techniques, dental care, nutrition, animal first aid, and exam room grooming.

Required Course/s

CAH 145 Foundation for Healthcare Careers *or*
ADE 625 Bridge to Careers - Healthcare
VET 130 Veterinary Assistant 1
VET 131 Veterinary Assistant 2

Prerequisites/Co-requisites

Placement into ENGL75 or ESOL72 or ESOL 100 and a score of >64 on the elementary algebra math assessment.

Continuing Education Course Descriptions

Career & Technical Training

CHI 151 - Sudden Infant Death Syndrome (SIDS)

Learn all about Sudden Infant Death Syndrome (SIDS), which can affect apparently healthy infants under one year of age. This is an online course that you complete at your own pace, with instructor guidance, and takes approximately two hours to complete, although completion times may vary. Once you have completed the course work, your instructor will be notified to review it and notify you of your results, and will issue a certificate of completion. You will need access to a computer, the internet and email to take this course.

CHI 300 - Child Growth and Development

This 45-hour certification course satisfies the child development portion of the MSDE requirement for child care teachers and directors. Gain a broad overview of major concepts, theories and research related to the social, emotional, cognitive, and physical development of the child from birth through age 12. This course and a 45-hour course in either preschool or school age child care (totaling 90 hours), or this course and a 45-hour preschool course plus a 45-hour infant and toddler course (totaling 135 hours) is required to complete the certification for child care. Aligns with MD Staff Credential levels 2-4.

CHI 301 - Preschool Curriculum and Activities

This 45-hour certification course satisfies the curriculum portion of the MSDE requirement of 90 hours of training for child care teachers and directors working with preschoolers. Become prepared for a position in a child care center or preschool. Basic concepts of curriculum planning and implementation for children three to five years old are introduced. Topics include teaching strategies, environment design, and implementation of best practices in early childhood education. This course, along with the 45-hour Child Growth & Development course, is required to complete the 90-hour preschool child care certification. Aligns with MD Staff Credential levels 2-4.

CHI 302 - School Age Child Care

This 45-hour certification course satisfies the curriculum portion of the MSDE requirement of 90 hours of training for child care teachers, directors and coordinators working with school age children. Gain the skills necessary to work in school age child care programs. Topics include curriculum planning, age-appropriate materials and methods for children ages 6-13. This course, along with the 45-hour Child Growth & Development course, is required to complete the 90-hour school age child care certification. Aligns with MD Staff Credential levels 2-4.

CHI 311 - Infant and Toddler Care

This 45-hour certification course satisfies half of the curriculum portion of the MSDE requirement for child care teachers, directors, and family providers working with infants and toddlers, and satisfies the 9-hour communication skills requirement. Gain the skills necessary to work with infants and toddlers and build communication skills to use with parents, co-workers and the public. Topics include growth and development, curriculum planning, goal setting, selection of age-appropriate materials, and methods for infants and toddlers birth to age three. This course, along with the 45-hour Child Growth & Development course plus the 45-hour Preschool Curriculum and Activities course, is required to complete the 135-hour infant and toddler child care certification. Aligns with MD Staff Credential levels 2-4.

CHI 313 - Supporting Breastfeeding in Child Care

This course is designed to provide child care and education professionals with an overview of the state regulation, guidelines, and resources to support the practice of breastfeeding and provide related resources for families within a child care program. Topics include: benefits of breastfeeding, normalizing breastfeeding, breastfeeding friendly child care policy, environment and practices, and supportive information and resources. This course meets the Maryland State Department of Education/ Office of Child Care approved training program for child care professionals, contributing to certification and/or personnel qualification status.

CPD 323 - Home Inspection Pre-Licensure

This course covers the basics of home inspection as required to be a licensed home inspector in the state of Maryland. Topics include the following systems: structural, exterior, interior, roofing, plumbing, electrical, heating & air conditioning, insulation and ventilation, fireplace and solid burning, and kitchen appliances. This course meets the requirements for home inspection pre-licensure for the state of Maryland.

CHI 331 - Including All Children and the ADA

This course provides essential information that every child care and education professional needs to know about the requirements of the Americans with Disabilities Act (ADA). Go beyond the definition of ADA to learn inclusionary best practices, strategies and resources for implementing an early childhood or school age environment that is inclusive to all children and families.

REA 203 - Principles and Practices of Real Estate in Maryland

Start a new career! Discover the world of real estate while learning how to help clients buy, sell, and rent properties in the state of Maryland. Instruction delivers what you need to know for the Maryland state licensing exam while providing essential business knowledge and a strong foundation for success as a real estate salesperson in Maryland. Designed especially for those preparing to take the Maryland Real Estate Licensing Examination, participants must attend all 60-hours* and receive a 70% or better on the course final exam in order to receive an official certificate necessary to take the state level examination.

*The State of Maryland requires at least 60 hours of classroom instruction for students to sit for the Maryland Real Estate Commission Licensing Exam. There are no exceptions to this requirement. As such, participants are required to sign in/out and are expected to be on time for each class. Those arriving more than 10 minutes late are considered absent for the entire class.

Construction & Applied Technologies Institute (CATI)

ELC 166 - Commercial Electric

Continues 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. This course is offered in a Hybrid format where the lecture portion of the course is completed online outside of class meeting times. Also offered as credit BLDT242.

ELC 167 - Fundamentals of Structural Wiring

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. This course is offered in a Hybrid format where the lecture portion of the course is completed online outside of class meeting times. Also offered for credit BLDT140.

ELC 168 - Residential Electric

This course will advance student knowledge in the National Electric 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. This course is offered in a Hybrid format where the lecture portion of the course is completed online outside of class meeting times. Also offered as credit BLDT241.

ELC 169 - Specialized Systems

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. This course is offered in a Hybrid format where the lecture portion of the course is completed online outside of class meeting times. Also offered as BLDT143.

WLD 160 - Introduction to Welding

Introduces the students to the 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. Also offered for credit BLDT120.

WLD 161 - Advanced Welding: SMAW

Introduces more advanced welding topics and projects in Oxy-Acetylene cutting, cutting, and Shielded Metal Arc Welding (SMAW). Students will develop skills to weld v-groove, butt joints in the flat, horizontal, vertical up and overhead positions, with root and face U-bend test being performed on the welds made in the vertical position. Students will prepare for and test in the SMAW Qualification and Certification (Hobart #37), American Welding Society D1.1 test, and Structural Steel 3-G and 4-G tests. Also offered for credit as BLDT222.

WLD 165 - Welding Symbols and Blueprint Reading

Introduces students to interpret various types of prints used in the welding industry. Topics include: print reading, measurements, metallurgy, types of welds and joints, and welding symbols.

WLD 171 - Advanced Welding: GMAW

Focuses on Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), and oxyfuel cutting on carbon steel. Students will develop skills to weld 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. Also offered as credit BLDT225.

Healthcare Careers

ADE 625 - Bridge to Careers - Healthcare

This course introduces ESL students to important healthcare concepts and professional career development skills to prepare students for working in a healthcare setting. Students are introduced to medical terminology in English, the current healthcare system structure and essential concepts such as HIPAA, documentation and medical records, patient rights, cultural competency, workplace professionalism, healthcare ethics and legal responsibilities, environmental safety, infection control and medical terminology. Communication skills are practiced with special focus on customer service, interpersonal communication concepts, and English language development. Students will also gain professional development skills in successful resume and application writing, interviewing, and gaining and maintaining employment.

CAH 132 - Certified Nursing Assistant Part I

Become a Certified Nursing Assistant in just a few weeks. Learn 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 practical (hands on) skills, which must be passed prior to starting the clinical course.

CAH 133 - Certified Nursing Assistant Part II

Part II is a continuation of Part I. Students must sign up for CAH132 (CNA Part I) as a co-requisite.

CAH 145 - Foundation for Healthcare Careers

This course introduces students to important healthcare concepts and professional career development skills to prepare students for working in a healthcare setting. Students are introduced to medical terminology, the current healthcare system structure and essential concepts such as HIPAA, documentation and medical records, patient rights, cultural competency, workplace professionalism, healthcare ethics and legal responsibilities, environmental safety, and infection control. Communication skills are practiced with special focus on customer service and interpersonal communication concepts. Students will also gain professional development skills in successful resume and application writing, interviewing, and gaining and maintaining employment.

CAH 156 - Phlebotomy 1

In Part I, Theoretical Applications, students learn basic phlebotomy technical background and professional preparation for working as a phlebotomist. Students are introduced to anatomy and physiology with special emphasis on the cardiovascular and lymphatic system, applicable medical terminology and an overview of healthcare settings where phlebotomy services are performed. Students learn and apply professional ethics and behavior; interpersonal and written communications, including cultural competency; systems of documentation; and safety and infection control. Students will develop knowledge and comprehensive skills to prepare them to perform venipunctures completely and safely as they progress to Part II: Practical Applications. The full program includes classroom and both in-class and on-site clinical practice at local health care facilities. This program requires study time outside of class and includes both written and practical (hands-on) skills assessments, which must be passed prior to starting the clinical course. The program prepares students to take several national certification exams.

CAH 157 - Phlebotomy 2

Phlebotomy Technician II: Practical Applications is a continuation of Part I: Theoretical Applications. In this course students learn to perform venipuncture and specialized phlebotomy procedures. Students are familiarized with blood collection equipment and selection, specimen handling and identifying complications related to blood collection and medical errors. Students train on a variety of procedures and techniques for typical and special populations clients. Special topics in specimen uses for testing in forensics, workplace and sports are explored. Hands-on skills practicums prepare students for the clinical course. The full program includes classroom and on-site clinical practice with experienced phlebotomists at local health care facilities to give students hands-on professional experience and prepares students to take several national certification exams. The program requires study time outside of class and includes both written and practical (hands-on) skills assessments, which must be passed prior to starting the clinical course.

CAH 158 - Phlebotomy Technician Clinical

Participate in 100 hours of supervised clinical rotations with experienced phlebotomists in local health care facilities. Students will perform 100 supervised venipunctures. Individual skills and execution will be evaluated daily.

CAH 190 - CNA Clinical

Students will participate in supervised clinical rotations with experienced, certified nursing faculty in local health care facilities and will interact with residents performing all the duties and responsibilities of a nursing assistant. Individual skills and execution are evaluated daily.

CAH 250 - Medical Coding for the Physician's Office - AAPC

Prepare for the AAPC national certification exam. Learn medical terminology and how to use the coding manuals for CPT, ICD-10 and HCPCS to describe and document medical services. Cost includes first year's membership in AAPC, and Certified Professional Coder (CPT) certification exam. The certification exam will be scheduled approximately 2 weeks following the last class.

CAH 251 - Medical Billing AAPC Certified Professional Biller

Prepare for the AAPC Certified Professional Biller (CPB) certification exam. Students will learn how medical billers with maintain all aspects of the revenue cycle, the nuances of payer requirements, and how to maximize healthcare provider reimbursement through sound billing practices. Fees include first year's membership in AAPC and Certified Professional Biller (CPB) certification exam. The certification exam will be scheduled approximately 3 weeks following the last class. This course is offered in a hybrid format where students meet with the instructor 3.5 hours per week and complete additional hours online.

CAH 333 - Sterile Processing Technician Training

This continuing education course trains individuals to become competent sterile processing technicians and prepares participants for sterile processing technician certification. Upon completion of training, students receive a Certificate of Completion and are prepared to take the Certified Registered Central Service Technician (CRCST) certification exam offered by the International Association of Healthcare Central Service Materiel Management (IAHCSSMM). The course will cover the following topics: anatomy and physiology, microbiology, instrumentation (identification of and handling of), safety standards, cleaning, decontamination, disinfection, preparation, infection control, sterilization process, packaging, wrapping, processing patient care equipment, sterile storage, distribution and inventory management, documentation and record management, ethics and standards. This course has both a lecture and interactive lab component in the classroom where students will receive hands-on experience with instruments and wrapping techniques.

CAH 487 - Patient Care Technician/Advanced Patient Care

Designed for certified nursing assistants (CNAs) interested in advanced care skills within the CNA scope of practice or those seeking work as a Patient Care Technician in hospitals and health care settings. As a member of a multidisciplinary team, Patient Care Technicians care for patients requiring both acute and chronic care. Learn to perform advanced skills for complex care settings and situations. Gain and practice new skills including sterile technique, phlebotomy, Electrocardiograms (EKG), glucose monitoring, enteral nutrition, respiratory care, Intravenous therapy, advanced wound care, urinary catheterization, pre/post surgical care and pediatric patient care. Successful course completion satisfies eligibility requirements for the National Healthcareer Association Patient Care Technician Certification Exam.

CAH 520 - Fundamentals of Dental Assisting

Dental assistants serve as an integral member of the dental professional team working with the dentist chairside, in the dental lab and in the business office. This course introduces students to all aspects of entrylevel dental assisting knowledge and skills and prepares students for the Dental Association National Board National Entry Level Dental Assistant (NELDA) Certification Exam. Topics include: dental terminology, roles of the dental assistant and dental team, legal and ethical responsibilities, anatomy and physiology, dental care delivery including oral health and hygiene, prevention, clinical dentistry, chairside assisting, charting, instruments and accessories, dental lab materials and procedures, infection control, sterilization and OSHA regulations. Oral radiography is introduced in preparation for Oral Radiography class. This hands-on course provides practice on equipment in a dental lab setting.

CAH 521 - Oral Radiography with Clinical

Further your dental assisting career and prepare to sit for the DANB Radiation Health and Safety exam. This course is approved by the Maryland State Board of Dental Examiners. Completion of a three-hour, hands-on clinical practicum is required. You may complete your clinical at your place of employment or at the Maryland State Dental Association. Course includes an online component; internet access required. Register for this section if you will be completing your clinical requirements at the Maryland State Dental Association. Clinical session will be held on a designated date at MSDA in Columbia, MD.

CAH 522 - Oral Radiography

Further your dental assisting career and prepare to sit for the DANB Radiation Health and Safety exam. This course is approved by the Maryland State Board of Dental Examiners. Completion of a three-hour, hands-on clinical practicum is required. You may complete your clinical at your place of employment or at the Maryland State Dental Association. Course includes an online component; internet access required. Register for this section if you are currently employed as a dental assistant and will be completing your clinical requirements at your place of employment.

ONL 401 - Medical Terminology: A Word Association Approach

This course teaches medical terminology from an anatomical approach. Root terms are divided by each body system. The origin, a combined form, and an example of non-medical everyday usage is provided for each root term. Word Associations are provided as a learning tool. Engaging and interesting information is provided in regards to each term. Root terms are combined with prefixes and suffixes as your learning will culminate in the interpretation of several paragraphs of medical notes.

ONL 526 - Introduction to Basic Anatomy and Physiology

This course is designed to provide an overview of basic anatomy and physiology to students preparing for the medical coding AAPC certification class. The course begins with an explanation of the nature of matter and principles of chemistry, cell anatomy and physiology and principles of genetics. The anatomy and physiology of the 11 organ systems and their structure and functions are introduced. Lessons include information about specific disorders and conditions and recent advances in medicine.

VET 130 - Veterinary Assistant 1

Veterinary assistants support veterinarians and veterinary technicians and are a vital member of the veterinary medical team. In part 1 of the veterinary assistant course series students will be introduced to veterinary office and hospital administrative procedures, communication and client relations. Students also learn Veterinary Pharmacy and Pharmacology, including filling medications, inventory control and vaccinations and examination room procedures including small animal restraint, and basic clinical procedures to include, medical history documentation, vital signs recording, exam room grooming, dog and cat breed and gender recognition, basic nutritional requirements and topical medication application.

VET 131 - Veterinary Assistant 2

Veterinary assistants support veterinarians and veterinary technicians and are a vital member of the veterinary medical team. In part 2 of the veterinary assistant course series students will be introduced to small animal nursing safety and care procedures, surgical preparation and assisting, veterinary laboratory procedures and radiology and ultrasound imaging processes. Students learn about quality nursing techniques and practices, the surgical process, from instrument identification and preparation, anesthesia, pre/post op care, and emergency and critical care. Students are introduced to Laboratory procedures include blood, urine and fecal sample collection and testing procedures and technique. Students review the vet assistant's role in imaging procedures, imaging safety, quality control, and equipment and image care and maintenance.

Academic Regulations

Check the college website, frederick.edu, for the most up-to-date student policies and procedures.

Academic Standards Policy and Procedures

I. Philosophy and Scope

Frederick Community College ("FCC" or the "College"), with teaching and learning as its primary focus, strives to promote academic excellence in preparing an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development, and personal enrichment with quality, innovative lifelong learning. In support of this mission, the Provost/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development (Chief Academic Officer) leads the College community in implementing the educational goals of the institution, and developing and upholding the academic standards and procedures of the institution to ensure academic excellence in instruction through the awarding of credit to our student body.

The College will establish academic standards in accordance with, but not limited to, the Code of Maryland Regulations (COMAR), the Maryland Higher Education Commission (MHEC), the Middle States Commission on Higher Education (MSCHE), and other state and federal statutes or regulations.

II. Definitions for the Purpose of this Policy and Procedures

- A. **"Academic Catalog"** refers to an annual publication that serves as the official record of the requirements for admissions, registration, policies/procedures, and program content.
- B. **"Academic credit"** refers to the certification of a student's successful completion of a unit of a course of study.
- Academic credit does not include credit associated with developmental education.
- C. **"Add/Drop"** refers to the process used prior to and at the beginning of the term when students need to alter (ex: add or remove a course) their schedules after they have initially registered.
- D. **"Audit"** refers to an enrollment option chosen by the student in which they may attend the class and participation must align with the course syllabus. No grade or college credit is earned. A final grade designation of "AU" will appear on the student's academic transcript next to audited courses. AU grades may not be changed to letter grades (A, B, C, D, F, P, S) after an AU grade has been posted. Students must visit Registration and Records to change their grading status to audit by the last day to withdraw for the session.
- E. **"Academic Clemency"** refers to the ability of returning students to expunge prior unsatisfactory academic performance (D-F grades only) from their transcript. Academic Clemency may only be approved one (1) time per student per academic career.
- F. **"Advanced Placement (AP)"** refers to a program created by the College Board, which offers college-level curricula and examinations to high school students in the United States and Canada. FCC grants college credit to students who obtain high scores on selected AP examinations. Accepted AP exams and required scores are listed in the Academic Catalog. Official score reports must be submitted to Registration and Records for review or awarding transfer credits.
- G. **"Articulation Agreement"** refers to officially approved agreements that allow students to apply credits they have earned in specific programs toward advanced standing, entry, or transfer into a specific program at another institution. These agreements outline the specific courses that count for transfer credit at the other institution, as well as the grades a student must earn in order to receive these credits. Students may also earn credit for prior learning and experience to be used toward degree completion at FCC. Students should start with their Program Manager to determine if there are approved agreements available in their program of study.
- H. **"Associate of Applied Science (A.A.S)"** refers to programs designed for immediate employment and career advancement within a particular area of study. Some A.A.S. degrees transfer to career baccalaureate programs.
- I. **"Associate of Arts (A.A.)"** refers to a program of study with a concentration in arts and humanities which parallels the first two (2) years of study toward a bachelor's degree and is designed to transfer to four-year colleges and universities, or may be used as a stand-alone degree for employment.
- J. **"Associate of Arts in Teaching (A.A.T.)"** refers to a program of study that provides the first two (2) years of courses and related qualifications needed to meet the entrance requirements to colleges of education in the state of Maryland.
- K. **"Associate of Science (A.S.)"** refers to a program of study with a concentration in science, technology, engineering, or math which parallels the first two (2) years of study toward a bachelor's degree and is designed to transfer to four-year colleges and universities, or may be used as a stand-alone degree for employment.
- L. **"Block of Classes"** refers to the group of courses that is being awarded in transfer toward the degree requirements of the student's declared major.
- M. The **"Catalog Year"** begins with the summer term and continues through the spring semester. Student program requirements are based on the Catalog Year in effect at the time they are admitted to FCC and students must follow the requirements outlined in this catalog unless they: 1) have been readmitted; 2) request a change in major or program of study, current or previous, not more than five (5) years old; or 3) request an assignment to a current Catalog Year. <http://www.frederick.edu/class-schedules/catalogs.aspx>
- N. **"Certificate"** refers to a program of study at the freshman or sophomore level requiring a minimum of twelve (12) credits in a prescribed curriculum approved by the College. Courses required in certificate programs may be applied to the degree program in that area of study.
- O. **"Certification"** refers to a credential granted by an external entity confirming that an individual has specific skills in a certain area. FCC offers programs and/or courses that prepare students for certifications, but FCC does not directly grant these certifications.
- P. **"Class"** refers to a specific section of a course in which a student may enroll that has a beginning and ending date, a syllabus, and participation expectations.

- Q. **"College Level Examination Program (CLEP)"** refers to a group of standardized tests offered by the College Board which assesses college-level knowledge in several subjects and offers students the opportunity to receive credit for certain coursework after demonstrating their proficiency. A full listing of CLEP exams and the required scores to earn credit at FCC are listed in the Academic Catalog. Official score reports must be submitted to Registration and Records in order for credit to be awarded.
- R. **"Commencement"** is the ceremony each May which celebrates the conferring of the degrees and certificates awarded that academic year. Students completing degree and graduation requirements within the previous year may participate in the May Commencement Ceremony.
- S. **"Continuously Enrolled"** refers to the requirement that a student be enrolled continuously with breaks no longer than four (4) consecutive full academic semesters (fall or spring semesters).
- T. **"Course"** refers to a unit of study identified in the College catalog that is defined by a specific title, course number, and description, and for which credit may or may not be awarded.
- U. **"Credit Hour"** refers to a unit of measure applied toward the total number of hours needed for completing the requirements of a degree, certificate, or other formal award, which represents:
1. A minimum of 15 hours (50 minutes each) of lecture, seminar, or discussion class time;
 2. A minimum of 30 hours (50 minutes each) of supervised laboratory or studio time;
 3. A minimum of 45 hours (50 minutes each) of instructional situations such as practica, internships, and cooperative educational placements;
 4. A minimum of 37.5 hours of instruction per credit delivered online or by other electronic media.
- V. **"Deemed to Meet"** refers to students who have earned an associate degree or higher from an accredited and U.S. Department of Education approved college or university that may be deemed to have satisfied the general education core in their new program of study. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites.
- W. **"DSST (Defense Standardized Subject Tests) formerly DANTES (Defense Activity for Non-Traditional Education Support)"** refers to a national credit-by-examination program providing students the opportunity to receive credit for college-level achievement. Official score reports must be submitted to Registration and Records in order for credit to be awarded.
- X. **"Departmental Exam"** refers to a comprehensive departmental examination which allows students to earn credit by examination in subject areas where no CLEP exam is available. Students pay an assessment fee for the exam to be scored prior to taking the exam. Upon successful completion of the departmental exam, credit is awarded.
- Y. **"Elective Courses"** refers to the choice of courses that students elect to take as part of their degree/certificate program, which may count toward graduation requirements.
- Z. **"FCC General Education CORE Requirements"** refers to core courses that are required for all students in order to earn a college degree. Based on program, there are specific general education CORE requirements.
- AA. **"Grade Point Average (GPA)"** refers to a numerical measurement of a student's overall academic achievement which is calculated by multiplying the number value of the grade (or quality points) by the number of semester hours attempted, and then dividing the number of quality points by the number of credits attempted.
- BB. **"Graduation"** refers to the receiving or conferring of an academic degree or certificate. Degrees and certificates are conferred three (3) times per year.
- CC. **"Graduation Application"** refers to the formal application process for all students planning to receive a certificate, degree, or Letter of Recognition. Students must complete and submit a graduation application by the designated deadlines published by the College.
- DD. **"Hybrid Course"** refers to a course that combines online and on-campus classroom instruction.
- EE. **"Independent Study"** refers to a course which permits students to follow individual interests beyond the limits of a more formalized course.
- FF. **"Internships"** refers to a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional-workplace setting. Internship placements are directly related to a student's program of study and provide students with an opportunity to earn academic credit, as well as to develop professional skills and competencies.
- GG. **"International Baccalaureate (IB)"** refers to an international educational foundation providing education to primary, middle and high school students. Award of credit by FCC for IB participation is not automatic. Students must have official candidate score results sent to Registration and Records for evaluation.
- HH. **"Letter(s) of Recognition"** refers to a program of study available in selected career programs and requiring fewer, more specialized courses than a Certificate. These specialized courses may not be substituted, and students must submit a graduation application in order to be awarded a Letter of Recognition.
- II. **"Major"** refers to a student's chosen field of study, which requires the successful completion of a specified number of credit hours and coursework requirements as defined in the Academic Catalog.
- JJ. **"Online course"** refers to a course taught entirely online. Instructor-student communication is facilitated by electronic technologies. Online classes require one (1) proctored exam with student picture ID. Not all FCC courses are offered online.
- KK. **"Placement tests"** refers to a series of computer-based assessments that measure the reading, writing, and math skills needed for college-level coursework. Placement test scores help to determine what courses are appropriate for students.
- LL. **"Portfolio Assessment"** refers to a process that enables students to effectively document prior learning acquired through employment, training, self-study, volunteer work, civic activities, etc. Students must demonstrate that they have acquired college-level skills directly related to the core learning outcomes of their program of study. Students must enroll in Prior Learning Assessment Course (PLAC 101) and pay an assessment fee for the portfolio to be reviewed. Upon successful completion of the portfolio review, credit may be awarded.

MM. **“Program”** refers to a structured and coherent course of study with clearly defined objectives and intended student learning outcomes, requiring the completion of a specified number of course credits from among a prescribed group of courses, which leads to the award of a certificate or degree. All programs must be approved by MHEC.

NN. **“Quality Points”** refers to the numerical designation assigned to each grade. Quality points are used to generate a grade point average (GPA).

OO. **“Satisfactory Academic Progress”** refers to the Federal Financial Aid Requirement that students are making progress in their academic pursuit. Progress is measured by GPA and rate of completion of courses. FCC measures and tracks academic progress, as well as Satisfactory Academic Progress for students receiving Federal Financial Aid.

PP. **“Student”** refers to an individual who is registered at the College, either full or part-time, in a credit or continuing education class or classes who has either paid or made arrangement for payment of tuition and/or fees.

QQ. **“Transcript”** refers to a student’s academic record.

RR. **“Transfer Credit”** refers to coursework completed at another college or university, provided that the other institution is accredited or recognized by the U.S. Department of Education, for which FCC awards credit. Transfer credit is also awarded through other FCC approved non-college programs, education, and training.

SS. **“Withdrawal Period”** refers to the period of time in which students can withdraw from a course which occurs after the Add/Drop period and concludes on a specific date as published in the schedule of classes. When a student withdraws from a course, a designation of “W” will appear on his/her academic transcript.

III. Academic Standards

A. Awarding of Credit

FCC believes that learning is a lifelong process and knowledge is acquired in many different ways. FCC awards credits for coursework completed at accredited colleges and universities as recognized by the U. S. Department of Education. In addition to the traditional classroom setting, FCC recognizes that mastery of college-level knowledge and skills may occur as a result of non-credit training and non-traditional learning experiences such as employment, military training and experience, non-collegiate training programs, and advanced high school courses.

1. Transfer Credits

- a. No more than forty-five (45) credits in transfer may be awarded toward an Associate Degree through any combination of items listed in Section III. Academic Standards, A. Awarding of Credit. If the previous institution was under the quarter system, credits must be converted to semester hours; quarter hours are multiplied by two-thirds (2/3) to equal semester credit hours.
- b. Transfer credit awarded is based on the major a student has declared. Not all credits may be accepted depending on the student’s declared major. If a student changes his/her major after the transfer evaluation, the student may request that his/her transfer record be reevaluated.
- c. Credits, not grades, are transferred into the College; therefore, grades from transfer courses are not calculated into the GPA at the College. Students submitting a grade of Pass from another institution must show that the equivalent of a grade of “C” or better was attained to have transfer credit awarded.

2. College and University Credit

Credits may be granted for coursework completed at accredited colleges and universities as recognized by the U.S. Department of Education. Students must have submitted an admissions application to the College, declare a program of study, and send official transcripts from previously attended institutions to have credits evaluated.

The College follows the MHEC General Education and Transfer Policies. In general, courses will be evaluated to determine equivalency to FCC courses. Courses not equivalent to FCC coursework may be transferred as elective credit assuming that the student’s chosen major allows for elective credit. If a course has no FCC equivalency but is a General Education course at the sending institution, FCC will honor the General Education status and apply to the major’s requirements where applicable. Credits will be awarded based on the following standards:

- a. **University System of Maryland 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 to fulfill a prerequisite unless the prerequisite requires a grade of “C” or higher.
- b. **Non-University System of Maryland Colleges** – 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. Further GPA calculation is completed for non-General Education coursework; grades of “D” will be accepted only if 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 “C” or higher. A grade of “D” can be used to fulfill a prerequisite unless the prerequisite requires a grade of “C” or higher.

- c. **International 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 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 (NACES). In addition, the College will accept evaluations from the American Association of Collegiate Registrars and Admissions Officer's (AACRAO). The only exception to this is for students earning the CPA Exam Qualification Certificates. For this program, The College will only accept transcript evaluation from NASBA (National Association of State Boards of Accountancy), as the CPA exam requires applicants to provide evaluations done by NASBA only.

3. **Non-collegiate Programs**

Credit may be granted for educational programs which apply to the student's FCC program of study successfully completed at non-collegiate organizations. The College uses 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 National College Credit Recommendation Service (formerly PONSI) as guidelines in awarding such credits. Other options to document prior learning may be available as described below. Official transcripts or supporting documentation for such credits must be submitted to Registration and Records. No more than forty-five (45) credits may be earned through non-collegiate training and/or other types of prior learning

4. **Military Education and Training**

Credits may be granted for a variety of formal military and educational programs. Training reflected on a Joint Services Transcript (JST) must be described with credit recommendations in the ACE Guide to the Evaluation of Educational Experience in the Armed Services. Copies of the official Community College of the Air Force transcripts, JST, and/or the DD214 must be submitted to Registration and Records. No more than forty-five (45) credits may be earned through non-collegiate training and/or other types of prior learning.

5. **National Examinations**

Credit by examination is evaluated based upon the major chosen by the student on the admissions application. Only credits that are applicable to that major will be awarded in transfer. Therefore, if a student changes his/her major while attending FCC, they must request a re-evaluation based upon the new major.

Credits awarded through national examination are posted at the top of the official FCC transcripts under the heading "Transfer Credits." No more than forty-five (45) credits may be earned through non-collegiate training and/or other types of prior learning. Lists of approved exams, scores required, and FCC credit awards are listed in the Academic Catalog. Those planning to transfer need to consult with potential transfer institutions regarding each institution's policy on required scores and credits awarded. The national examination programs for which the College awards credit are:

a. **Advanced Placement (AP) Exams**

AP exams are subject matter examinations sponsored by the Educational Testing Services (ETS) and generally administered through high schools at the culmination of AP course offerings. The program provides an opportunity 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 scores report sent to Registration and Records for evaluation and awarding of credit.

The awarding of AP credit is evaluated annually by the College.

b. **International Baccalaureate (IB) Exams**

IB exams are subject-matter examinations administered in high school international baccalaureate programs. The College will evaluate International Baccalaureate (IB) subject examinations with scores of 5, 6, or 7. Students must have official results sent to Registration and Records. Students may be awarded up to thirty (30) credits toward the associate degree. In order to receive credit for ENGL101, the student must have completed the IB diploma at his/her high school.

c. **Cambridge Credit**

The Cambridge Advanced International Certificate of Education (AICE) Diploma is an international curriculum and examination system that emphasizes the value of broad and balanced study. FCC welcomes students with Cambridge International A Levels. Credit may be awarded on a case-by-case basis. Send official transcripts to Registration and Records for review.

d. **College-Level Examination Program (CLEP)**

CLEP are national credit-by-examination programs providing individuals the opportunity to earn credit for college-level achievement acquired in a wide variety of ways. Examinations are available in many different disciplines and are evaluated annually by the College to determine equivalencies. Official score reports should be sent to Registration and Records for evaluation. FCC also administers CLEP examinations to current and prospective students by appointment in the FCC Testing Center. Additional information can be obtained by contacting the FCC Testing Center.

e. **DSST formerly DANTES Subject Standardized Tests**

DSST are national credit-by-examination programs providing individuals the opportunity to earn credit for college-level achievement acquired in a wide variety of ways. Examinations are available in many different disciplines and are evaluated annually by the College to determine equivalencies. Official score reports should be sent to Registration and Records for evaluation.

FCC also administers DSST examinations to current and prospective students by appointment in the FCC Testing Center. Additional information can be obtained by contacting the FCC Testing Center.

6. **Departmental Examination**

If a CLEP or DSST exam is not available for a subject in which a student is knowledgeable or skilled, the student may contact the Department Chair or Program Manager overseeing the equivalent course at FCC for permission to receive credit for the course by examination. Courses for which an examination is not appropriate (laboratory, experiential, or interactive courses) are excluded. A departmental examination may be taken only once. Students pay an assessment fee before taking the exam. Students who pass a departmental examination with a grade of "C" or better, will earn the stipulated number of credits for the course. A transcript will show credit for the specific courses that were taken on a credit-by-examination basis; however, no grade will be recorded. No more than fifteen (15) credits total may be earned through departmental examinations. Contact the Prior Learning Coordinator for more information.

7. Credit through Credential Assessment

Credits through credential assessment may be awarded for national and/or state certification or licensure. To earn credit through this option, the student must contact the program manager for that area. Credentials must be current and demonstrate that the student is in good standing with the certification and/or licensing agency. No more than forty-five (45) credits may be earned through non-collegiate training and/or other types of prior learning.

8. High School Articulation Credit

FCC may develop articulation agreements with secondary school systems to award college credit for selected secondary coursework. To receive credit for these courses, students may be required to earn a specific grade and/or provide evidence of other supporting materials as stipulated in the agreement. No more than forty-five (45) credits may be earned through non-collegiate training and/or other types of prior learning. Articulation agreements are reviewed and updated annually by the Provost/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development.

To request articulated high school credit, students must initiate the request for credit within two (2) years of his/her graduation from high school. Students must be enrolled in an FCC class, and submit an official high school transcript documenting the date of high school graduation and the stipulated grade in the articulated course and any other required supporting materials to Registration and Records.

9. Portfolio Assessment

The portfolio development process provides students an opportunity to document college-level knowledge acquired from work, independent reading, training programs, volunteer activities, and other life experiences. The portfolio documents student-generated evidence of learning that satisfies an FCC degree requirement. Students pay an assessment fee for the portfolio to be reviewed by faculty or staff trained in prior learning assessment. No more than thirty (30) credits total may be earned through portfolio assessment.

10. Reverse Transfer

Through reverse transfer, students who attended FCC and transferred to another institution prior to earning an associate degree may transfer credits earned back to FCC in order to complete an associate degree. To be eligible for reverse transfer, students must have completed a minimum of fifteen (15) at FCC and have a cumulative 2.000 GPA. For reverse transfer consideration, students must submit an official transcript from the institution attended, as well as an FCC graduation application.

B. Registration Procedures

1. Registration

Students may register for classes beginning the day registration opens until the last day to add.

- Students wishing to register for a full class must meet with an academic advisor within Learning Support to discuss options available to the student.
- Students who wish to enroll in a class after the last day to add may do so with permission from the instructor. Approval may only be granted for a late addition up until the 20% date of the session (the date at which 20% of the class has taken place). These dates are available from Registration and Records.

- Students wishing to register for an online course that is full prior to its start date, or after the second day of class, must contact the Center for Distributed Learning.

2. Veterans and Military Priority Registration

Veterans and military members may be eligible for priority registration. If students miss the priority registration date, students are still able to register past that date.

- Those eligible for priority registration include:
 - Active duty, Reservists, and National Guard members; and
 - Veterans who have received an honorable discharge or a certificate of satisfactory completion of military service (eligibility applies only within 15 years after last active duty date).
- To participate in priority registration students must provide documentation of their service.
 - Active duty, Reservists, and National Guard students may provide a copy of their military ID or a copy of their current orders.
 - Veterans may provide a copy of their DD214 showing an honorable discharge or a certificate of satisfactory completion.

C. Classification of Students

A course load of twelve (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 twelve (12) semester hours of credit taken in any combination of the various summer terms. Most curricula, however, require students to complete more than twelve (12) hours each semester in order to graduate in two years; students are encouraged to enroll in fifteen (15) credits per semester. Students wishing to carry more than eighteen (18) credit hours in the fall or spring must receive approval from an academic advisor within Learning Support. Students carrying more than twelve (12) credit hours in the summer session are required to obtain their advisor's approval. Jan Session students are limited to five (5) credit hours. Audited courses do not count toward status.

D. Change of Schedule

Students who wish to add or drop from a course(s) may do so during the defined change of schedule or withdrawal period for each session. These dates are published in the schedule of classes.

1. Adding a Course

Students may add a course(s) to their schedule during the Add/Drop period for each session. Students must submit a completed Add/Drop form to Registration and Records or they may add online via myFCC. Students seeking to enroll in to an online course after the third day of class must contact the Office of Distributed Learning for approval

2. Dropping a Course

Students may drop a course(s) during the Add/Drop period for each session. The dropped course will not appear on the student's transcript. Students must submit a completed Add/Drop form to Registration and Records, or they may drop online via myFCC.

3. Withdrawal

Students may withdraw from a credit course(s) after the defined Add/Drop period but before the published deadline in the Schedule of Classes. Students who withdraw from a credit course(s) will receive a grade of "W." The withdrawn credit 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 Registration and Records or they may withdraw online via myFCC. For further details, see the Student Withdrawal Policy and Procedures.

4. Co-listed Credit/Continuing Education and Workforce Development (CEWD)

A student in a co-listed Credit/CEWD class may change from Credit to CEWD or CEWD to Credit during the session's Add/Drop period. Students changing from CEWD to Credit must do so during the session's Add/Drop period and must meet all prerequisites. To complete this process students must visit the Enrollment Center on the first floor of Jefferson Hall.

E. Grading**1. Grading**

a. Assessment methods resulting in the assignment of a grade, are determined by the Core Learning Outcomes of the course, learner characteristics, and setting. The number and types of assessments and the value assigned to each and grading scale must be included on the course syllabus. Faculty members are required to assign a letter grade to each student according to the following table and adhere to the final grade submission deadline for each session.

GRADE	EVALUATION	QUALITY POINTS
A	Excellent	4
B	Good	3
C	Average	2
D	Passing	1
F	Failing	0
FNA	Failure due to non-attendance/participation	0
I	Incomplete	0
W	Withdrawal	0
AU	Audit	0
S	Satisfactory	0
U	Unsatisfactory	0
Z	In Progress	0
P	Pass (Equivalent to a grade of "C" or better)	0
DX	Clemency/Passing	0
FX	Clemency/Failing	0

- b. A grade of "W" is recorded for students who withdraw from a class during the defined withdrawal period for each session. These dates are published in the schedule of classes.
- c. A grade of "I" may be issued in the case of extenuating circumstances at the discretion of the instructor. This grade is issued only to the student whose work has been satisfactory but because of circumstances beyond the student's control, full requirements of the course remain unfulfilled at the time of grading.
 - i. Student should complete course requirements within the period of time prescribed by the instructor but no later than
 - (a) Eight (8) weeks following the fall or spring semesters
 - (b) Four (4) weeks following the summer term
 - ii. In the event that the incomplete grade has not been changed by the instructor in the allotted time frame in section i. above, the Incomplete will automatically become an "F."

iii. In case of extreme hardship preventing a student from completing the course requirements within the prescribed period, the student may request more time from the faculty member. If more time is denied by the faculty member, the student may appeal to the appropriate Associate Vice President for additional time to complete the requirements.

- d. **P** – A grade of "P" is equivalent to a grade of "C" or better. A few select courses are offered on a pass/fail basis. Students taking courses on a pass/fail basis are allowed a maximum of nine (9) such credits to be counted toward their degrees. Pass/fail course credits are not computed in the student's overall GPA.
- e. **DX** – A grade of "DX" is recorded for a student who has been granted academic clemency for a "D" grade. The grade carries no quality points and is not included in the GPA calculation.
- f. **FX** – A grade of "FX" is recorded for a student who has been granted academic clemency for an "F" grade. The grade carries no quality points and is not included in the GPA calculation.
- g. **AU** – Courses taken for audit do not satisfy course or program prerequisites or graduation requirements. Regular tuition and fees are charged when auditing a course. A student registering as an audit student must meet all the required prerequisites. Audited courses do not count towards a student's enrollment status. A student may change from audit to grade basis (credit) through the last day to add courses for that session. A change from grade basis (credit) to audit may be made through the last day to withdraw for each session. Students registered as audit participate in the course; however, are not required to take part in assessments.
- h. **FNA** - The FNA grade will be given to a student whose failure to pass a class is a result of insufficient attendance and/or participation, as defined by individual faculty members. The grade would be calculated into the GPA as an F and would appear as an F on the student transcript. The FNA grade will only be used internally to document failures due to insufficient attendance and/or participation.

- i. **Change of Grade** – An instructor may change a grade for a class until the last day of the next full semester (fall or spring). After that, the grade change must be approved by the appropriate Associate Vice President, Executive Director, or the Provost.

2. Computation of Grade Point Averages (GPA)

a. **Semester Grade Point Average**

The semester GPA is determined by multiplying the number of credit hours in each course attempted by the number of points corresponding to the final grade for the course. The total is then divided by the number of credit hours attempted during that semester. The semester GPA is computed only on college-level courses attempted at FCC. The grades of "I," "AU," "S," "U," "P," "Z," "DX," "FX," and "W" are not used in calculating the GPA.

In the case of repeated courses, courses with the "RP" designation are excluded from the semester GPA calculation; courses with the "RI" designation are included in the semester GPA calculation.

b. **Cumulative Grade Point Average**

The cumulative GPA includes all college-level courses and grades attempted at FCC and is determined in the same manner as the semester GPA.

In the case of repeated courses, courses with the "RP" designation are excluded from the cumulative GPA calculation; courses with the "RI" designation are included in the cumulative GPA calculation. Only the highest grade earned will be used in cumulative GPA calculations. The course included in GPA calculations is indicated on the student's transcript with the "RI" (Repeat Grade Included) designation. All repeated courses excluded from GPA calculations remain on the transcript indicated as "RP" (Repeat Grade Excluded). If the two (2) grades are the same, the most recent grade will be used in GPA calculations.

A student who successfully repeats a course for which transfer credit has been granted will have the transfer credits removed from the transcript.

Students may receive transfer credits for an FCC equivalent course for which they have received an "F" grade at FCC. The "F" grade will remain on the transcript, but does not factor into the GPA calculation.

c. **Hours Attempted and Earned**

Hours attempted are the total number of credit hours in all college-level courses for which a student receives one of the letter grades listed under Grades and Quality Points.

Hours earned are the total number of credit hours in college-level courses for which a student receives a letter grade of "A," "B," "C," "D," or "P."

3. Posting of Grades

Final grades for an academic session are due from the faculty within three (3) calendar days after the end of the session.

4. Attendance Reporting

The Federal Government mandates that institutions identify students who are receiving financial aid and are not attending class, and return those aid dollars to the federal government. Instructors are key in identifying these students and assisting the College with complying with Federal Title IV Financial Aid regulations.

Faculty members are required to report the student's attendance at the beginning of the session and report no later than the dates provided by the Financial Aid Office. FCC does not disperse federal funds to students until attendance is confirmed by the instructor. Faculty who do not report attendance by the established attendance due dates, will cause a delay to students receiving their financial aid awards. Faculty must also report the last date of attendance for students assigned "F," "FNA," "W," and "I" grades.

F. **Academic Progress**

FCC 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 reviews the academic progress students are making at the end of each semester and identifies their appropriate academic standing.

1. Academic Standing Review

- Students are expected to maintain minimum standards of academic achievement as indicated by both GPA and percentage of successfully completed credits.
- Academic standing is assessed after the student has attempted a total of twelve (12) cumulative credits.

- All students enrolled as degree seeking, certificate seeking, and Open Campus are subject to Academic Standing Review. Students who are enrolled under the admission classification of Courses of Interest are not subject to Academic Standing Review.

2. Definitions

- Successfully completed credits** – The following grades represent successful completion of credit: "A," "B," "C," "D," "S," "P." A grade of "D" may not fulfill a discipline or course requirement.
- Unsuccessfully completed credits** – The following grades represent unsuccessful completion of credit: "W," "F," "FNA," "AU," "I," "Z," or "U."
- Credits attempted** – Includes all credits attempted (including developmental courses) and courses in which a grade of withdraw, audit, incomplete, or in progress is recorded.

3. FCC Academic Standing Definitions

- 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 not successfully completed more than 50% of their cumulative credits attempted.
 - While on Academic Alert, students will be required to meet with an academic advisor within Learning Support to develop an Academic Success Plan designed to provide students with academic support to facilitate their success.
 - While on Academic Alert, students will be required to have their registration approved by an academic advisor within Learning Support
 - 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 if their cumulative GPA has not reached the required 2.000 and/or they have not completed 50% of their attempted cumulative credits. Students will be assigned a standing of Academic Alert with Progress.

- iv. 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 six (6) credits until final grades for the current semester have been posted. Students who make academic progress are then able to add additional credits to their semester schedule.
- c. **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.
- i. While on Academic Alert with Progress, students are not required to have their registration approved by an academic advisor within Learning Support.
 - ii. There is no credit restriction while on Academic Alert with Progress.
 - iii. Students on Academic Alert with Progress at the time of pre-registration for a subsequent semester can pre-register with no credit restriction.
- d. **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.
- i. While on Academic Probation, students will be required to meet with an academic advisor within Learning Support to develop an Academic Success Plan designed to provide students with academic support to facilitate their success.
 - ii. Students who are on Academic Probation must have their registration approved by an academic advisor within Learning Support and will be limited to enrollment in six (6) credits.
 - iii. 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.
- iv. 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 if their cumulative GPA has not reached the required 2.000 and/or they have not completed 50% their attempted cumulative credits. Students will be assigned a standing of Academic Alert with Progress.
- e. **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 Jan Term or summer term. Students who have compelling circumstances may appeal the enrollment restrictions by contacting the Associate Vice President/Dean of Students.
- f. **Academic Dismissal** – Students who are subject to Academic Dismissal will be dismissed for a period of two (2) semesters, and any preceding Jan Term or summer term. Students who have compelling circumstances may appeal the enrollment restrictions by contacting the Associate Vice President/Dean of Students.
- Students are subject to Academic Dismissal when:
- i. satisfactory progress is not made in the first semester upon their re-enrollment following Academic Suspension; or
 - ii. the student has been placed on Academic Suspension for a second occurrence.
4. **Re-admission Following Academic Suspension**
- a. Prior to re-enrollment, students who have been academically suspended must develop a plan to remediate their academic deficiencies and meet with an academic advisor within Learning Support. The academic advisor within Learning Support 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.
- b. If satisfactory progress is not made in the first semester upon his/her return, the student will be subject to Academic Dismissal.
5. **Re-admission Following Academic Dismissal**
- a. Prior to re-enrollment, students who have been academically dismissed must develop a plan to remediate their academic deficiencies and meet with the Associate Vice President/Dean of Students. If approved by the Associate Vice President/Dean of Students, students meet with an academic advisor within Learning Support to develop an Academic Success Plan and identify any academic conditions of re-enrollment including enrollment in developmental requirements, appropriate academic support courses, or use of academic support services.
 - b. If satisfactory progress is not made in the first semester upon his/her return, the student will again be subject to Academic Dismissal.
6. **Satisfactory Academic Progress (SAP) Definitions for Federal Financial Aid**
- FCC adheres to the Title IV Federal financial aid guidelines as defined by the Department of Ed.
- a. Appeal refers to a process by which a student who is not meeting SAP standards petitions the FCC Financial Aid Office for reconsideration of eligibility for Federal Student Aid (FSA) funds.
 - b. Financial aid probation refers to a status assigned to a student who is failing to make satisfactory academic progress as defined by federal regulation and who successfully appeals. Eligibility for aid may be reinstated for one semester.
 - c. Financial aid warning refers to a status assigned to a student who is failing to make satisfactory progress as defined by federal regulation. The student is eligible to receive aid for one semester and may do so without a student appeal.
 - d. Maximum timeframe for receiving Federal Financial Aid may be no longer than 150% of the published number of degree credits for the declared program; however, an appeal for this timeframe is possible.

7. Request for Withdrawal After the Deadline Due to Extenuating Circumstances

Students with extenuating medical/emergency/military circumstances which prevent them from withdrawing before the published deadline or that arise after the last day to withdraw and prevent them from being able to successfully complete a class may request a retroactive withdrawal. Students who wish to request a retroactive withdrawal for extenuating circumstances should follow the procedure outlined in the Student Withdrawal Policy and Procedures.

G. Change of Major

1. Students declare their major at the time of application and may change their major any time. Only one major may be declared at a time; however, students may apply for multiple degrees and certificates.
2. Students who wish to change their major must obtain permission from an academic advisor within Learning Support or Veteran & Military Services Advisor (if applicable) to help clarify their new educational goals.

Students will be advised that changing majors could result in completed courses not applying to their new major.

3. Students changing their major will be assigned to the current catalog year.
 - a. Students requesting an exception to the assignment to the current catalog year need a written recommendation signed by an academic advisor within Learning Support, faculty advisor, Department Chair, or Program Manager with written justification for the request. This request must be submitted to the Registrar. The Registrar will review the request and make a determination based on the continuous enrollment status of the student.
 - b. To ensure compliance with accreditation and licensing requirements, the student's clinical portion of an allied health program will be assigned to the current catalog year.
 - c. Students will not be assigned to a catalog more than five (5) years old.

H. Course Repetition

The right to repeat courses in some programs is not automatic. Individual program requirements may limit course repeatability. Students failing to successfully complete a course in some programs may be denied the opportunity to continue in those programs.

A student should consult an academic advisor within Learning Support before attempting the course for the second time. No student may attempt the same course a third time without consulting the appropriate Department Chair, Program Manager, or designee. The fourth and any subsequent attempts of the same course will require the approval of the Provost/ Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development or designee.

Course repetition restrictions do not apply to courses which are identified in the FCC Academic Catalog as repeatable for additional credit. These courses may be repeated up to the maximum number specified unless otherwise exempted.

When a student repeats a course, the highest grade and corresponding credits awarded will be used in computing the GPA. If the two grades are the same, the last grade will count. All courses taken become part of the student's academic record and appear on the student's transcript. If a student receives an "F" in a course at FCC, and successfully completes the course at another institution, transfer credit may be awarded; however, the "F" grade received at FCC remains on the transcript but does not factor into the GPA calculation.

Students should be aware that federal financial aid regulations limit the number of times a student can receive federal financial aid for a graded course.

I. Graduation Requirements

FCC awards Associate degrees, certificates, and Letters of Recognition (LORs) to those students who complete a prescribed curriculum with a 2.000 grade point average or better. Students enrolled in the Associate of Arts in Teaching (A.A.T.) programs, however, are required to complete the prescribed curriculum with a 2.750 grade point average or better. Degrees, certificates, and LORs are issued three (3) times a year: August, December, and May.

The standard number of credits for an Associate degree from a public community college is sixty (60) credit hours.

The standard number of credits required for an Associate degree (i.e. 60) does not apply if 1) the degree program is defined as more than a two-year Associate degree; 2) professional accreditation requires a higher number of credit hours or requires coursework that cannot be completed in 60 credits; or 3) certification requirements result in a need for credit hours in excess of 60. MHEC approval is required for exceptions in excess of 60 credits.

1. Associate of Arts Degree (A.A.) and Associate of Science Degree (A.S.)

To be eligible to receive the Associate of Arts or Associate of Science degree, students must:

- a. Successfully complete a prescribed curriculum as approved by the College with at least 60 credits.
- b. Complete a core of at least 31 general education credits that will include the following:
 - i. English Composition (ENGL101): 3 credits.
 - Beginning in Summer 2017, students who are degree-seeking and have taken ENGL101 must have a C grade or better to receive their degree. Students who are degree-seeking, have been continuously enrolled, and have taken ENGL101 prior to Summer 2017 will be allowed to graduate with a D in ENGL101. Although the D grade will enable a student to complete the Associate degree at FCC, it does not guarantee that English composition will transfer to another institution.
 - ii. Arts, Humanities, Communications: 9 credits, three courses, one selected from each area.
 - iii. Social and Behavioral Science: 6 credits, two courses, selected from different disciplines.
 - iv. Biological and Physical Science: 7/8 credits, two courses, one must be a lab science.
 - v. Mathematics: 3/4 credits, one course.
 - vi. Interdisciplinary or Emerging Issues is an optional category that can fulfill an open general education elective requirement.

- vii. Open General Education Elective: 3 credits selected from any category of General Education courses above.
- c. Complete the Cultural Competence Requirement: At least one course must be designated as meeting the College cultural competence requirement.
- d. Complete the Health, Wellness, or Physical Education requirement: 1/3 credits.
- e. Obtain a minimum grade point average of 2.000 (in addition, certain programs of study may require a minimum grade in designated courses).
- f. Complete at least 25% of academic degree credits at Frederick Community College.
- g. Complete a graduation application and submit to Registration and Records.
- 2. Concentration within the Associate of Arts Degree (A.A.) or the Associate of Science Degree (A.S.)**
- To be eligible to receive a concentration within the Associate of Arts or Science Degrees, students must:
- a. Successfully complete a prescribed curriculum approved by the College with at least 60 credits.
- b. Obtain a minimum grade point average of 2.000.
- c. Complete a core of at least 31 general education credits as outlined above. Complete between 12 and 30 credits in an approved area of concentration.
- d. Complete the Cultural Competence Requirement: At least one course must be designated as meeting the College cultural competence requirement.
- e. Complete the Health, Wellness, or Physical Education requirement: 1/3 credits.
- f. Obtain a minimum grade point average of 2.000 (in addition, certain programs of study may require a minimum grade in designated courses).
- g. Complete at least 25% of academic degree credits at Frederick Community College.
- h. Complete a graduation application and submit to Registration and Records.
- 3. Associate of Applied Science Degree (A.A.S.)**
- To be eligible to receive the Associate of Applied Science degree, students must:
- a. Successfully complete a prescribed curriculum as approved by the College with at least 60 credits.
- b. Complete a core of at least 20 credit hours of general education courses that will include the following:
- i. English Composition (ENGL101): 3 credits.
- Beginning in Summer 2017, students who are degree-seeking and have taken ENGL101 must have a C grade or better to receive their degree. Students who are degree-seeking, have been continuously enrolled, and have taken ENGL101 prior to Summer 2017 will be allowed to graduate with a D in ENGL101. Although the D grade will enable a student to complete the Associate degree at FCC, it does not guarantee that English composition will transfer to another institution.
- ii. Arts, Humanities, Communications: 3 credits, one course.
- iii. Social and Behavioral Sciences: 3 credits, one course.
- iv. Biological and Physical Sciences: 3/4 credits, one course.
- v. Mathematics: 3/4 credits, one course.
- vi. Interdisciplinary or Emerging Issues is an optional category that can fulfill an open general education elective requirement.
- vii. Open General Education Elective: remaining credits selected from any category of general education courses above.
- c. Complete the Cultural Competence Requirement: At least one course must be designated as meeting the College cultural competence requirement.
- d. Obtain a minimum grade point average of 2.000. (In addition, certain programs of study may require a minimum grade in designated courses.)
- e. Complete at least 25% of academic degree credits at Frederick Community College.
- f. Complete a graduate application and submit to Registration and Records.
- 4. Associate of Arts in Teaching (A.A.T.)**
- To be eligible to receive the Associate of Arts in Teaching degree, students must:
- a. Successfully complete a prescribed curriculum as approved by the College.
- b. Complete a core of at least 31 credit hours of general education courses as described in the program of study and meet all state requirements.
- i. English Composition (ENGL101): 3 credits.
- ii. Students who are degree-seeking and have taken ENGL101 must have a C grade or better to receive their degree. Arts, Humanities, Communications: 9 credits, three courses, one selected from each area.
- iii. Social and Behavioral Science: 6 credits, two courses selected from different disciplines.
- iv. Biological and Physical Science: ELEM/SPED and ECE/SPED, 12 credits of lab science. For all other AATs, 7/8 credits, two courses, one must be a lab science.
- v. Mathematics: 3/4 credits, one course.
- vi. Interdisciplinary or Emerging Issues is an optional category that can fulfill the Open General Education elective requirement.
- vii. Open General Education Elective: 3 credits selected from any category of General Education courses above.
- c. Complete the Cultural Competence requirement: At least one course must be designated as meeting the College cultural competence requirement.
- d. Complete the Health, Wellness, or Physical Education requirement: 1/3 credits.
- e. 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.
- f. Complete at least 25% of academic degree credits at Frederick Community College.
- g. Submit to Registration and Records official qualifying scores on any MSDE approved basic skills test, such as the SAT/ACT/ Praxis Core. Students must also provide the Registrar's Office with qualifying scores on one of the state-approved basic skills tests for future teachers.
- h. Qualifying scores are established by Maryland State Department of Education for all Maryland institutions of higher education.

Students are strongly urged to consult with an academic advisor within Learning Support at their transfer institution as early as possible and should be aware that some colleges and universities may require a higher grade point average as a condition of admission than that required to earn the A.A.T. degree.

- i. Complete a graduation application and submit to Registration and Records.

5. Certificate

To be eligible to receive a certificate, students must:

- a. Complete a prescribed curriculum of at least twelve (12) credits as approved by the College.
- b. Obtain a minimum grade point average of 2.000.
- c. Complete at least 25% of the certificate credits at FCC. For the CPA Exam Qualification Certificate, only one (1) course required for the certificate must be taken at FCC.
- d. Complete an application for graduation and submit to Registration and Records.

6. Letter of Recognition

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

- a. Complete a prescribed curriculum of at least six (6) credits as approved by the College.
- b. No course substitutions are allowed.
- c. Obtain a minimum grade point average of 2.000 in the courses required by the Letter of Recognition.
- d. Complete at least 25% of the LOR credits at FCC.
- e. Complete an application for graduation and submit to Registration and Records.

7. Program Discontinuance

Following the discontinuation of a degree or certificate program, application to graduate under that degree or certificate program will be honored for five (5) years. Students must be continuously enrolled during the five-year teach-out period.

8. Additional Associate Degree or Certificate

Students wishing to earn more than one associate degree or certificate must fulfill all program requirements for each degree or certificate in accordance with college requirements. At the time of application for graduation, students must declare the catalog year under which they are requesting to be evaluated for degree completion. Students must select a catalog of an academic year during which they were registered and attended classes at the College.

9. Dean's List

Students who have earned twelve (12) or more credits at the College are eligible to be considered for the Dean's List. At the end of the fall and spring semesters, the Provost/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development will publish a list of those full-time and part-time students who have completed at least six credits during the semester and have earned a semester grade point average of 3.500 or better.

10. Graduate with Honors

Students who have accumulated a grade point average of 3.500-3.7490 are awarded a degree with "Honors." A degree with "High Honors" is awarded to those students who have accumulated a grade point average of 3.750 or better. A Certificate will be awarded with "Distinction" to those students with a grade point average of 3.750 or higher.

11. Honors College

Students who complete twelve (12) honors credits 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.

12. Commencement

Commencement is conducted each year in the month of May, but diplomas are awarded in August, December, and May. Diplomas may also be awarded at additional times for special programs at the discretion of the Registrar.

J. Course Substitutions

1. 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.
2. Examples of circumstances which may warrant a course substitution include those instances when:
 - a. a required course is no longer offered at the College;
 - b. a student has taken a course so similar to a required course that completing the required course would be redundant; or
 - c. a required course has been cancelled or is not scheduled to be offered soon enough so that a student's ability to graduate in a timely manner is compromised.
3. 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 minimum requirements for graduation as determined by the MHEC and as approved by the College in the catalog year in which the student was assigned his/her major.
4. 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 33% of the program as this constitutes a substantial change in the curriculum as defined by MHEC.
5. Program Managers and/or Department Chairs must complete a Course Substitution form identifying the recommended course substitution which is 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 Department Chair.
6. Students requesting a course substitution based on the presence of a disability must do so through the Services for Students with Disabilities (SSD) office. Information on the course substitution protocol is available from the SSD office.
7. Approved course substitutions are stored in students' PeopleSoft records and are reflected in the appropriate curricular requirement in students' degree audits.

8. Course substitutions should be requested, approved, and recorded prior to the last date to apply for graduation.

K. Academic Clemency

Academic Clemency provides students returning to the College an opportunity to address prior unsatisfactory academic performance. Academic Clemency expunges a limited number of "D," "F," or "FNA" grades previously earned at FCC. Students will be made aware of the Academic Clemency procedure through the re-admission letter provided to them upon re-application to the College. Students who wish to apply for Academic Clemency will meet with a member of Counseling and Advising to discuss the procedure.

1. The following are conditions for requesting Academic Clemency:
 - a. A student may be granted Academic Clemency only once.
 - b. Students who have been awarded a degree are not eligible for Academic Clemency.
 - c. A student must have not attended FCC for two (2) years before they are eligible to request Academic Clemency.
 - d. A student must demonstrate that they have 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 twelve (12) attempted credits (6 of which must be general education credits) before being eligible to apply for Academic Clemency. Exceptions to this provision may be granted by the College Registrar.
 - e. Only courses in which a grade of "D," "F" or "FNA" has been earned will be considered for Academic Clemency.
 - f. Developmental courses will not be considered for Academic Clemency.
 - g. Courses that are required for the student's major are not eligible for consideration under the Academic Clemency procedure, therefore, students must repeat those courses. In accordance with the College procedure on repeating courses, the higher grade will be used in the calculation of GPA.

2. When a student has met the conditions of Academic Clemency, they will meet with an academic advisor within Learning Support to develop an Academic Clemency plan and complete the Request for Academic Clemency form.

- a. The number of credits that may be considered for Academic Clemency will be determined on a case by case basis by an academic advisor within Learning Support working with the student. In no case can the number of credits exceed twenty-four (24).
- b. An academic advisor within Learning Support will sign the completed Request for Academic Clemency form and forward it to the Registrar for final approval and recording.
- c. All course attempts will remain on the transcript. Courses that have been approved for Academic Clemency will be designated with the grade of "FX" or "DX."

.....

The College's official version of the Academic Standards Policy and Procedures is located on frederick.edu and may be revised annually.

Student Support Services

Alumni Services

Alumni services are housed in the Institutional Advancement office. The office maintains a database of active alumni. The Alumni Association sponsors events for alumni and friends. For more information, call 301.846.2438.

Athletics

Mission Statement

The Department of Athletics 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, men's and women's lacrosse, women's volleyball and softball, men's and women's basketball, 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 Desk, Athletics department, and the Associate Vice President/Dean of Student's office.

Eligibility

Students who are interested in sports should check with the Department of Athletics 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.

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 programs and departments are coordinated within CTL: Faculty Professional Development, Gladhill Learning Commons, Library Services, Tutoring and Writing Center, STEM Learning Center, Testing Center, and Online Learning and Instructional Innovation.

Faculty Professional Development

Frederick Community College provides adjunct and full-time faculty a responsive, innovative system of professional development of teaching and learning reflecting the characteristics and needs of the FCC student and faculty.

For more information, contact 301.846.2521 or visit the FCC Faculty and Staff web page.

Bess & Frank Gladhill Learning Commons

The Bess & Frank Gladhill Learning Commons, the main campus hub for student academic support services, centralizes tutoring, academic support, library services, and faculty professional development in one location, while also providing online access to tutoring and research resources to support student learning. In this welcoming learning environment, students and faculty will find Library Services, the Tutoring and Writing Center, the Center for Teaching and Learning, computers, study spaces, learning technologies, and academic success workshops. The Gladhill Learning Commons has been recognized for its innovation, and campus leaders have presented at conferences, conducted tours, and shared information with national and international higher education administrators, faculty, and political leaders. For more information, visit the college website.

Library

Library Services supports the research and information literacy needs of the College by partnering with departments to offer collections, instruction, and services for students, faculty, and staff. The print and digital collection supports the curriculum, and provides a variety of resources in various formats to meet teaching and learning needs. Research help is available in-person and through a series of online resource guides and FAQs. Information literacy instruction, available in-person and online, fosters critical thinking and develops research skills.

For more information on hours, collections, and services, call 301.846.2444 or visit the Library website.

Tutoring and Writing Center

The Tutoring & Writing Center (TWC) is a dynamic study space within the Gladhill Learning Commons (L-226) staffed by trained learning assistants and faculty who support current students in developing foundational skills and knowledge to successfully achieve their academic goals. Services include face-to-face and online tutoring, academic coaching and study skills advice, success workshops, and technology access and assistance. Students taking introductory courses in English, ESOL, communications, social sciences, education, business, arts, Spanish, and American Sign Language can drop-in and work with a learning assistant individually or in small groups, or for certain courses, connect online. For more information, visit frederick.edu.

Science, Technology, Engineering, and Math (STEM) Learning Center

The STEM Learning Center (SLC) is a dynamic study space in Braddock Hall (B-212) staffed by trained learning assistants and faculty who support current students in developing foundational skills and knowledge to successfully achieve their academic goals. Services include face-to-face and online tutoring, academic coaching and study skills advice, success workshops, and technology access and assistance. Students taking introductory courses in science, engineering, computer science, and mathematics can drop-in and work with a learning assistant individually or in small groups, or for certain courses, connect online. For more information, visit frederick.edu.

The Testing Center

The FCC 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 consult the Testing Center website 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 and through the Testing Center website.

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 240.629.7925.

Departmental Make-up Exams—In the event of a missed test, the Testing Center provides proctoring for departmental make-up exams by arrangement with the instructor.

Distance Learning Exams—The Testing Center has responsibility for administering id-verified exams for online courses. 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 301.846.2408 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 Director for further information.

Online Learning and Instructional Innovation

Online and Hybrid Courses provide distance learning options for students. All course sections, including face to face courses, require access to the Learning Management System, Blackboard. Students are expected to be able to access Blackboard both on and off campus.

Counseling & 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 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, call 301.846.2471.

Career Planning Services

The college offers many types of career planning assistance to help students make appropriate choices. Students who are not sure where to begin their career and college major exploration are encouraged to make an individual appointment with a career advisor within in Career Services, located in Jefferson Hall. This personal approach to career and major exploration is recommended to begin in the student's first semester at the college. To make an appointment with a career advisor, call 301.846.2471 or schedule an appointment online through the Career Services webpage at frederick.edu/careers.

Students may also be interested in a structured approach to career planning through the classroom and enroll in courses such as ACCE 130- Career Assessment & Planning or ACCE 111-A – Choosing a Major or Career. A planned approach to career development is facilitated by the instructor and students have the opportunity to reflect on their experiences with other students who are going through the same process.

There are numerous online career resources to assist students. This is an option for students who want to begin career exploration on their own as a starting point. On the Career Services website at www.frederick.edu/careers there is a specific section on Explore Skills, Majors, and Careers where students can begin to evaluate their skills, interests, values, and personality. Focus 2 is a comprehensive online platform that guides students through the process of assessing all of these areas and generate possible career options, major programs of study, and Career Pathways at FCC. Students can also begin to explore what they can do with their major with regard to careers and then research careers through a number of comprehensive resources. The career services website also includes information on the Job Search, Experiential Learning, and a link to the Library's Resource Guide on Careers and Jobs.

Career Services also hosts a robust recruiting program with a diverse pool of employers. Throughout the academic year, employers schedule days on campus to talk with students about part-time jobs, internships, and full-time career opportunities. A full list of employers participating in the on-campus recruiting program can be found on the college events calendar, in addition to the Student Portal and College Central Network. College Central Network (www.CollegeCentral.com/frederick) is the online recruiting platform where students can search for part-time jobs, internships, and full-time jobs. College Central Network is also a robust portal of job search information and includes Podcasts, videos, and documents to help students with resume development, interviewing, the job search, networking, cover letters, and internships.

Networking with employers is very beneficial for students to help explore options in the workplace and gain experience. Students are encouraged to stop by the on-campus recruiting tables throughout the academic year, as well as attend Career Fairs. Career Fairs are usually organized by industry and are planned in collaboration with academic program managers. Career Fairs can be found on College Central Network where students can also find the valuable information about the organizations attending and how to prepare for the events.

Students are encouraged to utilize the varied career resources available to them during their time at Frederick Community College. Alumni are also able to access career services. For more information, visit the Career Services website at www.frederick.edu/careers.

Career Planning Courses

The three-credit course Career Assessment and Planning (ACCE 130) 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. In addition to 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 Counseling & Advising Office has a variety of print and electronic resources available to help with transfer planning. Computers are available for students to access 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 Board, which is an online resource that enables students to conduct a college search using criteria such as major, size of enrollment, geographic location, cost and available student activities.

Transfer guides outlining transfer admission information and requirements of the colleges to which our students most frequently transfer are maintained in the Counseling & Advising Office. Resource books such as *Peterson's Guide to Four-Year Colleges* is also available.

Transfer sessions covering topics such as the transfer and application process, and transfer scholarships 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. Some of these college reps will also meet with students for individual pre-transfer advising appointments here on the FCC campus. Both the Transfer Fair and the FCC-sponsored Frederick County College Night provide opportunities to explore potential transfer schools.

The college makes every possible effort to provide access to the most current and accurate transfer information. However, students should always verify information with the intended transfer school. For more information, visit the FCC Transfer Services website at frederick.edu. To schedule an appointment for transfer planning/advising, use the Online Appointment Scheduling Tool on the Counseling & Advising website and select "Transfer Advising" or call 301.846.2471.

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 and Counselors 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, transition-to-RN, or surgical technology program) are encouraged to meet with the Allied Health and Nursing Advisor. Individual appointments and information sessions may be available. For more information, call 301.846.2471.

Public Safety Advising

Students interested in FCC programs in Emergency Management, Criminal Justice, Fire Service Administration, Police Science, Corrections, or Geographic Information Systems are encouraged to request an advising session with a Public Safety program advisor.

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, 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. For more information about ESL programming at FCC, call 240.629.7962. See instructions on how to apply and register for ESL classes on page 11.

Job Search Assistance

The Counseling & Advising Office at FCC offers job search assistance to graduates and those students seeking part-time or full-time employment.

The office 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 301.846.2471. For more information, visit the Counseling & Advising web page at www.frederick.edu

The Office of Multicultural Student Services

Mission Statement

The Office of Multicultural Student Services (MSS) provides interested students with comprehensive support that consists of academic planning, and personal support, advising, and a series of dynamic cross cultural activities which focus on enhancing or developing strategies for success. Multicultural Student Services aims to increase student success and goal achievement while enhancing access, support and opportunities that meet the needs of a diverse and changing population. To ensure the successful transition to college and completion of a college degree or certificate, we offer additional advising support to students who may be experiencing academic challenges or are having difficulty adjusting to the college environment.

Overview

Multicultural Student Services (H-103) offers academic support through personal counseling, advising, comprehensive student success academic action plans, and student advocacy by establishing strong mentoring relationships between students and faculty/staff. MSS aims to provide a smooth transition to the college and to increase the probability of success for each student. The office provides identity development activities and education beyond the classroom experience by hosting cultural engagement programming including but not limited to critical thinking discussions, cultural fieldtrips, study skills workshops, goal setting initiatives and leadership development retreats. In addition, we provide specialized support and outreach to men and women of color through our Big 6 and Elite 8 programs, support for high school students with our College Prep program and support for ESL students through a scholarship for ESL students who are enrolled in career programs. Please call 301.624.2894 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 consideration, workshops, and referral to College and community services. Specific services are offered to single parents and non-traditional age adults (24 and over) who are low income, out-of-workforce, or homeless.

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. Program services are designed to help individuals increase and upgrade skills leading to employment or a career change. Services provided include intake interview, needs assessment, career counseling, academic advisement, transition support, workshops for adult students, and referral to College and community services.

The program provides special services for single parents (including single pregnant women) and non-traditional age adults (age 24 and over) who are low income, out-of-workforce, or homeless.

An out-of-workforce individual is someone who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills, and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment OR is an individual who has been providing unpaid services to family members in the home and either has been dependent on the income of another family member but is no longer supported by that income, or is unemployed or underemployed and is experiencing difficulty obtaining or upgrading employment:

Students in the Project Forward Step program may be eligible to receive scholarship support from the FCC Foundation and the Maryland State Department of Education to offset educational expenses such as tuition and fees, books and materials, child care, and transportation.

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 p.m. the second Thursday of each month. Call 301.846.2483 for more information.

Allied Health Academy

The Allied Health Academy provides training and educational supports for qualified program participants who are seeking training at FCC to become certified nursing assistants (CNA), geriatric nursing assistants (GNA), or other select allied health occupations. Call 301.846.2483 for more information. Eligible AHA students can receive a need-based scholarship provided by the Frederick Community College Foundation.

Adult Ed STARS (Student Transition Assistance, Resources, and Support)

Adult Ed STARS assists FCC Adult Education GED® exam and National External Diploma Program (NEDP) completers who wish to transition to college or Continuing Education & Workforce Development programs at Frederick Community College. Services include intake interview and needs assessment; career, personal, and academic counseling; referral to financial aid resources; and educational case management.

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 (301.846.2408). Reasonable accommodations, based on documentation, are then offered to qualified students for courses and for placement testing, if requested.

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.

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. Please note that all placement tests are untimed.

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 refer to the Tuition and Fees Policy and Procedure on page 37.

Contact Information:

Services for Students with Disabilities Office
301.846.2408 or via email at
DisabilityServices@frederick.edu

Coordinator for Deaf & Hard of Hearing Services
301.846.2476 (Voice), 240.575.1803 (VP),
or via email at Interpreting@frederick.edu

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 non college demands.

Advisor Responsibilities

1. The advisor meets students 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.

Information Technology Services for Students

IT Help Desk

The IT Help Desk assist students with troubleshooting and navigating FCC systems including Blackboard, myFCC email, and PeopleSoft. Other services include account management, password resets, and Wi-Fi access.

The IT Help Desk is located at Gambrill Hall, room G122.

Hours of operation:

Walk-in: Monday-Thursday, 8:00 a.m. -5:00 p.m.

Friday, 8:00 a.m. - 4:00 p.m.

Phone support available at 301.846.2509.

Online support available at frederick.edu/studentsupport.

Computer Labs

There are six open computer labs for student use around campus.

Location	Room	Hours
Disabilities Services Assistive Technologies Lab	Annapolis Hall (A-105)	Mon, 8:30am - 7:00pm Tue-Fri, 8:30am - 4:30pm
Gladhill Learning Commons	Linganore Hall (L-220)	Mon-Thu, 7:45am - 7:30pm Fri, 8:30am - 4:00pm Sat 12:00 - 3:00pm <i>See website for Summer/Interim hours</i>
MAC Lab	Visual & Performing Arts Center (F-107)	Mon-Wed 9:00am - 7:00pm Thu-Fri 9:00am - 4:30pm Sat/Sun Closed
STEM Learning Center	Braddock Hall (B-212)	Mon-Thu, 9:00am - 7:00pm Fri, 11:00am - 4:00pm Sat/Sun, Closed
Open Lab	Student Center (H-200)	Mon-Thu, 8:30am - 9:00pm Fri-Sat, Open daytime

Bess & Frank Gladhill Learning Commons

The Gladhill Learning Commons, located on the second floor of Linganore Hall, has computers for student use. Computers at the Learning Commons are equipped with Windows 10 and Microsoft Office 365 Suite.

The Mac Lab

Located at Visual and Performing Arts Center, room F-107, is open to students enrolled in the Computer Graphics and Digital Photography classes. The lab offers color printing for a fee. Adobe's Creative Cloud software and other graphic design software is available. The open MAC Lab hours are only for students to conduct classwork. Inquires about the MAC lab can be directed to the MAC lab supervisor Michael Schlosser at 301.624.2873.

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.

Registration & Records

Mission Statement

As stewards of Frederick Community College's academic records, we ensure the accuracy, integrity, and security of those records. Our office provides efficient, convenient service to students, faculty, staff and visitors in a manner that is professional, ethical, and welcoming to all.

Department Overview

Registration & Records serves students, faculty, and staff by performing a wide range of functions relating to student records and academic administration. Services related to credit enrollment, records, transcripts, and graduation are available.

Registration & Records is located within the Enrollment Center, located on the first floor of Jefferson Hall, J-101.

Services available:

- Academic Clemency
- Adding a class
- Address changes
- Change of grade forms (for faculty)
- Course substitution forms (for faculty)
- Dropping/Withdrawing from a class
- Enrollment Verifications
- FERPA
- Graduation
- Name Changes
- Placement Test Exemptions
- Residency Changes
- Retroactive Withdrawal Appeal
- Transcripts (Out-going Official & Unofficial)
- Transfer Evaluation (Incoming transcripts)
- Tuition Refund Appeal
- Visiting Student Enrollment

FERPA

Students may choose, after careful consideration, to release (or rescind) their records to a third party. This process must be completed in-person by the student.

Graduation

FCC awards Associate degrees, Certificates, and Letters of Recognition (LORs) to those students who meet graduation requirements defined by the State of Maryland and prescribed in their FCC Catalog year of major. All students must compete and submit a graduation application either online through their student PeopleSoft account or by paper graduation application obtained at the Welcome Desk. Registration and Records is responsible for reviewing graduation applications and evaluating degree requirements to determine if a student meets graduation requirements. Degrees, Certificates, and LORs are awarded three (3) times a year with a conferral date of August, December, and May. The Registration and Records office post credentials to student records within 30 days after the conferral date. Diplomas and LORs are mailed to the home address of record in October, February, and July, after the credential is posted.

****Students must submit an Application for Graduation through their student PeopleSoft account or by paper application****

Directions to submit an online application:

1. MyFCC Student Portal
2. PeopleSoft Account
3. Student Homepage
4. Student Center tile
5. under Academics ~ "other academics" drop down menu
6. Select = Apply for Graduation
7. Complete PeopleSoft application and hit submit.

August 2020 Graduation

Confer Date: 8/30/2020

Last day to apply: 08/15/2020

Posting date (showing on transcript): No later than 9/30/20

Diplomas mailed directly to students: end of October 2020

December 2020 Graduation

Confer Date: 12/30/2020

Last day to apply: 12/15/2020

Posting date (showing on transcript): No later than 1/30/21

Diplomas mailed: end of February 2021

May 2021 Graduation

Confer Date/Commencement: 5/20/2021

Last day to apply: 04/01/2021

Posting date (showing on transcript): No later than 6/30/2021

Diplomas mailed: end of July 2021

Official Transcript

Students in good financial standing with the College may request official copies of their transcripts. FCC provides two services to obtain an official transcript.

- The first is Parchment, a secure digital credential service that provides students 24-hour convenience to order and send transcripts. This service provides immediate processing and a fee is required. Transcripts are sent as secure and encrypted electronic documents or by mail if specified. To find out more information and sending options visit <https://www.frederick.edu/current-students/transcript-services.aspx>
- The second service is provided on campus by Registration and Records in Jefferson Hall or online through the Student Portal. These official transcripts have no fee and have a processing time of 3-5 business days (longer during peak times). To find out more information and sending options visit <https://www.frederick.edu/current-students/transcript-services.aspx>

Parking Stickers

Parking stickers are issued 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 at Registration & Records once a student has registered for credit courses. ID cards are required for library services, registration, and admission to college events.

Transfer Evaluation

Students who earned credit at other institutions and/or in their military career should provide an official transcript to Registration & Records. Transcript evaluations to give placement test exemptions and/or transfer course credits are completed within 7-10 business days (longer during peak times). Students will receive an email to their MyFCC account when the evaluation is complete. For information related to the evaluation of incoming transcripts contact transferevaluation@frederick.edu.

Unofficial/Issued to Student Transcripts

Unofficial transcripts are available to current students through their PeopleSoft Student Portal or an unofficial transcript may be issued in person at Registration & Records. 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.

Visiting Students

Take a class at FCC while you are on break to transfer back to your four-year college or university. Before applying for admission please review the steps online to ensure the classes you complete transfer back to your four-year college or university. Follow instructions at <https://www.frederick.edu/admissions/visiting-students.aspx>

Welcome Desk

The Welcome Desk is the first point of contact for those visiting the college in person. All students must check-in at the Welcome Desk to visit Learning Support services in Jefferson Hall.

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 support 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 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. 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 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
- Lindblad/Longman "We Are One" Award
- Award for Academic Excellence in the Business Transfer Curriculum
- Award for Academic Excellence in the Business Career Curriculum
- Career & Technology Awards
- 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, vice president of communications, and vice president of finance. 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

Frederick Community College has two major student publications. *The 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, Karen Gardner at kgardner@frederick.edu.

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 Ramon Jones at rajones@frederick.edu.

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 Registration and Records (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 Bookstore at FCC is open year round Monday through Friday. As hours may change, see our website (bookstore.frederick.edu) for exact hours. The Bookstore is closed when the college is closed.

The Bookstore sells course materials, school and art supplies, backpacks, culinary and allied health uniforms and equipment, clothing, gifts, greeting cards, bus passes and much more.

Course materials and other merchandise can be ordered through our website and can be shipped to you or held for pick up in the store. The Bookstore accepts cash, checks (no starter checks), VISA, MasterCard, Discover, American Express, and charges to financial aid.

The Bookstore has a payment plan available for all students enrolled in the tuition payment plan.

At the end of each semester a textbook buyback is offered. You may be offered money for books you do not wish to keep. Visit our website for dates and times of buyback.

Campus 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 safety and security policies or campus crime statistics at the college 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

Note: In the absence of an announcement, Frederick Community College is open and operating under normal schedules. FCC does not follow the same schedule as Frederick County Public Schools or county government.

If and when FCC is closed due to inclement weather, hazardous road conditions, emergencies, or unforeseen circumstances, incidents, the College is committed to notifying all students and employees as quickly as possible.

The best way to receive up-to-date information about College closings, delays, or emergencies is to subscribe to FCC Alerts. Users will receive a text message or email notification. Register at www.frederick.edu/fccalert.

Communication of College Closings/ Delays

- College Information Center: 301.846.2400
- FCC Alert text message (you must register at www.frederick.edu/fccalert)
- FCC Web site: www.frederick.edu

Broadcast Media

Radio:

- WFMD (AM 930)
- WFRE (FM 99.9)
- WAFY (FM 103.1)
- WARX (FM 106.9)
- WTOF (FM 103.5)

Television:

- NEWS 4 (Ch. 4)
- News Channel 8
- ABC (Ch. 7)
- WBAL (Ch. 11)
- WUSA-TV (Ch. 9)
- WDVM-TV (Ch. 25)
- WJZ-TV (Ch. 13)
- WTTG FOX-5 (Ch. 5)

Social Media

- Twitter: www.twitter.com/frederickcc
- Facebook: www.facebook.com/frederickcommunitycollege

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.

Dining Services

Our mission is to provide premier dining services to the College community and guests through outstanding quality and choice of food with superb customer service.

Dining Services manages the Cougar Grille, Smooth Joe's, College catering services, and oversees College vending maintained by VendingPlus.

For more information on any of our services, contact Dining Services at 301.624.2738 / diningservices@frederick.edu or drop by our office, room H-115G in the Student Center.

For the most up-to-date information, operating hours, menus for each venue, and special events check the dining services home page, found on the college website under Campus Resources.

FCC Meal Cards

FCC Meal Card are valid for purchases at both the Cougar Grille and Smooth Joe's. FCC Meal Cards are available for purchase at the Cougar Grille, Smooth Joe's, online, and the Bookstore.

*You may be eligible to purchase Meal Cards with Financial Aid during the open Financial Aid period.

For more information on Meal Cards, ask at the Cougar Grille. To determine eligibility, ask at the Bookstore. Certain restrictions may apply.

Cougar Grille

Located in the Student Center (Building H)

HOURS

Fall & Spring Semesters

Monday – Thursday, 8:30 a.m. - 3:30 p.m.

Friday, 8:30 a.m. - 12:30 p.m.

Please note: Occasionally, the Cougar Grille may close for special events.

Summer

Monday–Friday, 8:30 a.m. - 12:30 p.m.

Please note: Hours are subject to change.

The Cougar Grille is open to all students, faculty, staff, and the general public, and features a large dining area.

Breakfast, lunch, and Grab-n-Go options are available Monday through Thursday, and a limited menu on Fridays. Other options include a salad bar, deli station, pizza, Sushi freshly made by Saikou and varying hot features.

We also offer a wide selection of pastries, bagels, desserts, delicious house-made deli wraps, salads, sandwiches, yogurt parfaits, fresh fruit, and more!

Smooth Joe's

Located in the Cougar Grille Dining Room, first floor of H Building

HOURS

Fall & Spring Semesters

Monday – Thursday, 8:30 a.m. - 3:00 p.m.

Friday Closed

Please note: Occasionally, Smooth Joe's may close for special events.

Summer

Closed

Smooth Joe's features a menu of espresso drinks, fresh-brewed coffee, hot teas, and smoothies. For your enjoyment and convenience, we also offer a wide selection of pastries, bagels, desserts, delicious house-made deli wraps, salads, sandwiches, yogurt parfaits, fresh fruit, and more!

FCC Catering

FCC Catering services special events for internal and external groups using College facilities. Everything from coffee service and boxed lunches to fully catered buffets.

For more information, contact FCC Catering at diningservices@frederick.edu or drop by our office, room H-115G in the Student Center.

You can view our catering brochure at www.frederick.edu under Student Resources, then Dining Services/ Catering.

Vending

There are vending machines throughout the College and Monroe Center.

Vending issues should be sent to diningservices@frederick.edu.

Vending refunds are available at the Cougar Grille during normal operating hours.

At the time of print all information provided here is correct but is subject to change based on market and budgetary conditions.

Photo ID and Parking

Photo ID

Students get their ID cards in the Registration & Records Office, located in Jefferson Hall. ID cards are used by dining services, library services, the Testing Center, and must be shown when doing business with the college (e.g., picking up transcripts, paying bills, etc.).

Parking

All enrolled students may get a parking sticker, at no cost, in the Registration & Records Office, Jefferson Hall. Students may park in any space not designated as staff parking or other unauthorized spaces such as handicapped or reserved spaces. Students parking in unauthorized spaces will be issued citations and vehicles parked illegally, disrupting traffic flow, or creating a safety hazard will be towed at the owner's expense. In addition to our many parking lots, FCC has a three-story, 350-space parking deck for students.

Frederick Community College Policies and Procedures

The Board of Trustees is the governing body of Frederick Community College responsible for approving all College policies. The Board has the responsibility to guarantee the integrity of the College, ensure that effective policies are established, and to entrust the administration of those policies to the President.

The Board of Trustees approved policies listed below are reviewed annually and revised when necessary. Review and revision dates are noted on each policy. These policies help the College accomplish its mission, support equity and fairness, and maintain accountability.

The Academic Catalog includes the full text of certain policies and procedures that provide necessary context in the areas of admissions, academic assessment, academic standards, residency, and tuition and fees. Visit frederick.edu for a full list of College Policies and Procedures, including those that are currently in place, those that are under review, and those that have been repealed.

Note: The College's official versions of the Policies and Procedures are located on frederick.edu and may be revised annually.

- Academic Assessment and Placement Policy and Procedures (page 19)
- Academic Standards Policy and Procedure (page 180)
- Admissions Policy and Procedure (page 8)
- [Alcohol, Tobacco, Opioids and Other Drug Use and Awareness Policy and Procedures](#)
- [Code of Conduct for Visitors, Guests, and Volunteers](#)
- [Code of Student Conduct Policy and Procedures](#)
- [College-Sponsored Student Publications Policy and Procedures](#)
- [Complaint Policy and Procedure for Students](#)
- [College Travel and Transportation Policy and Procedures](#)
- [Inclement Weather Policy](#)
- [Intellectual Property](#)
- [Non-Discrimination Policy/Procedures](#)
- [Privacy and Access to Education Records Policy and Procedures](#)
- [Public Information Requests Policy and Procedures](#)
- [Residency Policy and Procedure \(page 42\)](#)
- [Solicitation Policy and Procedure](#)
- [Student Personal Electronic Account Privacy Policy](#)
- [Student Withdrawal Policy and Procedures](#)
- [Technology Use Policy and Procedures](#)
- [Title IX Sexual Misconduct Policy and Procedures](#)
- [Tuition and Fees Policy and Procedures \(page 37\)](#)
- [Use of Facilities Policy and Procedure](#)
- [Video Monitoring of College Premises](#)
- [Weapons Policy & Procedures](#)

MHEC Transfer Policies

Title 13B Maryland Higher Education Commission

Subtitle 06 GENERAL Education and Transfer
Chapter 01 Public Institutions of Higher Education.
Authority: Education Article, §11-105(u) and 11-207
and Title 11, Subtitle 2, Annotated Code of Maryland

.01 Scope and Applicability.

This chapter applies only to public institutions of higher education.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

- (1) "A.A. degree" means the Associate of Arts degree.
- (2) "A.A.S. degree" means the Associate of Applied Sciences degree.
- (3) "A.A.T. degree" means the Associate of Arts in Teaching degree.
- (4) "A.F.A. degree" means the Associate of Fine Arts degree.
- (5) "Arts" means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice.
- (6) "A.S. degree" means the Associate of Sciences degree.
- (7) "A.S.E. degree" means the Associate of Science in Engineering degree.
- (8) "Associate's degree" includes an:
 - (a) A.A. degree;
 - (b) A.S. degree;
 - (c) A.A.S. degree;
 - (d) A.A.T. degree;
 - (e) A.F.A. degree; and
 - (f) A.S.E. degree.
- (9) "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.
- (10) "Cumulative grade point average" means the average of grades received for completed coursework at all institutions attended.
- (11) "English composition courses" means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.

- (12) "General education" means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.
- (13) "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.
- (14) "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life.
- (15) "Mathematics" means courses that provide students with numerical, analytical, statistical, and problem-solving skills.
- (16) "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.
- (17) "Parallel program" means the program of study or courses at one institution of higher education that has parallel courses and 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.
- (18) "Receiving institution" means the institution of higher education at which a transfer student currently desires to enroll.
- (19) "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 half of the baccalaureate degree.
- (20) "Reverse transfer" means a process whereby credits that a student earns at any public senior higher education institution in the State toward a bachelor's degree are transferrable to any community college in the State for credit toward an associate's degree.
- (21) "Sending institution" means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.

(22) "Social and behavioral sciences" means courses that are concerned with the examination of society and the relationships among individuals within a society.

(23) "Transfer student" means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution that are applicable for credit at the institution the student is entering.

.02-1 Admission of Transfer Students to Public Institutions.

A. Admission to Institutions.

- (1) Subject to §B of this regulation, a student attending a public institution who has completed an associate's degree or who has completed 60 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 at the sending institution, except as provided in SA(4) of this regulation.
- (2) Subject to §B of this regulation, a student attending a public institution who has not completed an associate's degree or who has completed fewer than 60 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 at the sending institution.
- (3) Subject to §B of this regulation, 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 on the institution's website; 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 additional program admission requirements 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) 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.
- (4) A receiving public institution shall ensure that any changes to program standards and criteria for admission and the transfer of credits maintain the fair and equal treatment of native and transfer students, and are communicated in a timely manner.

.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, and incorporate the general education knowledge and skills required by the Middle States Commission on Higher Education Standards for Accreditation. No later than August 1, 2017, 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 28 and not more than 36 semester hours, and each baccalaureate degree program to include not less than 38 and not more than 46 semester hours of required core courses, with the core requiring, at a minimum, course work in each of the following five areas:
 - (a) Arts and humanities,
 - (b) Social and behavioral sciences,
 - (c) Biological and physical sciences,
 - (d) Mathematics, and
 - (e) English composition; or

- (2) Conforming with COMAR 13B.02.02.16D(2)(b)—(c).

B. Each core course used to satisfy the distribution requirements of §A(1) of this regulation shall carry at least 3 semester hours.

C. General education programs of public institutions shall require at least:

- (1) Two courses in arts and humanities;
- (2) Two courses in social and behavioral sciences;
- (3) Two science courses, at least one of which shall be a laboratory course;
- (4) One course in mathematics, having performance expectations demonstrating a level of mathematical maturity beyond the Maryland College and Career Ready Standards in Mathematics (including problem-solving skills, and mathematical concepts and techniques that can be applied in the student's program of study); and
- (5) One course in English composition, completed with a grade of C- or better.

D. Institution-Specific Requirements.

- (1) In addition to the five required areas in §A of this regulation, a public institution may include up to 8 semester hours in course work outside the five areas. These courses may be integrated into other general education courses or may be presented as separate courses. Examples include, but are not limited to, Health, Diversity, and Computer Literacy.
- (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 18 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. 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.

M. 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 Education Program Credit.

A. Transfer of Credit 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.

- (1) Except as provided in §B(5) of this regulation, at least 60 credits but not more than 70 credits of general education, elective, and major courses that a student earns at any community college in the State toward a degree at a community college shall be transferrable to any public senior higher education institution in the State for credit toward a bachelor's degree.
- (2) To be transferrable, a credit shall have been earned in accordance with the student's degree plan.

- (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 the receiving public institution granting the degree if successfully completed in accordance with the receiving institution's policies governing native students in the same program.
- (4) Students earning an A.A.S. or A.F.A. degree shall have their credits evaluated in a manner that maximizes the transfer of articulated and elective credit.
- (5) A community college and a public senior higher education institution may provide in an articulation agreement for the transfer of credits in addition to credits transferred under §B(1) of this regulation.
- (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 collaboration 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 for seamless transfer. These programs constitute freshman/sophomore level course work to be taken at the community college in fulfillment of the receiving institution's lower division course work requirement.
- (2) Recommended transfer programs in effect at the time that this regulation takes effect, which conform to this chapter, may be retained.

E. Reverse Transfer of Credit

- (1) Subject to §E(2) of this regulation, a community college shall accept for reverse transfer any credits that an individual earned at a public senior institution up to 45 credits. Credits in excess of 45 credits may be accepted in accordance with the community college's policy.
- (2) To be eligible for the transfer of credit under §E(1) of this regulation, a student shall have completed at least 15 credits at the community college to which the credits are transferred.
- (3) Community colleges and public senior institutions shall develop a process to identify students eligible for reverse transfer at no cost to the student.

F. Transfer of General Education Credit

- (1) 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.
- (2) 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.

- (3) 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.

- (4) A Maryland community college shall accept 28—36 credits of general education as specified in Regulation .03(C) of this chapter as completion of the general education requirements at the community college, without further review or the need for a course-by-course match.

- (5) 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.

- (6) 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—18 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.

- (7) Each public 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.

- (8) Associate's Degrees.

- (a) While there may be variance in the numbers of hours of general education required for associate'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.

- (b) A student possessing an associate's degree 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 credits.

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 according to the same standards that apply to native students at the receiving institution:
 - (a) Technical courses from career programs;
 - (b) Course credit awarded through articulation agreements with other segments or agencies, which should be developed in collaboration with all public institutions, including course credit awarded by articulation with Maryland public secondary schools;
 - (c) Credit awarded for clinical practice or cooperative education experiences;
 - (d) Credit awarded for life and work experiences; and
 - (e) Credit awarded for training, coursework, or education through the military.
- (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.

- (9) Student Responsibilities. A student is held:
- (a) Accountable for the loss of credits that:
 - (i) Result from changes in the student's selection of the major program of study;
 - (ii) Were earned for remedial course work; or
 - (iii) Exceed the total course credits accepted in transfer as allowed by this chapter; and
 - (b) Responsible for meeting all requirements of the academic program of the receiving institution.

.05 Academic Success and General Well-Being of Transfer Students.

A. Sending Institutions.

- (1) Community colleges shall encourage their students to complete the associate degree in a recommended transfer program that 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 and programs to 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 or transcripts of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results within 20 working days of the receipt of all official transcripts. The receiving institution shall inform a student of the courses that are acceptable for transfer credit and the courses that are applicable to the student's intended program of study.
- (4) A transfer student shall be provided the same opportunity as a native student to pursue the program and degree requirements that were in effect at the time that the student enrolled at the sending institution provided they have been continuously enrolled and otherwise meet the same requirements of the native student.

.06 Programmatic Currency.

- A. Maryland public institutions shall collaborate to develop and provide to students current and accurate information on transferable programs and courses.
- B. Upon approval of new baccalaureate programs, recommended transfer programs shall be developed with each community college.
- 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.

.07 Transfer Mediation Committee.

- A. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Secretary, who shall appoint a Transfer Mediation Committee to adjudicate the disagreement. Members appointed to the Transfer Mediation Committee shall be representative of the public 4-year colleges and universities and the community colleges.
- B. The Transfer Mediation Committee shall address general education issues at the course or curricular level, not individual student cases. 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.

.08 Appeal Process.

- A. Notice of Denial of Transfer Credit by a Receiving Institution.

- (1) Except as provided in SA(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.

.09 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.

Staff Listing

Faculty

Robin M. Abell (1999)

Associate Professor, English
B.A., Transylvania University
M.A., North Carolina State University

Cynthia Baush (2014)

Associate Professor, Art
B.F.A., Corcoran School of Art
M.F.A., University of Maryland, College Park

Sarah Bigham (2006)

Professor, Education
B.A., College of William & Mary
M.S., Cornell University
Ed.D., Northcentral University

Kathy W. Brooks (2008)

Professor; Chair, Communication, Humanities & Arts
B.A., University of Maryland, Baltimore County
M.S., Morgan State University
Ph.D., Pennsylvania State University

Brad Burtner (1983)

Associate Professor, Business
B.S., M.B.A., Mount Saint Mary's University
CPA, State of Maryland

Teresa Calzonetti (2014)

*Associate Professor, Biology & Genetics;
Chair, Science*
B.S., Ph.D., University of Toronto

Todd Campbell (2020)

Assistant Professor, Music
B.A., West Virginia University
M.M., West Virginia University
Ph.D., Indiana University of Pennsylvania

Tiziana Cavinato (2017)

Assistant Professor, Biology
M.S., University of Pisa

Patricia Charitable (2020)

Assistant Professor, Nursing
B.S., Oakwood University
M.S., South University

Ivy Chevers (2014)

Associate Professor, Art
M.A., Ph.D., Ohio State University

Paula Chipman (2006)

*Professor, Music; Assistant Chair,
Communication, Humanities & Arts*
B. M.E., University of Kansas
M.M., Arizona State University
D.M.A., University of Maryland, College Park

Christine Chin Choy (2019)

Associate Professor, Chemistry
B.S., Columbia University
B.S., Fordham University
Ph.D., Stevens Institute of Technology

Arlene Chun (2017)

Assistant Professor, Business
B.A., Michigan State University
M.B.A., Colorado State University
M.S., Johns Hopkins University

Teresa S. Clark (2006)

Associate Professor, English
B.S., Clarion State College
M.A., Pennsylvania State University
M.S. Ed., Shenandoah University

Aaron Clayton (2010)

Professor, English
B.A., Bryan College
M.A., Middlebury College
Ph.D., Binghamton University

Natasha L. Cleveland (2003)

Professor, Physical Science
B.S., Brigham Young University
M.S., University of Utah
M.S., Montana State University

Gregory M. Coldren (2012)

Professor, Developmental Mathematics
B.A., James Madison University
M.S., Ph.D., Northwestern University

Frederick Cope (2010)

Assistant Professor, English
B.A., M.A., University of Alabama

Laura Cordova (2012)

Associate Professor, Foreign Language
B.A., North Dakota State University
M.A., M.S., Hood College

Martin A. Crabbs (1978)

Associate Professor, Business
A.A., Frederick Community College
B.S., M.B.A., Mount Saint Mary's University
CPA, State of Maryland

Kylena Cross (2011)

Professor, Mathematics; Chair, Mathematics
B.S., University of Maryland, College Park
M.S., Johns Hopkins University

Nancy Dankanich (1996)

*Associate Professor, Program Manager, Surgical
Technology*
B.S.N., University of Maryland Baltimore
M.A., Hood College

Andrea Dardello (2014)

Associate 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.N., Towson University

Lawrence "Larry" Devan (2014)

Assistant Professor, Business
B.B.A., M.B.A., Hood College

Lora Diaz (2013)

Assistant Professor, English
B.A., Converse College
M.A., Regent University

Lisa DiDonato (2017)

Assistant Professor, Psychology
B.A., University of California, Riverside
M.S., Ph.D., West Virginia University

Joann Doherty (2010)

Assistant Professor, Nursing
B.S.N., University of Maryland Baltimore
M.S., Towson University

Debra J. Ellis (2005)

Professor, Chemistry
B.A., Wellesley College
Ph.D., University of Maryland

Evan Evans (2007)

Professor, Mathematics
B.A., Lebanon Valley College
M.S., Towson University

Robert H. Ford (1994)

Professor, Biology
B.S., M.S., Ph.D., Virginia Polytechnic Institute & State
University

Marc Frankenberry (2008)

Professor, Anatomy & Physiology
B.S., Wheeling Jesuit College
Ph.D., West Virginia University

Richard C. Fulton (1997)

Professor, Sign Language Interpreter
B.S., James Madison University
M.A., Wayne State University
M.S., Hood College
Ed.D., University of Maryland, College Park

Sharon C. Garvey (2016)

Assistant Professor, Nursing
B.S.N., Salisbury University
M.S.N. Grand Canyon University

Magin LaSov Gregg (2012)

Associate Professor, English
B.S., Syracuse University
M.A., Louisiana Tech University
M.F.A., Goucher College

Andrea Hagen (2019)

Assistant Professor, Nursing
A.A.S., B.S., Marymount University

Sheila Hardesty (2019)

Assistant Professor, Nursing
M.S., Western Governors University

Josiah Hartley (2013)

Assistant Professor, Mathematics
B.S., North Carolina State University
M.S., Wichita State University

James Hatch (2015)

Assistant Professor, Computer Information Sciences
A.A., Frederick Community College
B.S., University of Maryland
M.S., M.B.A., Hood College

Lisa Hawkins (2011)

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; Program Manager, Developmental English
B.A., University of Connecticut
M.A., University of Colorado
M.A., Shepherd University

Bryan Hiatt (2006)

Assistant Professor, English; Coordinator, ENGL 101
B.A., Weber State University
M.A., Oregon State University

David A. Hickman (1988)

Professor, Business
B.S., University of Maryland
B.S., Southern Utah University M.A., George Washington University

Jocelyn Hirai (2016)

Assistant Professor, English
B.A., Salisbury University
M.A., James Madison University

Anne Hofmann (2013)

Professor, English; Chair, English
B.A., Miami University
M.Ed., George Washington University
M.A., University of Texas at San Antonio

Patrick Homble (2018)

Assistant Professor, Computer Information Sciences
M.S., Iowa State University
Ph.D., Iowa State University

Larry Huff (2009)

Assistant Professor, Mathematics
M.S., University of Alaska Fairbanks

Kathleen Hughes (2006)

Assistant Professor, Nursing
B.S.N., M.S.N., University of Maryland Baltimore

Gary C. Hull, Jr. (2002)

Professor, 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)

Associate Professor, Program Manager, Theatre
B.F.A., West Virginia University
M.A., Goucher College

Susan Johnson (1999)

Professor, Computer & Information Sciences
A.A., Frederick Community College
B.S., Towson State University
M.S., University of Colorado

Ramon Jones (2012)

Assistant Professor, English
B.A., M.A., Miami University

Enid Kreiner (2018)

Assistant Professor, Nursing
B.S.N. University of Maryland, Baltimore County
M.S., Saint Louis University

Amy N. Lee (2007)

Associate Professor, English
B.A., Antioch University
M.A., Georgetown University
M.A., University of Mississippi

Yi Lin Liu (2009)

Associate Professor, Health & Physical Education
M.S., M.Ed., Frostburg State University

Matthew Lochman (2015)

Associate Professor, Developmental Mathematics
B.S., Lebanon Valley College
Ph.D., Texas Tech University

Val Lochman (2013)

Associate Professor, Mathematics
A.A., Wor-Wic Community College
B.S., Salisbury University
M.S., Texas Tech University

Gengshi Lu (2007)

Professor, Microbiology
Ph.D., Indiana State University

David Martin (2005)

Assistant Professor, Sign Language
B.A., Gallaudet University
M.S., Western Maryland College

Michael J. Martin (1986)

Professor, Business
A.A., Frederick Community College
B.S., M.B.A., Mount Saint Mary's University
CPA, State of Maryland

Susan McMaster (2014)

Associate Professor, Business
B.S., Arizona State University
M.S., Ph.D., University of Illinois at Urbana-Champaign

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
A.D.N., Essex Community College
B.S.N., University of Maryland, Baltimore County
M.S.N., Liberty University

Debra Morlier (2017)

Assistant Professor, Psychology; Assistant Chair, Social Science
A.A.S., Harford Community College
B.A., University of Maryland University College
M.A., Towson University

Wen Nellis (2014)

Associate Professor, Chemistry
Ph.D., University of Canterbury

Jessica Newnam-Baicy (2014)

Associate 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)

Associate Professor, History; Assistant Chair, Social Science
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 (1992)

Assistant Professor, Program Director, 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

Ana María Pinzón (2004)

*Associate Professor; Program Manager,
Foreign Language*
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
B.A., University of North Carolina at Chapel Hill
M.A., The George Washington University
J.D., Syracuse University
Ph.D., University of Maryland

Savita Prabhakar (2020)

*Assistant Professor, Biotechnology;
Program Manager, Biotechnology*
Ph.D., All India Institute of Medical Sciences,
New Delhi

Leslie Puzio (2015)

*Assistant Professor; Program Manager,
American Sign Language (ASL) & ASL Interpreting*
B.A., Ashford University
M.P.A., Ashford University

Christine Rai (2014)

Assistant Professor, English
A.A., Frederick Community College
B.S., Towson University
M.A., Loyola University

Courtney Redding (2020)

Assistant Professor, Graphics
B.A., Shippensburg University
M.F.A., Marywood University

Mary C. Rolle (1998)

Assistant Professor, Criminal Justice
B.S., Towson State University
M.A., Hood College

Jason Santelli (2004)

*Associate Professor, Program Manager, Film &
Video Production*
B.F.A., M.A., Savannah College of Art and Design

Jill Schultz (2004)

Professor, Psychology
B.A., M.A., California State University, Northridge
Ph.D., University of Maryland

Francis M. Seidel (1992)

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)

Professor, English
B.A., Birmingham University, U.K.
M.A., Lancaster University, U.K.
Ed.D. Athabasca University

John Sheldon (1976)

Professor, Psychology
B.A., Edinboro University of Pennsylvania
M.A., Hood College
M.Ed., D. Ed., Pennsylvania State University

Patricia Sheppard (2015)

Assistant Professor, Biology
B.S., New England College
M.S., Shippensburg University

Shemica Sheppard (2012)

Associate Professor, Developmental English
A.A., Frederick Community College
B.A., Johnson C. Smith University
M.Ed., West Chester University of Pennsylvania

Janet Sholes (1989)

Professor, Health & Physical Education
B.S., Springfield College
M.A., Kent State University
M.S., University of Bridgeport

Rebecca Sonn (2017)

*Assistant Professor; Director of Clinical Education/
Clinical Education Coordinator*
A.A.S., Community College of Baltimore County; B.S.,
Towson University

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

Emily Taylor (2018)

Assistant Professor, Anatomy & Physiology
B.A., McDaniel College
M.S.N., Vanderbilt University

Michele Tertel (2005)

*Assistant Professor; Program Manager,
Medical Assisting*
B.S., M.S., Thomas Jefferson University

Charlie Thomas (2019)

Assistant Professor, Education
B.S., Auburn University
M.S., McDaniel College

Bruce A. Thompson (1996)

*Professor, History; Coordinator, Honors College
Department Chair, Social Sciences*
B.A., M.A., Marshall University
Ph.D., University of Maryland

Christian Thompson (2017)

Assistant Professor, Sign Language Interpreter
B.S., Milligan College
M.A., East Tennessee State University
Ph.D., Bowling Green State University

Kelly L. Trigger (2000)

Professor, English.
B.S., Pennsylvania State University
M.Ed., University of Massachusetts, Amherst
Ph.D., University of Maryland

John Tuskan (2015)

Assistant Professor, Nursing
B.S., Pennsylvania State University
M.S.N., Yale University

Brianne Walsh (2019)

Assistant Professor, Nursing
B.S.N., Eastern University
M.S., Walden University)

Delaine M. Welch (1996)

*Associate Professor, Early Childhood; Program
Manager, Early Childhood Development*
B.S., Salisbury State University
M.A., Bowie State University

Kristen Wells (2019)

Assistant Professor, Human Services
M.Ed., Ph.D., University of Virginia

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)

*Associate Professor, Physics; Program Manager,
Engineering*
B.A., Gettysburg College
M.S., Pennsylvania State University
Ph.D., University of Virginia

Dina Yagodich (2012)

Professor, Mathematics
B.S., Cornell University
M.S., Johns Hopkins University

Shunchi "Andy" Yao (2014)

*Assistant Professor; Program Manager,
Computer Information Sciences*
B.S., M.S., Old Dominion University

Part-Time faculty

There are more than 320 part-time faculty members teaching classes during the 2017-2018 academic year. Individuals are appointed on a semester-by-semester basis and teach in both the day and evening programs.

Board of Trustees

Dr. John Molesworth, *Chair*
Tom Lynch, *Vice Chair*
Ellis Barber
Nick Diaz
Gary Fearnow
Carolyn Kimberlin
Dr. April Miller
Elizabeth Burmaster, *FCC President/Secretary/Treasurer*
Janice Spiegel, *Director of Education and Special Initiatives/Office of the County Executive*

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

Institutional Advancement

Deborah Powell (2015)
Executive Director for OIA and the FCC Foundation
 A.A., Frederick Community College
 B.S., Towson University
 M.B.A., Mount St. Mary's University

Michael Thornton (2016)
Foundation Scholarship Manager
 B.S., Virginia Polytechnic Institute and State University

Laura Scafide (2015)
Advancement Services Manager
 B.A., Hood College

Academic Affairs, Continuing Education, & Workforce Development

Tony Hawkins (2015)
Provost/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development
 B.S., Towson State University
 M.A., University of Georgia
 Ph.D., New York University

Patricia Meyer (2010)
Associate Vice President, Continuing Education and Workforce Development
 B.A., Central Connecticut State University
 M.S., Rensselaer Polytechnic Institute

Kelli Ackiewicz (2016)
Program Manager, Institute for Learning in Retirement
 B.S., Pennsylvania State University

Ivania Amador (2015)
Adult Ed & ESL Transition Specialist
 B.A., Mount Saint Mary's University

Jacob Ashby (2011)
Assistant Dean, Academic Assessment and Articulation
 A.A., A.A.S., Hagerstown Community College
 B.S., Shippensburg University
 M.S., West Virginia University
 Ed.D., Shenandoah University

Cheryl Beard (2019)
Adult Education Language Lab & Family Literacy Coordinator
 B.S., Waynesburg College

Caitlin Brandenburg (2019)
Business Solutions Manager
 B.S., University of Maryland Eastern Shore
 M.B.A., Mount St. Mary's University

Stephen Carter (2014)
Special Project Manager, Emergency Management Program
 B.A., Thiel College
 M.S., University of Maryland University College

Beth Douthirt Cohen (2017)
Executive Director of Diversity, Equity and Inclusion
 B.A., Barnard College of Columbia University
 M.Ed., Harvard University
 Ph.D., University of Maryland, College Park

Sarah Cosgrove (2017)
Tech Connect Grant Advisor & Tracking Coordinator
 B.S., Shepherd University

Diana Culp (2016)
Program Manager, Emergency Management
 B.A., Hiram College
 M.A., Marymount University

Elizabeth DeRose (2016)
Institute Manager, Hospitality, Culinary & Tourism Institute
 A.O.S., Culinary Institute of America
 B.S., University of Illinois, Urbana-Champaign

Lauren Dods (2014)
Office Manager, Emergency Management & Public Safety
Emergency Management Programs
 B.A., Hood College

Carrie Dorman (2019)
Instructional Technology Training Specialist
 B.S., University of Maryland University College

Elizabeth Duffy (2013)
Executive Director, Open Campus & Dual Enrollment
 B.S., Indiana University of Pennsylvania
 M.Ed., Frostburg State University

Mary Evans (2016)
Instructional Specialist, Culinary
 A.O.S., Culinary Institute of America

Stephen Ferguson (2017)
CTL Office Manager
 M.B.A., Mount St. Mary's University

Ruth Flores (2019)
CTL Office Manager
 B.S., Bowie State University

Valerie Fox (2012)
Administrative Associate II, Career Technology
 A.A., Frederick Community College
 B.A., Salisbury University

Kathy Francis (2009)
Executive Director, MACEM & Public Safety
 B.A., Columbia College
 M.S., Johns Hopkins University

Karen Freeman (2011)
Program Manager, Youth & Community Education
 B.A., Pennsylvania State University

Rhonda Geesaman (2005)
Administrative Associate II, CEWD Operations

Jennifer Goodridge (2009)
Administrative Associate II, Healthcare Careers
 A.A., Frederick Community College

Kathy Green (2018)
ESL Program Manager
 B.A., Millersville University
 M.A. West Chester University

Kathleen Groover (2014)
Program Manager, Career & Technical Training
 B.S., Lynchburg College
 Ph.D., Duke University

Jeffrey Hawk (2019)

Director of Health, Science, Technology Compliance
M.Ed., M.B.A., University of Maryland University College
M.P.T., University of Maryland, Baltimore

Cheryl Henman (1993)

Administrative Associate II, Youth & Community Education
A.A., Frederick Community College

Brian Holt (2014)

Instructional Support Technician, Construction & Applied Technologies Institute

Julie Hoyle (2014)

Academic Office Manager, MACEM & Public Safety
B.S., University of Maryland, College Park

Reynea Hude (2020)

Learning Information Literacy Specialist
M.S., The Catholic University of America

Maggie Krzywicki (2016)

Administrative Associate II, Lifelong Learning
B.S., Shepherd University

Carla Lemons (2016)

Hospitality, Culinary & Tourism Lab Coordinator

Ysabell Lopez (2018)

Adult Education and ESL Administrative Associate
B.A., Strayer University

Charles LoSchiavo (2013)

Program Manager, Construction & Applied Technologies Institute

Alan Lyons (2018)

Instructional Specialist, MACEM
B.A., McDaniel College

Angel Marshall (2016)

Program Administrator, Adult Education
B.A., American University
M.Ed., Wilmington University

Pamela Martin (2016)

Instructional Specialist, Adult Education
A.A., Frederick Community College
A.A., Hagerstown Community College
B.A., M.A., Hood College

Abigail Matos-Martinez (2018)

Administrative Associate II

Andrew McClain (2015)

Dual Enrollment Specialist
A.A.S., Frederick Community College

Richard McClellan (2016)

Special Projects Manager, Emergency Management
A.A.S., Paul Smiths College
B.S., Mount Saint Mary's University
M.S. Slippery Rock University

Amanda Miller (2016)

ESL Instructional Specialist
B.A., Oberlin College
M.A., College of Notre Dame of Maryland

Katherine Miller (2017)

Adult & Community Education Coordinator
B.A., Shippensburg University

Matthew Moxley (2020)

Instructional Coordinator - MACEM&PS
B.A., Ashford University

Irene Nemitsas (2017)

Workforce Development Program Coordinator
B.S., Syracuse University
M.P.A., University of Colorado, Denver

Cynthia Pace (2019)

Tech Connect Coordinator

Erin Peterson (2000)

Assistant Dean, Curriculum Systems & Scheduling
B.A., Washington College
M.B.A., Mount St. Mary's University

Sarah Radinsky (2014)

Clinical and Lab Coordinator, Health Care & Wellness
A.A.S., Howard Community College

Joyce Ruane (2010)

Executive Associate to Provost/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development
M.Min., Phoenix University of Theology International

Thanh Thanh Saint-Johns (2011)

Office Associate II, Diversity

Colleen Schupp (2020)

Administrative Associate II
M.B.A., Johns Hopkins University

Lauren Standifer (2014)

Adult & Community Education Coordinator
B.S., University of North Carolina at Greensboro

Brenda Steele (2012)

Assistant Director, CEWD Operations
A.A., Frederick Community College
B.B.A., Hood College
M.S., University of Maryland University College

Shela Stewart (2015)

Administrative Associate II, Hospitality, Culinary and Tourism Institute
A.A.S. Tarrant County Junior College
B.B.A., Texas Wesleyan University

Danielle Stoffer (2015)

Program Manager, Healthcare Careers
B.A., George Mason University
M.S., Marymount University

Rohini Vanchiswaran (2020)

Director, Online Learning and Instructional Innovation
M.S., Iowa State University

Michelle Wichman (2010)

Adult Education Intake/Assessment Specialist
B.A., Wartburg College

Center for Teaching & Learning**Rohini Vanchiswaran (2020)**

Director of Online Learning and Instructional Innovation
M.S., Iowa State University of Science and Technology

Sheri Bailey (2004)

Office Manager, Learning Commons
A.A., Frederick Community College

Carrie Dorman (2018)

Instruction Technology Training Specialist
B.S., University of Maryland University College

Ruth Flores (2019)

Office Manager, Center for Teaching and Learning
A.A., Montgomery College
B.A., Bowie State University

Daniel Gallaher (2017)

Information Literacy Librarian
A.A., Frederick Community College
B.A., University of Maryland, University College
M.L.S., University of Maryland, College Park

Patty Hude (2018)

Learning and Information Literacy Specialist
B.A., University of Dallas
M.S., Catholic University of America

Kimberly Jacob (2006)

Academic Office Manager
A.A., Baltimore City Community College

Whitney Jones (2020)

Academic Testing Assistant

Colleen McKnight (2011)

Director, Library Services
B.A., Otterbein University
M.L.S., University of Maryland, College Park

Rebecca Montgomery (2017)

Digital Resources Librarian
B.A., Morgan State University
M.L.S., University of Maryland, College Park

Brian Penko (2017)

STEM Learning Center Coordinator
A.A.S., Frederick Community College
B.S., Hood College

Alesha Rosen (2013)

Director, Testing Center
B.S., Towson University
M.Ed., George Mason University

Amanda Schrider (2018)

Academic Testing Associate, Testing Center
B.A., Ave Maria University

Courtney Sloan (2016)

Tutoring and Writing Center Coordinator
B.S. Louisiana State University
J.D., Louisiana State University

Charles Small III (2018)*Academic Testing Assistant***Douglas Valentine (2017)***Instructional Designer*

A.A., Frederick Community College

B.A., Mt. Sierra College

M.S., Southern New Hampshire University

Betsey Zwing (2008)*Director, Learning Center Services*

B.A., Pennsylvania State University

M.A., Clemson University

**Health, Business, Technology,
and Science****Sandra "Sandy" McCombe Waller (2019)***Associate Vice President/Dean, Health, Business,
Technology & Science (HBTS)*

B.S., University of Maryland

M.S., Johns Hopkins University

Ph.D., University of Maryland

Renee Davis (2016)*Assistant Dean, Health, Business, Technology
& Science*

B.S., M.B.A., Ed.D, University of Phoenix

Carla Milan (2015)*Internship & Apprenticeship Coordinator*

B.S., Western New England College

Jonathan Orellana (2018)*Office Manager, Career Programs*

A.A., Valencia College

B.S., University of Central Florida

Robin Shusko (2013)*Program Manager, Police Science & Fire Service*

B.S., Frostburg State University

M.A., Hood College

M.A., Marymount University

Computing & Business Technology**Karen A. Wilson (2008)***Chair, Computing & Business Technology; Assistant
Professor, Program Manager, Business Studies*

B.S., University of Maryland Baltimore

M.S., Kennedy-Western University

M.B.A., Western Governors University

Ph.D., Warren National University

Doree Lynn Miles (2011)*Academic Office Manager*

A.A., Montgomery College

B.A., University of Maryland, Baltimore County

Health Science**Ann Geyer (2009)***Academic Office Manager*

B.A., Gustavus Adolphus College

Nursing**Sandra Moorman (2015)***Interim Director of Nursing Education*

A.D.N., Essex Community College

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

M.S.N., Liberty University

Marie Lalor (2017)*Academic Office Manager*

B.S., M.S., University of the Philippines

Michele Miller (2018)*Nursing Skills Lab Assistant*

B.S., Salisbury University

Science**Teresa Calzonetti (2014)***Chair, Science; Associate Professor,**Biology & Genetics*

B.S., Ph.D., University of Toronto

Lorell Angelety (2007)*"Science Lab Tech I***Emily Boward (2014)***Science Lab Technician II*

A.S., Hagerstown Community College

B.A., Hood College

M.S., Hood College

Alma Diggs (1980)*Science Lab Tech***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***Liberal Arts****Brian Stipelman (2016)***Associate Vice President for Academic Affairs;**Dean of Liberal Arts*

B.A., Bowdoin College

Ph.D., Rutgers University

Margaret "Molly" Carlson (2015)*Assistant Dean, Liberal Arts*

B.S. Illinois State University

M.S., Northwestern University

Ph.D., University of Wisconsin

Heather Hinkle (2017)*Education Program Coordinator*

B.A., Gettysburg College

M.Ed., University of Maryland, Eastern Shore

Kristi Waters (2007)*Office Manager, Liberal Arts*

B.A., University of Maryland

M.S., Kansas State University

Communication, Humanities & Arts**Kathy Brooks (2008)***Professor; Chair, Communication, Humanities & Arts*

B.A., University of Maryland, Baltimore County

M.S., Morgan State University

Ph.D., Pennsylvania State University

Samuel Martin (2015)*Art Studio Manager*

B.A., Bloomsburg University

M.F.A., University of New Mexico

David Norman (2010)*Senior Technician*

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**Anne Hofmann (2013)***Professor, English; Chair, English*

B.A., Miami University

M.Ed., George Washington University

M.A., University of Texas at San Antonio

Cheryl Peterson (2009)*Academic Office Manager***Mathematics****Kylena Cross (2011)***Professor, Mathematics; Program Manager,**Developmental Mathematics*

B.S., University of Maryland, College Park

M.S., Johns Hopkins University

Darrin Berkley (2020)*Success Outreach Retention Coordinator*

Ph.D., Morgan State University

Gary C. Hull, Jr. (2002)*Associate Professor, Mathematics*

B.S., Shepherd University

M.S., Shippensburg University

Jeanne Nesbitt (2009)*Academic Office Manager*

B.S., Youngstown State University

Social Sciences**Nicole Welch (2013)***Academic Office Manager*

B.S., Mount St. Mary's University

Finance

Dana McDonald (2012)

Vice President for Finance
B.S., Virginia Polytechnic Institute and State University
M.B.A., Mount St. Mary's University

Fiscal Services

Jane Beatty (2006)

Executive Director for Student Finance/Bursar
A.A., Frederick Community College

Denise Beasley (2019)

Grants Accounting Manager
B.S., University of Baltimore

Karen Brady (2016)

Registration Associate
B.S., Southern Illinois University Carbondale

Shawn A. Chesnutwood (2001)

Senior Accountant
B.S., Johnson and Wales University
M.B.A., Frostburg State University
CPA, State of Maryland

Brenda Cunningham (2009)

Administrative Associate II, Accounts Payable
B.A., University of Maryland Baltimore County

Pamela Dubitsky (2016)

Assistant Director, Grants Management
B.A., State University of New York, Stony Brook University
M.A., M.S.W., State University of New York at Albany

Jennifer "Jen" Frank (2010)

Assistant Director, Student Finance

Donna Gebhart (2018)

Administrative Associate II, Accounts Payable

Margaret Glessner (2016)

Senior Accountant for the Foundation
B.S., Grove City College
MBA, Loyola College of Maryland

Barbara Herald (2006)

Staff Accountant
A.A., Montgomery College

Patricia Hoyt (2017)

Executive Director for Finance
A.A., Frederick Community College
B.S., Mount St. Mary's University

Jeffrey Kotroba (2017)

Payroll Accountant
B.S. Towson University

Vanessa Lopez (2016)

Student Accounts Associate
A.A., Frederick Community College
B.S. University of Maryland

Kristen Lushbaugh (2017)

Student Finance Associate, CEWD Registration
A.S., Hagerstown Community College
B.S., Frostburg State University

Elaine Marshall (2017)

Procurement Administrator
B.A., Mount Saint Mary's University
M.B.A., Frostburg State University

Tonya McClellan (2008)

Accounts Payable Manager
A.S., Ashworth College
B.S., Ashworth College

Peggy McPherson (2020)

Student Finance Associate
A.A., Saint Leo University

Whitney Mellott-Hoch (2016)

Student Accounts Associate
B.S., M.B.A., Frostburg State University

Stephanie Roth (2016)

Finance Associate, Accounts Receivable
B.S., Salem International University

Fallon Seiler (2017)

Payroll Accountant
B.S., Shepherd University

Auxiliary Services

Teresa Bickel (2005)

Director, Children's Center
B.F.A., Indiana University of Pennsylvania
M.S., M.S., Hood College

Catherine Florimbio (2007)

Assistant Director, Children's Center
B.A., La Roche College

Frederick "Fred" Hockenberry (2008)

Director, Bookstore
B.A., Pennsylvania State University

Peter Lee (2017)

Business Manager
B.S., M.A., Saint Francis University

Trudy L. Lyles (1995)

Financial Manager
A.A., Frederick Community College

Kimberly Madden (2007)

General Merchandise Manager
B.A., Wake Forest University

Bradley Patenaude (2011)

Bookstore Assistant
B.A., University of Maine at Presque Isle
B.S., University of Maine at Augusta

Kenneth Rexrode (2019)

Chef
A.A.S., B.S., Baltimore International College

Human Resources

Melissa Bard (2018)

Vice President for Human Resources
B.S., University of Maryland University College
M.S., University of Maryland University College

Cristina Happel (2019)

HR Generalist - HRIS, Classification, and Compensation
M.S., University of Maryland University College

Alicia Hilsher (2015)

Benefits Specialist
B.S., M.S., University of Scranton

Kathryn "Katie" Reed (2010)

Executive Administrative Associate for Human Resources

Diana Oliver (2019)

Total Rewards Manager
B.A., Hood College

Susan Waddington (2016)

Human Resources Generalist
B.S., Virginia Polytechnic Institute and State University
M.S., Widener University

Daniel West (2019)

Talent Management Coordinator
M.A., American Public University System

Information Technology

Joseph McCormick (2017)

Chief Information Officer
B.S., M.A., Colorado Christian University

Thomas Bernardi (2019)

IT Desktop Technician

Cathy Brown (2016)

Enterprise Applications Analyst/Programmer
A.A., Frederick Community College
B.A., M.S., Hood College

Thomas Dean (2019)

Senior Systems Administrator
A.A., Frederick Community College

Marie Fischer-Wyrick (2015)

IT Desktop Technician
A.A., Frederick Community College

David Gibson (2018)

Systems Administrator

James R. Harris II (1999)

Enterprise Applications Analyst/Programmer
A.A.S., Frederick Community College
B.S., University of Maryland University College

Cristina Kosonen (2019)

IT Help Desk Technician
A.A., Freder

Michael "Mike" Marshall (2012)

Director of IT Technical Support Services
A.A., Montgomery College

Sandra Marshall (2005)

IT Training Coordinator
A.A., Frederick Community College
B.S., University of Maryland University College

Matthew Miles (2018)

Cybersecurity IT Technician
B.S., Shepherd University

Sara "Beth" Miles (2001)

Enterprise Applications Analyst/Programmer
B.B.A., James Madison University

Gary Milihram (2015)

Copy Center Manager

Louann Miller (2017)

Enterprise Applications Analyst/Programmer
A.S., Daniel Webster College
B.S., Daniel Webster College

Richard Moser (2016)

IT Desktop Technician

Timothy O'Keeffe (2009)

Audio-Visual Support Tech
A.S., Frederick Community College

Bradley Paradise (2006)

PeopleSoft Database and System Administrator
B.S., Frostburg State University
M.S., Hood College

Scott Reece (2017)

Executive Director of Network Infrastructure & IT Security Officer
A.A., Frederick Community College
M.A., Mount St. Mary's University

Adam C. Reno (2000)

Associate Chief Information Officer
B.S., Frostburg State University

Keith J. Rice (1996)

Senior Audio-Visual Support Tech

Michael "Mike" Schlosser (2007)

Mac Lab Supervisor
A.A., University of Phoenix

Melissa D. Smith (1999)

Office Manager

Bryan Valko (2005)

Director of Audio-Visual Technologies & IT Project Management
B.A., University of Maryland, Baltimore County
M.S., Mississippi State University

Lori A. Walker (2001)

Assistant Director, Enterprise Applications
B.S., Shepherd University

Sharon B. Woodfield (2012)

Network and Telecommunications Administrator
A.A., Frederick Community College

Joel C. Younkins (1994)

Network Security Engineer
A.A., Frederick Community College
B.S., University of Maryland University 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)

Executive Associate

Communications

Caroline Cole (2014)

Communications Coordinator
B.A., Franklin & Marshall College
M.S., Boston University

Marketing

Michael Baisey (2015)

Executive Director of Marketing & Web Management
B.S., East Carolina University
M.S., Northwestern University

Angela Cochran (2015)

Art Director
B.S., Indiana Wesleyan University

Christy Eichelberger (2009)

Content Marketing Coordinator
B.A., Salisbury University

Jennifer Kline (2013)

Digital Marketing Manager
B.S., Salisbury University

Edwin Koester (2019)

Videographer/Producer
B.A., Pennsylvania State University

Meg Lehman (2018)

Marketing Project Manager
B.S., Millersville University
M.A., University of Baltimore

Cindy Osbon (1993)

Website Project Manager
A.A., Frederick Community College
B.S., University of Maryland University College

Charles Pham (2011)

Photographer/Producer
A.S., Everest University

Carolyn Tunney (2019)

Marketing Strategist
B.S., University of Maryland College Park

Laurie Younkins (2011)

Front-End Web Developer
A.A.S., Frederick Community College
B.S., University of Maryland University College

Planning, Assessment & Institutional Research

Gohar Farahani (1995)

Executive Director for Planning and Institutional Effectiveness
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 for Institutional Effectiveness
M.A., University of Florida
Ph.D., University of California, Riverside

Andrea Matthews (2001)

Research Analyst
B.A., York University

Caleb Rose (2017)

Senior Researcher for Institutional Effectiveness
B.A., East Carolina University
M.A., Marshall University
Ph.D., University of Arkansas

Learning Support

Nuriyah "Nora" Clark (2019)

Vice President for Learning Support - Chief Student Affairs Officer
Ph.D., Northeastern 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 Services

Laura Mears (2011)

Associate Vice President, Enrollment Services
B.A., M.A., Washington College

Tina Berry (2017)

Associate Registrar
B.S., Shepherd University

Britney Carter (2014)

*Assistant Director of Financial Aid/Communications,
Outreach and Services*
B.A., William Penn University
M.A., Shepherd University

Kaytlynn Chism (2016)

Financial Aid Advisor
A.A., Frederick Community College
A.S., The Art Institute of Pittsburgh

Brenda K. Dayhoff (1979)

Executive Director, Financial Aid
A.A., Frederick Community College
B.A., M.B.A., Hood College

Melissa Ensminger (2006)

Assistant Registrar
A.A., Frederick Community College
B.S., Towson University

Doris "Jane" Filler (2007)

Admissions Specialist
A.A., Frederick Community College
B.S., Shepherd University

Lisa H. Freel (2002)

Director of Admissions
B.A., M.S., Western Maryland College

Randi Gibson (2018)

Transfer Evaluator
B.A., Salisbury University
M.S., University of Maryland University College

Pamela Grzybowski (2010)

Financial Aid Coordinator
B.S., Virginia Polytechnic I

Kevin Jandovitz (2019)

Administrative Associate, Financial Aid
A.A., Frederick

TBD

Enrollment Advisor

Christine McFadden (2015)

Enrollment Specialist

Shelby Metzgar (2017)

*Financial Aid Counselor II, Satisfactory
Academic Progress*

Melanie Molesky (2006)

Transcript Services Coordinator
A.A., Frederick Community College

Jeanette Morris (2016)

*Assistant Director, Financial Aid/
Verification and Reporting*
B.A., Hood College

Agnes Nestor (2016)

Enrollment Specialist
B.A., University of Maryland

Elizabeth Nichols (2013)

Registration Manager
B.S., Lake Superior State University

Amy Pearson (2007)

Records Manager
A.A., Frederick Community College

Cynthia Runnells (2015)

Financial Aid Counselor I
B.S., Boston University

Sarah Schanck (2018)

Transfer Evaluator
B.A., Asbury University

Jennifer Sealy (2019)

Coordinator of Admissions, Recruitment & Outreach
B.A., Juniata College
M.B.A., Shepherd University

Marie Staley (1989)

Assistant Director, Admissions
A.A., Frederick Community College

Susan L. Stitley (1997)

*Associate Director of Financial Aid/Student Loans, and
Fund Management*

Deirdre Weilminster (2004)

*Executive Director, Welcome Center/Registrar
(FERPA Officer)*
A.A., Frederick Community College
B.A., M.A., Hood College

Elizabeth Witcher (2014)

Financial Aid Administrative Associate
A.A.S., Plaza Business Institute

Student Development

Jerry Haynes (2014)

Associate Vice President/Dean of Students
B.S., Bowling Green State University
M.Ed., Miami University

Chad Adero (2006)

Executive Director, Counseling & Advising
A.A., Kirkwood Community College
B.A., University of Northern Iowa
M.Ed., Goucher College
Ed.D., Morgan State University

Audrey Averill (2018)

Lead Certified Interpreter

Rodney Bennett (2006)

Generalist Advisor
B.S., Davis & Elkins College
M.S., California University of Pennsylvania

Chianti Blackmon (2016)

Director, Multicultural Student Services
B.A., The University of Akron
M.S., Loyola University Maryland

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, Center of Student Engagement
A.A., A.A.S., Frederick Community College

Amy Coldren (2010)

Veteran and Military Services Academic Advisor
B.S., James Madison University
M.A., Ph.D., Northwestern University

Velva Cooper (2017)

Generalist Advisor
B.S., Morgan State University
M.A., University of Baltimore
M.S., McDaniel 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)

Assistant Director, Athletics & Sports Information
B.S., Indiana University
M.S., Valparaiso University

Tiffany Exum (2019)

Administrative Associate, Athletics
A.A., Frederick Community College

Alissa Hart (2016)

Generalist Advisor
B.A., Grove City College
M.A., Geneva College

Megan Henry (2018)

Disabilities Specialist
B.S., Towson University
M.S., McDaniel College

Monica Hutchins (2014)

Generalist Counselor
B.S., Morgan State University
M.A., Trinity University
M.A., West Virginia University
Ed.D., Morgan State University

Kathryn "Kate" Kramer-Jefferson (2006)

Director, Services for Students with Disabilities
B.A., Anderson University
M.A., Indiana University of Pennsylvania
Ed.D., Frostburg State University

Jennifer Leonard (2018)

Administrative Specialist
B.A., Wake Forest University

Traci Lowrey (2009)

Coordinator, Deaf and Hard of Hearing Services
A.A.S., Community College of Baltimore County
B.A.S., Siena Heights University
M.A., Southern New Hampshire University

Kathryn Manwiller (2009)

Counselor
B.S., University of Maryland College Park
M.S.W., University of Maryland Baltimore

Marsha Mason-Sowell (1985)

Counselor, Transfer Services
B.S., M.Ed., University of Maryland

Jennifer McAninley (2015)

Allied Health/Nursing Advisor
B.A., Goucher College
M.S., Johns Hopkins University

Christina McGill (2017)

Generalist Advisor
A.A., Community College of Baltimore County
B.A., M.A., Bowie State University

Aliya Merhi (2017)

Office Manager, Counseling/Advising
B.A., Washington College

Kristi R. Mills (1996)

Assistant Director, Center for Student Engagement
A.A., Frederick Community College
B.S., M.B.A., Mount Saint Mary's University

Jennifer B. Moore (2010)

Student Success Advisor
B.A., Elon College

Patricia Morris (2013)

Veteran and Military Services Specialist
B.S., East Carolina University

Jennifer Moxley (2014)

Coordinator of Student Leadership and Service
A.A., Frederick Community College
B.S., Shenandoah University
M.A., Hood College

Rachel Nachlas (2004)

Director of Veteran and Military Services
B.S., Frostburg State University
M.S., Western Maryland College

Kathleen Desmond Porter (2007)

Disabilities Specialist/Deaf & Hard of Hearing Counselor
A.A., Frederick Community College
B.S., Hunter College of the City University of New York
M.A., George Washington University

Anne Scholl-Fiedler (2017)

Coordinator of Career Services
B.A., Temple University
M.A., Towson University

Gabrielle Smallwood (2019)

Athletic Trainer
B.S., Eastern University

TBD

Director of Athletics

Eugene Smith (2020)

Assistant Director, Multicultural Student Services
B.S., M.A., Morgan State University

Kelly Stewart (2017)

Career Advisor
B.A., Gettysburg College
M.Ed., The Pennsylvania State University

Jennifer L. Ward (2000)

Office Manager, Adult Services
A.A., Frederick Community College
B.A., American Public University

Jeanni Winston-Muir (1990)

Executive Director, Center for Student Engagement
B.S., Frostburg State University
M.A., Seton Hall University

Edward Wangler (2018)

Generalist Advisor
B.S., Grand Valley University
J.D., Thomas M. Cooley Law School

Anastasia (Stacey) Yost (2013)

Counselor, Office of Adult Services
A.A., Frederick Community College
B.A., University of Maryland, University College
M.A., University of Maryland, College Park

College Safety and Security

Jackie Gadowski-Gibbons (2006)

Security Officer
A.A., Frederick Community College

Wayne Jarvis (2009)

Security Officer

Kevin Poole (2015)

Security Officer, Monroe Center

Gurpreet Rattan (2019)

Security Officer, 2nd Shift

Lauren Sinay (2019)

Security Officer
A.A., American InterContinental University

Michelle "Nikki" Teasley (2017)

Security Supervisor, 2nd Shift
B.A., University of North Carolina, Chapel Hill

Charles "Chuck" Tobery, Jr. (2013)

Security Officer
A.A., Frederick Community College
B.A., M.A., Hood College

Leonard "Randy" Waesche (2016)

Security Communications Operator
B.A., University of Maryland
M.B.A., Frostburg State University

Operations

Lewis Godwin (2020)

Vice President, Chief of Operations

Linda Seek (1990)

Executive Associate to the Chief of Operations

Capital Planning

John Anzinger (2015)

Director of Capital Planning & Project Management
B.S., Temple University

Simone Dalmida (2014)

Facilities Planning Specialist
B.B.A., Temple University

Christopher "Chris" Flaherty (2016)

Capital Project Manager II
B.S., The Pennsylvania State University

Sharon Hammond (2013)

Administrative Associate II
A.A., Frederick Community College

Karen Place (2018)

Capital Project Manager II
B.A., Roger Williams University

Receiving Operations

Gary Anderson (2009)

Receiving Operations Manager

Richard Linton (2006)

Receiving Assistant
A.A., Frederick Community College

Catherine A. Summers (1998)

Mail Room Associate

Plant Operations

Gregory "Greg" Solberg (2016)

Director for Plant Operations
B.A., Bemidji State University
M.S., Hood College

David Anderson, Jr. (2013)

Plant Maintenance Technician - Carpenter

Paul Barnes, Jr. (2010)

Custodian

Jeffrey L. Buhrman (1989)

Custodian

Richard Burns (2019)

Groundskeeper

Cameron Butler (2015)

Custodian

Michael Cooper (2016)

Plant Maintenance Technician – Plumber III

Chantay Corbin (2011)

Custodian

Dennis Cupp (2008)*Custodian/Technician - Monroe***Brian DeCesare (2016)***Plant Maintenance Technician - Monroe*
A.F.A., Montgomery College**Reynaldo Delaluz (2008)***Custodian***David Eichelberger (2012)***Plant Maintenance Technician - General***Jerome "Jake" Ford (2013)***Custodian***James Forrester (2015)***Custodian***Pernell Harrison (2012)***Custodian***Dennis "Jerry" Hatcher (2016)***Plant Maintenance Manager***Jenny Hill (2011)***Custodial, 2nd Shift Lead***David Hoffman (2018)***Plant Maintenance Technician - HVAC/R II***Kevin Hoover (2015)***Plant Maintenance Technician – Locksmith*
A.A., Hagerstown Community College**Maximo Inocencio (2016)***Plant Maintenance Technician – Electrician II***Ronald Jackson (2011)***Custodian***Jackson M. Jenkins (2003)***Custodial, 3rd Shift Lead***Justin Koerting (2010)***Grounds Crew Foreman***Richard A. Lawrence (1992)***Groundskeeper***Tonya R. Lewis (2003)***Custodian***Christopher Lucas (2004)***Custodian***Roxana Escobar Mendoza (2013)***Custodian***Amparo Morales (2012)***Custodian***Jesse Morgan (2013)***Plant Maintenance Technician - General***John Neal (2016)***Groundskeeper***Alberto Othuon (2007)***Custodian*

A.A., Montgomery County Community College

Mark Price (2007)*Custodian***Ryan Ridge (2016)***Plant Maintenance Technician - HVAC/R II*
B.A., St. Mary's College of Maryland**Kennedy Roberts (2016)***Custodian***Darrell A. Rollins (1999)***Custodian***Mary Sawyer (2008)***Administrative Associate II***McKenzie Schepis (2013)***Custodian*

A.A., Frederick Community College

Larry A. Smith (1995)*Custodial Manager***Craig Smoot (2018)***Plant Maintenance Technician - Painter***Parker Young (2015)***Plant Maintenance Technician - General*

.....

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

Elizabeth Geiser (1983)	Gerard Marconi (2000)	Dr. Paula Lindsay (2013)
Priscilla J. Roessler (1983)	Dr. Richard Yankosky (2000)	Susan Boyne (2014)
William A. Sussmann (1983)	John Stuart (2002)	Ann Commito (2014)
Duval W. Sweadner (1983)	Eugenia Tobin (2002)	Richard Gottfried (2014)
Louise Doty (1984)	Allan Windle (2002)	David Hamby (2014)
Dr. Dorothy V. Elliott (1984)	J. LeRoy Frazier (2003)	Dr. Christine Helfrich (2014)
Irene Jacobs (1984)	Donald W. Neel (2003)	Dr. Janice Holly (2014)
Dr. Cresap Davis (1986)	Dr. Suzanne Beal (2005)	Pamela Lilly (2014)
Dr. Jack B. Kussmaul (1986)	Dr. Albert Samuel (2005)	Janis Vasquenza (2014)
Agnes Kemerer (1987)	Dr. Rosemary Watson (2005)	Dr. Charles K. Cottingham (2015)
Joseph T. Millington 1987	Rosemarie Alavanja (2007)	Lorraine F. Dodson (2015)
Dr. Harry Prongas (1987)	Dr. Tony Chiu (2007)	Susan P. Hannon (2015)
Marguerite H. Smith (1987)	Joan Disburg (2007)	Dr. Beth H. Holmberg (2015)
Dr. Francis Reinberger (1990)	Cheryl Potter (2007)	Alberto Ramirez (2015)
Dr. Carl H. Mittlehner (1991)	Dr. Patricia Stanley (2007)	Sandra Toms (2015)
Dr. Roberta C. Palmer (1992)	Dr. Shirley Davis (2008)	Peggy Waxter (2015)
Betty Coe Riner-Kulp (1992)	Bernard A. Adams (2010)	Donna Lane (2016)
Charles R. Luttrell (1993)	James G. Morrison (2010)	Rebecca Lohmeyer (2016)
Dr. Harold A. Neufeld (1994)	Mary Noel (2010)	Mick O'Leary (2016)
Dr. B.W. Rodgers (1994)	Joseph D. Osmann (2010)	Walter Smith (2016)
Richard F. Burgo (1995)	Anne B. Slater (2010)	Barbara Angleberger (2017)
Joyce D. Meeks (1995)	Dr. Carol W. Eaton (2011)	Dennis Little ((2017)
Francis R. Smith (1995)	Jane A. Garvin (2011)	Mary Scire (2017)
Richard Thompson (1995)	Dr. L. Richard Haney (2011)	Saran Smith-McLaughlin (2018)
Thomas E. Hicks (1996)	Katherine W. Helfrich (2011)	Dr. Ted Taft (2018)
Dr. Lee J. Betts (1997)	Peggy J. Mauzy (2011)	Joanna Gannon (2019)
Gerard Blake (1997)	William G. Quinn, Jr. (2011)	Jurgen Hilke (2019)
Michael D. Boyd (1997)	Sandra L. Smith (2011)	Jane Menker (2019) (posthumously)
Dr. Jon H. Larson (1997)	Patricia F. Standifer (2011)	Dave Moreland (2019)
Maida M. Wright (1997)	Rebecca D. Yankosky (2011)	Donna Sowers (2019)
David G. Clark (1999)	Sandra Cavalier (2012)	
Phyllis R. Hamilton (1999)	Kathy Fenimore (2012)	
Laura Frances Mayo (1999)	Joseph B. Kerr (2012)	
Dr. May E. Phillips (1999)	Timothy Swyter (2012)	
Neeta Falconer (2000)	Joseph P. Campbell (2013)	
Dr. Martin Kalmar (2000)	Kathy J. Frawley (2013)	
Dr. Carolyn Lewis (2000)	Elizabeth J. Holton (2013)	

Recognition of Distinguished Status

Patti Altmann (2015)

Judith Bare (2015)

Mary Kay Burkhart (2015)

Linda Crough (2015)

Elizabeth Disney (2015)

Brenda Ferko (2015)

Magreta Kuzner (2015)

Karen Defibaugh (2016)

John Brashears (2017)

Mary Garst (2017)

Harriette Mathews (2017)

Yasmin Shikari (2017)

Beverly Grubbs (2018)

Sharon Wallick (2018)

James Concannon (2019)

Catherine Galeano (2019)

Index

A

A History	4
Academic Assessment & Placement Policy & Procedures	19
Academic Calendar	226
Academic Clemency.....	191
Academic Departments.....	52
Academic Progress	48
Academic Regulations.....	180
Academic Standards Policy and Procedures.....	180
Accounting A.A.S.	62
Accounting Letter of Recognition.....	63
Addictions Counseling A.A.S.	64
Addictions Counseling Certificate.....	64
Admission to the College.....	8
Admissions Policy and Procedures.....	8
Adult Education	54
Adult Education Programs.....	170
Agricultural Business Basics Letter of Recognition	79
Alumni Services	192
American Sign Language (ASL) Certificate	66
American Sign Language (ASL) Interpreter Preparatory Program A.A.S, Certificate	65
Architectural Computer Aided Design Certificate	112
Art Area of Concentration.....	67
Arts & Humanities.....	66
Arts & Sciences.....	72
Athletics	192
Audio Production Certificate.....	111
Audio Production Technology Area of Concentration	110
Awarding of Credit	182

B

Biology Area of Concentration.....	107
Biotechnology A.A.S, Certificate, Letter of Recognition.....	74
Books and Supplies	36
Bookstore.....	201
Building Trades Technology Certificate	75
Business Accounting Certificate.....	62
Business Administration A.A.....	76
Business Management A.A.S, Certificate.....	77

C

Campus Clubs	199
Campus Life.....	201
Campus Locations.....	227
Campus Security	201
Cardiovascular Technology A.A.S.....	79
Career & Technical Training.....	54, 172
Center for Student Engagement.....	199
Center for Teaching & Learning	192
CEWD Academic Programs	53
Change of Major.....	188
Change of Schedule	184
Chemistry Area of Concentration	108
Child Care Preschool and School Age Teacher Training Certificate, Letter of Recognition.....	81
Civil War Studies Certificate	104
Coaching Letter of Recognition.....	73
Co-curricular Programs	199
College Closing	201
College Information Center.....	201
College Policies & Procedures	203
Communication Area of Concentration	68
Community Outreach.....	5
Community Service	199
Completion Note for Degree and Certificate Programs	56
Computer Aided Design Technology Area of Concentration.....	111
Computer Animation Certificate.....	90
Computers Science	80
Computer Science A.S.....	80
Computer Studies Certificate	115
Computer Support Specialist Certificate.....	115
Computerized Accounting Certificate.....	63
Construction & Applied Technologies Institute (CATI)	54, 173
Construction Management & Supervision Certificate	113
Construction Management Technology Area of Concentration	112
Continuing Education & Workforce Development (CEWD) (non-credit) Tuition	36
Continuing Education & Workforce Development (CEWD).....	170
Continuing Education Workforce Training Certificates	172
Continuing Education Course Descriptions.....	176
CORE Courses.....	57
Corrections Certificate.....	103

Counseling & Advising	193	Film & Video Production Certificate	69
Course Repetition	188	Financial Aid	48
Course Substitutes	190	Financial Aid Appeals Process	49
CPA Exam Qualification Certificate	63	Financial Aid Eligibility: Satisfactory Academic Progress	48
Credit Course Descriptions	118	Financial Aid Programs Chart	51
Criminal Justice Area of Concentration	102	Fire Service Administration A.A.S.	88
Culinary Arts and Supervision A.A.S.	93	Fitness/Personal Trainer Certificate	73
Culinary Skills Certificate, Letter of Recognition	94	Foundation Scholarships	171
Cultural Competence Requirement	59		
Cybersecurity Area of Concentration	113	G	
D			
Data Science Area of Concentration	114	Gainful Employment Program Information	56
Degree Requirements	55	Game and Simulation Development A.A.S.	89
Department Overview	199	Game Programming Certificate	89
Description of Degrees	55	General Education CORE	57
Developmental Education	194	General Education Goals	57
Dining Services	201	General Studies A.A.	91
E		GIS-Public Safety	87
Early Childhood Development A.A.S.	80	Grading	185
Early Childhood Development Certificate	81	Graduation Requirements	188
Early Childhood Education/Early Childhood Special Education A.A.T.	82	Graphic Design A.A.S.	90
Education Area of Concentration	103	H	
Education: Associate of Arts in Teaching	82	Health and Exercise Sciences Area of Concentration	72
Effects of Withdrawing or Not Attending Class	50	Health, Business, Technology, and Science (Academic Departments)	52
Electrical Letter of Recognition	76	Health Information Technology A.A.S.	92
Elementary Education/Elementary Special Education A.A.T.	82	Health Manpower Shortage Programs	44
Eligibility Criteria	48	Healthcare Careers	54, 173
Emergency Management	84	Healthcare Information Technology Certificate	115
Emergency Management Certificate, Letter of Recognition	86	Healthcare Practice Management Certificate (Arts & Sciences)	78
Emergency Management Track I: FEMAA Independent Study A.A.S.	85	History Area of Concentration	104
Emergency Management Track II: Residency Program A.A.S.	86	Honors College	92
Emergency Medical Technician/Paramedic A.A.S.	88	Hospitality Management A.A.S, Certificate	94
Emeritus	220	Hospitality Skills Letter of Recognition	95
Engineering Area of Concentration	108	Hospitality, Culinary and Tourism Institute (HCTI)	54
English Area of Concentration	68	Hospitality, Culinary and Tourism Institute (Program of Study)	93
English as a Second Language	194	How to Apply for Financial Aid	48
English Education A.A.T.	83	Human Services Area of Concentration	105
Entrepreneurship and Small Business Start-Up Certificate	77	HVAC Letter of Recognition	76
Explanation of Student Tuition & Fee Charges	36	I	
F			
FCC Business Solutions and Strategic Initiatives	170	Information Security and Assurance Certificate	114
Film & Video Production Area of Concentration	69	Information Systems Management Area of Concentration	80
		Information Technology Services for Students	197
		Information Technology Specialist Area of Concentration	114

Institute for Learning in Retirement (ILR).....	54
Institute for Learning in Retirement (ILR) - CEWD.....	170

J

Job Search Assistance.....	194
----------------------------	-----

L

Leadership Development.....	199
Liberal Arts (Academic Departments).....	52
Lifelong Learning.....	170

M

Mid-Atlantic Center for Emergency Management & Public Safety.....	53
Mass Communication Area of Concentration.....	70
Mathematics Area of Concentration.....	109
Mathematics Education A.A.T.....	83
Medical Assistant A.A.S, Certificate.....	96
Medical Scribe Letter of Recognition.....	97
MHEC Transfer Policies.....	204
Mission Statement (Center for Student Engagement).....	199
Mission, Vision & Goals.....	4
Motorcycle Safety Program.....	171
Music Area of Concentration.....	70

N

Network Engineer Certificate.....	116
Network Engineering Area of Concentration.....	116
Nursing A.S.....	97

O

Office of Adult Services.....	195
Online Education Transfer Institutions.....	34

P

Paralegal A.A.S, Certificate.....	98
Partnerships.....	170
Photo ID and Parking.....	201
Physical Therapist Assistant A.A.S.....	99
Police Science A.A.S.....	100
Pre-Health Professions Area of Concentration.....	73
Prior Learning Assessment (PLA).....	22

Program Requirements.....	55
Programs of Study (Credit).....	62
Project Management Certificate.....	78
Psychology Area of Concentration.....	105

R

Recognition and Awards.....	200
Recognition of Distinguished Status.....	221
Registration & Records.....	198
Required Orientation, Advising, & Registration (ROAR).....	15
Residency Policy and Procedures.....	42
Respiratory Care A.A.S.....	100
RN to BSN.....	98

S

Schedule of Payments.....	37
Scholarships.....	50
Services for Students with Disabilities.....	195
Services Phone List.....	1
Social Sciences.....	101
Sociology Area of Concentration.....	106
Software Engineering Area of Concentration.....	116
Software Specialist Certificate.....	115
Spanish Education A.A.T.....	84
Special Programs of Study.....	16
Staff Listing.....	209
STEM Technology.....	109
STEM: Science Technology, Engineering, & Mathematics.....	106
Student and Advisor Responsibilities in the Advising Process.....	195
Student Consumer Rights and Responsibilities.....	50
Student Government Association.....	200
Student Information.....	21
Student Publications.....	200
Student Support Services.....	192
Surgical Technology A.A.S.....	117

T

Teacher Preparation.....	84
The Campus.....	4
The College.....	4
Theatre Area of Concentration.....	71
The Office of Multicultural Student Services.....	195
Transfer Agreements.....	27
Transfer Students.....	48

Transferring In Credits.....	26
Transition-to-RN	98
Tuition and Fees Policy and Procedure	37
Tuition and Fees	36
Typical Expenses used to Determine Financial Need	49

V

Veteran and Military Services	49
Veterinary Assistant.....	175
Voter Registration	200

W

Ways to Earn Credit at FCC.....	21
Welding Letter of Recognition.....	76
Wellness.....	200
When to Apply/Reapply	48
Workforce Development & Career Training.....	170
Writing Requirements.....	197

Y

Youth & Community Education.....	54, 170
----------------------------------	---------

Academic Calendar

Please note: Academic Calendar dates may be subject to change. Please check frederick.edu for updates.

Summer Semester 2020

Memorial Day – College Holiday	May 25
First day of summer classes.....	May 29
Independence Day Observed – College Holiday	July 3
Independence Day – No credit classes.....	July 4
No credit classes	July 5
Last day of summer classes.....	August 8
Summer grades due – 10:00 a.m.	August 12

Fall Semester 2020

First day of fall classes	August 22
No credit classes	September 5
Labor Day – College Holiday, Enrollment Services not available	September 7
Election Day – No credit classes, College open.....	November 3
No credit classes, offices open until 4:30 p.m., College Holiday begins	November 25
College Holiday.....	November 26 - 29
Last day of fall classes	December 12
Winter Holiday Luncheon	December 14
Fall grades due – 10:00 a.m.	December 16
Winter Break – Enrollment Services not available.....	December 21 - January 1

Spring Semester 2021

First day of January sessions	January 5
Dr. Martin Luther King Day – College Holiday	January 18
Celebration of Excellence & Spring Retreat.....	January 21
First day of regular spring classes	January 23
No credit classes, Continuing Education classes offered – College open	March 29 - 30
Spring Break.....	March 31 - April 2
Last day of spring classes	May 14
Spring grades due – 10:00 a.m.	May 19
Commencement.....	May 20

Campus Locations

FCC classes are held on the main campus, at The Monroe Center, online, and offsite at various locations throughout the community and surrounding areas.

Campus Locations

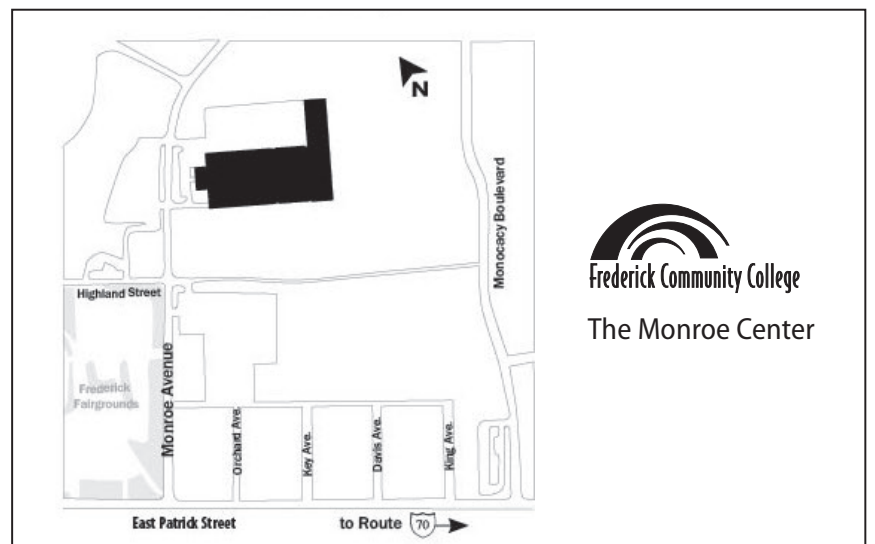
- A—Annapolis Hall
- B—Braddock Hall
- C—Catoctin Hall
- D—Athletics Center
- E—Conference Center
- F—Visual & Performing Arts Center
- G—Gambrill Hall
- H—Student Center
- J—Jefferson Hall
- L—Linganore Hall
- P—Plant Operations
- S—Sweadner Hall
- K—Mercer-Akre Kiln

Addresses

FCC Main Campus
 7932 Opossumtown Pike
 Frederick, MD 21702

The Monroe Center
 200 Monroe Avenue
 Frederick, MD 21701
 240.629.7900

Visit frederick.edu for directions and hours of operation.



Frederick Community College 2020-2021 Catalog, produced by the marketing and scheduling offices, April 2020.

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.

Frederick Community College makes every effort to accommodate individuals with disabilities for College-sponsored events and programs. If you have accommodation needs or questions, please call 301.846.2408. To request a sign language interpreter, please visit <http://fcc-interpreting.genbook.com>. If you have interpreting related questions, please email Interpreting@frederick.edu. Sign language interpreters will not be automatically provided for College-sponsored events without a request for services. To guarantee accommodations, requests must be made at least five workdays in advance of a scheduled event.

If your request pertains to accessible transportation for a College-sponsored trip, please submit your request at least 21 calendar days in advance. Requests made less than 21 calendar days in advance may not be able to be guaranteed.

All members of the College community are expected to abide by this non-discrimination policy and to comply with Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, (ADEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, (ADA), and amendments.

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

For questions or concerns regarding Title IX issues, contact:
Maryrose Wilson, Title IX Coordinator
301.846.2436 • Suite 223 of Gambrell Hall (Building G)

FCC promotes diversity and respect for all students and visitors. To reach the FCC Director of Diversity, Equity, and Inclusion, contact: 301.624.2711

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 accreditation documentation is available in the Office of Institutional Effectiveness.

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.

