

Carroll Community College

Catalog | 2017-2018

1718

The image features large, stylized numbers '1718' in a white-to-orange gradient. The numbers are set against a background of a blue-tinted photograph of a college campus, showing a large building with a prominent gable and a clock tower in the distance. The overall design is clean and modern, with a strong color palette of blue, white, and orange.

How to Reach Us

General Information.....	410-386-8000
General Information Toll Free Number.....	1-888-221-9748
Academic and Student Affairs.....	410-386-8191
Administration.....	410-386-8490
Admissions.....	410-386-8430
Advising and Transfer.....	410-386-8435
Billing Information.....	410-386-8040
BlackBoard Help Desk.....	410-386-8310
Bookstore.....	410-386-8447
Career Development for Students.....	410-386-8523
Cashier's Office.....	410-386-8040
Child Development Center.....	410-386-8470
Claims/Questions about Discrimination and Sexual Harassment.....	410-386-8404
Community Relations.....	410-386-8411
Compliance Office.....	410-386-8404
Continuing Education and Training.....	410-386-8100
Disabilities, Student Services and ADA Concerns.....	410-386-8327
Distance Learning.....	410-386-8419
Evening and Weekend Services.....	410-386-8000
Facilities Accessibility.....	410-386-8490
Faculty Offices	
Academic Services.....	410-386-8203
Business.....	410-386-8226
Education.....	410-386-8203
English and Humanities.....	410-386-8202
Fine and Performing Arts.....	410-386-8575
Health and Wellness.....	410-386-8242
Mathematics.....	410-386-8235
Nursing and PTA.....	410-386-8198
Science.....	410-386-8226
Social Sciences.....	410-386-8242
Financial Aid Office.....	410-386-8437
Foundation Office.....	410-386-8150
Human Resources.....	410-386-8030
Institutional Research.....	410-386-8160
Library and Media Center.....	410-386-8340
Placement Testing.....	410-386-8430
Planning, Marketing, and Assessment.....	410-386-8225
President.....	410-386-8180
Records and Registration.....	410-386-8440
Security Office.....	410-386-8600
Student Life.....	410-386-8500
Student Government.....	410-386-8460
Switchboard.....	410-386-8000
TTY National Relay Service.....	711
Testing Center.....	410-386-8450
Title IX.....	410-386-8524
Transcript Evaluation.....	410-386-8440
Transfer Advising.....	410-386-8435
Tutoring.....	410-386-8300
Veteran Affairs.....	410-386-8437
Weather Closings.....	410-386-8457

Email: infocenter@carrollcc.edu

Website: www.carrollcc.edu

Accreditation and Governance

The College is governed by a seven member Board of Trustees, appointed by the Governor of Maryland. Dr. James D. Ball is the president. Carroll is a state approved two-year college. It is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

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Carroll Community College
1601 Washington Road | Westminster, Maryland 21157
General Information: 410-386-8000 | 888-221-9748
Admissions: 410-386-8430

www.carrollcc.edu

Carroll Community College is an Equal Opportunity, ADA Title 504 Compliant Institution. The provisions of this publication are not to be regarded as a contract between the student and Carroll Community College. The College reserves the right to change any provision or requirement without prior notice when such action will serve the interests of the College or its students. Failure to read this catalog does not excuse students from the requirements and regulations described herein. Published May 2017.

Carroll Community College | Board of Trustees



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College President*

Message from the President



Dear Students,

As President of Carroll Community College, I want to thank you for considering Carroll as your destination for higher education. Students who enroll at Carroll come from all backgrounds, from all walks of life, and they have one thing in common—the desire to improve themselves academically and professionally.

What sets Carroll apart from other educational institutions is our emphasis on individualized student support. This is demonstrated through initiatives like areas of study and milestone advising. Students are encouraged to ask questions as they get started, continue their discovery as they formulate goals, uncover their unique paths, look ahead towards completion and prepare to take advantage of transfer or career opportunities.

Program faculty and dedicated advisors work one-on-one with students to help them become well-versed in all aspects of their chosen field of study. Degree planning allows students to monitor their academic plans, while academic success coaching offers individual and group mentoring. Our collective efforts support college success. Without a doubt, we are there for every student, every step of the way.

As you start your academic journey, please remember to take advantage of the wonderful resources and information the college provides to new students. We are excited about becoming part of your continued exploration. Your future begins as you enter to learn at Carroll Community College. Best of luck as you embark upon that journey.

A handwritten signature in cursive script that reads "James D. Ball". The signature is written in a dark ink and is positioned above the printed name.

Dr. James D. Ball

President
Carroll Community College

Mission

Carroll Community College is a public, open admissions, associate-degree-granting college serving Carroll County, Maryland with baccalaureate preparation programs, career education, workforce and business development, and personal and cultural enrichment opportunities. As a vibrant, learner-centered community, the college engages students as active learners, prepares them for an increasingly diverse and changing world, and encourages their lifelong learning.

Vision

Carroll Community College is Carroll County's premier learning community for convenient and affordable postsecondary training, baccalaureate preparation, and lifelong education. As a learning-centered college, Carroll embraces student learning as its primary and defining mission; encourages students to be full and active partners in learning; creates an environment supporting student and organizational learning; assesses learning outcomes and uses the results to improve learning; and evaluates all areas of the College by how well they foster learning.

Values

Carroll Community College believes in fostering the development of an organization that values, recognizes and rewards:

- putting students first
- just, humane, honest and respectful human interaction
- ethical and truthful representation of the college to students and the community so that we are understood to be "a place of integrity"
- positive and collaborative problem solving, and solutions-oriented action

Learning Assessment

Students will periodically be asked to participate in departmental learning assessments as well as institution-wide surveys and assessments. These assessment efforts are designed to help the College understand what students have learned so that student performance and goal completion can be continuously improved, which is central to the College's mission. The College appreciates student cooperation in these endeavors.

Mission-Based Institutional Goals

- Provide an affordable center of learning with supportive and caring faculty and staff, appropriate admissions practices, effective learner support services, relevant programs, and a variety of teaching and learning strategies.
- Provide opportunities for all learners to develop competencies in communication skills, critical thinking, quantitative and scientific reasoning, information and technology literacy, creativity, global awareness, and personal development.
- Prepare students for completion of the baccalaureate degree through rigorous transfer programs, appropriate advising and support services, and effective articulation agreements.
- Provide career preparation, job skill enhancement, continuing professional education, and career development services through credit and noncredit programs.
- Ensure learning through ongoing assessment of student progress and achievement, and evaluation of the effectiveness of Instructional programs and support services.
- Support county business growth by providing training and services directly to businesses, and by partnering with industry, community organizations, Carroll County schools, higher education institutions, and government entities to advance economic and community development.
- Embrace an increasingly diverse and changing world by encouraging students, faculty, and staff to value diversity, cultivate global awareness, and practice responsible citizenship.
- Provide cultural and community enrichment through lifelong learning opportunities, creative arts activities, and special events that educate and entertain.
- Nurture a learning-centered, inclusive, and collaborative organizational culture that fosters personal and professional growth, leadership skills, and the development and implementation of best practices.
- Employ the college's financial, physical, and technological resources effectively and efficiently to fulfill the college's mission.

Strategic Priorities through 2020

- Continuously enhance instructional program quality and effectiveness to increase student achievement, retention, and program completion.
- Respond to community and student needs through innovation and resourcefulness in instructional programming, course delivery and scheduling, student services, and effective communications.
- Support Carroll County business and workforce development through career and professional education, contract training and consulting services, and partnerships with local businesses and economic development agencies.
- Invest in the college's employees, technology, and decision-support systems to further the college's excellence.
- Implement resource management strategies to respond to anticipated levels of governmental support and fund the college's priorities.

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Admissions Information and Procedures

Admissions Information and Procedures

Admissions Philosophy

Carroll Community College is committed to offering accessible educational opportunities to our community. In support of that commitment, the College maintains an open door policy of admission. All who may benefit from the learning experience at Carroll are welcome in accordance with the following admission practices.

Welcome to Carroll!

Carroll Community College offers a variety of pre-admission services to assist prospective students in their decision-making about pursuing a degree at the College. These services include academic guidance to help individuals determine how the College might help them meet their needs and accomplish their goals. An admissions counselor or an academic advisor will help students choose a major or program of study and explore how courses in their major will transfer to baccalaureate degree programs at Maryland state colleges and universities. There are many opportunities for prospective students to visit the College. Please visit the Events and Activities page on our website for upcoming information sessions, open house program dates, walk in advising hours, individual College tours, and other programs designed in conjunction with the high schools to meet prospective student individual needs. Close relationships with area high schools, the Career and Technology Center, and with local business and community organizations are maintained in order to provide direct access to College services through campus visits, academic and career advising, and a variety of workshops.

For information about visiting the College or general admissions questions, contact the Admissions Office at 410-386-8430 or by email at admissions@carrollcc.edu.

Steps to Admission

1. Submit an Enrollment Application. New students are encouraged to submit applications in April for fall enrollment or in November for spring enrollment but can apply any time before a semester begins on a rolling basis. New students may apply online, www.carrollcc.edu/applynow.
2. Submit official transcripts verifying all high school and prior College coursework. A high school transcript is not considered official until graduation is posted. Please send once graduation is conferred. If you have taken Advanced Placement courses, these official scores should be sent directly from the College Board. SAT/ACT scores are not required but can exempt you from placement testing. These should also be requested directly from the College Board. We strongly recommend that you send your scores whenever available. GED® recipients must request official test scores and certification from the Department of Education in the state from which they received their diplomas. (In Maryland, call 410-767-0538.) Transfer students who attended other colleges or universities must submit official transcripts from each college attended to have coursework evaluated toward a degree at Carroll.
3. Apply for financial aid. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. The FAFSA is available beginning October 1; for maximum eligibility, apply before March 1. Visit the Financial Aid Office, room A114, or call 410-386-8437 for assistance.

Please note that in order to be eligible to receive funds from any of the Federal Financial Aid you must have a high school diploma or GED, must be enrolled or accepted into an eligible program of study,

must be pursuing a credit degree or certificate, and must submit his/her Social Security Number to the College.

4. Complete placement testing. Upon admission to the College, all students are required to take placement tests in reading, math, and English, with the following exceptions:
 - Transfer students:
 - a. are exempt from the reading placement test if 12 or more credit hours in general education or academic courses have been completed (Courses must emphasize college-level reading, writing, and math skills.)
 - b. are exempt from the English placement test, if they have previously taken and passed an equivalent freshman English composition course.
 - c. are exempt from the math placement test if they have previously taken and passed a math general education course.
 - d. may be exempt from a placement test if the student has successfully completed the highest level transitional course in the appropriate subject (English, mathematics, or reading) at a Maryland community college. Transitional mathematics courses are only honored for two years.
 - SAT and ACT
 - a. Students scoring 530 or above on the Math SAT or 21 or above on the ACT within the last two years will be eligible for General Education math courses (MATH-111, Fundamentals of Geometry and Measurement; MATH-115, Introduction to Statistical Methods; or MATH-121, Introduction to College Mathematics. MATH-123 requires an SAT score of 570 or ACT score of 24. Students who would like to enroll in MATH-124 or higher must take the math placement test to demonstrate an appropriate skill level.
 - b. Students who achieve an Evidenced-Based Reading/Writing score of 560 or above on the SAT or 21 or above on the ACT will be reading exempt.
 - c. Students who achieve an Evidenced-Based Reading/Writing score of 560 or above on the SAT or 21 or above on the ACT will be eligible to take ENGL-101.
 - d. Students who have earned an associate's degree or higher from an accredited institution are exempt from placement testing. Students will be expected to present proof of an earned degree or demonstrate prior coursework that satisfies Carroll's course prerequisites at the time of registration.
 - Returning Students:
 - a. A student who stops out from Carroll Community College in good academic standing will normally be eligible for re-enrollment at any time.
 - b. Students who do not enroll for two consecutive calendar years, must follow the catalog/requirements in effect when they re-enroll.
 - c. To assure that College records are correct, these students will also meet with an advisor to update personal and academic information (complete a new enrollment application).
 - d. Students who have incomplete core skills (reading,

mathematics or English) will be advised regarding their study requirements. (Students who stop out two years or more, must see an advisor for permission to register.)

Prospective and currently enrolled students requiring assessment may call the Admissions Office, 410-386-8430, or check online for the current walk in placement testing hours. Students who would like to enroll based on prior college coursework, should contact the Admissions Office, admissions@carollcc.edu or 410-386-8430.

English Language Learners will give a writing sample and be placed in a writing course accordingly. Specialized tutoring services are also available for English Language Learners.

Students with scores below college-entry-level for mathematics, English, or reading will be required to enroll in and satisfactorily complete courses designed to improve these basic skills and may be limited in the number of courses they are permitted to take. Students who score below 35 on Reading and 38 on Arithmetic are required to complete and fulfill the exit requirement of the Academic Skills Enhancement program prior to enrolling in academic courses (including transitional coursework) or utilize other community-based reading programs to reach this level.

- a. Placement test results are valid for two years.
 - b. Students placed in reading and transitional English courses are evaluated during the first week of the course and faculty may recommend adjustments to their reading and/or English placements.
 - c. Once students begin the developmental course work sequence, they may not retest and must complete the developmental course sequence prior to beginning General Education courses.
 - d. Students who stop out for more than two years will be required to re-test prior to registering if transitional course sequences have not been completed.
 - e. Students must progress in a timely manner (generally considered two years and completed in sequence) with few, if any gaps in time from transitional coursework through General Education courses. If a student does not progress through transitional coursework in a timely manner, the student may be required to retake the placement test regardless of grades earned in previous transitional coursework.
 - f. If the General Education mathematics requirement has not been completed in a timely manner, students may be required to retake the mathematics placement test, regardless of grades earned in previous mathematics coursework. Academic Advisors or an Admissions Counselor will determine this for the student. This decision may be appealed to the Chair of Mathematics.
5. Except Saturdays, placement test results are available immediately after testing. An admissions counselor will meet briefly with students for a post-test advising session, designed to explain placement test scores and describe next steps for course registration, and/or possible re-test options. A computer lab, housed in the Advising and Transfer Center, affords students the opportunity to complete the registration process immediately after their one-on-one advising meeting. Parents are welcome to attend the one-on-one meeting after their students have completed the pre-advising session. No appointment is required.

6. Register for courses. New students will develop an academic plan and obtain advisor approval for first-term courses during their one-on-one advising session. After their first term, students are encouraged to discuss goals with an advisor to assure satisfactory progress toward those goals before subsequent registrations. All students will be required to meet with an academic advisor at 15, 30 and 45 credit milestones to review their academic plans and make any necessary adjustments. At these milestone meetings, advisors will also refer students, if appropriate, to campus resources for assistance in setting career and personal goals which will aid in the planning process.
7. Attend New Student Orientation. The New Student Orientation program is an integral component of the college experience. The program is designed to assist new students and their families as they navigate the college environment. The major goal of the orientation program is to help new students feel at ease in the College community and to introduce them to the resources available. Through the cooperation of faculty, staff, and current student leaders, the program focuses on the new students' understanding of what the College expects of them and what they may expect from the College. The orientation program includes information on the College's services and facilities, academic expectations, advising, and student life on campus. All new students and their families are encouraged to attend orientation in August (for students entering in the fall term) or January (for students entering in the spring term).

DREAM Act

As an open-admission institution, Carroll Community College grants admission to all students regardless of citizenship. Maryland Senate Bill 167 provides the opportunity for some non-US citizens who attended high school in Maryland to be exempt from paying the out-of-state tuition rate. In order to qualify for this exemption and be eligible for either the in-county or out-of-county tuition rate, students must meet very specific requirements. Please speak to the Senior Director of Enrollment Development to discuss your qualifications by scheduling an appointment. Call 410-386-8430.

What is FERPA?

FERPA, Family Educational Rights Privacy Act, protects the privacy of student records and assures that students have an opportunity to review and correct records, if appropriate. Once a student reaches 18 years of age or begins attending a post-secondary institution, regardless of age, FERPA rights transfer from the parent/guardian to the student. Carroll Community College faculty and staff will, therefore, not disclose any information about a student's record or performance to outside parties unless the student provides written consent. The College encourages students to discuss academic plans and progress with parents and guardians directly. Students may view Blackboard for individual current course information or WebAdvisor for term-end and cumulative information. Students may obtain the Permission to Release Educational Records form in the Records Office (room A112). Students and/or approved parties must submit valid identification to be granted access to student records.

Maryland Community College Skills Assessment Guidelines

Maryland community colleges have adopted uniform standards of assessment and placement into college-level courses, based on recommendations from the college faculties in reading, writing, and mathematics. The standardized assessment instrument selected by Carroll is Accuplacer for reading, English, and math (licensed by The College Board). A writing assessment may be utilized to confirm placement in English courses. In addition, the following protocols have been adopted across the Maryland community colleges:

- Tests will be valid for two years.
- Students scoring 530 or better on the Math SAT or 21 or 21 and above on the Math ACT within the last two years may enroll in General Education Math courses. Students who achieve 560 or above on the Evidence-Based Reading/Writing SAT within the last 2 years are Reading exempt and may enroll in ENGL-101. (Students who wish to take MATH-123/precalculus must have a minimum score of 570 on the mathematics SAT or take the placement test and achieve the appropriate scores. Students who wish to take MATH-124, MATH-130, or MATH-135 must take the placement test and achieve the appropriate scores.)
- Students will be allowed to retest only one time and will not be allowed to retest sooner than 24 hours after the initial test. (Retest fees apply.)
- High school grades alone will not determine placement.

Transitional Education Program

Carroll Community College offers an interdisciplinary instructional program with courses in reading, English, and mathematics to help students in their college endeavors. These courses employ a variety of instructional methods, materials, and technology so students may develop, by the most effective educational means, the specific skills required.

The program is available for all students and especially for those whose previous academic experience or assessment/placement scores indicate a need for additional work in English, mathematics, and/or reading. Students must consult with faculty or advisors before registering for these courses in order to formulate cooperatively a detailed plan to remove barriers that impede academic success.

In order to provide for optimum student academic success within the human and financial resources available, Carroll Community College has established a comprehensive program of assessment and placement for students. The College is prepared to meet the educational needs of those students whose demonstrated academic skills are commensurate with the level of programs offered. In addition to the traditional collegiate level programs offered, a number of academic experiences are provided for students whose current academic skills are found to be inadequate for college-level work. Included are transitional course offerings in English, reading and mathematics that are offered through the Transitional Education Program.

Faculty expect that all students complete mathematics, English, and reading (where appropriate) within their first 12 credit hours. To ensure maximum success, mathematics, English and reading courses will be taken during consecutive terms until the sequence is completed. Per State law, students must have completed their English and mathematics sequences by completion of their first 24 credit hours or registration will be blocked.

Readmission

A student who withdraws from Carroll Community College will normally be eligible for readmission at any time. In cases where the student's academic performance reflects difficulty, however, the student's readmission will be reviewed with the possibility of a limit placed on the number of credits to be attempted. Those students suspended from the College for the first time because of unsatisfactory academic performance will be eligible for readmission twelve months after the end of the term in which they were suspended. Those students suspended from the College for the second time because of unsatisfactory academic performance will be eligible for readmission three years after the end of the term in which they were suspended. Suspended students desiring readmission are referred to the Readmission Policy, page 235. The

College reserves the right to deny readmission and/or admission to individual curricula.

Students who are suspended from Carroll occasionally enroll at other institutions during the suspension time. Transfer credit (including credit earned via credit by exam or the College Level Examination Program, and/or CLEP) will be accepted in transfer. The initial grade will appear on the transcript, but will be replaced in the calculation and improve the student's Carroll Community College grade point average.

Students who do not enroll for two consecutive calendar years must follow the requirements in effect when they re-enroll.

Academic Cohorts

The Hill Scholars Program

The Hill Scholars Program is a selective admission, honors cohort program. This cohort program is made up of honors courses linked by a common theme; seminars; and extra-curricular enrichment opportunities. The core of the Hill Scholars Program is a group of seven General Education courses in English, history, philosophy, art, anthropology and psychology. Hill Scholars will take two of the designated honors courses and a one-credit honors seminar each term. The remainder of the 15 credits per term will be made up of courses chosen for the individual student's major. At the end of the two-year program, students will have earned an associate degree as well as the designation of Hill Scholar. Scholarships are available for qualified students.

Hill Scholars – Admissions Requirements

Students in the Hill Scholars Program comprise high school's highest achieving students, as well as motivated non-traditional students. Applicants will be accepted to the program on the basis of grade point average in their college-preparation courses; teacher or guidance counselor recommendations; an admissions essay; standardized test scores (SAT, AP, etc.) and/or satisfactory performance on the College's placement tests (including math, reading, and English). Competitive SAT scores are preferred (at least 550 for Mathematics and 560 for Evidence-Based Reading and Writing and 21 for ACT recommended). Advanced Placement and ACT scores will also be considered. Applicants should rank in the top 15% of their graduating class or have a cumulative high school grade point average of 3.200. Students' course load, academic achievement, extracurricular and leadership activities are strong factors in the admissions process. Hill Scholars are students who have distinguished themselves from their peers by their academic success and their commitment to activities outside of the classroom.

Please note: Students must choose either the Hill Scholar program or the STEM Scholars program.

How to Apply for the Hill Scholars Program

Please submit your application along with a one-time non-refundable \$25 application fee (fee is waived for Early Action). The deadline for Early Action and Regular Admission are listed on the website and on the admissions application. For admissions consideration, these documents must accompany your application:

- Official high school transcript (attached to the School Report Form)
- Although we will accept official college entrance exam scores (SAT or ACT) from the high school, scores must be requested by the student (request from the high school in addition to the transcript).

- Admission Essay
- Two teacher and/or guidance counselor recommendation forms

The following documents may also be submitted:

- Official Advanced Placement Test Scores
- Online Scholarship Application (All students are strongly encouraged to apply. This is an online process.)

Application materials can be downloaded from the website at www.carrollcc.edu/scholars, from the Carroll Community College Admissions Office, room A101, or from your high school guidance office.

Financial Aid

All students are encouraged to apply for a scholarship to the Hill Scholars Program and for other types of student financial aid. The Financial Aid Program at Carroll Community College is designed to assist eligible students in meeting their College-related expenses. Financial assistance is provided through scholarships, grants, and employment opportunities. Financial need is determined through a careful review of all information supplied on the Free Application for Federal Student Aid (FAFSA). The FAFSA can be completed online at fafsa.ed.gov.

Admitted Hill Scholars

Students admitted to the Hill Scholars program will be assigned a dedicated Academic Advisor to assist them with course registration and transfer planning. The goal is to assist honors students to complete their program, enroll full time, and graduate in two years as a cohort. The general sequence of honors courses for the cohort are listed below. Students that have already completed any of these credits through AP credit or Concurrent Enrollment will be given credit for those courses and the honors equivalent will be waived.

Honors Sequence:

Fall #1:

- College Writing (ENGL-101)
- General Psychology (PSYC-101)
- College Success for Honors (HONOR-101)
- Fundamentals of Biology (BIOL-101) optional

Spring #1:

- History of the United States from 1876 (HIST-106)
- Diversity in the U.S.: Living in a Multicultural Society (DVTY-115)
- Career Development for Honors (HONOR-102)

Fall #2

- Writing About Literature (ENGL-102)
- Introduction to Speech Communication (COMM-105)
- Exploring Leadership (HONOR-201)
- Fundamentals of Biology (BIOL-101) optional

Spring #2

- Anthropology of American Culture (ANTH-201)
- Service-Learning: Actions and Values Capstone (HONOR-202)

For any questions concerning the Hill Scholars Program, please contact the Senior Director of Student Engagement and Completion, Kristie Crumley at 410-386-8408; Senior Director of Enrollment Development, Candace Edwards at 410-386-8405; or email hillsscholars@carrollcc.edu.

The STEM Scholars Program

www.carrollcc.edu/STEMScholars

STEM is an acronym for Science, Technology, Engineering and Mathematics. The STEM Scholars Program is cohort model at Carroll whose acceptance is through a selective and competitive admission process. As the four areas under STEM are immensely diverse, this unique cohort model allows the students in the program the flexibility to take appropriate courses for their program of study, yet be linked to study common themes through a 0.5-credit course taken each term (three terms). The seminars include topics around professional development opportunities, career planning, transfer preparation (visits to both STEM industries and transfer four-year institutions) and an invited speaker series. Seminars will collectively encompass outside the classroom enrichment. Finally, as a requirement of the STEM program, students in their final term register for a high-impact, rich, authentic and interdisciplinary undergraduate (2 credit) research course. Due to a kind donation, the students who are successful in the program will be reimbursed for the courses (3.5 credits) and are guaranteed a transfer scholarship to a four-year institution. Graduates of the STEM program will earn an associate degree with the designation of STEM Scholar and will be ready to transfer to four-year institutions.

Please note, students must select either the STEM Scholars program or the Hill Scholars program.

STEM Scholars – Admissions Requirements

Students in the STEM Scholars Program comprise high school's highest achieving students, non-traditional students and current Carroll students who have not completed more than 12 credits prior to being accepted into the program. Applicants will be accepted to the program on the basis of grade point average in their college-preparation courses (high school) and non-traditional applicants by grade point average for current Carroll students; high school teacher or guidance counselor or College faculty recommendations; an admissions essay; standardized test scores (SAT, AP, etc.) and/or satisfactory performance on the College's placement tests (including math, reading, and English). Competitive SAT scores are preferred (at least 550 for Mathematics test and 560 on the Evidence-Based Reading/Writing test recommended). Advanced Placement and ACT scores will also be considered. Applicants should rank in the top 25% of their graduating class or have a cumulative high school grade point average of 3.000. Students' course load, academic achievement, extracurricular and leadership activities are strong factors in the admissions process.

How to Apply for the STEM Scholars Program

Please submit the Carroll STEM Scholars application along with a one-time non-refundable \$25 application fee. The deadline for Early Action and Regular Admission are listed on the website (www.carrollcc.edu/STEMScholars) on the admissions application. For admissions consideration, these documents must accompany your application:

- Official high school transcript (attach to the School Report Form)
- Official Advancement Placement Test, SAT, or ACT Scores (if any)
- Two teacher, guidance counselor, or College faculty recommendation forms
- Online Scholarship Application

Application materials may be downloaded from the website at carrollcc.edu/STEMscholars, obtained from the Carroll Community College Admissions Office, room A101, or from a high school guidance office.

Financial Aid

All students are encouraged to apply for a scholarship to the STEM Scholars Program and for other types of student financial aid. The Financial Aid Program at Carroll Community College is designed to assist eligible students in meeting their College-related expenses. Financial assistance is provided through scholarships, grants, and employment opportunities. Financial need is determined through a careful review of all information supplied on the Free Application for Federal Student Aid (FAFSA). The FAFSA can be completed online at fafsa.ed.gov.

Advising for STEM Scholars

Accepted STEM Scholars will be assigned a dedicated academic advisor and a faculty advisor to assist them with course registration and transfer planning. The goal is to assist honors students to complete their program, enroll full time, and graduate in two years as a cohort.

Typical Two Year STEM Scholars Sequence

STEM Scholars program allows students the flexibility to take the courses in their area of study, yet participate in a cohort model. Students in the program are encouraged to carry a 15-credit load every term. A minimum 12-credit load will be required (spring and fall terms). STEM students will complete the following courses during the two years of commitment to the program. The students may take each of the courses only once during the residency of the program.

STEM Scholars – Seminar (.5 credits)

STEM Scholars – Professional Development (.5 credits)

STEM Scholars – Road Trips (.5 credits)

STEM Scholars – Undergraduate Research (2 credits)

For information about the STEM Scholars program, please contact Dr. Raza Khan, Director of STEM Scholars program, rkhan@carrollcc.edu/410-386-8222 or Ms. Candace Edwards, Senior Director of Enrollment Development, cedwards@carrollcc.edu 410-386-8430.

Dual Enrollment for Students Still in High School

High achieving high school students can be approved, while still in high school, to begin earning college credit. This can assist students through the College transition early, with great support. It also allows students to earn up to a full term of equivalent college credit while still in high school, giving them a distinct advantage when beginning a full-time college curriculum.

With high school approval, students can be released for part of the day to attend and earn college credits during their junior and senior years of high school. Students interested in Dual Enrollment should:

1. Schedule an appointment for a planning conference with your high school guidance counselor. The student must attend this conference along with a parent to discuss the student's options, outline expectations and complete the Dual Enrollment

Application.

2. Take the placement tests. Students will test in three areas: reading, English, and math, unless exempt based on SAT or ACT scores. Students scoring 530 or better on the Math SAT or 21 or 21 and above on the Math ACT within the last two years may enroll in General Education Math courses. Students who achieve 560 or above on the Evidence-Based Reading/Writing SAT within the last 2 years are Reading exempt and may enroll in ENGL-101. Faculty strongly recommend preparing for placement tests by reviewing first. Visit www.carrollcc.edu/testprep for review suggestions. A completed Carroll Community College Enrollment Application, signed by a parent if the student is under age 18, is required at the time of testing.
3. Students will receive placement test results immediately following testing. These results are explained along with information regarding college policies and procedures and advice about how to select courses and each student meets with an admissions counselor to finalize course registration. CCPS students must have a completed high school Dual Enrollment Application at the time of registration.
4. Register for courses and return the Dual Enrollment Application back to your high school counselor for final approval by your school counselor and high school principal.
5. Students approved for Dual Enrollment may be eligible for State-approved tuition discounts if enrolled in a Carroll county public high school during the 11th and 12th grade years. Please contact the Admissions Office for specific information.

Contact a high school counselor for specific details regarding individual high school dual enrollment requirements. Please note: Dually enrolled students and students attending on an 8th semester waiver are not eligible to receive Federal Financial Aid.

Admissions/Student Status

A student may apply for "early admission" and enroll as a full-time student at the College, thereby choosing to bypass the traditional senior year of high school. An "early admission" student is expected to show an above average high school academic achievement record, typically defined as a "B" grade point average. An individual considering "early admission" should discuss his/her intention with a high school official in the junior year. To apply as an "early admit," a student must submit the Enrollment Application, official high school transcript together with SAT/ACT scores, if available, and written authorization for a "waiver" from a high school official. Students approved for an 8th term waiver by the Carroll County Public School's Director of Student Services fall into the Early Admission category and also must submit written authorization from a high school official at the time of application.

Students under the early admission option are not eligible to receive federal financial aid until they have officially graduated from high school, which only happens in June each year.

Admission of Young Students

Students less than sixteen years of age are grouped in a category referred to as Gifted and Talented. The admission standards for the Gifted and Talented program are selective; potential students must demonstrate a proven record of academic success indicating ability to handle the challenge of college level work. To be considered a Gifted and Talented student, students will need to meet the following criteria:

1. Complete the seventh grade.

2. Submit the standard Carroll Enrollment Application.
3. Submit official school transcripts from previous and current schools.
4. Show satisfactory scores on the College placement test or;
5. Provide evidence of “Gifted and Talented” status as defined by Carroll County Public Schools. Briefly, students must score in the 96th percentile by age on one or more of the following tests: Comprehensive Test of Basic Skills; Test of Cognitive Skills; WISC III, California Achievement Test OR document a composite SAT score of 1200 or above on the Evidence-Based Reading/Writing and Math components;
6. Provide letters of support from a school official and in the case of a home schooled student, a letter of support from a reliable reference who can attest to the student’s adaptability, maturity level, and ability to succeed in a college environment.
7. Meet with the Senior Director of Enrollment Development or an admissions counselor, with a parent or guardian, for final approval.

All required documents must be submitted, and all evaluation results in place, no less than two weeks prior to the start of the term for which the student seeks enrollment.

If test scores or evidence that the student is in the 96th percentile of his/her age group are not available, the student’s performance on Carroll’s placement exams in math, reading and English will serve as a measure of college readiness. Placement exams are required of all incoming students. For underage students, placement test scores will also determine eligibility for admission. Please contact the Senior Director of Enrollment Development, to take the placement exams in lieu of other standardized testing or to submit documentation for admission as a Gifted and Talented student from Carroll County Public Schools.

Special Note for Parents: As part of the initial admissions process, a parent or guardian of a student under 16, must complete and sign a Statement of Understanding and forward to the Senior Director of Enrollment Development. For further information, please contact the Admissions Office at 410-386-8430 or admissions@carrollcc.edu.

Admission with Credit

An applicant desiring to transfer from another college and be admitted to a degree program at Carroll Community College must follow the standard admission procedures. In addition, the student must submit official transcripts of all previous college coursework. The applicant may also be required to present a catalog from each college with courses taken clearly marked. Syllabi may also be required. Courses offered for transfer credit must fit into the applicant’s proposed curriculum and should generally be of “C” grade quality or better. Courses in which “D” grades were earned will be accepted for transfer, with the exception of special program requirements. In accordance with Maryland Higher Education Commission policy, any course identified as a General Education Requirement that was taken at a Maryland Public Institution of Higher Education will be accepted for transfer if the grade earned was a “D” or better. The grades for courses taken at colleges or universities other than Carroll Community College will not be computed in the grade point average. Transcripts are evaluated by the Records Office in consultation with faculty department chairpersons.

Please note that transfer credit (including credit earned via credit by exam or the College Level Examination Program) will be accepted in transfer even if the course has been attempted at Carroll. While Transfer credits are not calculated in a Carroll GPA, transfer courses may improve the student’s Carroll Community College grade point average by nullifying F grades.

Admission with Non-Traditional Credit

A student who applies for admission with credit for non-traditional learning must prove competency equivalent to learning achieved in certain courses offered by the College. Students are referred to appropriate department chairpersons for “credit by exam” and other options. A maximum of 75% of the credits toward a degree may be awarded for prior learning. See the College Regulations for more information.

Admission with Articulated Credit/Career Connections

Carroll Community College maintains several articulation agreements with Carroll County Public Schools. These agreements are updated annually. Currently, students who have completed and met grade requirements for programs in Accounting/Financial Services; Administrative Assistant; Early Childhood Education; Teacher Academy of Maryland (TAM); Drafting; and Print Production may articulate courses to the College as follows. Please note: students must complete six credits at Carroll Community College before the articulated credits are awarded.

CCPS Accounting or Financial Services programs may be transcripted as:

- ACCT-101, Financial Accounting (3 credits)

(Total Carroll credits awarded: 3)

CCPS Administrative Assistant/Secretarial Science may be articulated:

- for up to 19 credits in Office Technology courses, with proficiency testing

CCPS Computer Science

- CIS-105, Introduction to Object-Oriented Programming (3 credits)
- CIS-132, Principles of Programming (4 credits)

(Total Carroll credits awarded: 7)

CCPS Early Childhood Education will be articulated as:

- ECE-101, Child Growth and Development (3 credits)
- ECE-104, Methods and Materials in Early Childhood Education (3 credits)

(Total Carroll credits awarded: 6)

CCPS Teacher Academy of Maryland (TAM) will be articulated as:

- EDUC-120, Introduction to Education (3 credits)
- EDUC-121, Field Experience for Introduction to Education (1 credit)

(Total Carroll credits awarded: 4)

CCPS Drafting will be articulated as:

- CAD-101, Introduction to Computer Aided Design Drafting (3 credits)

(Total Carroll credits awarded: 3)

CCPS Print Production will be articulated as:

- CGR-105, Introduction to Computer Graphics (3 credits)

(Total Carroll credits awarded: 3)

Advanced Placement Program

The College Entrance Examination Board offers an Advanced Placement program. The program may be utilized by high school students to receive college credit and advanced standing for courses completed in high school. Students wishing to exercise this option should have a copy of their official examination scores sent to the Admissions Office at Carroll Community College. See the Regulations and Policy section for required scores and equivalents.

Selective Admission Programs

Emergency Medical Services—Paramedic

To be included in the pool of applicants for admission to the Paramedic Program a student must request consideration by April 1 of the year he/she anticipates starting by completing an application for admission to the Paramedic Program. In addition, you must:

- Students new to Carroll must submit a Carroll Enrollment Application. Paramedic Program applications will not be processed for consideration unless an Enrollment Application has also been submitted.
- Complete both pages of the EMS application and sign the last page. Be sure to list all schools attended on the first page.
- Provide proof of affiliation with an approved fire station by submitting a “Clinical Facility Experience Documentation” form completed by a Paramedic who has worked with the applicant on several occasions.
- Return two recommendation forms. One recommendation form should be completed by someone familiar with the applicant outside of family (i.e. clergy, professors, or employers). The other form should be completed by the chief of the applicant’s fire station. The forms may be sent directly to the college by the individuals or included with the EMS application.
- Turn in a “Student Support Letter,” signed by the volunteer company president.
- Include a copy of the applicant’s current EMT-B card.
- Provide proof of completion, or exemption from, any transitional Carroll course work (MAT-099; READ A-F and/or ENG A-E).
- Review the Essential Functions or Abilities form for self-determination of qualifications for this program.

- Provide transcripts from other institutions documenting completion of a college level math (statistics is recommended), BIOL-101, Fundamentals of Biology; BIOL-210, Anatomy and Physiology 1; BIOL-211, Anatomy and Physiology 2; OR BIOL-105, Human Biology; CHEM-101, Introduction to Chemistry. All math and sciences must be completed with a GPA of 2.0 or higher. If courses were completed at Carroll Community College, no official Carroll transcripts are necessary. If complete official transcripts for past schools are on file in the Records Office, additional copies are not required.
- Completion of ENGL-101, College Writing; PSYC-101, General Psychology; and COMM-105, Introduction to Speech Communications. These courses can be completed concurrently with EMS courses.
- If you have previously attended Carroll Community College, submit a Change of Curriculum form (requesting AA.GENST. EMS) to the Records Office. This will trigger a re-evaluation of your transcripts for the Paramedic Program.

Nursing Programs

Entrance into the program is selective, based on academic ability and aptitude for a career as a nurse. Acceptance is completed in conjunction with admission to Carroll Community College. Once accepted, you must satisfy the full admission requirements. All nursing applicants (RN, LPN, and LPN to RN) must meet the RN pre-clinical requirements and the general education requirements.

Admission Checklist for all Nursing Programs:

- Submit all official transcripts to the Records Office.
- Submit proof of high school completion. This can be an official high school transcript, diploma copy, GED® certificate or evaluation of a foreign high school transcript.
- Obtain and submit a College Enrollment Application.
- Obtain and submit a Nursing Application to Nancy Perry, program director. The application and instructions are available online during open admissions periods.

The Fall admission deadline is February 15. All documents must be submitted together as a single application packet, except for official transcripts, which need to be submitted to the Records Office.

- Successfully complete, with a minimum grade of C, the following course requirements prior to admission:
 - College Writing (ENGL-101).
 - Fundamentals of Biology 1 (BIOL-101), Human Anatomy and Physiology 1 and 2 (BIOL-210 and BIOL-211) completed within the past 5 years.
 - Microbiology (BIOL-215) completed within the past 5 years.
 - Human Development through the Life Span (PSYC-211).
 - In addition, PSYC-211 has the prerequisite of General Psychology (PSYC-101); BIOL-210 and BIOL-211 have prerequisites of Fundamentals of Biology 1 (BIOL-101) and Introductory Algebra (MAT-097).
 - Demonstrate exemption or completion of MAT-097, Introductory Algebra.
 - General Psychology (PSYC-101).

- Introduction to Sociology (SOC-101).
- Introduction to Statistical Methods (MATH-115).
- Writing About Literature (ENGL-102) or ENGL-201, -202, -205, -211, or -240 Humanities general education course.
- One (1) course from Fine and Performing Arts OR Language and Communication Area General Education course.
- Complete the NLN-PAX (pre-admission examination) through the Testing Center.
- Submit two recommendations.
- Submit a copy of driver's license.
- Achieve a 2.500 minimum GPA.
- Write a cover letter explaining any ongoing course work that is not yet completed.

Before Full Admission for all Programs:

After being accepted for admission, the following must be satisfied prior to September 15 for Fall admission. Additional information is provided after applicants are accepted.

- Evidence of good health as verified by a physician completed physical examination form (available after admission to the program).
- Demonstrated laboratory evidence of immunity for measles, mumps, rubella, and varicella.
- Proof of completion of Hepatitis B Series or a signed waiver.
- Updated immunization for tetanus.
- Annual seasonal flu immunization.
- No evidence of active TB, updated annually.
- Proof of enrollment in a hospitalization insurance plan.
- Current cardiopulmonary resuscitation (CPR) certificate for health care providers (BLS-American Heart Association-Health Care Provider).
- Completion of a criminal background check and a urine drug screening.

The Nursing Program Director reserves the right to refuse admission to the program for failure to satisfy the above requirements.

Students must provide their own transportation to clinical sites during each nursing course.

The Maryland Board of Nursing may deny a license to any applicant who has been convicted of or pleads guilty or nolo contendere to a felony or to a crime involving moral turpitude, whether or not any appeal or other proceeding is pending to have the conviction or plea set aside.

Physical Therapist Assistant Program

The Application Process

Acceptance into the program will be based upon the student's academic ability (GPA and completion of General Education requirements), aptitude for a career as a physical therapist assistant, and communication skills. Every candidate must be accepted for admission to Carroll Community College prior to entering the Physical Therapist Assistant Program. Therefore, all potential applicants must submit a completed Carroll Community College Enrollment Application, and request that both high school and college transcripts be sent to the Records Office. Contact an admissions advisor, 410-386-8430, to determine if placement tests are required. If placement tests are required, contact Admissions, 410-386-8430, to schedule.

A candidate for the PTA program must complete the above provisions before entering the Carroll Community College Physical Therapist Assistant Program. A separate PTA application must be obtained from the PTA program director and returned prior to May 1st for fall admission. Carroll County residents will be given preference over non-residents with similar qualifications and experience.

For information regarding the program or program requirements, please contact the Program Director at 410-386-8259 or view the program page at www.carrollcc.edu/courses/credit/academic/pta (or enter PTA Program or PTA Ranking in the search engine on the homepage).

Program Prerequisites

The candidate is required to satisfy the following:

- Complete and submit a PTA application by May 1 to the PTA Program Director's office.
- Successfully complete the following program course requirements prior to September of the year the candidate expects to start the program:
 - Human Anatomy and Physiology 1 (BIOL-210) and Human Anatomy and Physiology 2 (BIOL-211) with a minimum grade of "C" in each course. (Anatomies must be current within the last five years.)
 - General Education mathematics course with a minimum grade of "C."
 - College Writing (ENGL-101) with a minimum grade of "C."
- Completion of at least 75 documented hours of volunteer work, and/or clinical experience in a physical therapy facility (preferably in more than one setting) under the supervision of a physical therapist or physical therapist assistant. Students must have a supervisor or mentor in the facility(ies) complete the form

enclosed with the PTA application. (Make additional copies of the form, as needed.)

- Evaluations of the applicant by two professional references on the forms enclosed with the PTA application.

Prior to full admission, students selected for the PTA Program are required to satisfy the following prior to August 15 of the year they are scheduled to enter the program:

- Demonstrated laboratory immunity for measles, mumps, rubella, and varicella
- Updated immunization for tetanus
- Proof of completion of hepatitis B series or a signed waiver
- No evidence of active TB, updated annually
- Annual seasonal flu immunization.
- Show proof of current enrollment in a health insurance plan
- Current cardiopulmonary resuscitation certification for health-care providers (BLS, American Heart Association Healthcare Provider)
- Evidence of good health as verified by a physician completed physical exam form (The form is available after admission to the program.)
- Completion of a criminal background check and drug screening

The PTA Program Director reserves the right to refuse admission to the program for failure to satisfy the above requirements. Students must provide their own transportation to clinical placements. The Maryland Board of Physical Therapy Examiners may deny a license to an applicant who has been convicted or pleads nolo contendere to a crime of moral turpitude whether or not any appeal or other proceeding is pending to have the conclusion or plea set aside.

Mid-Maryland Allied Healthcare Education Consortium

Carroll Community College has joined Frederick and Howard Community Colleges in an innovative program to enhance student access to allied health programs. The Mid-Maryland Allied Healthcare Education Consortium allows students to enter selected programs at any of the three colleges. Students will be advised at their home campuses, where they will also complete most, if not all, of their pre-clinical courses as well as submit their enrollment application. For any of the participating programs with competitive admissions, applicants from the three partner colleges will receive the same competitive preference. Once accepted into a program, tuition at the transfer institution will be at the in-county rate. Programs currently available include:

- Bioprocessing Technology: Frederick C.C.
- Cardiovascular Technology: Howard C.C.
- Emergency Medical Services: Howard C.C.
- Health Information Technology: Carroll C.C.
- Nuclear Medicine: Frederick C.C.

- Physical Therapist Assistant: Carroll C.C.
- Respiratory Care: Frederick C.C.
- Surgical Technology: Frederick C.C.

For more information or to apply, new students may contact the Senior Director of Enrollment Development (410-386-8430 or admissions@carrollcc.edu); current students may contact an advisor (room A102, 410-386-8435, or advise@carrollcc.edu). See the program pages for complete program descriptions.

Health Personnel Shortage Programs

Students who are Maryland residents may attend Health Manpower Shortage Programs at any Maryland public community college at the in-county tuition and fees rate for that institution. A complete listing is at www.mhec.state.md.us/higherEd/acadAff/HealthManpower.doc. The Maryland Higher Education Commission (MHEC) has designated the following certificate and degree programs at Carroll Community College as eligible programs:

- Health Information Technology, Associate of Applied Sciences Degree and Certificates
- Nursing – Practical Nursing Track, Certificate
- Physical Therapist Assistant, Associate of Applied Sciences Degree

For more information about the Health Manpower Shortage Programs, contact the Admissions Office or Advising Office.

International Student Admission

International Students

Carroll Community College is committed to responding to the collective and individual needs of its community. Included in that community are individuals who have been granted permanent residency or a similar status by U.S. immigration authorities. This school is authorized under Federal law to enroll nonimmigrant students. Tuition rates for international students are based on visa type. Permanent residents, resident aliens, officially recognized refugees, those in asylum, and those with visas that allow the person to establish domicile in the State of Maryland, such as the H-1B or H-4 type, are eligible for in-county tuition and fees (based on residency). Students may enroll as part-time or full-time students. Verification of residence will be required. Students with non-immigration visa types, including F-1 and J-1, are considered “out-of-state” residents for tuition purposes.

Students who do not provide proof of immigration status at the time of enrollment are eligible to study and are charged for tuition at the out-of-state rate. Students who qualify for the Dream Act should schedule an appointment with the Senior Director of Enrollment Development for assistance, 410-386-8430.

Admission of International Students with a Student (F-1) Visa Status

Carroll Community College is authorized to issue an I-20-AB form, which enables a non U.S. citizen to apply for an F1 visa through the U.S. Embassy or Consulate in their home country for the purposes of studying full-time in the U.S. The following items are needed before an I-20-AB Form can be authorized by the College:

- A completed enrollment application. The deadlines for completion of procedural requirements cited above are June 1 for the fall term and October 1 for the spring term. You may download an enrollment application here www.carrollcc.edu/applynow
- The English translated version of high school records. All foreign college-level transcripts must be evaluated by World Education Services (www.wes.org/fees/evaltypes.asp) at the student's expense before the transferability of foreign credits can be determined.
- An official transcript of the TOEFL (Test of English as a Foreign Language), sent directly from the Educational Testing Service to the Admissions Office. A minimum score of 550 on the paper-based test, 213 on the computer-based test, or 79 on the internet-based test is required. See TOEFL.org for testing information.
- Official evidence of financial support (\$15,000 in a local account) for the coming year. Finances must be in U.S. dollars on bank letterhead.
- Local sponsorship by an individual in the community. Please complete the following form provided by the Office of U.S. Citizenship and Immigration uscis.gov/graphics/formsfee/forms/i-134.htm
- A personal interview with either the applicant or the local sponsor who will assume responsibility for the applicant.
- An F-1 student transferring to Carroll from another institution must also submit a copy of the I-20 and a transcript from the previous institution.

- An applicant can be considered for admission only after each of the above requirements has been met, as verified by the College's Office of Admissions. Successful applicants will be given an I-20 AB Form to apply for an F-1 student visa. The College does not make the final decision on visa status. Only the U.S. Citizenship and Immigration Services (USCIS) has the authority to grant or deny F-1 visa status. Students admitted in this way must enroll full-time for a minimum of 12 credits/billable hours each term. Students with an F-1 visa are charged “out-of-state” tuition rates and can seek work only after approval from the USCIS.

Once the I-20 has been issued, the student should schedule an appointment with the U.S. embassy or consulate to apply for the F1 visa. It is generally required that you schedule appointments well in advance, and the student must have the I-20 form and required documents with them at the time of the appointment or it will have to be re-scheduled.

Students are additionally required to fill out the I-901 form, pay the fee, and obtain a receipt before the appointment with the embassy. This form is available, and payable, online at www.fmjfee.com. For more information on the I-901 form and payment, please visit the SEVIS website at ice.gov/sevis/i901/faq2.htm.

Additional Helpful Information for International Applicants

There is no federal financial aid available to international students desiring to attend the college. The student must provide official documents that give evidence that he/she has the financial means to support himself/herself during the academic year. This includes all expenses, including tuition and fees, housing, food, transportation, and other personal expenses.

- The College does not have any residential facilities. A sponsor is required for housing.
- Tuition and fees for an F-1 student total \$329.60 per billable hour. International students are required to attend full-time, carrying a minimum of 12 billable hours per term. The minimum total of tuition and fees for two terms of study would amount to \$7,910.40. This amount does not include books and supplies for courses.
- Students pursuing F1 status are eligible for open enrollment programs only, which require a full-time course load (minimum of 12 credit hours) and completion of the program within two years. This eliminates eligibility for several competitive admissions programs in the allied health areas, including nursing and physical therapist assistant.

Please contact the Admissions Office: admissions@carrollcc.edu or 410-386-8430, for further assistance.

Notices

Consumer Information

Under Federal law, Carroll Community College must provide certain information so that students can compare us to other institutions of higher learning. Please visit www.carrollcc.edu/HEOA.

Accessibility Notice

The Americans with Disabilities Act applies to Carroll Community College and its programs, services, and activities. For questions or assistance, please call the Director of Disability Support Services at 410-386-8327.

Questions or concerns related to facilities accessibility may be directed to the Facilities Management Office at 410-386-8490.

Equal Opportunity/Non-Discrimination Statement

The Board of Trustees of Carroll Community College reaffirms its commitment to the belief in the intrinsic value of the individual and his/her right to be judged upon the merits of abilities and actions alone; provision of maximum employment opportunity based on the system and the capacity of the potential employee to meet those needs and without regard to any other factors; and provision of maximum educational opportunity for all students with special attention to time schedules, locations, costs and financial support, counseling, student activities, remedial assistance, and other factors, assuring the accessibility of such opportunity to all. In the conduct of the official business and day-to-day operations of the Carroll Community College, the Board of Trustees will not tolerate discrimination against any member of the student body, faculty, or staff upon any unlawful basis or upon any other basis not related to that person's eligibility or qualifications for participation in College programs, services, activities, and employment.

The Board further states its intent to pursue a vigorous program to expedite the recruitment, hiring, training, development, and promotion of employees and the recruitment, placement, counseling and teaching of students without regard to factors of race, color, religion, sex, national origin, age, disability, and sexual orientation.

Further, the Board states its intent to pursue this program, not only in full compliance with pertinent legislation, but in a spirit of outreach and affirmation, accepting fully its charge to improve the quality of life for all within its area of influence.

The Board, further, instructs the President to plan for, implement, and report periodically on an active program to fulfill this commitment. *(Modified by Board, August 26, 2004)*

Students' Obligation

All Carroll Community College students have the responsibility for being fully aware of College policies and regulations affecting students. Students should consult the College catalog or website for current policies and practices of the College. Students are expected to understand graduation requirements, to monitor their progress, and to consult with advisors as needed.

Student Withdrawal/Refund Appeals

Students facing extenuating circumstances and needing to make late withdrawal and/or refund appeal requests should contact the appeals committee in writing at studentaffairs@carrollcc.edu.

Student Complaints

Carroll Community College has a formal complaint process. Students wishing to file a complaint may visit any administrative office for forms, assistance, and guidance. The form is also available online at www.carrollcc.edu/learn, click on the link to Student Forms (lower left corner).

Campus Closing and Emergency Notifications

e2Campus

Carroll's state-of-the-art notification system, e2Campus, allows messages to be sent instantly and simultaneously to all students, faculty and staff who register with e2Campus via mobile devices (SMS text message) and/or e-mail. Additionally, the messages will "pop up" on the computer screen for anyone subscribing to the RSS feed with Google, Yahoo, or using portal and social networking sites, including Facebook and Twitter. e2Campus will be used to send emergency notifications that are critical to safety or to relay vital information in a timely matter. Notifications are sent by designated administrators and are immediately delivered to recipients. Notifications can include campus closing and security alerts. This service is voluntary and students may opt-in or opt-out at any time. Some wireless service agents charge a nominal fee for receiving text messages. Only official notifications will be sent. To register for an account or get more information about this service, go to www.carrollcc.edu/alerts.

Class Session Cancellation due to Inclement Weather, etc.

Weather related closing information can be found on the Carroll Community College Web site at www.carrollcc.edu, Blackboard, or by calling our Inclement Weather Line, 410-386-8457.

Register with e2Campus, the College's Emergency Notification System, at www.carrollcc.edu/alerts in order to receive weather-related announcements through social media, email, or text message to your mobile devices. Messages will also be visible on the College's website and Blackboard. Be sure to visit the College's website or your email for complete information, due to the limited size of the emergency messaging capability.

If no announcement is made, please assume that the regular schedule is in effect.

The following radio and TV stations in and around the Carroll County/southern Pennsylvania area will carry the announcements for Carroll Community College:

Radio stations: WBAL-1090AM, WIYY-98FM, WSOX-96.1FM, WTTR-1470AM

Television stations: WMAR-2, WBAL-11, WJZ-13, WPMT-FOX 43 (Pennsylvania)

Announcements will be made, including weekends, beginning at approximately 6:30 a.m. through 9:00 a.m. for day classes/events and at approximately 4:00 p.m. or earlier if possible for evening classes/events. When the College is closed, all activities will also be canceled unless an announcement is made to the contrary.

When the Carroll County Public School System closes for the day or during the day, credit and non-credit College classes being held in the public school facilities will be canceled. Call 410-386-8457 and press 1 for information about non-credit courses.

Credit late opening/closings: If the College opens late, all credit class sessions starting prior to the scheduled opening time will be canceled. Credit Lab sections that begin after the opening time will be held even though the lecture component of that course may have been canceled.

If a class session is canceled or the college campus is closed for any reason, it is each student's responsibility to visit his or her course Blackboard site(s) for announcements and/or assignments related to the canceled class sessions. If the student is unable to access the internet, he or she is to contact his or her instructor/s at the phone number on the course syllabus. It is strongly suggested that the student do this as soon as notification is provided that a class session will be canceled, or the college campus closed, so that any alternative or makeup assignments may be completed prior to the next scheduled class session(s). Please note that a student's failure to access Blackboard or otherwise contact his or her instructors may result in an unexcused absence and lost credit for any work missed.

Continuing Education non-credit late openings/closings: Classes starting at the late opening time or later will meet as scheduled. Unless notified otherwise, full-day seminars and courses scheduled to run from morning into the afternoon WILL begin at the late opening time and continue until their regularly scheduled end time. All other continuing education classes are canceled. Come to the next session as scheduled. If this is the last session, you will be contacted by college staff about a make-up class. When the College closes due to inclement weather, classes are canceled in all locations, including the Multi-Service Center and the public schools. Call 410-386-8457 and press 1 for information about non-credit courses.

Student Email Addresses

Carroll Community College currently uses email addresses, as supplied by students, to send course and non-course related official and confidential College communications. It is the student's responsibility to confirm that the email address is correct. Students may view their official email address via Blackboard. Visit the Records and Registration Office, room A112, with official photo ID to have email addresses changed or corrected.

Carroll Community College will be implementing a student email system in 2018. Students will receive access instructions regarding student email prior to the system launch.

Taping/Photographing of Students and Visitors

Because Carroll Community College is a public institution, photographs of students, staff, faculty, or visitors in common areas on campus or at public ceremonies or events can be used in printed and electronic public relations materials without their permission. The individual has no privacy rights in this instance and no model's release is required. However, every effort will be made by the photographer to notify individuals within the shoot area so that they may choose to exclude themselves from the photograph.

Children on Campus

Children are invited to the Carroll Community College campus and warmly encouraged to participate in college events and activities suitable for children. They may also visit the campus on an exceptional basis, particularly when extenuating circumstances interfere with normal childcare. The presence of children shall always be subject to the following conditions:

- At all times children must be under the direct supervision of the adult bringing them on campus.

- Children may not disrupt the learning, business, or professional environment of the College.
- Unless as part of a recognized Carroll Community College activity under the supervision of a designated college official, children may not use Carroll Community College's parking areas, roadways, gymnasium, or amphitheater for riding bicycles, rollerblading, skateboarding, or for other recreational purposes.
- They may not enter any area of the College which may pose a health or safety risk or which contains expensive, fragile, or sensitive equipment.
- Children are not permitted in the Testing Center.

Parents, whether students, faculty, or staff, are not to bring their children to the College on a routine or regular basis. Only currently enrolled College students, employees, and officially invited College guests are permitted in classrooms and laboratories while classes and other educational activities are being conducted. Bringing children to a class is discouraged due to the potential interruption of the learning environment. If an emergency situation requires that a child accompany a student to class, approval from the instructor is required. If an emergency situation requires that an employee bring a child to work, approval of his/her supervisor is required.

Carroll Community College accepts neither responsibility nor liability for injuries that may occur to the child or damage caused by the child while on the Carroll Community College campus. Responsibility for damage and liability lie entirely and completely with the responsible parent or guardian.

In the event that any of the above conditions are violated, a responsible College official may request the removal of the child from campus. If a request to leave the campus is not honored, the responsible College official may undertake such lawful measures as may be deemed necessary to secure the child's removal.

Family Educational Rights and Privacy Act (FERPA)

Carroll Community College informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This Act, with which the institution intends to comply fully, was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Policy Compliance Office concerning alleged failures by the institution to comply with the Act. A copy of the policy can be found in the Regulations section of this catalog.

To fulfill the basic requirements for compliance with the Federal Educational Rights and Privacy Act of 1974, as amended, each educational institution must disclose educational records without written consent of students to the following: students who request information from their own record; authorized representatives of the following for audit or evaluation of federally supported education programs, or in connection with the enforcement of or compliance with Federal legal requirements relating to these programs: Comptroller General of the United States, Secretary of Education, State and local educational authorities

For questions concerning the Family Educational Rights and Privacy Act, contact the Records Office at 410-386-8440.

Privacy Rights of Students

Carroll Community College complies with the provisions of the Family Educational Rights and Privacy Act of 1974 (20 U.S.C.; 1232g) and any regulations which may be promulgated there under. Students and others who may wish specific information regarding their rights of access to institutional educational records maintained in their names are referred to the Regulations section.

The Registrar coordinates the inspection and review procedures for student educational records, which include academic, admissions, and financial aid files. Students wishing to review their records must present a written request to the Registrar listing the record(s) of interest together with their student I.D. card and official state or federal issued photo-identification. Access will be granted within at least 30 days from the date of the written request. See the College Regulations Section for further information.

Public Notice Designating Directory Information

Carroll Community College designates the following categories of the student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion: name, dates of attendance, enrollment status (i.e. full-time or part-time), major field of study, participation in College recognized activities and intramural sports, degrees and awards received, and hometown.

Currently enrolled students may request the withholding of the disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974, as amended. To withhold disclosure, written notification must be filed annually with the Registrar in the Records Office.

Carroll Community College assumes that failure on the part of any student to request the withholding of the disclosure of categories of "Directory Information" indicates individual approval for disclosure.

Student Right-to-Know

The Student Right-to-Know Act was passed by Congress November 9, 1990. Title I, Section 103, requires institutions eligible for Title IV funding to disclose completion or graduation and transfer-out rates of degree-seeking full-time students entering Carroll Community College to all students and prospective students. These rates are available upon request from the Office of Planning, Marketing, and Assessment.

Student Health Insurance

The College does not administer a student medical insurance plan.

Campus Conduct

Smoke and Tobacco-Free Campus

Effective January 2, 2009, Carroll Community College became a smoke and tobacco-free environment. Smoking, vaping, and/or tobacco use is prohibited in College-owned or leased buildings and off-campus sites operated by the College; all College property including parking lots, athletic fields, and amphitheater; and College-owned vehicles. Tobacco and smoking products restricted from use include, but are not limited to, cigarettes, cigars, pipes, bidi, clove cigarettes, dip, chew, snuff, snus, and electronic cigarettes.

(Policy approved by the Board of Trustees of Carroll Community College on September 17, 2008 and effective as of January 2, 2009. Revised November 6, 2012)

Drug and Alcohol Statement

Carroll Community College is committed to a substance-free workplace and campus environment and, in so doing, supports both the Drug-Free Workplace Act of 1988 and Title IV, the Drug-Free Schools and Communities Act amendments of 1989. Further details on the Drug and Alcohol policy can be found in the Regulations section of this catalog.

Title IX

Title IX is a landmark federal civil rights law that prohibits gender-based and sexual misconduct in education, including sexual harassment, gender-based discrimination and sexual violence. Students may report to designated campus individuals who can maintain the privacy of what they share. Students may speak to campus officials to make formal reports of incidents. Inquiries may be directed to Barbara Gregory, Title IX Coordinator; room A118; phone: 410-386-8524; email: bgregory@carrollcc.edu. Refer to College Regulations and Policies, Section Eleven: Health and Safety, Gender-Based and Sexual Misconduct Policy and Gender-Based and Sexual Misconduct Reporting, Investigation, Decision, Sanctions, and Appeal Policy Procedures.

Policy Prohibiting Sexual Harassment/Sexual Assault

Sexual harassment will not be tolerated at Carroll Community College. A full statement of the Gender-Based and Sexual Misconduct Policy and Gender-Based and Sexual Misconduct Reporting, Investigation, Decision, Sanctions, and Appeal Policy can be found in the Regulations section of this catalog. For information or assistance, please contact Barbara Gregory, Title IX Coordinator, at 410-386-8524, or by email at bgregory@carrollcc.edu, or by visiting room A118.

Prohibition of Individuals on the Sex Offender Registry

Carroll Community College is committed to offering accessible educational opportunities to our community. In support of that commitment, the College maintains an open door policy of admission. The college also provides learning opportunities for the younger learners and houses a Child Development Center. Therefore, the College prohibits the enrollment of individuals listed on any State Services Sex Offender registry and/or Maryland Department of Public Safety and Correctional Services Sex Offender registry. This would include online courses, programs, or attending any college-sponsored events, on or off campus. Further, according to the Annotated Code of Maryland, Criminal Procedures §11-722, a registered sex offender may not enter the grounds or buildings of Carroll Community College for any reason.

Trespass Policy

Denial of access to College grounds is permitted in accordance with the Maryland Annotated Code, Education Article, Sections 26-102. A full statement of College policy can be found in the Regulations section of this catalog.

Crime Awareness and College Security Services

The safety and protection of our students is important to us. Contact security personnel by visiting room A137 or dialing 0 on an internal phone. College-employed campus security officers are on campus during day and evening hours for building and parking lot patrols.

Remember, no college campus is a haven from crime, so be security conscious and report all crimes, emergencies, and suspicious

persons and conditions to our Office of Public Safety and Security, Administrative Services Office, a security officer on duty, or the Information Center. All crimes and incidents will be investigated promptly for proper action. The Office of Public Safety and Security will call local law enforcement when needed, or when requested by a victim of a crime. Uniformed security officers will provide escort service to cars on an as-needed basis.

A daily crime log is maintained in the Office of Public Safety and Security that contains the most recent 60-day crime activity for public review. A “Daily Crime Log” is also available for review on the College’s website at www.carrollcc.edu/about/on-campus/campus-security/Daily-Incident-Log. Campus crime statistics are updated and published annually in the Annual Security Report per the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This report is available on the College’s website at www.carrollcc.edu/securityreport.pdf.

Carroll Community College is an open campus welcoming many citizens to attend credit and continuing education courses, meetings, and activities. Everyone using the campus, including visitors, is required to show proper identification when requested by a security officer or authorized personnel of the College. Visitors are welcome on campus when conducting business or using the facilities in accordance with College policy.

All buildings are locked and secured by security officers in accordance with scheduled classes and activities in the buildings. The College’s hours of operation are Monday through Thursday 7:00 a.m. to 11:00 p.m., Friday 7:00 a.m. to 4:30 p.m., and Saturday 7:30 a.m. to 4:30 p.m. Winter and summer term hours vary. On Sundays, the College is closed unless there is a planned special event or class. In these cases the doors nearest that event are opened ½ hour prior to the scheduled starting time and secured ½ hour after the event. During these special events the only doors open are those needed to provide access to the event and emergency fire exits. No one, unless authorized, is allowed in the building during closed hours.

It is the policy of Carroll Community College to have an advisor present at all student organization events (on and off campus). The advisor is responsible to report all criminal activity to the Chief of Public Safety, who will notify the Executive Vice President of Administration as soon as possible.

If anyone is a victim of a crime, sexual assault, or sexual offense while on campus, the incident should be reported immediately by dialing 8123 from any College phone, 410-386-8123, or speaking with a campus security officer.

Emergency Contacts

Dial 911 for life threatening events and give the exact location of the emergency, e.g. building and room number at Carroll Community College, and then call 8123.

Dial extension 8123 from a campus phone or 410-386-8123 from a non-campus phone for immediate College Security response. All security officers are trained in first aid, CPR, and AED.

Dial “0” to reach the Information Center.

Dial extension 8123 or 410-386-8123 to report campus crimes.

Tuition and Fees

Tuition and Fees

By registering for courses, a student acknowledges responsibility for payment of tuition and fee charges generated by the registration. If the student fails to make full payment or enroll in the College's deferred tuition payment program, the student will be administratively withdrawn from all courses. This withdrawal procedure applies to all students who have registered for courses, including financial aid applicants and recipients. Tuition payment due dates and deferred tuition payment program registration dates may be found by visiting the College website or Business Office, A103.

Note: Tuition and fees are subject to change by the Board of Trustees without prior notice. The tuition and fee schedule for the 2016-2017 academic year is represented below. Please check with the Business Office for up-to-date information.

Rate of Tuition based on Residence Status and Total Billable Hours*

Residency Status	Rate of Tuition per Billable Hour
Carroll County Resident	\$134.00/billable hour
Maryland Resident (Outside Carroll County)	\$195.00/billable hour
Out-of-State and Foreign Resident	\$273.00/billable hour

* Students who audit courses are charged tuition at the same rate as students taking courses for credit. The above tuition rate does not include other fees; please refer to the following list of other fees.

For information on available financial aid, refer to the Financial Aid Section of this catalog.

Tuition for Senior Adults

In 1974, the Maryland General Assembly passed legislation providing for tuition assistance for senior adults. Maryland residents, age 60 or older, may enroll without tuition charge for credit courses at Carroll Community College. The legislation covers tuition only; however, College fees must be paid by all students for credit courses. Credit-free courses at the College may also have fees which must be paid by all students, including senior adults age 60 or older.

Other Expenses

Books and supplies for a full-time student are estimated to be \$1,200.00 per year. Transportation is estimated at \$1,500.00 per year. Expense items reflect customary average expenses incurred by students attending Carroll Community College on a full-time basis for an academic year.

Other Fees and Charges

Allied Health Science Lab Fee:	\$25.00/credit
Applied Music Lab Fee:	\$193.00/term per ½ hour lesson
College Service Fee:	20% of Tuition Cost
Credit by Exam Fee:	50% of Course Tuition
EMS Lab Fee:	\$25.00/credit
Hill Scholars Program	\$25.00 Application Fee
	\$300.00 Seminar Fee/Course
Library Processing Fee:	\$10.00

Non-Sufficient Funds Charge:	\$30.00
National Council Licensure Exam (NCLEX-RN) Review Course Fee:	\$180.00 – \$200.00
Nursing Course Fee:	\$25.00/credit
Nursing - Medication Validation Assessment:	
First Assessment	\$30
Repeat Assessment (limit two repeats)	\$60
Physical Education Course Fees:	
PHED-101, Lifetime Fitness and Wellness:	\$50.00
PTA Course Fee:	\$25.00/credit
Student Activity Fee:	\$2.00/credit
Testing Center Fees	
Placement Re-test Fee:	\$10.00/test or \$25.00/three test battery
Proctoring Fee:	\$25.00/test (assessed to non-Carroll students)
Transcript Fee:	\$2.00/request
Wellness Center Fees:	Variable
	Contact the Wellness Center, 410-386-8144

Fees are subject to change without prior notice.

Tuition and Fee Refund Policy

For courses that encompass the full (15-week) term, the 100% tuition and fee refund period concludes at the end of the day one calendar week after the start of the term (7% of the instruction for the course). For courses that encompass less than the full term, the 100% tuition and fee refund period is calculated as 7% of the instruction time for that course per the following chart. See the Records Office, A112, for assistance in confirming deadline dates and logistics for dropping a course:

Duration of Course	Refund Calculation
15 weeks/Full Term	7 days from the start of the term
13 – 14 weeks	7 days from the start of the course
11 – 12 weeks	6 days from the start of the course
10 weeks	5 days from the start of the course
7 – 9 weeks	4 days from the start of the course
5 – 6 weeks	3 days from the start of the course
3 – 4 weeks	2 days from the start of the course
1 – 2 weeks	1 day from the start of the course

To qualify for a tuition and fee refund, a student must drop via WebAdvisor or complete a Registration/Schedule Change form in the Records Office or by mailing or faxing a signed written request to the Records Office within the period cited above. Students who fail to attend courses or stop attending courses, and who do not formally drop the courses in writing, will continue to be financially responsible for all tuition and fees related to those courses and will receive the final grade earned, usually an "F," for those courses. This refund policy applies to all students who have registered for courses, including financial aid recipients. Tuition and fee refunds will be credited against the original form of payment when applicable. Students who have any outstanding debt to the College will first have their tuition and fee refunds automatically applied to the payment of that debt. This tuition and fee refund policy applies to all students who have registered for courses. Financial aid recipients should refer to the Withdrawal Policy for Financial Aid Recipients, below, for more information about how financial aid will be affected by dropping of courses and withdrawal from all coursework.

A student who misses a refund or withdrawal deadline and wishes to request special consideration by the appeals committee should email details of his/her situation, including appropriate documentation, to studentaffairs@carrollcc.edu. The appeals committee meets monthly to review such requests.

Withdrawal Policy for Financial Aid Recipients

Any federal student aid recipient who withdraws from all coursework during a term is subject to the Return of Title IV Funds (R2T4) policy. The policy calculates how much Title IV aid the student has earned for the term in which the withdrawal occurs. At Carroll Community College, Title IV aid subject to R2T4 includes the Federal Direct Stafford Loan, Federal Direct Plus Loan (PLUS), Federal Pell Grant, and Federal Supplemental Educational Opportunity Grant.

1. **Attendance:** Financial aid recipients are required to regularly attend class sessions for the entire term. Financial aid is awarded on the assumption that the financial aid recipient will adhere to this requirement.
2. **Types of Withdrawal:** A student would be considered officially withdrawn if they submitted a written request to the Records Office to be withdrawn from all coursework. A student would be considered unofficially withdrawn if they ceased attendance in all coursework at any point during the term.
3. **Basic Calculation:** The student's total number of days attended in the term is divided by the total number of days in the term. For example, if the student attended 45 days of a term with 105 days, the student attended 42.9% of the term and has earned 42.9% of the federal student aid awarded for that term. If the student attends greater than 60% of the term, the student has earned 100% of the federal student aid awarded for that term. The 60% point for each term will be listed on each student's Financial Aid Award Letter. Sample R2T4 calculations may be obtained from the Financial Aid Office at the student's request.
4. **Financial Aid Office Procedures:** Each term, class attendance will be verified by all instructors. The Financial Aid Office will review the list of students who did not begin attendance. Financial aid awards will be adjusted or canceled for any financial aid recipient who does not begin attendance in one or more courses. The student will therefore be responsible for the full balance of their student tuition and fee account.

The Financial Aid Office will run an enrollment verification report to verify changes in student enrollment. If the student has officially withdrawn from all coursework through the Records Office and is a federal student aid recipient, the Financial Aid Office will use the official withdrawal date to determine if any federal student aid must be returned to the appropriate program. Any funds that must be returned will be returned by the College and the student will be notified by mail that the R2T4 policy has been applied to their account and they must repay the College. The return of funds by the College and notification to the student will occur within 45 days of the student's official withdrawal.

At the end of each term, the Financial Aid Office will review academic transcripts. Any federal student aid recipient with all F grades or a combination of F and W grades will be considered an unofficial withdrawal until proven otherwise by the instructors. The Financial Aid Office will use the latest date of attendance as reported by instructors to determine if any federal student aid must be returned to the appropriate program. Any funds that must be returned will be returned by the College and the student will be notified by mail that the R2T4 policy has been applied to their account and they must repay the College. The return of funds by the College and notification to the student will occur within 45 days of the deadline to report grades for that term.

5. **Order of Return of Funds:** The College will return unearned

Title IV funds to the appropriate program in the order that is specified by the U.S. Department of Education

- Federal Direct Unsubsidized Loan (UNSUB)
 - Federal Direct Subsidized Loan (SUB)
 - Federal Direct Plus Loan (PLUS)
 - Federal Pell Grant (PELL)
 - Federal Supplemental Educational Opportunity Grant (FSEOG)
6. **Post-withdrawal Disbursement:** If it is determined that the student withdrew officially after beginning attendance in all coursework and prior to the transmittal of federal student aid, the student may be eligible for a post-withdrawal disbursement. If the student is due a post-withdrawal disbursement, the Financial Aid Office will make any disbursement and/or notify the student within 30 days of the date of withdrawal.

If verification is not complete at the time the College completes the R2T4 worksheet for the student, the student will not be eligible to receive a post-withdrawal disbursement. If the student completes verification by the verification deadline, a new R2T4 worksheet will be completed.

Payment of Tuition and Fees

Tuition and fees may be paid by cash, money order, personal check, or credit card (American Express, Discover, MasterCard, or Visa). To pay online by credit card, you must log into your student WebAdvisor account (visit www.carrollcc.edu/learn and click on the log in tab (at the top of the page). After logging in, the "Pay by Credit Card" link will be visible in the "Financial Information" section. For more information, please call the Cashier's Office, 410-386-8040.

Deferred Tuition Payment Plan (FACTS)

The College offers a deferred payment plan (interest free) that allows students to budget tuition payments. In order to qualify for the program, a student (credit or continuing education) must have a total tuition balance of \$200.00 or more. There is a \$25.00 fee to enroll in FACTS each term. To enroll, log into WebAdvisor (www.carrollcc.edu/learn), then click on the log in tab at the top of the page. After logging in, the "Pay by the FACTS deferred payment plan" link will be visible in the "Financial Information" section.

Student Loans

Carroll Community College participates in the William D. Ford Direct Loan Program that allows students and parents to borrow funds at low interest rates to pay for education expenses. The U.S. Department of Education lends the money directly to eligible students and parents through the student's school.

Collection Policy

Students with an outstanding balance at the end of the term will have their transcripts withheld and will not be permitted to re-register until payment is made in full. The College's policies regarding payments and collections apply to payments due directly to the College, as well as payments at the College bookstore and other auxiliary services. Delinquent accounts will be assigned to MLR or the State of Maryland Central Collection Unit for collection with a 17% service fee added to the amount owed. The State of Maryland Central Collection Unit has the authority to intercept Maryland Income Tax Refunds or to take legal action through the State's Attorney General's Office.

Residency Determination for Tuition Purposes

Carroll Community College is supported by public revenue from Carroll County and the State of Maryland. These revenues are derived for the primary purpose of serving the educational needs of Carroll County residents. Differential tuition rates have been established to accommodate those students from outside the primary service area who wish to attend.

The Maryland Higher Education Commission has adopted general policies governing residency classification of students for tuition purposes. Carroll Community College has further agreed to implement specific policies and procedures in conformity with the guidelines of the Maryland Higher Education Commission.

The Senior Director of Records and Student Data Analytics (registrar) is charged with monitoring and enforcing these policies and may require documentation as s/he deems appropriate. See the Change of Address form for procedural information and documentation requirements. A student who cannot provide standard documentation (Maryland driver's license, proof of rental/ownership, and proof of payment of Carroll County taxes with all documents indicating the same address) may be charged at the out of state rate until appropriate documentation is produced. Students who cannot provide the "standard documentation" should complete the Change of Address form and write a letter of explanation to the registrar requesting special consideration.

Policies and Definitions

The following are guidelines used to determine the residency status of Carroll students.

1. A student is an out-of-county or out-of-state resident if he/she or his/her primary supporter(s) resides outside the boundaries of Carroll County or the State of Maryland.
2. A student is a Maryland or Carroll County resident if he/she maintains his/her legal domicile there and has done so for a period of not less than three (3) months before the date of his/her enrollment.
3. For purposes of residency classification, "domicile" shall be defined as a person's permanent place of abode, where physical presence and possessions are maintained and where he/she intends to remain indefinitely.
4. The domicile of a person who received more than one-half of his/her financial support from others in the most recently completed year is the domicile of the person contributing the greatest proportion of support, without regard to whether the parties are related by blood or marriage.
5. "Date of enrollment" shall mean the published start date of class sessions for the term or other enrollment period involved.
6. For information about rates and regulations for visa holders, please see the Admissions section for international students.

Procedures and Regulations

1. At the time of admission or initial enrollment in any credit course at Carroll Community College, each student shall sign a statement affirming domicile and the factual basis for the claim of domicile.
2. At the time of each subsequent enrollment, each student shall indicate whether his/her domicile is the same as or different from that affirmed at initial enrollment. If facts indicate the domicile has changed, the student will be required to provide address documentation.

3. In determining the adequacy of the factual basis for domicile provided by the students, the registrar or a designee shall consider any or all of the following factors and may request evidence for substantiation:
 - a. Ownership or rental of local living quarters;
 - b. Substantially uninterrupted physical presence, including the months when the student is not in attendance at the College;
 - c. Maintenance in Maryland and in Carroll County of all, or substantially all, of the student's possessions;
 - d. Payment of Maryland State and local piggy-back income taxes on all income earned, including all income earned outside the State;
 - e. Registration to vote in the State and/or Carroll County;
 - f. Registration of a motor vehicle in the State, with a local address specified, if the student owns or uses such a vehicle; possession of a valid Maryland driver's license, with a local address specified, if the student is licensed anywhere to drive a motor vehicle.
4. In addition to the general requirements above, the following provisions apply to the specific categories of students indicated:
 - a. Military personnel and their dependents who were domiciliaries of Maryland at the time of entrance into the armed forces and who are stationed outside the State may retain Maryland domicile as long as they do not establish domicile elsewhere.
 - b. Military personnel stationed in Maryland who were not Maryland domiciliaries at the time of entrance into the armed forces and their dependents may be considered residents for tuition purposes as long as they remain on active duty in the State.
 - c. A foreign national lawfully admitted for permanent residence in the United States may be considered a resident for tuition purposes if he/she meets the domicile requirements stated in this policy.
 - d. A foreign national lawfully admitted to the United States on a temporary, student, or visitor visa may not be considered a resident for tuition purposes.
 - e. A student enrolled in a program designated as Statewide or Regional by the Maryland Higher Education Commission may be considered a resident for tuition purposes if domiciled in the approved county for the program.
 - f. A student from outside the State who enrolls as part of a reciprocity agreement negotiated between Maryland and another state may be considered a resident for tuition purposes.
5. A student may request a change in residency classification by filing a written request (complete the Change of Address form) and submitting evidence to the Records Office.

A student who wishes to appeal the registrar's decision may appeal a residency classification within thirty (30) days of the decision by filing an appeal with the appeals committee at studentaffairs@carrollcc.edu.

Financial Aid

Financial Aid

The Financial Aid Program at Carroll Community College is designed to assist eligible students with meeting their College-related expenses. Financial assistance is provided through scholarships, grants, and employment opportunities. An award package, consisting of one or more types of aid, is offered based on the level of the student's financial need and the availability of funds. With the exception of Federal Work-Study, where payment is made through a bi-weekly paycheck, all awards are applied to the student's tuition and fee bill. Any surplus balance is refunded to the student by check, usually during the sixth week of each regular term.

The basic criterion for qualifying for most financial aid programs is to demonstrate financial need. This is defined as the difference between the total cost of attendance at Carroll Community College and the student's and parents' (if applicable) ability to contribute to these educational expenses. Financial need is determined through a careful review of all information supplied on the Free Application for Federal Student Aid (FAFSA). This is a standard need analysis system which treats all students equally and fairly. The FAFSA can be completed at www.fafsa.ed.gov.

In compliance with federal regulations, a student may review any of the College's accreditation documents by contacting the Financial Aid Office.

Note: All financial aid information is accurate as of the time of publication. However, due to periodic changes which occur in the various aid programs and in application procedures, students are encouraged to contact the Financial Aid Office for the most current information.

Carroll Financial Aid Programs

It is the goal of Carroll Community College to provide assistance to as many students as possible who demonstrate financial need and who meet individual program eligibility requirements. The types of financial assistance available to students attending the College can be divided into three major categories: Federal Student Financial Aid Programs, Maryland State Grants and Scholarships, and Institutional Scholarships.

Federal Student Financial Aid Programs

Students attending Carroll Community College may potentially receive assistance from four federal student financial aid programs, which are described in the following summaries. In general, to be eligible for assistance under these programs, a student must be a citizen or permanent resident of the United States, have a high school diploma or its equivalent, be enrolled or accepted for enrollment in an eligible program of study, and be a degree or certificate candidate. Renewal application materials are required each year for all federal student financial aid programs.

Federal Direct Student Loan Program

Carroll Community College participates in the William D. Ford Federal Direct Student Loan program which offers long-term, low interest loans from the U.S. Department of Education. This is the largest federal aid program and is the program you are most likely to find in your aid offer.

Note: Students must be enrolled at least half-time to be eligible for a direct loan disbursement.

Subsidized and Unsubsidized Loans

There are two types of Federal Direct Student Loans: subsidized and unsubsidized. The primary difference is the point at which interest begins to accrue. Your financial aid award may include a combination of subsidized and unsubsidized loans. For example, a freshman with a subsidized loan of \$500 may also receive an offer of an unsubsidized loan for \$3,000 to meet the annual limit for a freshman.

Subsidized Loans

No interest will accrue on a subsidized loan, and no principal will be due until the end of the six-month grace period that will begin when you graduate, leave the college or drop below half-time enrollment (6 credits). Subsidized loans are awarded to students who demonstrate financial need.

Unsubsidized Loans

Interest on an unsubsidized loan begins on the day the loan is disbursed and continues until the day that you repay the loan in full. You can pay the accumulating interest while you are in school; during the grace period; during deferment; or you have the option of capitalizing the interest (adding unpaid, accumulated interest to the total unsubsidized amount borrowed when you begin repayment). Capitalizing the interest may give you a way to postpone making interest payments, but it also increases the total cost of your unsubsidized loan.

The Federal Direct Parent Loan for Undergraduate Students (Direct PLUS Loan) Program

A Parent PLUS loan enables a parent to borrow for his or her dependent child. The U.S. Department of Education is the lender. As the parent of a dependent student, you may borrow if you do not have an adverse credit history. The lender will perform a credit check before approving the loan. Should the U.S. Department of Education deny your application, your son or daughter may apply for an additional Federal Direct Unsubsidized Loan. In addition, the student for whom you borrow must meet all general eligibility requirements. You do not have to demonstrate need to borrow a Direct PLUS Loan. If your son or daughter applies for student financial aid, your Financial Aid Award Letter from the Financial Aid Office will show the maximum amount you can borrow. Your Direct PLUS Loan offer equals the cost of attendance minus any other financial aid offered to your son or daughter for the current academic year. The interest rate for PLUS loans first disbursed on or after July 1, 2006, is a fixed 7.90%. Loans prior to that date have a variable interest rate that may change each year on July 1, and will never be more than 9.00%. The interest rate for the period July, 2016 to June 30, 2017 is 6.31%. These are fixed interest rates for the life of the loan.

Note: You do not have to borrow the full amount of the Direct PLUS Loan offered.

Annual and Aggregate Loan Maximums

Direct Loan Annual Limits

Grade Level	Earned Credits	Annual Loan Limit		
		Annual Loan Limit	Dependent	Independent
Freshman	0 – 29	\$3,500	\$2,000	\$6,000
Sophomore	30 – 59	\$4,500	\$2,000	\$6,000
Junior	60 – 89	\$5,500	\$2,000	\$7,000
Senior	90+	\$5,500	\$2,000	\$7,000

The Federal Pell Grant Program (PELL)

A Federal Pell Grant is a free grant that does not have to be repaid. You must apply for a Federal Pell Grant using a Free Application for Federal Student Aid (FAFSA). Federal Pell Grant eligibility is determined by the U.S. Department of Education.

The Federal Supplemental Educational Opportunity Grant Program (FSEOG)

Federal SEOG is a free grant that does not have to be repaid. This program provides assistance to undergraduate students enrolled in at least six billable hours and who demonstrate exceptional financial need. Priority is given to Pell Grant recipients. Grants from this program may range from \$100 to \$4,000 per year. The Free Application for Federal Student Aid (FAFSA) is used as the application for this campus-based program.

The Federal Work-Study Program (FWS)

This program provides jobs for students who have financial need and who must earn a part of their educational expenses. Students enrolled for at least six billable hours may be employed under the program. The Free Application for Federal Student Aid (FAFSA) is used as the application for this campus-based program.

Maryland State Grants and Scholarships

Students attending Carroll Community College may be eligible for one or more of the numerous grants and scholarships sponsored by the State of Maryland. Applicants (and their parents, if applicable) must be Maryland residents to receive financial assistance from the State (except for the Nonresident Tuition Reduction Program for Nursing). Recipients must enroll as a degree-seeking student in a two-year or four-year Maryland college or university. Enrollment requirements vary by program. Awards are made directly to the student by the Office of Student Financial Assistance (OSFA) at the Maryland Higher Education Commission (MHEC) unless otherwise noted. OSFA applications can be obtained at www.mhec.state.md.us. See below for specific program information.

The Howard P. Rawlings Guaranteed Access Grant Program

Applicants must be current high school seniors who will complete a college preparatory or articulated technical preparatory program. All applicants must have an unweighted cumulative high school grade point average of 2.500 or higher and must meet the family income requirements established by the State. Recipients must be full-time. Awards range from \$400 to \$14,300, and may be held in conjunction with all other State awards, except the Educational Assistance Grant. Awards are automatically renewed if the student maintains satisfactory academic progress and reapplies on time. Students should submit both the Free Application for Federal Student Aid (FAFSA) by March 1.

The Howard P. Rawlings Educational Assistance Grant Program

Recipients must enroll as full-time undergraduate students. Applicants must demonstrate financial need and submit the Free Application for Federal Student Aid (FAFSA) by March 1. Awards range from \$400 to \$3,000 and will be automatically renewed if the student maintains satisfactory academic progress, resubmits the FAFSA by March 1 each year, and continues to show financial need.

The Senatorial Scholarship Program

Recipients may enroll as full-time or part-time students. Applicants should demonstrate financial need and must submit the Free Application for Federal Student Aid (FAFSA) by March 1. Students should contact their Senator directly in February for further application instructions. Students who attend a community college,

have 24 completed college credit hours, or who have been out of high school for five or more years do not have to take the SAT or ACT. The minimum annual award is \$400. Some are automatically renewed if the student maintains satisfactory academic progress. Students must contact their Senator about renewal procedures.

The Delegate Scholarship Program

Recipients may enroll as full-time or part-time students. Applicants must complete the Free Application for Federal Student Aid (FAFSA) by March 1. Students should contact their delegate directly in February for further application instructions. The minimum award is \$200. Students must apply to their delegate each year for renewal.

Distinguished Scholar Award

This competitive program has three categories: Academic Achievement, National Merit Scholarship and National Achievement, and Talent in the Arts. Students should visit the MHEC website for more information on each category. Applications for Academic Achievement are submitted to the high school guidance counselor in the student's junior year of high school. The annual \$3,000 award is not based on financial need. The award is automatically renewed if the student maintains an annual grade point average of 3.000 or higher and meets the other criteria set forth by MHEC.

Distinguished Scholar Community College Transfer Program

This program is for full-time undergraduate students who have completed at least 60 credits or an associate degree program with at least a 3.000 grade point average at a Maryland community college and are transferring to a 4-year Maryland college or university. This award is not based on financial need and is \$3,000 per year. The award is automatically renewed for one year if the student continues to meet the eligibility requirements.

Charles W. Riley Fire & Emergency Medical Services Tuition Reimbursement Program

Applicants must be an active career or volunteer firefighter, ambulance or rescue squad member enrolled in a degree or certificate program in emergency medical technology. Applications are available at www.mhec.state.md.us and must be completed by July 1. Awards may be renewed if the student maintains satisfactory academic progress and remains enrolled in an eligible program. This award has a service requirement.

Workforce Shortage Student Assistance Grant Programs

This program provides assistance for training in the following fields: child care, human services, teaching, nursing, physical and occupational therapy, and public service. To apply for assistance in one of these fields, the student must complete the Workforce Shortage Student Assistance Grant application by July 1. The minimum award is \$1,000 and recipients must sign a promissory note agreeing to a service obligation in the field upon graduation. More information can be obtained at www.mhec.state.md.us.

Edward T. Conroy Memorial Scholarship Program

This program provides assistance to full-time or part-time students who are dependents of a deceased or 100% disabled member of the U.S. Armed Forces, dependents of a deceased victim of the September 11, 2001 terrorist attacks, and dependents of deceased public safety employees or volunteers who were killed in the line of duty. Disabled veterans and public safety officers may also qualify. Students should visit the Carroll Financial Aid Office for more information on this program. The awards are not based on financial need. The OSFA Edward T. Conroy Memorial Scholarship application must be submitted by July 15.

Veterans of the Afghanistan and Iraq Conflicts Scholarship Program

This program provides assistance to veterans of Afghanistan or Iraq and their dependents who are entering into or already in an undergraduate program at a Maryland postsecondary institution. The application deadline is March 1. The award may be renewed for up to four years if the recipient renews the FAFSA by March 1 and maintains at least a 2.500 cumulative grade point average.

Nonresident Tuition Reduction and State Aid Program for Nursing

Residents of a state other than Maryland may apply for this program that assists students who have been accepted into an undergraduate nursing program at a Maryland public college or university. Students may enroll full-time or part-time. Awards are not based on financial need and are used to decrease tuition costs to those paid by a Maryland resident. Awards have a service obligation and are renewable. The OSFA Nonresident Tuition Reduction application is accepted throughout the year.

Tuition Waiver for Foster Care Recipients

This program is available to students who are under 21 and: (1) resided in a foster care home in Maryland at the time of high school graduation or GED® completion, or (2) resided in a foster care home on their 14th birthday and were adopted after their 14th birthday. The program pays for tuition and fees that are not already covered by other grants and scholarships. Contact the Financial Aid Office to have the waiver activated.

Part-Time Grant Program

Funding for this program is provided to Maryland colleges and universities to disperse to students who are enrolled for 6-11 credit hours and who can demonstrate financial need as per the FAFSA. Awards range from \$200 to \$2,000 and are based on the availability of funds.

Campus-Based Educational Assistance Grant Program

Funding for this program is provided to Maryland colleges and universities to disperse to full-time students who have not received any other State award. Awards are restricted to students who did not submit the FAFSA by March 1. Students must demonstrate financial need. Awards are based on the availability of funds and are not renewable.

Institutional Scholarships

Scholarships offered at Carroll Community College vary each year and are governed by the contributions of individuals, corporations, and local community organizations. Typically, awards are available to new, returning, and transfer students; to students pursuing particular programs of study; and to members of special population groups.

Not all awards are based on need. All institutional scholarships are announced during the academic year through postings on both the College's website and on the Financial Aid Office scholarship bulletin board. Each program requires a special application, which can be secured from the College's website. For those programs requiring a demonstration of financial need, the Free Application for Federal Student Aid (FAFSA) must be filed prior to submitting the scholarship application.

Application deadlines are indicated when the scholarships are announced. Recipients of institutional scholarships are selected by the College's Scholarship Committee. All applicants are contacted by email approximately one week after the Scholarship Committee meets.

Qualifying For Need-based Aid

Application Procedure

1. Apply for admission to Carroll Community College and complete the admission process as early as possible.
2. Complete the Free Application for Federal Student Aid (FAFSA) and include Carroll Community College (Federal School Code: 031007) in the College Release Section. The FAFSA is available online at www.fafsa.ed.gov. For maximum consideration of need-based funds by the Maryland Higher Education Commission (MHEC), submit the FAFSA by March 1. Many of the grant and scholarship programs that are offered through MHEC require a separate scholarship application that can be obtained at www.mhec.state.md.us.
3. Apply for Carroll Community College scholarships.
4. Resubmit the FAFSA each year to re-establish eligibility for Federal and State Student Financial Aid Programs.

All students must reapply each year for all Federal Financial Aid Programs and for those State Grant and Scholarship Programs which require annual submission of application materials (see program descriptions). Awards are reviewed annually and adjustments are made each year to accommodate any changes in family circumstances. Please contact the Financial Aid Office at Carroll Community College if you need assistance in completing the Free Application for Federal Student Aid (FAFSA).

Student Eligibility Requirements Common to all Programs

In order to be eligible to receive funds from any of the Federal Student Financial Aid Programs, a student must be a citizen or permanent resident of the United States; must have a high school diploma or its equivalent; must be enrolled or accepted for enrollment in an eligible program of study; and must be pursuing a credit degree or certificate. Each program also has specific requirements regarding such factors as financial need and enrollment status.

In addition to these general and specific requirements, there are several conditions which must be met before a student can receive funds from any Federal Student Financial Aid Program. All students who receive Federal Student Financial Aid must be making satisfactory academic progress in an eligible program of study, must not be in default on a Federal Title IV Student Loan, and must not owe a refund on any Federal Title IV Grant at any institution they have attended. Male students must also be registered with the selective service (or be exempt from registration according to U.S. Department of Education criteria).

Student Selection Procedures

Each institution is responsible for determining the eligibility of students participating in each Federal Student Financial Aid program. Pell Grants are awarded based on financial need and enrollment status. Federal Supplemental Educational Opportunity Grants and Federal Work-Study are awarded based on financial need, enrollment status, and the extent of available funds.

In the event that the number of students eligible for awards exceeds the funds available for campus-based financial aid (Federal Supplemental Educational Opportunity Grants and Federal Work-Study), the College will give preference to those students who demonstrate the greatest financial need. In determining who has the greatest financial need, the institution will take into consideration grant assistance that has been provided to the student by any public or private source and funds to which the student is entitled under the Pell Grant Program.

To receive maximum consideration for campus-based financial aid programs, the student should submit the FAFSA by March 1 each year. Students who apply after this deadline will continue to be considered for campus-based aid programs as long as funds remain available.

Coordination of Other Aid Sources

When developing each student's financial aid package, the Financial Aid Office will consider assistance received from all sources intended for education-related expenses. If the Financial Aid Office becomes aware of a new source of assistance after developing the student's financial aid package, the student will receive a revised financial aid package that includes the new source of assistance. If the new source of assistance creates an over-award situation, the student will be notified that they must return the over-awarded funds for reallocation to the appropriate program(s).

Disbursements of Awards

Annual awards from PELL, ACG, FSEOG, state, and institutional programs are divided into two equal amounts and credited to student accounts in two installments. Awards made for a single term of study are provided in their entirety for that term. If a student fails to register or begin attendance prior to the posting of awards to the student's account, the awards are canceled. Awards are normally posted in the fourth week of each term. Awards are adjusted to reflect actual enrollment at the time of posting. Maryland Higher Education Commission (MHEC) awards will be posted at the time that funds are received. Payments of wages earned through the Federal Work-Study Program (FWS) are made bi-weekly to the student and are based solely on the number of hours worked. Some students may receive financial aid in excess of direct charges for tuition and fees. Cash disbursements to students can be made only after all funds have been posted to the student's account.

Withdrawal Policy for Financial Aid Recipients

Students receiving federal financial aid funds are subject to the U.S. Department of Education's Return of Title IV Funds policy. If a financial aid recipient withdraws from or ceases attendance in any courses during the term, the Financial Aid Office will review the student's financial aid award and make necessary revisions. If the student has already received a disbursement of financial aid funds, the student may be required to return or repay some or all of those funds. Please contact the Financial Aid Office prior to withdrawing or for more information on the refund policy.

Verification Policy/Procedures

Students whose FAFSA is selected by the U.S. Department of Education for review must complete a process called verification. As part of this process, the student must submit certain financial documents and other materials to the College. The College may also select financial aid applications for review. Each student selected for verification will be notified in writing of the specific documentation that must be submitted. Documentation includes photocopies of federal income tax returns for the student and their parents or spouse (if applicable). Failure to submit the required materials may result in the student being judged ineligible for student aid programs during the academic year covered by the aid application.

If the verification shows that all original application information is accurate, the student will be notified of eligibility for aid. If corrections to the original application information are necessary following the review, the College will submit the corrections directly to the U.S. Department of Education and the student will receive a corrected Student Aid Report. All documents provided by a student for verification will be retained in the individual student's file for auditing purposes.

Satisfactory Academic Progress Standards for Students Receiving Financial Aid

Minimum Standards for All Students:

To receive financial aid, students must meet *all three* of the following standards for Satisfactory Academic Progress (SAP) toward the completion of course requirements in a certificate or degree program:

1. *Maintain a satisfactory Cumulative Grade Point Average*

All Students must have a minimum 2.00 GPA

2. *Successfully complete 2/3 (66.67%) of all cumulative attempted credits.*

Because withdrawn courses count as attempted credits, excessive withdrawals, failures, and other non-passing grades can lead to completion rate problems. Grades of "F," "W," "U," and "AT" do not count towards completed credits. Incomplete (I) grades will be considered if and when a passing grade replaces the "I".

3. *Complete their programs of study before they have attempted more than 150% of the published required credits for their programs.*

For example: Students enrolled in 60 credit programs must complete all required courses before they attempt more than 90 credits. Students who have completed a program may be able to receive funds for additional programs of study.*Attempted credits include credit courses, non-credit developmental courses, transfer courses, incomplete grades, withdraw, failed, and "no-grade" courses.

Frequency of Evaluation

Satisfactory Academic Progress (SAP) will be measured at the close of each term. If it is determined that a student is not making satisfactory progress their first semester, they will be placed on Financial Aid Warning the following term (including summer) and eligible for financial aid without having to submit an appeal. Students failing to meet SAP requirements will be notified in writing. All posted aid for the upcoming terms will be suspended.

Reminder: this policy only leads to the suspension of your eligibility to receive aid. SAP suspension does not prevent you from enrolling for courses at your own expense. This policy does not apply to veteran's benefits.

Reestablishing Eligibility

There are two ways to reestablish eligibility at Carroll Community College:

1. **Self-Pay Enrollment:** Students may reestablish eligibility by enrolling and passing courses at their own expense. The student must pass the required 67% of attempted credits as well as meet the minimum GPA standard listed above. Students must contact the Financial Aid Office to request a reevaluation.

2. Appeal: Suspended students may appeal up to two times for reinstatement of their eligibility by completing the SAP Appeal Form. Appeals must be based on unforeseen extenuating circumstances which hampered their ability to attend or pass courses. Examples of acceptable circumstance examples are illness, disability, family emergency, death of a loved one, etc.

Appeal Deadline: No later than 20 business days after notification from the Financial Aid Office.

Required Documentation of Extenuating Circumstances

The SAP Committee will review all completed appeals and determine if the student's circumstances warrant reinstatement or continued suspension. Students will be notified of the committee's decision within 10 working days of receipt of a completed appeal. All committee decisions are final.

Federal Educational Tax Benefits

Students who would like to receive a 1098T statement from the college must supply their social security number to the Records Office.

American Opportunity Credit

This credit is available to students for tax years 2015 and 2016 and allows the taxpayer to receive a maximum \$1,000 credit in excess of taxes paid. Students who are qualified as half-time students (6 credits or more) may be eligible to a maximum education credit of \$2,500. This credit takes into account tuition, fees, textbooks, supplies and related equipment costs. This tax credit is available for 4 years of postsecondary education.

Lifetime Learning Credit

The Lifetime Learning Credit is available for all years of postsecondary education and for courses to acquire or improve job skills. This credit is worth 20% of the first \$10,000 in tuition and fees and is available for an unlimited number of years. The student can be enrolled for less than half-time and must provide his/her social security number to the Records Office.

For more information on either of these income tax benefits, please consult a tax advisor.

Information for Veterans

Department of Veterans Affairs (VA) Educational Benefits

Eligible students may receive monthly education benefits from the Department of Veterans Affairs (VA) for courses taken at Carroll Community College. The benefit amount depends on the number of credits taken and the VA chapter for which the student is eligible.

Benefit checks are sent directly to the veteran from the VA. The student, and not the VA, is held responsible for payment of all college costs. Enrollment certifications are submitted online to the VA processing center by the Carroll Financial Aid Office beginning as early as the week following early registration for the term. VA processing time for new students may take ten to twelve weeks for the initial claim. Therefore, the veteran should be prepared to pay his/her tuition and fees at the beginning of each term.

- A Veteran using educational assistance under either Chapter 30 or Chapter 33 of the title 38, United States Code, who lives in Maryland and enrolls at Carroll within 3 years of discharge or release from a period of active duty service of 90 days or more.

- Anyone using transferred Post-9/11 GI Bill benefits who lives in Maryland and enrolls at Carroll within 3 years of the transferor's discharge or release from a period of active duty service of 90 days or more.
- Anyone described above while s/he remains continuously enrolled at Carroll. The person so described must have enrolled at Carroll prior to the expiration of the 3-year period following discharge or release and must be using educational benefits (either Chapter 30 or 33).

Students who are eligible for VA benefits may also apply for financial assistance from the various federal, state, and institutional financial aid programs previously discussed in this catalog. Contact the Financial Aid Office at 410-386-8437 for more information about how to use VA educational benefits at Carroll Community College.

Tuition Waivers for Members of the Maryland National Guard

This tuition waiver policy for members of the National Guard is pursuant to Chapter II, Section 404, of the Education Article, Annotated Code of Maryland. There is a 50% reduction (waiver) in tuition for members of the Maryland National Guard. This waiver is applicable when the following conditions are met:

1. Regularly scheduled course space is available;
2. The member of the Maryland National Guard is enrolled at the institution; and
3. The Maryland Adjutant General has certified that the member of the Maryland National Guard has at least 24 months remaining to serve or has agreed in writing to serve for a minimum of 24 months.

The member of the Maryland National Guard is responsible for all applicable fees (no 50% reduction is to be applied for fees). Contact the Cashier's Office at 410-386-8040 for more information about using this tuition waiver at Carroll Community College.

Tuition for Armed Forces Personnel, Spouses, Dependents and Veterans

Active duty members of the United States Armed Forces and their spouses or financially dependent children are eligible for the in-county tuition rate if the active duty member is stationed in or is domiciled in Carroll County. This benefit continues if the active duty member of the United States Armed Forces no longer meets the requirements of this regulation as long as the student remains continuously enrolled at Carroll. Honorably discharged veterans of the United States Armed Forces who register as entering students at Carroll are eligible for in-county tuition if enrolling within one year of discharge, have attended a public or private secondary school in Maryland for at least three years, graduated from a public or private secondary school in Maryland, or received the equivalent of a high school diploma in Maryland.

Academic Information

Academic Information

In order to ensure student progress, the following academic standards and regulations have been established. Exceptions may be granted under special circumstances through the established appeal process.

Academic Course Load

The average full-time student course load is considered to be 15 credit/billable hours. First-term freshmen are encouraged to carry no more than 16 billable hours per term (unless a curriculum requires more credit hours in the first term). Other students planning to take more than 18 credit hours must obtain permission from the Director of Advising, Transfer, and Student Pathway Planning. It is strongly recommended that students employed more than 20 hours per week carry a reduced college course load. A part-time student is enrolled in 11 or less billable hours per term. Advisors of students on probation may require their students to reduce their course load or repeat courses.

To improve a student's learning skills, the College retains the right and responsibility to restrict the student's program of study. Thus, in accordance with the assessment policy, the College may limit a student's credit load, prescribe remedial courses, and/or require certain course placement(s):

1. When a student does not present evidence of satisfactory academic achievement and does not present satisfactory evidence of strength on the SAT/ACT or placement test(s);
2. When a student does not offer a pattern of high school courses which contains satisfactory prerequisites for the curriculum he/she elects at the College;
3. When a student has been academically dismissed from another college or university within one term of the date he/she wishes to enroll at Carroll;
4. When a high school student applying for "early admission" or "released time" does not present evidence of above-average high school achievement and/or other factors related to successful management of college work;
5. When a student is under sixteen years of age.

Attendance Policy

A student is fully accountable for performing on schedule all tasks necessary to fulfill the objectives of each course, and he/she may expect that such performance may consist of classroom, laboratory, or conference participation and experience. Completion of course objectives is the chief criterion used by the College to govern attendance. The attendance policy of Carroll Community College is as follows:

1. The purpose of an attendance policy at Carroll is the encouragement of class session attendance, in the belief that students who work consistently with their instructors learn more and have higher academic achievement than those who do not.
2. Guidelines for expected attendance in each course are approved at the departmental level and are published in the course syllabus and distributed in writing during the first week of the term by instructors.
3. Students are expected to attend all class sessions except in case of emergency (e.g., illness, death in the family, religious holidays (the observances of which requires restriction of daily activity; see paragraph 4), or when participating in official

College functions (e.g. field trips). In these cases, notification or verification, if requested, will be given to the instructor by the student. In the case of absence for special personal reasons, other than those mentioned above, it is the student's responsibility to confer with the instructor about whether the absence is to be considered as excused. When determining whether to consider an absence as excused, the instructor may require such evidence as seems appropriate. When a student's unexcused absences have exceeded the number of class sessions per week, the instructor issues a written warning (delivered via email) to the student, with a copy forwarded to the Director of Advising, Transfer, and Student Pathway Planning.

4. Religious observance: Students shall be allowed, whenever practicable, to make-up assignments, quizzes, or exams that are missed due to religious observances. It is the student's responsibility to contact each instructor and arrange for make-up assignments or examinations. The student is responsible for providing written notification to the instructor(s) within the first two weeks of the term and must identify the religious holiday(s) and the date(s). The written notification will be handed to the instructor(s) personally, understanding that such requests shall be treated confidentially. Students will be limited to no more than two absences per term for religious observance.
5. A student who thinks this policy is being applied unfairly may file a complaint following the Complaint Process for Students (see College Regulations and Policies).

Attendance for Final Exam

The Final Examination Policy as stated in the Faculty Handbook is as follows: A final examination week is maintained apart from the designated weeks of instruction and some form of final evaluation must occur during the designated final examination week. An exemption may be granted when the department chairperson decides it is warranted. The individual instructor, however, is responsible for the scope, format, and appropriateness of the final evaluation. The final exam may not count more than 40%, or less than 10% of the final grade. The Final Examination Schedule is available on the college web site at www.carrollcc.edu/examweek. It should be consulted as the student determines his/her course schedule if the student wishes to plan for examinations which are evenly spaced throughout the examination week. Students who do not report for the final examination and do not contact the instructor within 24 hours will be given a failing grade for the examination. Absence from other tests will be handled at the discretion of the instructor.

A student who has three final exams scheduled on the same day during final exam week, may work through the Registrar's Office to have one of the exams rescheduled.

Audit

A student who registers as an audit will not receive credit for the course. The student is expected to attend class sessions and participate fully in the course. However, completion of examinations and other course assignments is not required. All tuition and fee charges are applicable. Students who are auditing courses must meet course prerequisites and are not eligible to receive tutoring. Audited courses do not satisfy prerequisite requirements for other courses. Audited courses are noted on the transcript with the final grade of AT. The AT grade is not calculated in the cumulative GPA. During registration, a student may register for a course on an audit basis. After registration, a student will be allowed to audit a course only with the prior approval of the instructor of the course on a "Change to Audit" form. (Submit the form, signed by the appropriate faculty member, to the Records Office). A student will have until the end of the ninth week (60%) of

the fall and spring terms and until the designated 60% dates of the winter and summer terms to seek permission to change a course to Audit.

Credit Units and Grade Point Average

The term “hour,” which is the unit of credit awarded by the College, is the equivalent of a subject pursued one fifty-minute period a week for one term (15 weeks). In certain courses, two or three hours of laboratory or field work are equivalent to one lecture period. In general, two to three hours of work outside of class will be required for each hour in class.

The Grade Point Average (GPA) is determined by multiplying the term hours (credits) of each course by the number of quality points corresponding to the term grade for the course. (i.e., A = 4 points; B+ = 3.5; B = 3 points...) The total of all such points for the grading period is then divided by the number of term hours attempted for that period. This average is computed only on credit courses. A student is expected to maintain a minimum 2.000 average GPA to indicate a level of competent achievement in his/her courses. While most programs of study require a 2.000 GPA for graduation, some programs require higher achievement. See individual programs of study and Satisfactory Academic Progress in the Regulations and Policy section for more information.

Withdrawal and Course Changes

A student wishing to withdraw from the College should understand that this action is not complete and recorded until he/she has officially withdrawn. A student must withdraw in person, by mail, or by fax by submitting a Registration/ Schedule Change form to the Records Office in the first 60% of the course. A student may drop a course by completing a Registration/Schedule Change form, have the form signed by his/her instructor or an academic advisor, and submit the form to the Records Office. (If there are extenuating circumstances, students may mail or fax written requests to drop courses to the Records Office before the official deadline to drop courses. See the Tuition and Refund page for deadlines www.carrollcc.edu/refund. Courses dropped during the refund period (first 7% of the instruction time for the course) will not be posted on the student’s academic record. Any student stops attending courses or withdraws from the College without completing the required procedures will not be eligible for refund of tuition and an “F” grade will appear on the student’s academic record. An administrative withdrawal is defined as a withdrawal initiated by the administration for disciplinary reasons, due to extenuating circumstances whereby the student is physically unable to perform the withdrawal procedures in person, or when the student does not meet the prerequisites to take the course.

Course additions and schedule changes may be initiated/completed by the student during the refund period for the applicable course(s). See Tuition and Fee Refund Policy, below, and note that refund dates vary according to the duration of the course and its start/end dates. Students may add, if space is available, or drop a course via WebAdvisor or by going to the Records Office and completing a Registration/Schedule Change form before or during the refund period. In exceptional circumstances, a student may be permitted to add a course after the refund period. To request consideration for late enrollment to a course, the student must complete the Registration/Schedule Change form and see the academic department chair or discipline coordinator for a signature/ permission. To drop a course after the refund period and before the drop deadline (60% of the instruction for the course), the student must complete the Registration/Schedule Change form and seek a signature of the instructor of the course or an academic advisor. (Approved, Academic Chairs, 9/14/2006)

Tuition and Fee Refund Policy

For courses that encompass the full 15-week term, the 100% refund period concludes at the end of the day one calendar week after the start of the term (7% of the instruction for the course). For courses that encompass less than the full term, the 100% refund period is calculated as 7% of the instruction time for the course, per the following chart. See the Records Office, room A112, for assistance in confirming deadline dates and logistics for withdrawing from a course:

Duration of Course	Refund Deadline
15 weeks/Full Term	7 days from the start of the term
13 – 14 weeks	7 days from the start of the course
11 – 12 weeks	6 days from the start of the course
10 weeks	5 days from the start of the course
7 – 9 weeks	4 days from the start of the course
5 – 6 weeks	3 days from the start of the course
3 – 4 weeks	2 days from the start of the course
1 – 2 weeks	1 days from the start of the course

Grading

Grading Philosophy

Grading is used as a yardstick to measure and indicate the student’s degree of mastery of a course’s objectives and content. The objectives and grading criteria are communicated to the student at the beginning of the term via the course syllabus.

Grades and Final Grade Report

Paper grade reports are not issued; students check WebAdvisor at the end of each term to view final grades. If a paper grade report is needed, please contact the Records Office. Letter grades of A through D are awarded for passing work, while the letter grade of F is awarded for unsatisfactory work. The grades and accompanying quality points awarded are as follows:

Grades		Quality Points
A	Excellent	4.000
B+	87% to 89%	3.500
B	Good	3.000
C+	77% to 79%	2.500
C	Satisfactory	2.000
D+	67% to 69%	1.500
D	Poor, but Passing	1.000
F	Unsatisfactory	0.000

The following grades are also awarded for courses. No quality point value is assigned to these grades.

AT	Registered for Audit
I	Incomplete
S	Satisfactory
U	Unsatisfactory
W	Withdrew

Final Grade Challenge

Any challenge to a student's final grade must be presented to the instructor or department chair no later than 30 days after the closing date of final exams for the term. Grade challenges will not be considered after that time.

Incomplete

When a student has not completed course objectives because of illness or due to unavoidable circumstances, he/she may request that an Incomplete grade (I) be issued by the instructor. At the discretion of the instructor, verification of the mitigating circumstance may be required. If the request is approved by the instructor, the student must complete the outstanding course objectives within 30 days of the end of the term. At the end of 30 days, the instructor will change the "I" grade to the grade earned by the student.

Repeated Courses

No course may be taken more than twice without the approval of the division/department chair or a designated representative. When a student repeats a course, the highest grade and corresponding credits awarded will be used in computing the grade point average. All courses taken will become part of the student's academic record. Please note that transfer credit (including credit earned via credit by exam or the College Level Examination Program, and/or CLEP) will be accepted in transfer even if the course has been attempted at Carroll. While transfer grades do not carry a numeric value in GPA calculation, the transferred credit will nullify an F grade thereby removing the F grade from the GPA calculation. Consult with an academic advisor for additional details. (Approved: Academic Council, 2012)

The repeat policy is especially important for students seeking to repeat transitional courses. To repeat a transitional English or reading course (ELL, ENG, or READ) for the third time or more, submit a letter of appeal along with any supporting documentation to the Chairperson of Transitional Studies and Academic Services, c/o the Academic Center/room L-288, no later than two (2) weeks before the beginning of a term. Students requesting to repeat an English or reading course for the third time may be required to attend a workshop for study skills. To repeat a transitional mathematics course (MAT) for the third time or more, submit a letter of appeal along with any supporting documentation to Maria Burness, Chairperson, Mathematics, c/o room K302, no later than two (2) weeks before the beginning of a term.

Early Alert and Intervention Programs

In accordance with the Early Alert Intervention Program, faculty members are required to submit Academic Early Alerts through WebAdvisor when students are performing poorly in their courses. Academic Early Alerts for students who have poor academic skills or poor attendance/missed assignments are submitted within the first three weeks of the term and again at midterm. Depending on a student's progress, there is no limit on the number of alerts that a faculty member can submit. Appropriate referrals to the Academic Center and/or the Advising and Transfer Center are made in an effort to assist the student and correct the issue impacting the student's performance.

As part of the College's intervention program, academic advisors assist students who are on academic probation to develop an individual strategy for academic improvement. In an attempt to meet these goals, probation students are required to meet with their assigned advisor at least once per term until they return to good academic standing.

Academic Standards and Progress

A student is expected to achieve success during any academic term in which he/she is enrolled at the College. A 2.000, C average, is the minimum expected. Some programs are more rigorous and have higher requirements. A student who is not making satisfactory academic progress is subject to academic action.

A student with a cumulative GPA of less than 2.000 will be deemed on probation. His/her transcript will be marked with probation for that term. Students who have been on probation (cumulative GPA below 2.000) three or more times may be suspended. In addition, a student on probation must meet with his/her academic advisor prior to each term for review/approval of that term's schedule. Students on probation will not be permitted to register via WebAdvisor. A complete description of this regulation is available in the Regulations and Policy section.

Honors

Dean's List Honors

The Dean's List announces those students who have achieved outstanding scholastic success during each term. To qualify, a student must have earned a grade point average of 3.500 or better and have completed six credits or more during that academic term. In addition, if applicable, a student must be successful in all developmental courses nor have been subject to any academic action (probation or suspension).

The Hill Scholars Program

The Hill Scholars Program is a selective admission, honors cohort program. This cohort program is made up of honors courses linked by a common theme; seminars; and extra-curricular enrichment opportunities. The core of the Hill Scholars Program is a group of seven General Education courses in English, history, diversity, speech, anthropology and psychology. Hill Scholars will take two of the designated honors courses and a one-credit honors seminar each term. The remainder of the 15 credits per term will be made up of courses chosen for the individual student's major. At the end of the 2-year program, students will have earned an associate's degree as well as the designation of Hill Scholar.

Potential Hill Scholars are invited to apply to the program by completing an application and supplying basic educational information. Students will be accepted to the program on the basis of grade point average in their college-preparation courses; teacher or guidance counselor recommendations; an admissions essay; standardized test scores (SAT, ACT, AP, etc.) and satisfactory performance on the College's placement tests (including math, reading and writing). Scholarships are available for qualified students. See the Honors Program page on the College website for more information.

The STEM Scholars Program

STEM is an acronym for Science, Technology, Engineering and Mathematics. The STEM Scholars Program is cohort model at Carroll whose acceptance is through a selective and competitive admission process. As the four areas under STEM are immensely diverse, this unique cohort model allows the students in the program the flexibility to take appropriate courses for their program of study, yet be linked to study common themes through a 0.5-credit course taken each term (three terms). The seminars include topics around professional development opportunities, career planning, transfer preparation (visits to both STEM industries and transfer four-year institutions) and an invited speaker series. Seminars will collectively encompass outside the

classroom enrichment. Finally, as a requirement of the STEM program, students in their final term register for a high-impact, rich, authentic and interdisciplinary undergraduate (2 credit) research course. Due to a kind donation, the students who are successful in the program will be reimbursed for the courses (3.5 credits) and are guaranteed a transfer scholarship to a four-year institution. Graduates of the STEM program will earn an associate degree with the designation of STEM Scholar and will be ready to transfer to four-year institutions.

Please go to www.carrollcc.edu/STEMScholars for more information. Please note, students must select either the STEM Scholars program or the Hill Scholars program.

Alpha Beta Gamma

Alpha Beta Gamma is an international business honor society established to recognize and encourage scholarship among two-year college students in business and related curricula at degree granting academic institutions. To be eligible for membership, a student must be enrolled in an accounting or business administration curriculum. Students are invited to join when they have completed 15 academic credit hours, have a cumulative grade point average of 3.200 (both overall and within program requirements), and have completed at least two program requirements. Contact Lynne Smith, 410-386-8248 or lsmith@carrollcc.edu.

Alpha Delta Nu

Alpha Delta Nu is the nursing honor society sponsored by the Organization for Associate Degree Nursing. Carroll Community College's chapter is named Alpha Alpha. The organization recognizes the academic excellence of students in the study of associate degree nursing and encourages the pursuit of advanced degrees and lifelong learning. Students are required to have a 3.0 GPA in prior courses, a minimum of B's in all clinical nursing courses and must complete a capstone project. Membership is by invitation only. Students are inducted into the honor society in the fall and spring terms. Contact LuAnn Gamber, 410-386-8527 or lgamber@carrollcc.edu, for more information.

Delta Alpha Pi

Delta Alpha Pi Honor Society is the international honor society for students with disabilities. It was founded for the purpose of recognizing the academic achievements of college students with disabilities. In addition, this honor society facilitates development of skills in leadership, advocacy and education for student participants. Members of Delta Alpha Pi Honor Society participate in activities designed to educate the community and society regarding disability issues and the need to apply the principles of universal design in learning. Students are invited to join the Carroll chapter (Alpha Sigma) when they have met the following criteria:

Students must present with a documented disability and work with one of the advisors in the Office of ADA Support Services; students must demonstrate an interest in disability issues, and must have completed a minimum of 24 academic credit hours and earned a cumulative grade point average of 3.10 or better. Contact the Office of ADA Support Services, 410-386-8327 or jtatela@carrollcc.edu, for information.

Phi Theta Kappa

Phi Theta Kappa is the international honor society for two-year colleges. Students are eligible for members-only scholarship opportunities, and many four-year institutions offer scholarships for Phi Theta Kappa transfer students. The majority of these scholarships require students to maintain a 3.500 or higher cumulative grade point average.

Membership invitations to join the Carroll chapter (called Alpha Psi Psi) are extended to students in the beginning of the fall and spring terms. To be eligible for membership, currently enrolled students must have attained a 3.500 or higher cumulative grade point average and have earned at least 12 credits at Carroll. Once a member, students must maintain a 3.0 GPA in any additional coursework. Contact PTK@carrollcc.edu or admissions@carrollcc.edu, for information.

Psi Beta

Psi Beta is the National Honor Society in Psychology for Community and Junior Colleges. It was founded for the purpose of stimulating, encouraging, and recognizing students' interest in psychology.

Students are invited to join when they have completed at least one psychology course with a "B" grade or better, have attained a 3.25 or better cumulative grade point average, and have earned at least 12 college credits. An initiation ceremony for new members is held on an annual basis. Contact Laura Bittner, 410-386-8257 or lbittner@carrollcc.edu, for information.

Student Learning and Core Curriculum Expectations

Student learning is the key to institutional success. Carroll Community College recognizes the academic process as a collaborative journey. We ask each student to fully commit to shaping their individual learning experience and to work together with faculty and staff in creating their most productive pathway.

Learning Outcomes Assessment

Carroll Community College is an innovative center of learning that focuses on the intellectual and personal development needs of the learner and promotes effective teaching. As part of our mission the college community is involved in an ongoing process to endeavor to help us improve the quality of learning and programs/services. In order to help us maintain a successful outcomes assessment process, students will routinely be asked to participate in departmental assessments as well as institution wide surveys and assessments.

Academic Preparation

Carroll Community College has established a comprehensive program of assessment and placement for students. The College is prepared to meet the educational needs of those students whose demonstrated academic skills are commensurate with the level of programs offered. In addition to the traditional collegiate level programs offered, a number of academic preparatory experiences are provided in order to build skills and better prepare students for college-level work. Included are transitional courses in English, reading, and mathematics.

Transitional Education

Upon admission to the College, all students are required to take placement tests in English, reading, and mathematics. Transfer students who have completed 12 or more credit hours in general education or academic courses which emphasize college-level reading, writing, and math skills may be exempted from one or more of the placement tests. Further explanation of these requirements can be found on page 9 under "Steps to Admission."

Reading Literacy

All General Education courses require students to be exempt from or to have successfully completed Critical Reading Skills for College: READ A-F. Courses not in the General Education graduation requirements may also have a reading competency prerequisite. Refer to the course description section of this catalog for information on specific course prerequisites.

General Education Requirements

The College offers a comprehensive list (see pages 43 – 44) of General Education courses that meet statewide requirements. All degree-seeking students must successfully complete the necessary General Education courses as identified under their specific program of study.

Mission

The General Education Program at Carroll Community College introduces students to the fundamental knowledge, skills, and values essential to the further exploration of academic disciplines; encourages intellectual curiosity and the pursuit of life-long learning; and fosters personal and social responsibility in a diverse, complex, and changing world.

General Education Learning Goals

The General Education Learning Goals should be interpreted within the context of the College's Mission, Vision, and Values. As such, the Learning Goals encourage students to value diversity, including but not limited to race, ethnicity, religious or sexual preference; cultivate global awareness; and explore new ways of thinking and learning.

Carroll's General Education Learning Goals are achieved through completion of the general education core course requirements combined with further coursework in programs and majors and in concert with engaging and innovative academic and co-curricular experiences.

In meeting the General Education Learning Goals, students will gain fundamental skills and core knowledge considered basic to all college-level work.

1. Communication

Students will communicate effectively in writing and in speech, and interpret the written and oral expression of others. Toward attaining this goal, students will:

- Assess and address a specific audience to accomplish a goal
- Craft an arguable thesis statement and support it with evidence
- Explore and respond to differing perspectives
- Use standard English in academic and professional settings

2. Critical Thinking

Students will practice analytical and evaluative thinking with a view toward continuous improvement. Toward attaining this goal, students will:

- Independently identify problems and pose questions
- Gather, read, evaluate, and integrate relevant information
- Explore alternative perspectives and their implications

- Draw well-reasoned conclusions

3. Quantitative and Scientific Reasoning

Students will apply mathematical and scientific concepts and theories to identify and analyze problem solving situations. Toward attaining this goal, students will:

- Apply models and methods to define, represent, and solve mathematical and scientific problems
- Make observations, identify problems, formulate questions and hypotheses
- Collect and interpret data in order to draw valid conclusions and identify logical relationships
- Distinguish scientific arguments from non-scientific arguments

4. Information & Technology Literacy

Students will research, create, and communicate information through appropriate technology or media. Toward attaining this goal, students will:

- Select appropriate search methods for gathering information
- Evaluate the authority, reliability, accuracy, and currency of information sources
- Demonstrate an awareness of the ethical, legal, and cultural issues and responsibilities in the uses of information and technology
- Design, develop, and produce media that effectively communicate information and ideas

5. Creativity

Students will explore and appreciate the creative processes that shape the human experience. Toward attaining this goal, students will:

- Appreciate creative expression as a reflection of culture and history
- Identify how creative processes lead to discovery and innovation
- Define and analyze stylistic nuances in artistic forms
- Examine a significant work of art or great idea and its cultural influence

6. Global Awareness

Students will acknowledge and comprehend the beliefs, behaviors, and values of diverse populations within a global environment. Toward attaining this goal, students will:

- Analyze and evaluate the significance of cultures and societies from a variety of perspectives
- Explain the impact of economic, political, and technological changes on diverse cultures
- Examine the interdependence of humanity
- Appreciate the commonalities and the differences among world cultures

7. Personal Development and Social Responsibility

Students will recognize and engage in personal and social behaviors responsible for the wellness of self and community. Toward attaining this goal, students will:

- Develop a framework for ethical decision making and personal responsibility
- Examine how personal behaviors affect self and others
- Collaborate with others to achieve a common goal
- Participate in and reflect on personal learning experiences

Writing Policy

In acknowledgement of the effectiveness of writing as a method of learning and of the importance of writing in the academic and business world, Carroll Community College requires the inclusion of a writing component in all General Education courses. In addition, whenever possible faculty will incorporate writing into their other courses.

Writing will be an integral part of these General Education courses. It will be used both as a means of learning and a means of evaluating learning. Students will complete various writing assignments appropriate to the particular discipline and the particular course objectives. Instructors will explain writing assignments and assist students with the writing process when appropriate. Students enrolled in these General Education courses will be held responsible for producing writing that is clear, concise, and correct. Students' assignments and course grades may be affected by the quality of their writing.

Diversity/World View Requirement

To support a Maryland state initiative and the College's commitment to promoting diversity on campus, all associate degree-seeking students must complete a three-credit Diversity/World View designated course. Over 80 courses include diversity as a major theme. Courses (and activities) that support this initiative are designated with a Diversity/World View (🌐) insignia:

ANTH-101, Introduction to Cultural Anthropology

ANTH-201, Anthropology of American Culture

ART-125, Art Appreciation

ART-135, Art of the Western World, Prehistoric – 1300

ART-136, Art of the Western World, 1300 – Present

BIOL-107, Introduction to Evolution

BUAD-101, Introduction to Business

BUAD-150, Human Relations

BUAD-201, Business Ethics

BUAD-210, Culture and Diversity in the Workplace

COMM-120, Introduction to Film

CRIM-106, Law Enforcement and the Community

CRIM-205, Criminal Justice Ethics

DVTY-115, Diversity in the US: Living in a Multicultural Society

ECE-100, Introduction to Early Childhood Education

ECE-101, Child Growth and Development

ECE-104, Methods and Materials in Early Childhood Education

ECE-120, Literacy in Early Childhood Education

EDUC-120, Introduction to Education

EDUC-130, Introduction to Special Education

EDUC-201, Processes and Acquisition of Reading

EMS-260, Special Populations

ENGL-102, Writing About Literature

ENGL-160, Travel Study

ENGL-201, Classic World Writers

ENGL-202, Modern World Writers

ENGL-205, Southern Writers

ENGL-211, Voices in American Literature

ENGL-240, British Literature since 1798

ENGR-100, Introduction to Engineering:
Professional Social and Ethical Dimensions

FPA-101, Introduction to the Arts

FREN-101, Elementary French 1

FREN-102, Elementary French 2

FREN-201, Intermediate French 1

FREN-202, Intermediate French 2

GEOG-105, Human Geography

GEOG-201, Regional Geography and Global Awareness

GERM-101, Elementary German 1

GERM-102, Elementary German 2

GERM-201, Intermediate German 1

HIST-130, Latin American History

HIST-160, Travel Study

HIST-201, Adolf Hitler and the Third Reich

HIST-204, America in Depression and War: 1929-1945

HIST-205, Cold War America, 1945 – 1991

HIST-210, The Era of the American Civil War

HIST-220, The American Civil Rights Movement

HIST-235, The Great War and the Twenty Year Truce

HLTH-201, Women's Health

HONOR-201, Exploring Leadership
 HONOR-202, Service Learning: Values in Action Capstone
 HUMT-160, Travel Study
 MGMT-201, Principles of Management
 MGMT-210, Human Resource Management
 MKTG-201, Principles of Marketing
 MUSIC-104, World Music
 NURS-133, Nursing Concepts 1
 NURS-140, Nursing Concepts 2
 NURS-233, Nursing Concepts 3
 NURS-242, Nursing Concept Clinicals
 PHIL-105, Ethics
 PHIL-115, Introduction to World Religions
 PHIL-120, World Philosophy
 PHIL-201, Business Ethics
 PHIL-210, Peace Studies
 PHIL-215, American Philosophy
 PHIL-220, Ideas on Drugs
 PSLS-210, Peace Studies
 PTA-101, Introduction to the PTA
 PTA-111, Clinical Science 1
 PTA-212, Clinical Science 2
 PTA-213, Treating Special Populations
 PTA-231, Overview of Special Populations
 SOC-101, Introduction to Sociology
 SOC-105, Marriage and Family
 SOC-110, Social Problems
 SOC-125, Introduction to Aging Studies/Social Gerontology
 SPAN-101, Elementary Spanish 1
 SPAN-102, Elementary Spanish 2
 SPAN-201, Intermediate Spanish 1
 SPAN-202, Intermediate Spanish 2
 SPAN-204, Advanced Intermediate Spanish
 SPAN-205, Advanced Spanish Conversation
 THTR-101, Theatre Appreciation
 THTR-120, History of Theatre 1
 THTR-121, History of Theatre 2

Graduation Requirements

Program of Study/Graduation Requirements

Students select a program of study and therefore graduation requirements from the catalog in effect upon enrollment in the College. Students who do not enroll for two consecutive calendar years must follow the program requirements printed in the catalog when they reenroll. Students may change their program of study, but must follow the requirements in the catalog in effect at the time of the change. Typically, students graduate under the catalog in effect at the start, re-enrollment, or end of studies. Anyone wishing to change curriculums will submit a Change of Curriculum form, signed by an academic advisor, to the Records Office. Exceptions to program requirements may be made only at the discretion of the faculty division chair. Upon application for graduation, the student's academic history will be reviewed against degree requirements for the catalog and program the student has officially selected. See an academic advisor, room A102, for assistance.

Award of Multiple Degrees

After program and graduation requirements are satisfied for the first degree, students will be awarded a second degree, provided a minimum of 15 additional credits are earned at Carroll to fulfill the residency requirement for the second degree. Multiple degrees may be awarded within the same term. Only one Associate of Arts in Arts and Sciences degree will be awarded to a student.

Reverse Transfer and Graduation

Maryland educators are working to encourage students to complete degrees. Students who transfer prior to completing a Carroll degree may send credits back to complete outstanding requirements as long as 25% of the coursework was completed at Carroll. The Carroll transcript request form has space to indicate interest in this program, authorize Carroll staff to request the student's transfer college transcript in a future term, and apply to graduate with a Carroll degree. See the Record's Office for assistance.

Requirements for the Associate of Arts, Associate of Fine Arts, Associate of Sciences, and Associate of Applied Sciences Degrees

To be eligible for an Associate of Arts, Associate of Fine Arts, Associate of Sciences, or an Associate of Applied Sciences degree, a student must meet the following requirements:

1. Complete at least 60 term-hour credits;
2. Complete a given curriculum as set forth by the College;
3. Complete 15 credits at Carroll Community College;
4. Complete not less than 30 credits of General Education courses, the prerequisites for which are exemption from or completion of Reading, for the Associate of Arts;
5. Complete not less than 28 credits of General Education courses, the prerequisites for which are exemption from or completion of Reading, for the Associate of Science;
6. Complete not less than 18 credits of General Education courses, the prerequisites for which are exemption from or completion of Reading, for the Associate of Fine Arts or the Associate of Applied Science;
7. Achieve a cumulative grade point average of 2.000;
8. File an application for graduation with the Records Office by the last day of the term in May, August, or December (by March 1 to attend the May ceremony). Students who have

questions about graduation requirements are urged to discuss them with an academic advisor;

9. Carroll Community College is committed to improving the learning experience for all students. As a result, we will need the assistance of the students. Graduation candidates may be required to complete student learning outcomes assessments outlined in the Carroll Community College comprehensive assessment plan prior to the date of graduation. Students will be made aware of any assessments that are required. The results of these assessments will NOT be included on the student's academic record;
10. Complete a three-credit course designated as a Diversity/World View course (marked with ☞).

Requirements for the Associate of Science in Engineering Degree

To be eligible for an Associate of Science in Engineering degree, a student must meet the following requirements:

1. Complete at least the minimum number of credits as specified by the program;
2. Complete the curriculum as set forth by the College;
3. Complete 30 credits at Carroll Community College;
4. Complete not less than 30 credits of General Education courses, for which the prerequisites are exemption from or completion of Reading; Candidates for the Associate of Science in Engineering degree are required to take ENGL-101. Another General Education course may be substituted for ENGL-102. A course from the Emerging Issues category of General Education courses is not required;
5. Achieve a cumulative grade point average of 2.500;
6. Earn at least a "C" grade in all physics, chemistry, math, computer science, and engineering courses;
7. File an application for graduation with the Records Office by the last day of the term in May, August, or December (by March 1 to attend the May ceremony). Students who have questions about graduation requirements are urged to discuss them with an academic advisor;
8. Carroll Community College is committed to improving the learning experience for all students. As a result, we will need the assistance of the students. Graduation candidates may be required to complete student learning outcomes assessments outlined in the Carroll Community College comprehensive assessment plan prior to the date of graduation. Students will be made aware of any assessments that are required. The results of these assessments will NOT be included on the student's academic record;
9. Complete a three-credit course designated as a Diversity/World View course (marked with ☞).

Requirements for the Associate of Arts in Teaching Degree

To be eligible for an Associate of Arts in Teaching degree, a student must meet the following requirements:

1. Complete the minimum number of credits as specified by the program;
2. Complete the curriculum as set forth by the College;
3. Complete 15 credits at Carroll Community College;

4. Complete not less than 30 credits of General Education courses, the prerequisites for which are exemption from or completion of Reading;
5. Achieve a cumulative grade point average of 2.750;
6. Achieve a passing score a Pre-professional Basic Skills test, which includes the Praxis Core exam or qualifying scores on the SAT, ACT, or GRE as determined by the Maryland State Department of Education. Students are encouraged to take the Praxis Core at the completion of 24 credits. It is the student's responsibility to ensure that official, qualified test scores are sent to the Records Office at Carroll Community College;
7. File an application for graduation with the Records Office by the last day of the term in May, August, or December (by March 1 to attend the May ceremony). Students who have questions about graduation requirements are urged to discuss them with the Education faculty chair;
8. Carroll Community College is committed to improving the learning experience for all students. As a result, we will need the assistance of the students. Graduation candidates may be required to complete student learning outcomes assessments outlined in the Carroll Community College comprehensive assessment plan prior to the date of graduation. Students will be made aware of any assessments that are required. The results of these assessments will NOT be included on the student's academic record.
9. Complete a three-credit course designated as a Diversity/World View course (marked with ☞).
10. Earn at least a "C" grade in EDUC-121, -126, and -131.

Requirements for the Certificate

A Certificate is awarded to students in certain designated occupational areas. To be eligible for a Certificate, a student must meet the following requirements:

1. Complete the sequence of courses listed in the certificate;
2. Have a minimum grade point average of 2.000;
3. Take a minimum of 25% of the courses required in the certificate program at Carroll Community College;
4. File an application for graduation with the Records Office by the last day of the term in May, August, or December. Certificate recipients do not attend the commencement ceremony.

Requirements for the Letter of Recognition

A Letter of Recognition may be requested by students in certain designated occupational areas. Students will receive a paper document suitable for framing. Letter completion does not appear on the Carroll Community College transcript. To be eligible for a Letter, a student must meet the following:

1. Complete the sequence of courses listed in the program;
2. Have a minimum grade point average of 2.000 in the applicable courses;
3. Take a minimum of 25% of the courses required in the program at Carroll Community College;
4. Any student expecting to receive the Letter of Recognition should file an application for the Letter of Recognition with the Records Office the term in which the student expects to complete the requirements.

Commencement


The president of Carroll Community College presides over an annual commencement ceremony in May. Students graduating with degrees in August, December, and May are invited to participate. Graduates may invite family and friends to attend.

Upon registering for the final Carroll term, students meet with an advisor to complete a graduation audit and apply to graduate. An application for graduation must be completed before the last day of the term in May, August, or December (by March 1 to attend the May ceremony). Students must apply to graduate whether they plan to participate in the ceremony or not.

Graduation with Honors

Students who qualify for the Associate of Arts, Associate of Fine Arts, Associate of Science, Associate of Applied Science, Associate of Applied Science in Engineering, or Associate of Arts in Teaching degrees and whose cumulative grade point average is 3.500 to 3.749 will be graduated Cum Laude (with honors); those with a grade point average of 3.750 to 3.899 will be graduated Magna Cum Laude (with high honors), and those with a grade point average of 3.900 to 4.000 will be graduated Summa Cum Laude (with highest honors). With regard to the commencement ceremony, the GPA at the end of the winter term prior to the commencement ceremony will determine whether a student is recognized as graduating with honors during the ceremony. Final GPAs will be calculated prior to diploma preparation and diplomas will be marked with official honor distinctions.

General Education

Throughout this catalog, the book icon  will highlight General Education courses.

Students who enroll in a degree program at Carroll Community College will complete a core of courses referred to as General Education. This course distribution is intended to ensure that students have met the General Education Learning Goals. These General Education courses are transferable to all two- and four-year public institutions (and many private institutions) in Maryland and are guaranteed so in the Maryland State Transfer Policies. While these courses are highly transferable, in many cases, some programs of study require specific General Education courses. Students who intend to transfer should check transfer destination requirements when selecting all Carroll courses.








Students are expected to be familiar with computers and to use technology within their courses. Students are encouraged to complete CIS-101, Introduction to Computer Information Systems, to gain these skills.

It is strongly recommended that all students complete both a mathematics and English course within their first 12 credit hours. To ensure maximum success, mathematics and English courses should be taken during consecutive terms until the sequence is completed. **All degree-seeking students must have completed their English and mathematics sequences by completion of their first 24 credit hours or registration will be blocked.**


***Effective 2017/Fall, a grade of C or higher is required in ENGL-101 to meet General Education requirements for graduation, to transfer the course to a 4-year institution, or to enroll in any class for which ENGL-101 is a prerequisite.**

Arts and Humanities (choose 2 courses from 2 different Areas, 6 credits)










Fine and Performing Arts Area

ART-125	Art Appreciation 
ART-135	History of Art 1 
ART-136	History of Art 2 
COMM-120	Introduction to Film 
FPA-101	Introduction to the Arts 
MUSIC-101	Music Appreciation
MUSIC-102	The History of Rock and Roll
MUSIC-103	History of Classical Music
MUSIC-104	World Music 
MUSIC-105	Fundamentals of Music
MUSIC-106	History of Jazz
MUSIC-110	Theory of Music 1
THTR-101	Theatre Appreciation 
THTR-110	Acting for Non-Majors
THTR-137	Script Analysis

Humanities Area

ENGL-102	Writing About Literature**  
ENGL-201	Classic World Writers 
ENGL-202	Modern World Writers 
ENGL-205	Southern Writers 
ENGL-211	Voices in American Literature 
ENGL-225	Classical Mythology
ENGL-240	British Literature since 1798
HIST-101	Western Civilization 1
HIST-102	Western Civilization 2
HIST-105	History of U.S. to 1876
HIST-106	History of U.S. from 1876
HIST-130	Latin American History 
PHIL-101	Introduction to Philosophy
PHIL-105	Ethics 
PHIL-120	World Philosophy 

Languages and Communication Area

COMM-105	Introduction to Speech Communication
FREN-102	Elementary French 2 
FREN-201	Intermediate French 1 
FREN-202	Intermediate French 2 
GERM-102	Elementary German 2 
GERM-201	Intermediate German 1 
GERM-202	Intermediate German 2 
SPAN-102	Elementary Spanish 2 
SPAN-201	Intermediate Spanish 1 
SPAN-202	Intermediate Spanish 2 

Biological and Physical Sciences (choose 2 courses, 1 of which must be a lab course, 7 – 8 credits) Content of BIOL-101 and BIOL-100 is similar; this combination will not fulfill the Science requirement.

BIOL-100	General Biology
BIOL-101	Fundamentals of Biology 1
BIOL-102	Fundamentals of Biology 2
BIOL-105	Human Biology
BIOL-107	Introduction to Evolution (no lab)
BIOL-210	Human Anatomy and Physiology 1
CHEM-101	Introductory Chemistry
CHEM-105	Principles of General Chemistry 1
CHEM-106	Principles of General Chemistry 2
FSCI-210	Forensic Science (no lab)
GEOSC-100	Earth and Space Science

GEOSC-103	Environmental Sustainability (no lab)
GEOSC-105	Oceanography
GEOSC-110	Physical Geography
GEOSC-121	Physical Geology
GEOSC-123	Historical Geology
GEOSC-201	Meteorology
GEOSC-210	Astronomy: Introduction to the Cosmos
PHSC-100	General Physical Science
PHYS-101	Fundamentals of Physics 1
PHYS-102	Fundamentals of Physics 2
PHYS-111	Physics 1 for Scientists and Engineers
PHYS-212	Physics 2 for Scientists and Engineers

☞ Indicates a Diversity/World View course; 3 credits required within a degree.

*Effective 2017/Fall, a grade of C or higher is required in ENGL-101 to meet General Education requirements for graduation, to transfer the course to a 4-year institution, or to enroll in any class for which ENGL-101 is a prerequisite.

**ENGL-102 may count as a Humanities General Education course in programs that do not require six credit hours for the Composition and Literature requirement.

**Emerging Issues
(choose 1 course, 3 credits)**

DVTY-115	Diversity in the US: Living in a Multicultural Society ☞
FN-100	Personal Finance
HLTH-101	The Science and Theory of Health and Wellness
HLTH-201	Women's Health ☞
PHED-101	Lifetime Fitness and Wellness
SOC-125	Introduction to Aging Studies

**English Composition and Literature
(choose 2 courses, 6 credits)**

ENGL-101	College Writing (Composition)* and
ENGL-102	Writing About Literature (Literature)** ☞

**Mathematics
(choose 1 course, 3 – 5 credits)**

MATH-111	Fundamentals of Geometry and Measurement
MATH-115	Introduction to Statistical Methods
MATH-121	Introduction to College Mathematics
MATH-123	Precalculus, Part 1
MATH-124	Precalculus, Part 2
MATH-130	Precalculus (Parts 1 and 2)
MATH-132	Applied Calculus
MATH-135	Calculus of a Single Variable 1

**Social and Behavioral Sciences
(choose 2 courses from 2 different disciplines, 6 credits)**

ANTH-101	Introduction to Cultural Anthropology ☞
ANTH-201	Anthropology of American Culture ☞
CRIM-101	Introduction to Criminal Justice System
CRIM-105	Criminology
ECON-100	Principles of Micro Economics
ECON-102	Principles of Macro Economics
ENGR-100	Introduction to Engineering: Professional, Social, Ethical Dimensions ☞
GEOG-105	Human Geography ☞
GEOG-201	Regional Geography and Global Awareness ☞
PSLS-100	American Government
PSYC-101	General Psychology
PSYC-211	Human Development through the Life Span
SOC-101	Introduction to Sociology ☞
SOC-110	Social Problems ☞

Selecting a Program of Study

Areas of Study

Do you know what you want to study in College or are you still deciding? Either way, the Associate or Bachelor level degree you choose will align with a pathway below.

Don't worry, you will meet with an academic advisor before you register for the classes that will best fit your degree and transfer requirements. You can make degree plan changes during this meeting!

For now, apply by selecting the Area of Study that best suits your interest:

Business	»»	<ul style="list-style-type: none">• Accounting Pathways• Business Administration Pathways• Certification Pathways
Creative Arts	»»	<ul style="list-style-type: none">• Performing Arts Pathways• Visual Arts Pathways
Education	»»	<ul style="list-style-type: none">• Early Childhood Education and Early Childhood Special Education Pathways• Elementary Education and Elementary Special Education Pathways• Secondary Education Pathways• Teacher Education Pathways
Health Care Professions	»»	<ul style="list-style-type: none">• Bioprocessing, Cardiovascular Technology, Dental Hygiene, Diagnostic Medical Sonography, Nuclear Medicine Technology, Radiography, Respiratory Care and Surgical Technology Pathways• Emergency Medical Services• Health Information Technology• Nursing• Physical Therapist Assistant
Humanities and Communication	»»	<ul style="list-style-type: none">• English Pathways• History Pathway• Philosophy Pathway• World Language Pathways
Science, Technology, Engineering, Math and Health Sciences	»»	<ul style="list-style-type: none">• Computer Technology Pathways• Engineering and Math Pathways• Health Science and Exercise Science Pathways• Science Pathways
Social Sciences	»»	<ul style="list-style-type: none">• Aging Studies Pathway• Criminal Justice Pathways• Economics Pathway• Political Science and Legal Studies Pathway• Psychology Pathway• Sociology, Social Work and Anthropology Pathways

032-02-17-0317 REC

Selecting a Program of Study

College is a time of self-exploration and decision-making. Many students are uncertain of their path. Carroll faculty suggest that undecided students begin by selecting and exploring one of these Areas of Study. Students who have decided their academic path, may choose transfer programs or career programs in accordance with their goals (see page 49 for the complete alphabetized list of programs). Students who intend to transfer and have selected a transfer college, should select Arts and Sciences and meet with an academic advisor to assure appropriate course selection for specific transfer goals. Under the Arts and Sciences program, students may select courses to complete future baccalaureate-degree requirements. Students who intend to enter the workforce or expand their skills in a career area may select one of the career programs. Courses within career programs have been selected to enhance employability; however, many students have transferred successfully with these degrees.

All new students will meet with an academic advisor, who can help students select an appropriate program and introduce transfer resources. Undecided students are advised to declare an Area of Study as a major and strongly encouraged to take advantage of career decision-making resources. Contact Career Development, 410-386-8523.

For each area of study (Business, Creative Arts, Education, etc., see Areas of Study graphic, opposite page), there is a recommended first term course list. Advisors will assist new students in selecting an area of study and appropriate first term courses. These courses are the first building block toward completing degrees related to each area of study.

Transfer Planning: Bachelor's Degrees

The majority of Carroll students plan to transfer to four-year institutions after studying at Carroll Community College. From the time students select their first courses, they are making decisions that affect transfer of credits. The Advising and Transfer Center has a variety of resources to help with transfer planning. Staff maintain a library of college catalogs and information files for area colleges. Students may access online information at www.carrollcc.edu/transfer and from ARTSYS, Maryland's transfer articulation system, at artsys.usmd.edu.

To facilitate transfer, the College has developed agreements with all state colleges and universities and with most private schools in Maryland, as well as many out-of-state schools (see page 153). Students may begin taking courses toward any baccalaureate degree. Carroll Community College credits transfer to most colleges and universities. Care in course selection will prevent loss of credit. The Arts and Sciences program at Carroll Community College can serve as an umbrella program for any major. Possibilities include majors or specializations in the following and in most others: Art; Biology; Engineering; English; Environmental Science; Geography; History; Mathematics; Philosophy; Political Science; Pre-Med.

The importance of consultation with an academic advisor before registering for each term cannot be overstressed. Consult an academic advisor in the Advising and Transfer Center for assistance in choosing courses. It is each student's responsibility to regularly meet with an academic advisor and utilize transfer resources. In all cases, transfer students should refer to receiving institution requirements when registering for Carroll courses.

Carroll Recommended Transfer Programs

Carroll offers a number of transfer recommendations under the umbrella of the Associate of Arts in Arts and Sciences degree. These are general course recommendations for students who have not selected a transfer destination. Students may follow the recommendation, but are advised to complete 29 credits of courses that fulfill transfer requirements at the destination. Please note: while the recommendation program titles appear on graduation audits, the diploma will specify the degree conferred (Associate of Arts) and transcript will specify Associate of Arts, Arts and Sciences. It is recommended that students consult ARTSYS (artsys.usmd.edu) and an academic advisor when selecting courses for transfer. Transfer recommendations have been prepared for these areas of study:

Aging Studies—Arts and Sciences
Arts and Sciences (Customized Transfer Plan)
Biology—Arts and Sciences
Business Administration—Accounting
Business Administration—General Business
Business Administration—International Business
Business Administration—Management Information Systems
Chemistry—Arts and Sciences
Criminal Justice—Arts and Sciences
Dental Hygiene—Arts and Sciences
Diagnostic Medical Sonography—Arts and Sciences
Economics—Arts and Sciences
Engineering—Arts and Sciences
English/Creative Writing—Arts and Sciences
English/Journalism—Arts and Sciences
English Literature—Arts and Sciences
Exercise Science—Arts and Sciences
Forensic Studies—Arts and Sciences
General Studies (Undecided Students)
Health Science—Arts and Sciences
History—Arts and Sciences
Mathematics—Arts and Sciences
Nuclear Medicine Technology—Arts and Sciences
Philosophy—Arts and Science
Physics—Arts and Sciences
Political Science and Legal Studies—Arts and Sciences
Pre-Nursing—Arts and Sciences
Professional Communications for Business—Arts and Sciences
Professional Communications Creative Arts—Arts and Sciences
Psychology—Arts and Sciences
Social Work—Arts and Sciences
Sociology/Anthropology—Arts and Sciences
Teacher Education (if an A.A.T. does not exist)
Teacher Education—Physical Education
Theatre—Arts and Sciences
Visual Art—Arts and Sciences
World Languages—Arts and Sciences

Carroll students may complete an Associate of Arts in Teaching degree (A.A.T.) in the following Carroll programs. Maryland two- and four-year institutions created these A.A.T. programs to facilitate seamless transfer to the matching bachelor's degree on any public or private Maryland campus. Students are encouraged to earn a minimum grade of C in each required A.A.T. course. Additional programs are under development. See Education faculty for information.

Early Childhood Education/Special Education
Elementary Education/Special Education
Secondary Education—Chemistry
Secondary Education—English
Secondary Education—Mathematics
Secondary Education—Spanish

Carroll students may complete an Associate of Fine Arts. This degree is designed to match the first two years of a Bachelor's in Fine Arts degree program. Please see the program pages or Music faculty for information.

Music

Carroll students may complete an Associate of Science in Engineering degree. This degree is designed to match the first two years of a Bachelor's degree in Engineering. Please see the program pages and Math and Engineering faculty for information.

Computer Engineering
Electrical Engineering

Career Programs

Through Carroll Community College, students may complete an Associate of Applied Science degree (A.A.S.), Associate of Science (A.S.), Certificate, and/or Letter of Recognition in the following areas:

Accounting CPA Exam Qualification
Accounting Enrolled Agent
Administrative Assistant
Art History
Certified Bookkeeper
Computer-Aided Design
Computer Graphics
Computer Information Systems
Criminal Justice
Cybersecurity/Network Security
Early Childhood Education
Emergency Medical Services (selective admissions)
Entertainment Technology
Health Information Technology
Law Enforcement (selective admissions)
Nursing, Practical (selective admissions)
Nursing, Registered (selective admissions)
Office Technology
Physical Therapist Assistant (selective admissions)
Technical and Professional Studies
Visual Art—Studio

Cooperative Programs

In addition to the bachelor's degree transfer options highlighted by the ARTSYS program, Carroll provides other transfer opportunities for students. Through association with community college and hospital partners, students may begin studying at Carroll and apply to complete specialized programs. See the specific program of study for information about the cooperating institution and requirements. These agreements do not guarantee admissions. Each program has its own admissions procedure. See a Carroll advisor in the Advising and Transfer Center, room A102, for assistance. Degrees or credentials will be awarded by the transfer destination.

Mid-Maryland Allied Healthcare Education Consortium

Carroll Community College has joined Frederick and Howard Community Colleges in an innovative program to enhance student access to allied health programs. Programs in this agreement are Bioprocessing Technology, Cardiovascular Technology, Emergency Medical Services/EMT—Paramedic, Health Information Technology, Nuclear Medicine Technology, Physical Therapist Assistant, Respiratory Care and Surgical Technology. See the Admissions section and program page for details.

Johns Hopkins Hospital

Johns Hopkins Hospital welcomes applicants for its Diagnostic Medical Sonography, Nuclear Medicine Technology, and Radiography programs. The Associate of Applied Science in Technical and Professional Studies is available to students who earn an MHEC approved certificate, present that credential, and then complete the requirements for the degree.

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Sociology/Anthropology—Arts and Sciences, A.A.	142
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Theatre—Arts and Sciences, A.A.	146
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Using the Program Pages





Each program will use specific conventions: At the top of the page, the degree subject, type (degree, certificate, or letter) and lead faculty are noted. You may contact the faculty advisor or an academic advisor, if you have questions about arranging your courses and schedule to meet your academic needs. Each program page will start like this:

Elementary Education—Elementary Special Education (subject)

Associate of Arts in Teaching (degree)

Faculty Advisor: Academic Department Chair, Program Coordinator, or other assigned advisor

The following icons may appear in the program and note important reference information:

-  Refer to page 43 – 44 for General Education options
-  Refer to ARTSYS, artsys.usmd.edu, and the receiving institution catalog to select transferable courses
-  Limited offering; See course descriptions (beginning on page 167)
-  Courses that meet the Diversity/World View requirement. Each degree must include 3 Diversity/World View credits.

Faculty Recommended or Required Program Electives

According to the title of the section, the courses provided may be recommended electives (Arts and Sciences transfer programs) or required courses (career programs). Transfer program recommendations are primarily for students who have not selected a transfer institution. Note that an Arts and Sciences degree requires 29 elective credits; our faculty may offer more choices than are necessary for graduation. In addition, General Education requirements for Mathematics (3-5 credits depending on the course) and Science (7-8 credits depending on the courses). Students who complete excess General Education credits may apply these credits toward the program recommendations (for example, if 8 science credits are completed, one credit may be used toward free-choice program credits). The ARTSYS (artsys.usmd.edu) web site contains specific course recommendations, designed by Maryland receiving institution's faculty, for students who know their probable transfer destination.

Program Requirements/Recommended Sequence:

Creating your Schedule and your Academic Plan

To be considered full-time, a student must take at least 12 billable hours each fall and spring term. To complete a 60-credit degree in two years, students must complete at least 15 credits of the program's requirements per fall and spring term or make use of accelerated terms available during the summer and winter. Students should take courses from the program part of the degree as well as General Education part of the degree each term.

The following pages showcase degree recommendations and requirements for Carroll's programs of study. Students meet with advising staff upon entry to create term by term plans. Students also meet with advisors at regular milestones (15, 30, and 45 credits) to assure that the plan continues to guide them toward graduation for career programs and graduation and transfer for Arts and Sciences programs. Students should meet with advisors to change their majors and adjust the plans if academic goals change. Walk in assistance (no appointment necessary) is available in room A102, the Advising and Transfer Center.

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). The transfer recommendations for subjects under the Arts and Sciences degree are transfer recommendations for students who have not selected a transfer destination. Under any of the Arts and Sciences degrees that follow, students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Economics, Health Science, Psychology, etc.) do not appear on the Carroll transcripts or diplomas.

Transfer Program


Accounting

Associate of Applied Science







Faculty Advisor: Shanelle Hopkins · Phone: 410-386-8247 · Email: shopkins@carrollcc.edu

The Accounting program of study prepares students for paraprofessional positions in accounting offices of business and governmental agencies. In this program, emphasis is placed on accounting principles as they are applied in business settings with extensive use of technology. In addition to acquiring a basic knowledge of accounting, graduates of this program should be able to perform bookkeeping and entry-level accounting work through the general ledger and prepare financial statements and managerial reports. Accounting majors with a 3.200 GPA may be eligible for membership in Alpha Beta Gamma. For more information, see page 38.

Program Requirements:

ACCT-101	Financial Accounting	3
ACCT-102	Managerial Accounting	3
ACCT-201	Intermediate Accounting 1	4
ACCT-202	Intermediate Accounting 2	4
BUAD-205	Business Law	3
CIS-101	Introduction to Computer Information Systems	3
ECON-100	Principles of Micro Economics	3
MGMT-201	Principles of Management	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	3

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES	3
COMM-105	ARTS AND HUMANITIES	3
	BIOLOGICAL AND PHYSICAL SCIENCES	7–8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS	3–5
	SOCIAL AND BEHAVIORAL SCIENCES	3
ECON-102	SOCIAL AND BEHAVIORAL SCIENCES	3
Total Credits		60

 Diversity/World View requirement met (ENGL-102, MGMT-201).

Certificate

Accounting CPA Exam Qualification

Certificate

Faculty Advisor: Kate Demarest · Phone: 410-386-8252 · Email: kdemarest@carrollcc.edu

Candidates for a Maryland CPA license must possess a bachelor's degree (in any field of study), must have earned at least 150 college level credits and must have completed coursework in accounting, law, economics, mathematics, ethics, marketing, management, writing and public speaking. The CPA Examination Qualification Certificate includes all required coursework for eligibility to sit for the CPA examination in the state of Maryland. Students should also visit the Maryland State Board of Public Accountancy's website, www.dllr.state.md.us/license/cpa/, for information on educational and practical work experience requirements as well as examination dates.

Certificate Requirements:

ACCT-101	Financial Accounting	3
ACCT-102	Managerial Accounting	3
ACCT-201	Intermediate Accounting 1	4
ACCT-202	Intermediate Accounting 2	4
ACCT-210	Principles of Taxation 1 (☒ fall term only)	3
ACCT-211	Principles of Taxation 2 (☒ spring term only)	3
ACCT-220	Cost Accounting (☒ spring term only)	3
ACCT-230	Principles of Auditing (☒ fall term only)	3
ACCT-241	Governmental and Not-for-Profit Accounting (☒ summer term only)	1
BUAD-201	Business Ethics	3
BUAD-205	Business Law	3
ECON-100	Principles of Micro Economics	3
ECON-102	Principles of Macro Economics	3
FN-215	Financial Management	3

Select three of the following five courses (10 credits required):

ENGL-209	Written Communications for Business	10
MATH-115	Introduction to Statistical Methods	
MGMT-201	Principles of Management	
MKTG-201	Principles of Marketing	
COMM-105	Introduction to Speech Communication	
Total Credits		52

View Gainful Employment Disclosure information for this program by visiting www.carrollcc.edu/gainfulemploymentdisclosures.

Certificate

Certified Bookkeeping

Certificate

Faculty Advisor: Kate Demarest · Phone: 410-386-8252 · Email: kdemarest@carrollcc.edu

In the future, most economists are predicting that the greatest job growth will be among paraprofessional jobs, such as bookkeeping. While there is a high demand for bookkeepers, there is considerable responsibility associated with this profession and proper training is imperative. This course sequence will prepare students for employment and for the Certified Bookkeeper exam offered by the American Institute of Professional Bookkeepers.

Certificate Requirements:

ACCT-101	Financial Accounting	3
ACCT-102	Managerial Accounting	3
ACCT-275	QuickBooks for Business Professionals	3
BUAD-201	Business Ethics	3
CIS-101	Introduction to Computer Information Systems	3
Total Credits		15

View Gainful Employment Disclosure information for this program by visiting www.carrollcc.edu/gainfulemploymentdisclosures.

Letter of Recognition

Enrolled Agent

Letter of Recognition

Faculty Advisor: Kate Demarest · Phone: 410-386-8252 · Email: kdemarest@carrollcc.edu

According to the IRS, “an Enrolled Agent is a person who has earned the privilege of representing taxpayers before the Internal Revenue Service. Enrolled Agents, like attorneys and certified public accountants (CPAs), are generally unrestricted as to which taxpayers they can represent, what types of tax matters they can handle, and which IRS offices they can represent clients before.”

Students who complete the Enrolled Agent Examination Letter of Recognition will have acquired detailed knowledge of federal tax law related to individuals, businesses, estates, gifts, trusts, and non-profits. Although this coursework is not required to obtain authorization to sit for the three-part examination, the knowledge is essential. In addition, the coursework provides a firm foundation for employment in a tax practice.

Certificate Requirements:

ACCT-210	Principles of Taxation 1	3
ACCT-211	Principles of Taxation 2	3
BUAD-205	Business Law	3
Total Credits		9

Transfer Program

Arts and Sciences

Associate of Arts

Advisor: Advising and Transfer Center · Phone: 410-386-8435 · Email: advise@carrollcc.edu

Graduates of the Arts and Sciences program at Carroll Community College are well positioned to transfer to four-year colleges and universities in Maryland as well as other states. The courses in the program are transfer oriented and form the basis of a solid foundation in the liberal arts. By using the online ARTSYS program, artsys.usmd.edu, students can plan a course of study that will transfer seamlessly to a baccalaureate degree-granting institution.

Because the Arts and Sciences program is designed for transfer students, it provides preparation for occupations requiring a broad background. Graduates can pursue careers in art, computers, medicine, dentistry, pharmacy, law, sciences, the humanities and social sciences as well as other fields. Moreover, the degree provides a foundation that allows students to change career direction later.







The Arts and Sciences degree requires 31 credits in highly transferable general education courses and 29 credits of electives, which should be selected to satisfy the student's bachelor's degree requirements. Using the resources in the Advising and Transfer Center, students can customize a degree to meet personal transfer requirements. For maximum credit transferability, students should choose a major and transfer institution before 30 credits are earned. In addition to transferability and flexibility, a Carroll Community College Arts and Sciences degree provides an education that places great emphasis on helping students become independent learners, capable of exploring many subjects.

As of Fall 2015, students may choose to complete this program in a fully online format. Speak with an advisor to learn more and determine if online learning is appropriate.

Program Requirements (any 29 elective credits needed to graduate):

	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	29
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General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES	6
	BIOLOGICAL AND PHYSICAL SCIENCES	7–8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS	3–5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

Transfer Program

Arts and Sciences—Aging Studies Transfer Recommendation

Associate of Arts


Faculty Advisor: Dr. Mike Stovall · Phone: 410-386-8206 · Email: mstovall@carrollcc.edu

The Arts and Sciences—Aging Studies recommendation at Carroll Community College provides basic knowledge of human behavior and a foundation for continued study in aging studies/gerontology. Graduates are suitably prepared to transfer to four-year colleges and universities in Maryland as well as other states. By following this sequence, students will be well-positioned to transfer. By using ARTSYS at artsys.usmd.edu, students can plan a course of study that will transfer seamlessly to an upper division school of choice.







Students who plan to transfer to McDaniel College to declare a psychology major with gerontology minor should follow these additional recommendations: complete upper level language (SPAN-102 and SPAN-201) instead of SOC-105 and SOC-299. Take an Arts and Humanities Fine or Performing Arts course. Take advantage of the one McDaniel course at Carroll prices agreement by taking BIO 1121, Biology of Aging, at McDaniel instead of BIOL-105. Because McDaniel degrees require 128 credits, 64 Carroll credits will transfer.

Students who plan to transfer to UMBC for Management of Aging Services should take MGMT-201 as an elective choice and SPAN-102 as an Arts and Humanities course.

Dr. Stovall's Recommended Program Electives (any 29 elective credits required for graduation):

PSYC-175	Psychology of Aging	3
PSYC-195	Death and Dying	3
PSYC-211	Human Development through the Life Span	3
PSYC-235	Introduction to Helping and Counseling	3
SOC-105	Marriage and the Family	3
SOC-125	Introduction to Aging Studies	3
SOC-299	Internship in Aging Studies	3
SPAN-101	Elementary Spanish 1	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	5

General Education Requirements:

	ARTS AND HUMANITIES (SPAN-102 and HIST-102 or HIST-106 recommended)	6
	BIOLOGICAL AND PHYSICAL SCIENCES (BIOL-105 recommended)	7–8
	EMERGING ISSUES (DVTY-115 recommended)	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (MATH-115 recommended)	3–5
	SOCIAL AND BEHAVIORAL SCIENCES (PSYC-101 and SOC-101 recommended)	6
	Total Credits	60

 Diversity/World View requirement met (DVTY-115, ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Aging Studies) will not appear on the Carroll transcript or diploma.

Letter of Recognition

Art History

Letter of Recognition

Faculty Advisor: Jessi Hardesty · Phone: 410-386-8256 · Email: jhardesty@carrollcc.edu

A Letter of Recognition is available in Art History. The student is required to take the following courses (9 credits) for completion. These courses will provide a solid background in the history of art, images and associated philosophies.

This Letter has been formulated for the student who is looking for entry preparation into the field of gallery/museum work or museum studies. This package is also recommended for those in the graphic design field who wish to enhance their work with a larger grasp of cultural iconography and its impact and increase their awareness of historical images as source material.

Letter Requirements:

ART-125	Art Appreciation	3
ART-135	Art of the Western World, Prehistoric – 1300	3
ART-136	Art of the Western World, 1300 – Present	3
Total Credits		9

A Letter of Recognition is an informal award and will not appear on your Carroll Community College transcript. To request a Letter of Recognition, please visit Records, room A112, to complete a request form.

Transfer Program


Biology—PENDING MHEC APPROVAL

Associate of Science

Faculty Advisor: Dr. Lena Garrison · Phone: 410-386-8468 · Email: lgarrison@carrollcc.edu

This program provides students with the background necessary for transfer into a four-year institution's biology program. Because four-year institutions vary in their requirements, Carroll students are expected to check with their chosen transfer institution and consult with a Carroll academic advisor.

Program Requirements:

BIOL-101	Fundamentals of Biology 1	4
BIOL-102	Fundamentals of Biology 2	4
BIOL-215	Microbiology	4
BIOL-240	Genetics	4
CHEM-201	Organic Chemistry 1	5
CHEM-202	Organic Chemistry 2	5
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	4

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES	6
CHEM-105 and CHEM-106	BIOLOGICAL AND PHYSICAL SCIENCES	8
	ENGLISH COMPOSITION AND LITERATURE	6
MATH-135	MATHEMATICS	4
	SOCIAL AND BEHAVIORAL SCIENCES	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

Career Program

Bioprocessing Technology

Associate of Applied Sciences

Mid-Maryland Allied Healthcare Education Consortium

A Combined Program with Frederick Community College



Carroll Contacts: Candace Edwards (new students) / Advising and Transfer Center (current students)

Phone: 410-386-8430/410-386-8435 · Email: admissions@carrollcc.edu / advise@carrollcc.edu

Frederick Contact: Jennifer McAninley, 301-846-2471 · Email: jmcaninley@frederick.edu

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.

Pre-clinical Requirements to be completed at Carroll Community College:

BIOL-101	BIOLOGICAL AND PHYSICAL SCIENCES	4
BIOL-215	Microbiology	4
CHEM-105	BIOLOGICAL AND PHYSICAL SCIENCES	4
CHEM-106	General Chemistry 2	4
CIS-101	Introduction to Computer Information Systems	3
Elective	PHED or HLTH*	1–3
Elective	ENGL-209 or CHEM-201 recommended**	3–5
ENGL-101	ENGLISH COMPOSITION	3
	SOCIAL AND BEHAVIORAL SCIENCES*	3
	MATHEMATICS	3–5
COMM-105	ARTS AND HUMANITIES	3

Clinical Requirements to be completed at Frederick Community College:

BI 140	Biotechnology and Society	3
BI 220	Cell Biology and Tissue Culture	4
BPM 102	Bioprocessing Environment	3
BPM 103	Laboratory Techniques 1	1
BPM 110	Bioprocessing Measurements	4
BPM 214	Techniques in Bioproduction	4
INTR 103	Internship or elective (If an internship is not taken, the qualified elective must be approved by the Program Manager and must be at least a 200-level math or science course)	3

*Note that students must complete a Diversity/Worldview course. See pages 40 – 41 for a list of courses that meet this requirement.

Mid-Maryland Allied Healthcare Education Consortium: Degree awarded by Frederick Community College.

Please refer to the Frederick Community College catalog for additional information.

Transfer Program

Business Administration—General Business

Associate of Arts


Faculty Advisor: Lynne Smith · Phone: 410-386-8248 · Email: lsmith@carrollcc.edu

The Business Administration program introduces students to the field of business. Many graduates from this program transfer to four-year colleges as business majors with a concentration in marketing, management, accounting, finance, international business, human resource management, or management information systems. This program of study is also appropriate for students who plan to transfer to four-year colleges in fields of study outside of business. An associate's degree in business, when combined with a bachelor's degree in another field of study, will equip students with knowledge in their area of expertise as well as the language and decision-making process of management. The Associates degree in Business Administration is also appropriate for those who wish to conclude their studies at the associate's level. The degree program provides students with an understanding of how and why decisions are made within a business and how to be a productive member of an organization.







There are three emphases within the Business Administration major. The first, Business Administration—General Business, provides students with a well-rounded core of courses within the traditional concepts of business: accounting, economics, management, marketing and law. The second, Business Administration—Management Information Systems, combines study in the area of computer information systems with an understanding of business. Finally, Business Administration—International Business, is customized for students with an interest in international business and finance.

Business majors with a 3.200 GPA may be eligible for membership in Alpha Beta Gamma. For more information, see page 38.

Program Requirements:

ACCT-101	Financial Accounting	3
ACCT-102	Managerial Accounting	3
BUAD-101	Introduction to Business	3
BUAD-205	Business Law	3
CIS-101	Introduction to Computer Information Systems	3
ECON-100	Principles of Micro Economics	3
MGMT-201	Principles of Management	3
MKTG-201	Principles of Marketing	3
Business Elective	Any ACCT, BUAD, FN, MATH, MKTG, or MGMT course other than those listed above.	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	2

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES	3
COMM-105	ARTS AND HUMANITIES	3
	BIOLOGICAL AND PHYSICAL SCIENCES	7–8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS	3–5
	SOCIAL AND BEHAVIORAL SCIENCES	3
ECON-102	SOCIAL AND BEHAVIORAL SCIENCES	3
	Total Credits	60

 Diversity/World View requirement met (BUAD-101, ENGL-102, MGMT-201, MKTG-201).

Transfer Program

Business Administration—International Business


Associate of Arts

Faculty Advisor: Lynne Smith · Phone: 410-386-8248 · Email: lsmith@carrollcc.edu





The International Business sequence is customized for students interested in international business and finance. Graduates from this program may transfer to four-year colleges as business majors with a concentration in international business.

Business majors with a 3.200 GPA may be eligible for membership in Alpha Beta Gamma. For more information, see page 38.

Program Requirements:

ACCT-101	Financial Accounting	3
ACCT-102	Managerial Accounting	3
BUAD-101	Introduction to Business	3
BUAD-205	Business Law	3
CIS-101	Introduction to Computer Information Systems	3
ECON-100	Principles of Micro Economics	3
MGMT-201	Principles of Management	3
MKTG-201	Principles of Marketing	3
	Any world language course	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	2

General Education Requirements (See pages 43 – 44 for details):

COMM-105	ARTS AND HUMANITIES	3
	ARTS AND HUMANITIES	3
	BIOLOGICAL AND PHYSICAL SCIENCES	7–8
DVTY-115	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS	3–5
ANTH-101	SOCIAL AND BEHAVIORAL SCIENCES	3
ECON-102	SOCIAL AND BEHAVIORAL SCIENCES	3
	Total Credits	60

 Diversity/World View requirement met (ANTH-101, BUAD-101, DVTY-115, ENGL-102, MGMT-201, MKTG-201).

Transfer Program

Business Administration— Management Information Systems


Associate of Arts

Faculty Advisor: Lynne Smith · Phone: 410-386-8248 · Email: lsmith@carrollcc.edu

Business Administration—Management Information Systems is customized for students interested in computer information systems with an understanding of business. Graduates from this recommendation may transfer to four-year colleges as business majors with a concentration in management information systems.

Business majors with a 3.200 GPA may be eligible for membership in Alpha Beta Gamma. For more information, see page 38.

Program Requirements:

ACCT-101	Financial Accounting	3
ACCT-102	Managerial Accounting	3
BUAD-101	Introduction to Business	3
CIS-101	Introduction to Computer Information Systems	3
CIS-105	Introduction to Object-Oriented Programming	3
CIS-137	Introduction to Web Development Technologies	3
CIS-148	Introduction to SQL and Database Design	3
ECON-100	Principles of Micro Economics	3
MGMT-201	Principles of Management	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	2

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES	3
COMM-105	ARTS AND HUMANITIES	3
	BIOLOGICAL AND PHYSICAL SCIENCES	7–8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS	3–5
	SOCIAL AND BEHAVIORAL SCIENCES	3
ECON-102	SOCIAL AND BEHAVIORAL SCIENCES	3
	Total Credits	60

 Diversity/World View requirement met (BUAD-101, ENGL-102, MGMT-201).

Career Program

Cardiovascular Technology—Invasive Option

Associate of Applied Sciences

Mid-Maryland Allied Healthcare Education Consortium

A Combined Program with Howard Community College

Carroll Contacts: Candace Edwards (new students) / Advising and Transfer Center (current students)



Phone: 410-386-8430/410-386-8435 · Email: admissions@carrollcc.edu / advise@carrollcc.edu

Howard Contact: Office of Admissions and Advising, HCC / alliedhealth@howardcc.edu / 410-772-4230

This program 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 laboratory, 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 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 clinical course must be completed at HCC in the fall prior to spring clinical courses. (C or higher required in math, science and cardiovascular courses.)

Pre-clinical Requirements:

BIOL-101	BIOLOGICAL AND PHYSICAL SCIENCES	4
BIOL-210	BIOLOGICAL AND PHYSICAL SCIENCES	4
	ENGLISH COMPOSITION	3
	MATHEMATICS	3–5
SOC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
COMM-105	ARTS AND HUMANITIES	3
BIOL-211	Human Anatomy and Physiology 2	4
*PHYS-101	Technical Physical Science (Must be completed at Howard CC prior to clinicals.)	4

Clinical Requirements to be completed at Howard Community College:

CARD-120	Rhythm Analysis and 12 Lead EKG	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

Mid-Maryland Allied Healthcare Education Consortium: This degree is awarded by Howard Community College.

For more information, refer to the Health Sciences Division website at Howard Community College at www.howardcc.edu/health

Career Program

Cardiovascular Technology— Cardiac Monitoring and Analysis

Certificate

Mid-Maryland Allied Healthcare Education Consortium

A Combined Program with Howard Community College

Carroll Contacts: Candace Edwards (new students) / Advising and Transfer Center (current students)

Phone: 410-386-8430/410-386-8435 · Email: admissions@carrollcc.edu / advise@carrollcc.edu

Howard Contact: Office of Admissions and Advising, HCC/alliedhealth@howardcc.edu / 410-772-4230

The certificate program is an option within the CVT Degree Program. Students learn to apply and interpret rhythm strips, 12-Lead EKG's and halter monitors. Courses and labs are held on campus and at clinical sites. Students may apply to continue in the Cardiovascular Technology degree program after completion of required additional coursework. Graduates may apply to take the national certification examination to become a Certified Cardiographic Technician (CCT).

The hospitals in the state of Maryland decide if they are willing to employ students with a RCIS certification or if they will require a student to also be a radiologic technologist (RT). The RT with RCIS is the most marketable and the preferred credential for many hospitals in Maryland. However, there are hospitals in the Baltimore/ DC metro area that hire RCISs in their cardiac catheterization labs. Our program goal is to ensure that students successfully graduate from the program and pass their invasive registry exam. HCC is currently in the process of applying for the Maryland Cardiovascular Radiography Certificate for the Invasive CVT program.

Pre-clinical Requirements to be completed at Carroll Community College:

BIOL-101	Fundamentals of Biology 1	4
BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
	ENGLISH COMPOSITION	3

Clinical Requirements to be completed 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

Mid-Maryland Allied Healthcare Education Consortium: This Certificate is awarded by Howard Community College.

For more information, refer to the Health Sciences Division website at Howard Community College at www.howardcc.edu/health.

Transfer Program


Arts and Sciences—Chemistry Transfer Recommendation

Associate of Arts







Faculty Advisor: Dr. Raza Kahn · Phone: 410-386-8222 · Email: rkhan@carrollcc.edu

This sequence of courses provides students with the background necessary for transfer into a four-year institution's chemistry program. Because four-year institutions vary in their requirements, Carroll students are expected to check with their chosen transfer institution and consult with a Carroll academic advisor.

Program Requirements (any 29 elective credits needed to graduate):

CHEM-201	Organic Chemistry 1	5
CHEM-202	Organic Chemistry 2	5
MATH-136	Calculus of a Single Variable 2	4
PHYS-101/PHYS-102*	Fundamentals of Physics 1/Fundamentals of Physics 2 OR	
PHYS-111/PHYS-212*	Physics 1 Scientists and Engineers/Physics 2 for Scientists and Engineers	8
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	7

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES	6
	BIOLOGICAL AND PHYSICAL SCIENCES (CHEM-105 and CHEM-106 recommended)	7–8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (MATH-132 or MATH-135 recommended)	3–5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	Total Credits	60

* Consult with an advisor to determine which physics sequence is appropriate for your chosen transfer institution.

 Diversity/World View requirement met (ENGL-102).

Transfer Program

Arts and Sciences—Professional Communications for Business Transfer Recommendation


Associate of Arts

Faculty Advisor: Prof. Siobhan Wright · Phone: 410-386-8207 · Email: swright@carrollcc.edu






The Professional Communications recommendation provides a foundation for students interested in writing for organizations, designing publications (digital and print), understanding media outlets, troubleshooting communication problems, leading team projects, and facilitating group discussions. This interdisciplinary pathway develops written, spoken, and graphic communication skills and awareness.

This recommendation is designed to dovetail with the major at Stevenson University. By using the online ARTSYS program, artsys.usmd.edu, students can plan a course of study that will transfer seamlessly to a baccalaureate degree-granting institution.

Prof. Wright's Recommended Electives (any 29 elective credits needed to graduate):

BUAD-101 or ACCT-101	Introduction to Business or Financial Accounting	3
CGR-105	Introduction to Computer Graphics	3
CGR-120 or CGR-230	Digital Photography or Digital Video (☞ fall term only)	3
CIS-101	Introduction to Computer Information Systems	3
ENGL-209	Written Communications for Business	3
ENGL-245	Modern English Grammar	3
COMM-110	Introduction to Journalism	3
MGMT-201	Principles of Management	3
MKTG-201	Principles of Marketing	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	2

General Education Requirements (📖 See pages 43 – 44 for details):

	ARTS AND HUMANITIES (COMM-105 recommended)	6
	BIOLOGICAL AND PHYSICAL SCIENCES	7–8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (MATH-115 recommended)	3–5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	Total Credits	60

👁️ Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 elective credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendations program titles (i.e. Professional Communications for Business) will not appear on the Carroll transcript or diploma.

Transfer Program

Arts and Sciences—Professional Communications for Media and Creative Arts Transfer Recommendation


Associate of Arts

Faculty Advisor: Prof. Siobhan Wright · Phone: 410-386-8207 · Email: swright@carrollcc.edu







The Professional Communications recommendation provides a foundation for students interested in writing for organizations, designing publications (digital and print), understanding media outlets, troubleshooting communication problems, leading team projects, and facilitating group discussions. This interdisciplinary pathway develops written, spoken, and graphic communication skills and awareness.

This recommendation is designed to dovetail with the major at the University of Baltimore. By using the online ARTSYS program, artsys.usmd.edu, students can plan a course of study that will transfer seamlessly to a baccalaureate degree-granting institution.

Prof. Wright's Recommended Electives (any 29 elective credits needed to graduate):

ENGL-107 or COMM-120	TV and American Culture or Introduction to Film	
CGR-105	Introduction to Computer Graphics	3
CGR-120 or CGR-230	Digital Photography or Digital Video (☞ fall term only)	3
CIS-101	Introduction to Computer Information Systems	3
ENGL-209	Written Communications for Business	3
ENGL-245	Modern English Grammar	3
ENGL-110 or ENGL-219	Introduction to Creative Writing or Writing Creative Nonfiction (☞ fall term only)	3
COMM-110	Introduction to Journalism	3
MGMT-201 or MKTG-201	Principles of Management or Principles of Marketing	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	5

General Education Requirements (📖 See pages 43 – 44 for details):

	ARTS AND HUMANITIES (COMM-105 recommended)	6
	BIOLOGICAL AND PHYSICAL SCIENCES	7–8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (MATH-115 recommended)	3–5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	Total Credits	60

👁️ Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 elective credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendations program titles (i.e. Professional Communications for Media and Creative Arts) will not appear on the Carroll transcript or diploma.

Career Program

Computer-Aided Design: Architectural/Civil Track

Associate of Applied Science

Faculty Advisors: Robert Brown · Phone: 410-386-8224 · Email: rbrown@carrollcc.edu
James Gilford · Phone: 410-386-8481 extension 5131 · Email: jgilford@carrollcc.edu

The CAD: Architectural/Civil track is designed for a student preparing for a career as a CAD technician or design assistant for an architect, surveyor, or architectural/civil department in an organization. The field of CAD will continue to be one of the most promising growth areas for meaningful employment well into the twenty-first century.

Students who select this curriculum and wish to transfer later to a four-year institution should check with that institution. While many courses will transfer, certain specialized courses may not.

Program Requirements:

CAD-101	Introduction to Computer-Aided Design/Drafting	3
CAD-110	Customizing CAD Software	3
CGR-254	3-D Computer Animation and Modeling	3
CIS-101	Introduction to Computer Information Systems	3

Architectural Track Requirements:

CAD-210	Advanced Auto CAD and Auto CAD 3-D	3
CAD-220	Introduction to Architectural Computer-Aided Design/Drafting	3
CAD-260	Computer-Aided Civil Applications	3
CAD-299	Internship in CAD	1
Electives	Any ACCT, BUAD, CAD, CIA, CIS, CGR, CYBR, ENCE, ENEE, ENGR or MGMT courses	19

General Education Requirements (📖 See pages 43 – 44 for details):

📖	ARTS AND HUMANITIES	3
📖	BIOLOGICAL AND PHYSICAL SCIENCES	4
📖	ENGLISH COMPOSITION	3
📖	MATHEMATICS	3 – 5
📖	SOCIAL AND BEHAVIORAL SCIENCES	3
📖	GENERAL EDUCATION COURSE (Any Category)	3
	Total Credits	60

👁️ *Diversity/World View requirement is not met by program requirements. Please be sure to select an appropriate course from General Education choices to meet this requirement.*

One Associate of Applied Science in Computer-Aided Design degree is permitted per student. (A separate degree cannot be earned for the other CAD track.)

Career Program

Computer-Aided Design: Mechanical Track

Associate of Applied Science

Faculty Advisors: Robert Brown · Phone: 410-386-8224 · Email: rbrown@carrollcc.edu
James Gilford · Phone: 410-386-8481 extension 5131 · Email: jgilford@carrollcc.edu

The CAD: Mechanical track is designed for a student preparing for a career as a CAD technician in the engineering department of an organization.

Students who select this curriculum and wish to transfer later to a four-year institution should check with that institution. While many courses will transfer, certain specialized courses may not.

Program Requirements:

CAD-101	Introduction to Computer-Aided Design/Drafting	3
CAD-110	Customizing CAD Software	3
CGR-254	3-D Computer Animation and Modeling	3
CIS-101	Introduction to Computer Information Systems	3

Mechanical Track Requirements:

CAD-206	Solid Modeling	3
CAD-208	Mechanical Applications of Solid Modeling Software	3
CAD-240	CAD Engineering Drawing	3
CAD-245	CAD Engineering Drawing 2	3
CAD-299	Internship in CAD	1
Electives	Any ACCT, BUAD, CAD, CIA, CIS, CYBR, ENCE, ENEE, ENGR or MGMT courses	16

General Education Requirements (📖 See pages 43 – 44 for details):

📖	ARTS AND HUMANITIES	3
📖	BIOLOGICAL AND PHYSICAL SCIENCES	4
📖	ENGLISH COMPOSITION	3
📖	MATHEMATICS	3 – 5
📖	SOCIAL AND BEHAVIORAL SCIENCES	3
📖	GENERAL EDUCATION COURSE (Any Category)	3
	Total Credits	60

👁️ *Diversity/World View requirement is not met by program requirements. Please be sure to select an appropriate course from General Education choices to meet this requirement.*

One Associate of Applied Science in Computer-Aided Design degree is permitted per student. (A separate degree cannot be earned for the other CAD track.)

Career Program

Computer-Aided Design

Certificate

Faculty Advisor: Robert Brown · Phone: 410-386-8224 · Email: rbrown@carrollcc.edu

Faculty Advisor: James Gilford · Phone: 410-386-8481 extension 5131 · Email: jgilford@carrollcc.edu

This certificate outlines a sequence of courses designed for technicians working in the design field as CAD operators, engineering technicians, CAD detailers, and design assistants. See the corresponding degree program for details.

Computer Aided Design Certificate Requirements (Architectural Track):

CAD-101	Introduction to Computer-Aided Design/Drafting	3
CAD-110	Customizing CAD Software	3
CIS-101	Introduction to Computer Information Systems	3

Architectural Track Requirements:

CAD-210	Advanced Auto CAD and Auto CAD 3-D	3
CAD-220	Introduction to Architectural Computer-Aided Design/Drafting	3
CAD-260	Computer-Aided Civil Applications	3
CAD-299	Internship in CAD	1
Total Credits		19

Computer Aided Design Certificate Requirements (Mechanical Track):

CAD-101	Introduction to Computer-Aided Design/Drafting	3
CAD-110	Customizing CAD Software	3
CIS-101	Introduction to Computer Information Systems	3

Mechanical Track Requirements:

CAD-206	Solid Modeling	3
CAD-208	Mechanical Applications of Solid Modeling Software	3
CAD-240	CAD Engineering Drawing	3
CAD-245	CAD Engineering Drawing 2	3
CAD-299	Internship in CAD	1
Total Credits		22

View Gainful Employment Disclosure information for this program by visiting www.carrollcc.edu/gainfulemploymentdisclosures.

Career Program

Computer Graphics (CGR)—Graphic Design Track

Associate of Applied Science

Faculty Advisor: Marcia Pearl · Phone: 410-386-8246 · Email: mpearl@carrollcc.edu

The Computer Graphics program focuses on the development of information design skills used in the fields of print design, multimedia design and web design. Students learn to analyze client needs and create effective design solutions. The first “phase” of courses provides students with the fundamental principles and practices required by all the design professions. Emphasis is focused on developing concepts and carrying them through to finished professional designs. The course work allows students to enhance both their creativity and design sense through a variety of real world projects. Since employers today put emphasis on communication literacy, all CGR courses build upon and support the major General Education Core Competency requirements of the college.

A graphic designer uses creativity, images, typography, layouts and color to meet their client’s design and marketing objectives by combining creativity and computer competencies with the understanding of technical specifications, while working within budget limitations. The Graphic Design track prepares students for a variety of entry-level positions within an ever-expanding industry. Graduates can work in design studios, printing companies, advertising agencies and in-house corporate art departments. While many courses will transfer, certain specialized courses may not.

Program Requirements:

ART-105	2-D Design	3
ART-110	3-D Design	3
ART-115	Color	3
CGR-105	Introduction to Computer Graphics	3
CGR-110	Typography	3
CGR-115	Graphic Design 1	3
CGR-120	Digital Photography	3
CGR-157	Introduction to Web Page Design	3
CGR-250	Publication Design on Computers (☒ spring term only)	3
CGR-252	Computer Illustration (☒ fall term only)	3
CGR-270	Portfolio and Career Development	3
Elective	Any CAD or CGR course	3
Elective	Any elective course (internship recommended)	2

General Education Requirements (📖 See pages 43 – 44 for details):

📖	ARTS AND HUMANITIES	3
ART-125	ARTS AND HUMANITIES	3
📖	BIOLOGICAL AND PHYSICAL SCIENCES	4
📖	EMERGING ISSUES	3
📖	ENGLISH COMPOSITION	3
📖	MATHEMATICS	3 – 5
📖	SOCIAL AND BEHAVIORAL SCIENCES	3
	Total Credits	60

👁️ Diversity/World View requirement met (ART-125).

One Associate of Applied Science in Computer Graphic Design degree is permitted per student. (A separate degree cannot be earned for the other CGR track.)

Career Program

Computer Graphics (CGR)—Graphic Design

Certificate

Faculty Advisor: Marcia Pearl · Phone: 410-386-8246 · Email: mpearl@carrollcc.edu

This certificate outlines a sequence of courses designed for artists and technicians working in the design field or those who would like to obtain employment as computer graphic designers, computer illustrators and desktop publishers. (See corresponding degree program for details.) Although courses may be taken in any sequence as long as prerequisites are met, certain courses (CGR-110 and CGR-115) are strongly recommended before others as the skills developed in these courses are utilized and applied in the more advanced courses.

Certificate Requirements:

ART-105	2-D Design	3
ART-110	3-D Design	3
ART-115	Color	3
CGR-105	Introduction to Computer Graphics	3
CGR-110	Typography	3
CGR-115	Graphic Design 1	3
CGR-120	Digital Photography	3
CGR-157	Introduction to Web Page Design	3
CGR-250	Publication Design on Computers (☒ spring term only)	3
CGR-252	Computer Illustration (☒ fall term only)	3
CGR-270	Portfolio and Career Development	3
Elective	Any CAD or CGR course	3
Elective	Any elective course (internship recommended)	2
Total Credits		38

View Gainful Employment Disclosure information for this program by visiting www.carrollcc.edu/gainfulemploymentdisclosures.

Letter of Recognition

Letters of Recognition are available for Computer Graphics. Contact the faculty advisor for further information. Students who would like to begin by completing a Letter of Recognition should enroll in the following courses:

Letter Requirements:

CGR-105	Introduction to Computer Graphics	3
CGR-110	Typography	3
CGR-115	Graphic Design 1	3
Total Credits		9

A Letter of Recognition is an informal award and will not appear on your Carroll Community College transcript. To request a Letter of Recognition, please visit Records, room A112, to complete a request form.

Career Program

Computer Graphics (CGR)—Multimedia Design Track

Associate of Applied Science

Faculty Advisor: Marcia Pearl · Phone: 410-386-8246 · Email: mpearl@carrollcc.edu

The Multimedia Design emphasis prepares students for entry-level positions in the interactive design, multimedia design and digital video industries. The curriculum stresses the development of digital design skills for CD ROM, interactive DVD, digital video editing, motion graphics, web production, digital imaging and print design.

Students develop their skills using relevant technology including industry standard computer applications. Students learn to use creativity, conceptual thinking and technical expertise to develop marketable design solutions through a wide gamut of real world projects. Graduates can secure entry-level employment with television stations, design studios, web development companies and interactive multimedia studios. Since employers today put emphasis on communication literacy, students also take courses to develop skills in writing, public speaking, psychology, professional development, history and marketing to round out their educations.

Students who select this curriculum and wish to transfer later to a four-year institution should check with that institution. While many courses will transfer, certain specialized courses may not.

* Students wishing to transfer to the University of Baltimore’s Simulation and Digital Entertainment degree should follow this degree and take CIS-105 or CIS-132 as their elective.

Program Requirements:

ART-105	2-D Design	3
ART-110	3-D Design	3
ART-115	Color	3
CGR-105	Introduction to Computer Graphics	3
CGR-110	Typography	3
CGR-157	Introduction to Web Page Design	3
CGR-230	Digital Video (☒ fall term only)	3
CGR-231	Introduction to Motion Graphics (☒ spring term only)	3
CGR-232	Multimedia Productions (☒ spring term only)	3
CGR-254	3D Computer Animation and Modeling (☒ fall term only)	3
CGR-257	Advanced Web Page Design (☒ spring term only)	3
CGR-270	Portfolio and Career Development	3
*Elective	Any elective course (see above for transfer recommendation)	2

General Education Requirements (📖 See pages 43 – 44 for details):

📖	ARTS AND HUMANITIES	3
ART-125	ARTS AND HUMANITIES	3
📖	BIOLOGICAL AND PHYSICAL SCIENCES	4
📖	EMERGING ISSUES	3
📖	ENGLISH COMPOSITION	3
📖	MATHEMATICS	3 – 5
📖	SOCIAL AND BEHAVIORAL SCIENCES	3
	Total Credits	60

👁️ Diversity/ World View requirement met (ART-125).

One Associate of Applied Science in Computer Graphic Design degree is permitted per student. (A separate degree cannot be earned for the other CGR track.)

Career Program

Computer Graphics (CGR)—Multimedia Design

Certificate

Faculty Advisor: Marcia Pearl · Phone: 410-386-8246 · Email: mpearl@carrollcc.edu

This certificate outlines a sequence of courses designed for technicians working in the design field or those who would like to obtain employment as publication design specialists, technical computer artists and multimedia technicians. Please see the corresponding degree program for details. Although courses may be taken in any sequence as long as prerequisites are met, certain courses (CGR-110 and CGR-115) are strongly recommended before others as the skills developed in certain courses are utilized in others.

Certificate Requirements:

ART-105	2-D Design	3
ART-110	3-D Design	3
ART-115	Color	3
CGR-105	Introduction to Computer Graphics	3
CGR-110	Typography	3
CGR-157	Introduction to Web Page Design	3
CGR-230	Digital Video (☒ fall term only)	3
CGR-231	Introduction to Motion Graphics (☒ spring term only)	3
CGR-232	Multimedia Productions (☒ spring term only)	3
CGR-257	Advanced Web Page Design (☒ spring term only)	3
CGR-254	3D Computer Animation and Modeling (☒ fall term only)	3
CGR-270	Portfolio and Career Development	3
Elective	Any elective course	2
Total Credits		38

View Gainful Employment Disclosure information for this program by visiting www.carrollcc.edu/gainfulemploymentdisclosures.

Letter of Recognition

A Letter of Recognition is available for Computer Graphics. Contact the faculty advisor for further information. Students who would like to begin by completing a Letter of Recognition should enroll in the following courses. Students are advised to refer to the course descriptions.

Letter Requirements:

CGR-105	Introduction to Computer Graphics	3
CGR-110	Typography	3
CGR-115	Graphic Design 1	3
Total Credits		9

A Letter of Recognition is an informal award and will not appear on your Carroll Community College transcript. To request a Letter of Recognition, please visit Records, room A112, to complete a request form.

Career Program

Computer Information Systems (CIS)

Associate of Applied Science

Faculty Advisor: Robert Brown · Phone: 410-386-8224 · Email: rbrown@carrollcc.edu

The Computer Information Systems programs are designed to prepare students for careers in computer technology. The program consists of five core courses that provide a solid foundation in computer technology along with five program tracks. Each track will prepare the student to pursue a successful career in the areas of business, education, government or other fields in which computers are routinely used for Information processing.

Students who select this curriculum and wish to transfer later to a four-year institution should check with that institution. While many courses will transfer, certain specialized courses may not.

CIS Program Core Requirements:

CIS-101	Introduction to Computer Information Systems	3
CIS-105	Introduction to Object-Oriented Programming	3
CIS-137	Introduction to Web Development Technologies	3
CIS-148	Introduction to SQL and Database Design	3
CIS-150	Introduction to Operating Systems	3

CIS Program Tracks (select one; consult following pages for course detail):

CIS-Computer Engineering	12
CIS-Computer Programming	16
CIS-Health Information Systems	13
CIS-Web and Mobile Developer	14
CIS-Web Design	15

CIS Program Elective Requirements

CIS Courses	6
Any CAD, CIS, CGR, CYBR, ENCE, ENEE course	4–7
Mathematics course (MATH-123 or higher)	4–5

General Education Requirements (📖 See pages 43 – 44 for details):

📖 ARTS AND HUMANITIES	3
📖 BIOLOGICAL AND PHYSICAL SCIENCES	4
📖 ENGLISH COMPOSITION AND LITERATURE	6
📖 MATHEMATICS	3–5
📖 SOCIAL AND BEHAVIORAL SCIENCES	3
Total Credits	60

👁️ Diversity/World View requirement met (ENGL-102).

One Associate of Applied Science in Computer Information Systems degree is permitted per student. (A separate degree cannot be earned for the CIS tracks.)

Career Program

CIS—Computer Engineering Track

Associate of Applied Science

Faculty Advisor: Robert Brown · Phone: 410-386-8224 · Email: rbrown@carrollcc.edu

Faculty Advisor: Maria Burness · Phone: 410-386-8526 · Email: mburness@carrollcc.edu

The Computer Information Systems-Computer Engineering track is designed for students preparing for information technology careers with engineering companies or organizations.

Students who select this curriculum and wish to transfer later to a four-year institution should check with that institution. While many courses will transfer, certain specialized courses may not.

Students intending to transfer to Computer Engineering bachelor's degree programs should follow the Associate of Science in Engineering, Computer Engineering, degree plan. This track is not the Computer Engineering A.S.E. degree.

CIS Program Requirements:

CIS-101	Introduction to Computer Information Systems	3
CIS-105	Introduction to Object-Oriented Programming	3
CIS-137	Introduction to Web Development Technologies	3
CIS-148	Introduction to SQL and Database Design	3
CIS-150	Introduction to Operating Systems	3

CIS-Computer Engineering Track:

ENGR-100	Introduction to Engineering	3
ENCE-212	Programming Concepts for Engineers	4
ENEE-244	Digital Logic Design	3
ENEE-245	Digital Circuits and Systems Laboratory	2

CIS Program Elective Requirements (14 credits required):

CIS Courses	6–7
Any CAD, CIS, CGR, CYBR, ENCE, ENEE course	4–7
Mathematics course (MATH-124 or higher)	4–5

General Education Requirements (📖 See pages 43 – 44 for details):

📖	ARTS AND HUMANITIES	3
📖	BIOLOGICAL AND PHYSICAL SCIENCES	4
📖	ENGLISH COMPOSITION AND LITERATURE	6
📖	MATHEMATICS	3–5
📖	SOCIAL AND BEHAVIORAL SCIENCES	3
	Total Credits	60

****Students should complete MATH-123 and MATH-124 or MATH-130.**

👁️ **Diversity/ World View requirement met (ENGL-102).**

One Associate of Applied Science in Computer Information Systems degree is permitted per student. (A separate degree cannot be earned for the CIS tracks.)

Career Program

CIS—Computer Programming Track

Associate of Applied Science

Faculty Advisor: Robert Brown · Phone: 410-386-8224 · Email: rbrown@carrollcc.edu

The Computer Information Systems -Computer Programming track is designed to give the student experience coding in at least three object-oriented programming languages which will prepare them for a variety of career opportunities. This track will help prepare students to become programmers or software developers.

Students who select this curriculum and wish to transfer later to a four-year institution should check with that institution. While many courses will transfer, certain specialized courses may not.

CIS Program Requirements:

CIS-101	Introduction to Computer Information Systems	3
CIS-105	Introduction to Object-Oriented Programming	3
CIS-137	Introduction to Web Development Technologies	3
CIS-148	Introduction to SQL and Database Design	3
CIS-150	Introduction to Operating Systems	3

CIS-Computer Programming Program Track:

CIS-132	Principles of Programming	4
CIS-232	Advanced Principles of Programming	4
CIS-237	Server-Side Web Development	4
ENCE-212	Programming Concepts for Engineers	4

CIS Program Elective Requirements (9 credits):

CIS Courses	6
Any CAD, CIS, CGR, CYBR, ENCE, ENEE or MATH course.	4

General Education Requirements (📖 See pages 43 – 44 for details):

📖	ARTS AND HUMANITIES	3
📖	BIOLOGICAL AND PHYSICAL SCIENCES	4
📖	ENGLISH COMPOSITION AND LITERATURE	6
📖	MATHEMATICS	3–5
📖	SOCIAL AND BEHAVIORAL SCIENCES	3
	Total Credits	60

👁️ Diversity/ World View requirement met (ENGL-102).

One Associate of Applied Science in Computer Information Systems degree is permitted per student. (A separate degree cannot be earned for the CIS tracks.)

Letter of Recognition

CIS—Computer Programming

Letter of Recognition

Faculty Advisor: Robert Brown · Phone: 410-386-8224 · Email: rbrown@carrollcc.edu

According to the U.S. Bureau of Labor Statistics, employment of software developers is projected to grow much faster than the average for all occupations. The main reason for the rapid growth is a large increase in the demand for computer applications. The Computer Programming Letter of Recognition is designed to assist students in preparing for careers as a software developers.

Letter Requirements:

CIS-105	Introduction to Object-Oriented Programming	3
CIS-132	Principles of Programming	4
CIS-232	Advanced Principles of Programming	4
Total Credits		11

A Letter of Recognition is an informal award and will not appear on your Carroll Community College transcript. To request a Letter of Recognition, please visit Records, room A112, to complete a request form.

Career Program

CIS—Health Information Systems Track

Associate of Applied Science

Faculty Advisor: Robert Brown · Phone: 410-386-8224 · Email: rbrown@carrollcc.edu

Faculty Advisor: Anne Marani · Phone: 410-386-8265 · Email: amarani@carrollcc.edu

The Computer Information Systems—Health Information Systems track is designed for students preparing for information technology careers in the medical or healthcare field.

Students who select this curriculum and wish to transfer later to a four-year institution should check with that institution. While many courses will transfer, certain specialized courses may not.

CIS Program Requirements:

CIS-101	Introduction to Computer Information Systems	3
CIS-105	Introduction to Object-Oriented Programming	3
CIS-137	Introduction to Web Development Technologies	3
CIS-148	Introduction to SQL and Database Design	3
CIS-150	Introduction to Operating Systems	3

CIS-Health and Information Systems Track:

CIS-132	Principles of Programming	4
HIT-111	Medical Terminology	3
HIT-112	Healthcare Data Content and Structure	3
HIT-201	Computer Applications in Healthcare	3

CIS Program Elective Requirements (12 credits):

CIS Courses	6
Any CAD, CIS, CGR, CYBR, ENCE, ENEE or MATH courses.	7

General Education Requirements (📖 See pages 43 – 44 for details):

📖	ARTS AND HUMANITIES	3
📖	BIOLOGICAL AND PHYSICAL SCIENCES (BIOL-105 recommended)	4
📖	ENGLISH COMPOSITION AND LITERATURE	6
📖	MATHEMATICS	3–5
📖	SOCIAL AND BEHAVIORAL SCIENCES	3
	Total Credits	60

👁️ Diversity/World View requirement met (ENGL-102).

One Associate of Applied Science in Computer Information Systems degree is permitted per student. (A separate degree cannot be earned for the CIS tracks.)

Career Program

CIS—Web and Mobile Developer Track

Associate of Applied Science

Faculty Advisor: Robert Brown · Phone: 410-386-8224 · Email: rbrown@carrollcc.edu

The Computer Information Systems—Web and Mobile Developer track will teach students how to develop interactive, responsive, and data-driven applications for the web and mobile devices. This track will help prepare students to become web or software developers.

Students who select this curriculum and wish to transfer later to a four-year institution should check with that institution. While many courses will transfer, certain specialized courses may not.

CIS Program Core Requirements:

CIS-101	Introduction to Computer Information Systems	3
CIS-105	Introduction to Object-Oriented Programming	3
CIS-137	Introduction to Web Development Technologies	3
CIS-148	Introduction to SQL and Database Design	3
CIS-150	Introduction to Operating Systems	3

CIS-Web and Mobile Developer Program Track:

CIS-132	Principles of Programming	4
CIS-234	Client-Side Web Development	3
CIS-237	Server-Side Web Development	4
CIS-258	Developing Cross-Platform Mobile Applications	3

CIS Program Elective Requirements (11 credits):

CIS Courses	6
Any CAD, CIS, CGR, CYBR, ENCE, ENEE or MATH courses.	6

General Education Requirements (📖 See pages 43 – 44 for details):

📖 ARTS AND HUMANITIES	3
📖 BIOLOGICAL AND PHYSICAL SCIENCES	4
📖 ENGLISH COMPOSITION AND LITERATURE	6
📖 MATHEMATICS	3–5
📖 SOCIAL AND BEHAVIORAL SCIENCES	3
Total Credits	60

👁️ Diversity/World View requirement met (ENGL-102).

One Associate of Applied Science in Computer Information Systems degree is permitted per student. (A separate degree cannot be earned for the CIS tracks.)

Letter of Recognition

CIS—Web Developer

Letter of Recognition

Faculty Advisor: Robert Brown · Phone: 410-386-8224 · Email: rbrown@carrollcc.edu

Mobile devices are changing the way websites are designed and developed. Organizations must now ensure their website is optimized for mobile phones, tablets and computers. According to the U.S. Bureau of Labor Statistics the demand for this occupation is expected to grow much faster than average. The Web Developer Letter of Recognition is designed to assist students in preparing for a career as a Web Developer.

Letter Requirements:

CIS-137	Introduction to Web Development Technologies	4
CIS-234	Client-side Web Development	3
CIS-237	Server-side Web Development	4
Total Credits		11

A Letter of Recognition is an informal award and will not appear on your Carroll Community College transcript. To request a Letter of Recognition, please visit Records, room A112, to complete a request form.

Career Program

CIS—Web Design Track

Associate of Applied Science

Faculty Advisor: Robert Brown · Phone: 410-386-8224 · Email: rbrown@carrollcc.edu

Faculty Advisor: Marcia Pearl · Phone: 410-386-8246 · Email: mpearl@carrollcc.edu

The Computer Information Systems-Web Design Track will teach the student how to use the theories and principles of design to create responsive and engaging websites.

Students who select this curriculum and wish to transfer later to a four-year institution should check with that institution. While many courses will transfer, certain specialized courses may not.

CIS Program Requirements:

CIS-101	Introduction to Computer Information Systems	3
CIS-105	Introduction to Object-Oriented Programming	3
CIS-137	Introduction to Web Development Technologies	3
CIS-148	Introduction to SQL and Database Design	3
CIS-150	Introduction to Operating Systems	3

CIS—Web Design Program Track:

ART-105	2D Design	3
CGR-105	Introduction to Computer Graphics	3
CGR-110	Typography	3
CGR-157	Introduction to Web Page Design	3
CIS-234	Client-Side Web Development	3

CIS Program Elective Requirements (10 credits):

CIS Courses	6
Any CAD, CIS, CGR, CYBR, ENCE, ENEE or MATH course.	5

General Education Requirements (📖 See pages 43 – 44 for details):

📖	ARTS AND HUMANITIES	3
📖	BIOLOGICAL AND PHYSICAL SCIENCES	4
📖	ENGLISH COMPOSITION AND LITERATURE	6
📖	MATHEMATICS	3–5
📖	SOCIAL AND BEHAVIORAL SCIENCES	3
	Total Credits	60

👁️ Diversity/World View requirement met (ENGL-102).

One Associate of Applied Science in Computer Information Systems degree is permitted per student. (A separate degree cannot be earned for the CIS tracks.)

Career Program

Cybersecurity

Associate of Applied Science

Faculty Advisor: Matt Day · Phone: 410-386-8022 · Email: mday@carrollcc.edu

Navigator: Marlene Titus · Phone: 410-386-8554 · Email: mtitus@carrollcc.edu

The Cybersecurity program is designed to prepare students for a career in cybersecurity, computer network security and administration, or related field. The program provides a well-rounded base of knowledge and skills including computer networking and network security, network analysis, systems hardening, penetration testing, forensics, scripting, and technical writing and documentation. The program incorporates a combination of classroom instruction and internship opportunities to provide an effective career preparation experience. Students who select this curriculum and wish to transfer later to a four-year institution should check with that institution. While many courses will transfer, certain specialized courses may not.

Program Requirements:

CIS-105	Introduction to Object-Oriented Programming	3
CYBR-106	Computer Repair and Support 1	3
CYBR-107	Computer Repair and Support 2	3
CYBR-121	Networking Essentials	3
CYBR-122	Network Security	3
CYBR-151	Networking 1	3
CYBR-152	Networking 2	3
CYBR-181 or CYBR-182	Installing and Configuring Windows Server or Linux System Administration	3
CYBR-201	Digital Forensics	3
CYBR-241	Network Intrusion Detection and Penetration Testing	3
CYBR-291	Cybersecurity Capstone	1
ENGL-209	Written Communications for Business	3
Electives	Any CYBER courses	6

General Education Requirements (📖 See pages 43 – 44 for details):

PHIL-105	ARTS AND HUMANITIES	3
COMM-105	ARTS AND HUMANITIES	3
📖	BIOLOGICAL AND PHYSICAL SCIENCES	4
📖	ENGLISH COMPOSITION	3
📖	MATHEMATICS (Must be a 4-credit mathematics course.)	4–5
📖	SOCIAL AND BEHAVIORAL SCIENCES	3
	Total Credits	60

👁️ Diversity/World View requirement met (PHIL-105).

Career Program

Network Security

Certificate

Faculty Advisor: Matt Day · Phone: 410-386-8022 · Email: mday@carrollcc.edu

Navigator: Marlene Titus · Phone: 410-386-8554 · Email: mtitus@carrollcc.edu

The Network Security certificate program is designed to prepare students for a career in computer network security and administration, computer repair and support, or related field. The program provides a well-rounded base of knowledge and skills including computer networking and network security, network analysis, computer repair and support, and operating systems. The program incorporates a combination of classroom instruction and internship opportunities to provide an effective career preparation experience.

Program Requirements:

CYBR-106	Computer Repair and Support 1	3
CYBR-107	Computer Repair and Support 2	3
CYBR-121	Networking Essentials	3
CYBR-122	Networking Security	3
CYBR-151	Cisco Networking 1	3
CYBR-152	Cisco Networking 2	3
CYBR-181 or CYBR-182	Installing and Configuring Windows Server or Linux System Administration	3
Elective	Any CYBR course	3
Total Credits		24

View Gainful Employment Disclosure information for this program by visiting www.carrollcc.edu/gainfulemploymentdisclosures.

Transfer Program


Arts and Sciences—Criminal Justice Transfer Recommendation

Associate of Arts







Faculty Advisor: Bill Bergan · Phone: 410-386-8211 · Email: wbergan@carrollcc.edu

The Arts and Sciences—Criminal Justice transfer recommendation is intended for those students who plan to enter a highly specialized profession in which education has become an important factor for continued career advancement. The sequence is designed to enhance student understanding of the very broad field of criminal justice. The student will become acquainted with technical skills and procedures, acquire knowledge of the administration and operation of criminal justice organizations and be made aware of the numerous career opportunities in criminal justice. By consulting with an advisor and by using ARTSYS at artsys.usmd.edu, students can plan a course of study that will transfer seamlessly to a baccalaureate degree-granting institution. Those students intending to enter criminal justice careers must be aware that successful completion of a criminal justice program is not a guarantee of employment.

Mr. Bergan's Recommended Program Electives (any 29 elective credits required for graduation):

CRIM-101	Introduction to the Criminal Justice System	3
CRIM-110	Criminal Law	3
CRIM-299	Internship in Criminal Justice	3
SPAN-101	Elementary Spanish 1	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	17

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES (SPAN-102 recommended)	6
	BIOLOGICAL AND PHYSICAL SCIENCES	7 – 8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (MATH-115 recommended)	3 – 5
	SOCIAL AND BEHAVIORAL SCIENCES (PSLS-100, PSYC-101 and/or SOC-101 recommended)	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Criminal Justice) will not appear on the Carroll transcript or diploma.

Letter of Recognition

Criminal Justice

Letter of Recognition

Faculty Advisor: Bill Bergan · Phone: 410-386-8211 · Email: wbergan@carrollcc.edu

A Letter of Recognition is available in Criminal Justice. The courses listed below will prepare the student with the initial, entry-level skills necessary to the criminal justice field.

Students should enroll in the following course sequence and are advised to refer to the course descriptions in the catalog. Some courses have prerequisites which must be completed prior to enrollment.

Letter Requirements:

CRIM-101	Introduction to the Criminal Justice System	3
CRIM-110	Criminal Law	3
Elective	Any CRIM course	3
Total Credits		9

A Letter of Recognition is an informal award and will not appear on your Carroll Community College transcript. To request a Letter of Recognition, please visit Records, room A112, to complete a request form.

Transfer Program

Arts and Sciences—Dental Hygiene Transfer Recommendation

Associate of Arts

Advising and Transfer Center · Phone: 410-386-8435 · Email: advise@carrollcc.edu







The Arts and Sciences—Dental Hygiene transfer recommendation offers students preparation to apply to the Dental Hygiene Program at the University of Maryland Dental School in Baltimore. Admission to the University program is competitive. Potential transfer students to UMB may consider taking Fundamentals of Organic and Biochemistry at Howard Community College or Essentials of Organic Chemistry at Frederick Community College. Students should contact an advisor for additional transfer options.

+ All courses, other than CHEM-106 and any electives needed to reach 60 credits, must be completed by the end of the spring term prior to the fall the student intends to begin the University of Maryland, Baltimore's Dental Hygiene program.

Recommended Program Electives (any 29 elective credits required for graduation):

+BIOL-210	Human Anatomy and Physiology 1	4
+BIOL-211	Human Anatomy and Physiology 2	4
+BIOL-215	Microbiology	4
+BIOL-220	Nutrition	4
CHEM-106	General Chemistry 2	4
+CHEM-201	Organic Chemistry 1	5
+ENGL-209	Written Communication for Business	3
	Electives (if needed to reach 60 credits)	2

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES (+COMM-105)	6
	BIOLOGICAL AND PHYSICAL SCIENCES (+BIOL-101 and +CHEM-105)	7–8
	EMERGING ISSUES (+DVTY-115, HLTH-101 or HLTH-201)	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (+MATH-115)	3–5
	SOCIAL AND BEHAVIORAL SCIENCES (+PSYC-101 and +SOC-101)	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Dental Hygiene) will not appear on the Carroll transcript or diploma.

Transfer Program

Arts and Sciences—Diagnostic Medical Sonography Transfer Recommendation

Associate of Arts

Advising and Transfer Center · Phone: 410-386-8435 · Email: advise@carrollcc.edu







This sequence is suggested for transfer to The Johns Hopkins Hospital Diagnostic Medical Sonography (DMS) program under Carroll's Arts and Sciences degree program. Students must complete the courses marked with a + to qualify for admission. Admission is competitive and not guaranteed; an A.A. with a GPA of 2.500 is required. After transfer, the program is an 18-month, full-time, day program. For more information, visit radiologycareers.rad.jhmi.edu. Note that there are other DMS programs in the area, including Howard Community College, Montgomery College, and the University of Maryland Baltimore County. See an advisor for details.

+ Required by Johns Hopkins Hospital with a minimum grade of C

Johns Hopkins Hospital's Recommended Program Electives (any 29 elective credits required for graduation):

+BIOL-210	Human Anatomy and Physiology 1	4
+BIOL-211	Human Anatomy and Physiology 2	4
+HIT-111	Medical Terminology	3
+MATH-115	Introduction to Statistical Methods	4
	Electives (as needed to reach 60 credits)	14

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES (+COMM-105)	6
	BIOLOGICAL AND PHYSICAL SCIENCES (BIOL-101 and +PHYS-101)	7 – 8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (+MATH-123 or higher)	3 – 5
	SOCIAL AND BEHAVIORAL SCIENCES (+PSYC-101)	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Diagnostic Medical Sonography) will not appear on the Carroll transcript or diploma.

Transfer Program


Arts and Sciences—Economics Transfer Recommendation

Associate of Arts







Faculty Advisor: Dr. Wilbert Karigomba · Phone: 410-386-8208 · Email: wkarigomba@carrollcc.edu

The Arts and Sciences-Economics recommendation at Carroll Community College provides basic knowledge of how people and markets interact and a foundation for continued study in Economics. Graduates are suitably prepared to transfer to four-year colleges and universities in Maryland as well as other states. By following this program, students will be well-positioned to transfer to Towson University (economics) University of Maryland – College Park (BA – economics; BS – economics), McDaniel College (economics), Hood College (economics – international economics; economics – political economy), UMBC (BA – economics; BS – financial economics), or Salisbury University (economics). By consulting with an advisor and by using ARTSYS at artsys.usmd.edu, students can plan a course of study that will transfer seamlessly to a baccalaureate degree-granting institution.

Dr. Karigomba's Recommended Program Electives (any 29 elective credits required for graduation):

BUAD-101	Introduction to Business	3
ECON-100	Introduction to Micro Economics	3
HIST-106	History of the United States from 1876	3
MATH-123	Precalculus Part 1: College Algebra with Trigonometry	4
MATH-132	Applied Calculus	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	13

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES (PHIL-101 recommended)	6
	BIOLOGICAL AND PHYSICAL SCIENCES	7 – 8
	EMERGING ISSUES (FN-100 recommended)	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (MATH-115 recommended)	3 – 5
	SOCIAL AND BEHAVIORAL SCIENCES (ECON-102 and PSL5-100 recommended)	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Economics) will not appear on the Carroll transcript or diploma.

Important Information for Education Students

The motto of the Education program is “Make a Difference: Teach.” Each year, Carroll Community College serves students who have made the decision to teach and make a positive impact on students. The College offers several pathways to teaching for:

- students wishing to transfer to a four-year education program and teach early childhood, elementary, special education, middle and high school
- conditional teachers and certified teachers seeking MSDE approved courses for certification
- career changers holding a bachelor’s or graduate degree
- students interested in working in the field of early childhood education

Students are encouraged to work with the designated Education advisor (Colleen Deitrich) in A102 or an Education faculty advisor noted on the following degree program pages. Students requesting course substitutions must make the request to the Education, Transitional Studies and Academic Services division chairperson (Susan Sies).

Transfer Degree Programs to Four-Year Education College/Universities

The Associate of Arts in Teaching degree provides the opportunity for a seamless transfer to Maryland state and private colleges for early childhood (PreK-3rd grade), elementary (1-6th grade), special education (Pre-K-12th grade), and secondary education (7-12th grade) in chemistry, English, math, and Spanish. To receive the degree, students must have a 2.750 GPA, and submit their official qualifying scores as established by the Maryland State Department of Education on pre-professional basic skills tests (e.g. SAT, ACT Praxis I, Praxis Core) to the Carroll Community College Records Office prior to the final Carroll term. Students planning to transfer to University of Maryland, College Park must pass Praxis Core. Course requirements are carefully prescribed. Students in the AAT Elementary Education/Elementary Special Education should see an Education advisor regarding a substitution to replace GEOSC-100 for best transfer to Towson University’s Elementary Education program.

The Associate of Arts (A.A.) in Teacher Education is designed for students entering secondary education fields not covered by the A.A.T. Students planning to major in middle school (4-8th grade) as well as physical education, music, health, and art (Pre-K-12th grade) are encouraged to meet with an Education faculty advisor.

All students in the A.A.S., A.A.T. and A.A. Education programs complete early, intentional, and ongoing field placements in the classrooms of Carroll County Public Schools, Head Start, and other community partners. Students must be in good academic standing in order to participate in field experiences; one field experience is allowed each term. Students who fail an Education or Early Childhood Education field experience cannot enroll in future field experiences at the College.

Pre-professional Basic Skills Test Requirement for Earning the Associate of Arts in Teaching (A.A.T) Degrees and/or Becoming a Certified Maryland Teacher

BEFORE students can earn an Associate of Arts in Teaching degree from Carroll Community College, they must meet this requirement by ONE of the following means:

- SAT taken prior to April 1995, math and verbal total score of 1000;
- SAT taken after April 1995, math and verbal/critical reading total score of 1100;
- ACT composite score of 24;
- Praxis I PPST taken before September 1, 2014, composite score of 527;
- Praxis Core test components completed with these minimum scores:
 - Reading: 156
 - Writing: 162
 - Mathematics: 150
- Students must complete or be exempt from Transitional Mathematics as well as attempt one of the above Basic Skills Test in order to enroll in EDUC-201 and ECE-270.

(NOTE: There is no composite score accepted for passing the Praxis Core; students must pass each part of the test individually to pass the Praxis Core test.)

THROUGH AUGUST 2017: Students are allowed to combine passing components from the Praxis I tests with passing components from the CORE test. Thus, if a student has either Praxis I OR Praxis Core passing scores for all three components, they will be considered having passed the basic skills requirement.

- Reading: Either at least 177 on Praxis I OR at least 156 on Praxis Core
- Writing: Either at least 173 on Praxis I OR at least 162 on Praxis Core
- Mathematics: Either at least 177 on Praxis I OR at least 150 on Praxis Core

Associate of Arts (A.A.) in Teacher Education candidates will need to meet the Basic Skills Requirement as a screening tool for their four-year Education program! This is not a requirement for the A.A. Teacher Education degree.

Early Childhood Education Programs for Child Care Professionals

Students can pursue the Associate of Applied Sciences, which prepares them for employment in child care centers or as an independent child care provider. The Early Childhood Education Letter of Recognition meets the MSDE requirements for 90 clock hours in child care.

Teacher Certification Coursework for Bachelor or Higher Degree Holders

The Education faculty members work closely with students who have a bachelor's or higher degree in a critical need content area (chemistry, physics, biology, world languages) in Carroll County Public Schools and other public/private school systems. These students are hired as full-time conditional teachers by the school system and must complete education courses, a successful first year of teaching, and a Basic Skills test and Praxis II exams. Conditional teachers also work closely with an MSDE certification specialist who has evaluated their transcripts. Career Changers interested in other content areas are encouraged to explore programs at the bachelor and graduate levels.

Child Care Career and Professional Development Fund Award

The Maryland State Department of Education/Office of Child Care provides funding through the above award to credentialed child care providers who wish to pursue a college degree in early childhood or elementary education. Students interested in this grant can contact the Education Department for application materials.

Teach and Grow!

Career Program

Early Childhood Education

Associate of Applied Sciences

Faculty Advisor: Carole Williamson · Phone: 410-386-8525 · Email: cwilliamson@carrollcc.edu

Faculty Advisor: Susan Sies · Phone: 410-386-8325 · Email: ssies@carrollcc.edu

This degree program is intended for those who seek responsible positions in the field of early childhood education. A graduate can expect to find employment in a child care center or as an independent child care provider. Students who choose this curriculum and desire to transfer to a four-year college should check with the faculty advisor. Certain specialized courses may not be transferable to some four-year institutions. All students should meet with the Education faculty advisor at the beginning of their program. ECE-105, Infants and Toddlers: Development and Care, meets state requirements for working with infants and toddlers in a childcare setting. ECE-101 together with ECE-104 meets state requirements for 90 clock hours in preschool care. ECE-115, School Age Care, along with ECE-101, meets state requirements for 90 clock hours of training in a school-aged program.

Program requirements may change due to possible new initiatives in the state.

* Students must be in good academic standing in order to participate in field experiences; one field experience allowed each term.

Program Requirements:

ECE-100	Introduction to Early Childhood Education	3
ECE-101	Child Growth and Development	3
ECE-104	Methods and Materials in Early Childhood Education	3
ECE-105	Infants and Toddlers: Development and Care	3
ECE-110	Nutrition, Health and Safety in Early Childhood Education	3
ECE-115	School-Age Care	3
ECE-120	Literacy in Early Childhood	3
ECE-125	Educational Psychology	3
ECE-210	Child Care Administration	3
ECE-270	ECE Capstone Field Experience	3
EDUC-130	Introduction to Special Education	3
*EDUC-131	Field Experience for Introduction to Special Education	1
EDUC-201	Processes and Acquisition of Reading	3
Elective		1

General Education Requirements (📖 See pages 43 – 44 for details):

📖	ARTS AND HUMANITIES (MUSC-101 recommended)	3
📖	ARTS AND HUMANITIES (HIST-105 or HIST-106 recommended)	3
📖	BIOLOGICAL AND PHYSICAL SCIENCES (BIOL-100 or GEOSC-100 recommended.)	4
📖	ENGLISH COMPOSITION AND LITERATURE	6
📖	MATHEMATICS	3 – 5
📖	SOCIAL AND BEHAVIORAL SCIENCES (PSYC-101 recommended)	3
	Total Credits	60

👁️ Diversity/World View requirement met (ECE-100, ECE-101, ECE-104, ECE-120, ENGL-102).

Letter of Recognition

Early Childhood Education

Letter of Recognition

Faculty Advisor: Carole Williamson · Phone: 410-386-8525 · Email: cwilliamson@carrollcc.edu

A Letter of Recognition is available in Early Childhood Education. The courses listed below will prepare the student with the initial, entry-level skills necessary to the field. Students should enroll in the following course sequence and are advised to refer to the course descriptions in the catalog. Some courses have prerequisites which must be completed prior to enrollment. ECE-101 together with ECE-104 meets state requirements for 90 clock hours in early childhood education programs. Upon completion of these courses, it is the student's responsibility to contact the Records Office.

Letter Requirements:

ECE-101	Child Growth and Development	3
ECE-104	Methods and Materials in Early Childhood Education	3
Total Credits		6

Letter of Recognition requirements may change due to possible new initiatives in the state.

A Letter of Recognition is an informal award and will not appear on your Carroll Community College transcript. To request a Letter of Recognition, please visit Records, room A112, to complete a request form.

Transfer Program

Early Childhood Education—Early Childhood Special Education

Associate of Arts in Teaching

Faculty Advisor: Carole Williamson · Phone: 410-386-5325 · Email: cwilliamson@carrollcc.edu

Faculty Advisor: Kristine Holocker · Phone: 410-386-8237 · Email: kholocker@carrollcc.edu

The Associate of Arts in Teaching—Early Childhood Education or Early Childhood Special Education program provides the opportunity for transfer to Early Childhood Education and/or Early Childhood Special Education programs at Maryland state and private colleges. To receive the degree, students must have a 2.750 GPA and submit qualifying scores as established by the Maryland State Superintendent of Schools on pre-professional basic skills test (e.g. SAT, ACT, PRAXIS CORE) approved by the Maryland State Board of Education to the Carroll Community College Records Office prior to the final Carroll term. Students are encouraged to earn a minimum grade of C in all A.A.T. course requirements to ensure a smooth transfer and work with an Education faculty advisor.

The Introduction to Special Education course required by Carroll Community College is a necessary requirement of the College's A.A.T. degree, but is not sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as a part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

Program requirements may change due to possible new initiatives in the state.

* Students must be in good academic standing in order to participate in field experiences; one field experience allowed each term.

Program Requirements:

ECE-100	Introduction to Early Childhood Education	3
ECE-101	Child Growth and Development	3
ECE-104	Methods and Materials in Early Childhood Education	3
ECE-270	ECE Capstone Field Experience	3
EDUC-130	Introduction to Special Education	3
*EDUC-131	Field Experience for Introduction to Special Education	1
EDUC-201	Processes and Acquisition of Reading	3
MATH-110	Mathematical Concepts and Structures	4
MATH-111	Fundamentals of Geometry and Measurement	4
PHSC-100	General Physical Science	4
Pass Pre-professional Basic Skills Test requirement, preferably 2 terms prior to transfer		

General Education Requirements (📖 See pages 43 – 44 for details):

FPA-101	ARTS AND HUMANITIES	3
HIST-105 or HIST-106	ARTS AND HUMANITIES	3
BIOL-100	BIOLOGICAL AND PHYSICAL SCIENCES	4
GEOC-100	BIOLOGICAL AND PHYSICAL SCIENCES	4
📖	ENGLISH COMPOSITION AND LITERATURE	6
MATH-115	MATHEMATICS	4
GEOG-201	SOCIAL AND BEHAVIORAL SCIENCES	3
PSYC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
Total Credits		61

👁️ Diversity/World View requirement met (ANTH-201, ECE-100, ECE-101, ECE-104, ENGL-102, FPA-101).

Transfer Program

Elementary Education—Elementary Special Education

Associate of Arts in Teaching

Faculty Advisor: Susan Sies · Phone: 410-386-8325 · Email: ssies@carrollcc.edu

Faculty Advisor: Kristine Holocker · Phone: 410-386-8237 · Email: kholocker@carrollcc.edu

The Associate of Arts in Teaching/Elementary Education or Elementary Special Education program provides the opportunity for transfer to an Elementary education and/or Elementary Special Education program at Maryland state and private colleges. This program also articulates to Stevenson University's Middle School Education baccalaureate degree and Maryland state and private Elementary and Secondary Special Education programs. To receive the degree, students must have a 2.750 GPA and submit qualifying scores as established by the Maryland State Superintendent of Schools on pre-professional basic skills test (e.g. SAT, ACT, Praxis Core) approved by the Maryland State Board of Education to the Carroll Community College Records Office prior to the final Carroll term. Students are encouraged to earn a minimum grade of C in all A.A.T. course requirements to ensure a smooth transfer and work with an Education faculty advisor.

The Introduction to Special Education course required by Carroll Community College is a necessary requirement of the College's A.A.T. degree, but is not sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as a part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

* Students must be in good academic standing in order to participate in field experiences; one field experience allowed each term.

Program Requirements:

COMM-105	Introduction to Speech Communication	3
EDUC-120	Introduction to Education	3
*EDUC-121	Field Experience for Introduction to Education	1
EDUC-125	Educational Psychology	3
*EDUC-126	Field Experience for Educational Psychology	1
EDUC-130	Introduction to Special Education	3
*EDUC-131	Field Experience for Introduction to Special Education	1
EDUC-201	Processes and Acquisition of Reading	3
MATH-110	Mathematical Concepts and Structures	4
MATH-111	Fundamentals of Geometry and Measurement	4
GEOSC-100	Earth and Space Science (Towson transfers are encouraged to see Susan Sies for a substitution.)	4
PSYC-211	Human Development through the Life Span	3
Pass Pre-professional Basic Skills Test requirement, preferably 2 terms prior to transfer		

General Education Requirements (📖 See pages 43 – 44 for details):

FPA-101	ARTS AND HUMANITIES	3
HIST-105 or HIST-106	ARTS AND HUMANITIES	3
BIOL-100	BIOLOGICAL AND PHYSICAL SCIENCES	4
PHSC-100	BIOLOGICAL AND PHYSICAL SCIENCES	4
📖	ENGLISH COMPOSITION AND LITERATURE	6
MATH-115	MATHEMATICS	4
GEOG-201	SOCIAL AND BEHAVIORAL SCIENCES	3
PSYC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
Total Credits		63

👁️ Diversity/World View requirement met (ANTH-201, EDUC-120, EDUC-130, ENGL-102, FPA-101).

Transfer Program

Secondary Education—Chemistry

Associate of Arts in Teaching

Faculty Advisor: Susan Sies (Education) · Phone: 410-386-8325 · Email: ssies@carrollcc.edu;

Faculty Advisor: Dr. Raza Khan (Chemistry) · 410-386-8222 · Email: rkhan@carrollcc.edu

The Associate of Arts in Teaching Secondary Education—Chemistry option provides two transfer options to Maryland colleges and universities with Chemistry and Secondary Education programs. Students who complete the algebra-based physics courses, PHYS-101 and PHYS-102, have the opportunity for transfer to the following Maryland colleges and universities: Columbia Union College, Goucher College, Frostburg State University, Hood College and Towson University. Students who take the calculus-based physics courses, PHYS-111 and PHYS-212, can transfer to any Maryland college and university program that offers Chemistry and Secondary Education programs.

To receive the degree, students must have a 2.750 GPA and submit qualifying scores as established by the Maryland State Superintendent of Schools on pre-professional basic skills test (e.g. SAT, ACT, Praxis Core) approved by the Maryland State Board of Education to the Carroll Community College Records Office prior to the final Carroll term. Students are encouraged to earn a minimum grade of C in all A.A.T. course requirements to ensure a smooth transfer and to work with an Education faculty advisor.

The Introduction to Special Education course required by Carroll Community College is a necessary requirement of the A.A.T. degree, but is not sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

* Students must be in good academic standing in order to participate in field experiences; one field experience allowed each term.

Program Requirements:

CHEM-106	Principles of General Chemistry 2	4
CHEM-201	Organic Chemistry 1 (☒ fall term only)	5
CHEM-202	Organic Chemistry 2 (☒ spring term only)	5
EDUC-120	Introduction to Education	3
*EDUC-121	Field Experience for Introduction to Education	1
EDUC-125	Educational Psychology	3
*EDUC-126	Field Experience for Educational Psychology	1
EDUC-130	Introduction to Special Education	3
*EDUC-131	Field Experience for Introduction to Special Education	1
MATH-136	Calculus of a Single Variable 2	4
PHYS-102 or PHYS-212	Fundamentals of Physics 2	4
PSYC-211	Human Development through the Life Span	3
Pass Pre-professional Basic Skills Test requirement, preferably 2 terms prior to transfer		

General Education Requirements (📖 See pages 43 – 44 for details):

COMM-105	ARTS AND HUMANITIES	3
HIST-105 or HIST-106	ARTS AND HUMANITIES	3
CHEM-105	BIOLOGICAL AND PHYSICAL SCIENCES	4
PHYS-101 or PHYS-111	BIOLOGICAL AND PHYSICAL SCIENCES	4
📖	ENGLISH COMPOSITION AND LITERATURE	6
MATH-135	MATHEMATICS	4
📖	SOCIAL AND BEHAVIORAL SCIENCES	3
PSYC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
Total Credits		67

👁️ Diversity/World View requirement met (EDUC-120, EDUC-130, ENGL-102).

Transfer Program

Secondary Education—English

Associate of Arts in Teaching


Faculty Advisor: Susan Sies · Phone: 410-386-8325 · Email: ssies@carrollcc.edu

The Associate of Arts in Teaching Secondary Education—English option provides the opportunity for transfer to English Education programs at Maryland four-year state and private colleges. To receive the degree, students must have a 2.750 GPA and submit qualifying scores as established by the Maryland State Superintendent of Schools on pre-professional basic skills test (e.g. SAT, ACT, Praxis Core) approved by the Maryland State Board of Education to the Carroll Community College Records Office prior to the final Carroll term. Students are encouraged to earn a minimum grade of C in all A.A.T. course requirements to ensure a smooth transfer and work with an Education faculty advisor.





The Introduction to Special Education course required by Carroll Community College is a necessary requirement of the A.A.T. degree, but is not sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

* Students must be in good academic standing in order to participate in field experiences; one field experience allowed each term.

Program Requirements:

EDUC-120	Introduction to Education	3
*EDUC-121	Field Experience for Introduction to Education	1
EDUC-125	Educational Psychology	3
*EDUC-126	Field Experience for Educational Psychology	1
EDUC-130	Introduction to Special Education	3
*EDUC-131	Field Experience for Introduction to Special Education	1
ENGL-201 or ENGL-202	Classic World Writers or Modern World Writers (☒ fall term of odd years only)	3
ENGL-211	Introduction to American Literature (☒ summer and fall term of even years only)	3
ENGL-240	British Literature since 1798 (☒ spring term of even years only)	3
ENGL-245	Modern English Grammar (☒ spring term only)	3
PSYC-211	Human Development through the Life Span	3
	Elective	2
Pass Pre-professional Basic Skills Test requirement, preferably 2 terms prior to transfer		

General Education Requirements (See pages 43 – 44 for details):

FPA-101	ARTS AND HUMANITIES	3
HIST-105 or HIST-106	ARTS AND HUMANITIES	3
COMM-105	ARTS AND HUMANITIES	3
	BIOLOGICAL AND PHYSICAL SCIENCES	7–8
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS	3–5
	SOCIAL AND BEHAVIORAL SCIENCES	3
PSYC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
Total Credits		60

 Diversity/World View requirement met (EDUC-120, EDUC-130, ENGL-102, ENGL-201, ENGL-202, ENGL-211, ENGL-240, FPA-101).

Transfer Program

Secondary Education—Mathematics

Associate of Arts in Teaching

Faculty Advisors: Susan Sies · Phone: 410-386-8325 · Email: ssies@carrollcc.edu
 Maria Burness · Phone: 410-386-8526 · Email: mburness@carrollcc.edu

The Associate of Arts in Teaching Secondary Education—Mathematics option provides the opportunity for transfer to any Maryland secondary education mathematics program. To receive the degree, students must have a 2.750 GPA and submit qualifying scores as established by the Maryland State Superintendent of Schools on pre-professional basic skills test (e.g. SAT, ACT, Praxis Core) approved by the Maryland State Board of Education to the Carroll Community College Records Office prior to the final Carroll term. Students are encouraged to earn a minimum grade of C in all A.A.T. course requirements to ensure a smooth transfer and work with an Education faculty advisor.

The Introduction to Special Education course required by Carroll Community College is a necessary requirement of the A.A.T. degree, but is not sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

* Students must be in good academic standing in order to participate in field experiences; one field experience allowed each term.

Students transferring to Towson University must also complete PHYS-111 and PHYS-212 at Carroll Community College or at Towson University.

Program Requirements

EDUC-120	Introduction to Education	3
*EDUC-121	Field Experience for Introduction to Education	1
EDUC-125	Educational Psychology	3
*EDUC-126	Field Experience for Educational Psychology	1
EDUC-130	Introduction to Special Education	3
*EDUC-131	Field Experience for Introduction to Special Education	1
MATH-136	Calculus of a Single Variable 2	4
MATH-205	Multivariable Calculus	4
MATH-210 or MATH-215	Linear Algebra (☒ spring term only) or Differential Equations (☒ spring term only)	4
PSYC-211	Human Development through the Life Span	3
COMM-105	Introduction to Speech Communication	3
Pass Pre-professional Basic Skills Test requirement, preferably 2 terms prior to transfer		

General Education Requirements (📖 See pages 43 – 44 for details):

FPA-101	ARTS AND HUMANITIES	3
HIST-105 or HIST-106	ARTS AND HUMANITIES	3
PHYS-111	BIOLOGICAL AND PHYSICAL SCIENCE	4
PHYS-212	BIOLOGICAL AND PHYSICAL SCIENCE	4
📖	ENGLISH COMPOSITION AND LITERATURE	6
MATH-135	MATHEMATICS	4
📖	SOCIAL AND BEHAVIORAL SCIENCE	3
PSYC-101	SOCIAL AND BEHAVIORAL SCIENCE	3
Total Credits		60

👁️ Diversity/World View requirement met (EDUC-120, EDUC-130, ENGL-102, FPA-101).

Transfer Program

Secondary Education—Spanish

Associate of Arts in Teaching

Faculty Advisors: Susan Sies · Phone: 410-386-8325 · Email: ssies@carrollcc.edu
 Rebecca Maurio · Phone: 410-386-8641 · Email: rmaurio@carrollcc.edu

The Associate of Arts in Teaching/Secondary Education—Spanish Option program provides the opportunity for transfer to Spanish Education programs at Maryland four-year state and private colleges and universities. To receive the degree, students must have a 2.750 GPA and submit qualifying scores as established by the Maryland State Superintendent of Schools on pre-professional basic skills test (e.g. SAT, ACT, Praxis Core) approved by the Maryland State Board of Education to the Carroll Community College Records Office prior to the final Carroll term. Students are encouraged to earn a minimum grade of C in all A.A.T. course requirements to ensure a smooth transfer and work with an Education faculty advisor.

The Introduction to Special Education course required by Carroll Community College is a necessary requirement of the College's A.A.T. degree, but is not sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as a part of the requirements for a baccalaureate degree and teacher education certification at four-year institutions.

* Students must be in good academic standing in order to participate in field experiences; one field experience allowed each term.

Program Requirements:

EDUC-120	Introduction to Education	3
*EDUC-121	Field Experience for Introduction to Education	1
EDUC-125	Educational Psychology	3
*EDUC-126	Field Experience for Educational Psychology	1
EDUC-130	Introduction to Special Education	3
*EDUC-131	Field Experience for Introduction to Special Education	1
PSYC-211	Human Development through the Life Span	3
SPAN-102	Elementary Spanish 2	3
SPAN-201	Intermediate Spanish 1	3
SPAN-202	Intermediate Spanish 2	3
SPAN-205	Advanced Conversation	3
COMM-105	Introduction to Speech Communication	3
Pass Pre-professional Basic Skills Test requirement, preferably 2 terms prior to transfer		

General Education Requirements (📖 See pages 43 – 44 for details):

FPA-101	ARTS AND HUMANITIES	3
HIST-105 or HIST-106	ARTS AND HUMANITIES	3
📖	BIOLOGICAL AND PHYSICAL SCIENCES	7 – 8
HLTH-101	EMERGING ISSUES	3
📖	ENGLISH COMPOSITION AND LITERATURE	6
📖	MATHEMATICS	3 – 5
GEOG-105	SOCIAL AND BEHAVIORAL SCIENCES	3
PSYC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
Total Credits		61

👁️ Diversity/World View requirement met (EDUC-120, EDUC-130, ENGL-102, FPA-101, GEOG-105, SPAN-102, SPAN-202, SPAN-205).

Transfer Program

Teacher Education

Associate of Arts

Faculty Advisor: Susan Sies · Phone: 410-386-8325 · Email: ssies@carrollcc.edu


Alternative courses and selection of electives should be based on the requirements of the four-year college or university to which the student expects to transfer for the baccalaureate degree. Such selections must be made in consultation with Education advisors at this College, the ARTSYS (The Articulation System for Maryland Colleges and Universities) and after consideration of the requirements for graduation.

The Associate of Arts (A.A.) in Teacher Education is designed for students entering secondary education fields not covered by the A.A.T. Students planning to major in middle school (4-8th grade) as well as physical education, music, health, and art (Pre-K-12th grade) are encouraged to meet with the Education faculty advisor.







Although the successful completion of a pre-professional basic skills test (e.g. SAT, ACT, Praxis Core) approved by the Maryland State Board of Education is not a degree requirement, students are encouraged to complete the basic skills assessment once general education requirements in English, math and reading (if applicable) are satisfied. It is the student's responsibility to ensure that qualified test scores are sent to MSDE and the selected transfer colleges/universities. Students are encouraged to earn a minimum grade of C in all A.A. Teacher Education course requirements to ensure a smooth transfer and work with an Education faculty advisor.

* Students must be in good academic standing in order to participate in field experiences; one field experience allowed each term.

Program Requirements:

EDUC-120	Introduction to Education	3
*EDUC-121	Field Experience for Introduction to Education	1
EDUC-125	Educational Psychology	3
*EDUC-126	Field Experience for Educational Psychology	1
EDUC-130	Introduction to Special Education	3
*EDUC-131	Field Experience for Introduction to Special Education	1
	Students are encouraged to make an appointment with Susan Sies, Education faculty, to plan coursework appropriate to the Education major and the transfer institution. Pass Pre-professional Basic Skills Test requirement, preferably 2 terms prior to transfer.	17

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES	3
COMM-105	ARTS AND HUMANITIES	3
	BIOLOGICAL AND PHYSICAL SCIENCES	7 – 8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS	3 – 5
	SOCIAL AND BEHAVIORAL SCIENCE	3
PSYC-101	SOCIAL AND BEHAVIORAL SCIENCE	3
	Total Credits	60

 Diversity/World View requirement met (EDUC-120, EDUC-130, ENGL-102).

Transfer Program

Teacher Education—Physical Education Transfer Recommendation

Associate of Arts

Faculty Advisor: Susan Sies · Phone: 410-386-8325 · Email: ssies@carrollcc.edu

Faculty Advisor: Sharon Brunner · Phone: 410-386-8142 · Email: sbrunner@carrollcc.edu

For students planning to teach physical education, Carroll Community College offers this sequence as the recommended first two years of study. This recommendation begins a solid foundation in education and exercise science. Students who intend to transfer should consult the catalog and advisor of the desired receiving institution and ARTSYS (The Articulation System for Maryland Colleges and Universities) to ensure that the proper courses are selected. If a student wishes to take alternative courses, this decision should be based on the requirements of the four-year college or university to which the student expects to transfer for the baccalaureate degree. Such selections must be made in consultation with faculty advisors at this College and after consideration of the requirements for graduation. Due to course prerequisites, students are strongly encouraged to meet with a faculty advisor and obtain a specific term-by-term planning guide for this program.


Although the successful completion of a pre-professional basic skills test (e.g. SAT, ACT, Praxis Core) approved by the Maryland State Board of Education is not a degree requirement, students are encouraged to complete the basic skills assessment once general education requirements in English, math and reading (if applicable) are satisfied or at the completion of 24 credit hours. It is the student's responsibility to ensure that qualified test scores are sent to MSDE and the selected transfer colleges/universities. Students are encouraged to earn a minimum grade of C in all A.A. course requirements to ensure a smooth transfer and work with an Education faculty advisor.

* Students must be in good academic standing in order to participate in field experiences; one field experience allowed each term.







Program Requirements:

EDUC-120	Introduction to Education	3
*EDUC-121	Field Experience for Introduction to Education	1
EDUC-125	Educational Psychology	3
*EDUC-126	Field Experience for Educational Psychology	1
EDUC-130	Introduction to Special Education	3
*EDUC-131	Field Experience for Introduction to Special Education	1

Program Recommendations:

BIOL-211	Human Anatomy and Physiology 2	4
HES-100	Emergency Care- First Aid, Safety and CPR	3
HES-105	Introduction to Exercise Science	3
PHED	Activity Course	1
	Students are encouraged to make an appointment with Susan Sies, Education faculty, to plan coursework appropriate to the Education major and the transfer institution.	6
	Pass Pre-professional Basic Skills Test requirement, preferably 2 terms prior to transfer	

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES (FPA-101 recommended)	3
COMM-105	ARTS AND HUMANITIES	3
	BIOLOGICAL AND PHYSICAL SCIENCES (BIOL-101 and BIOL-210 recommended)	7–8
	EMERGING ISSUES (PHED-101 recommended)	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS	3–5
	SOCIAL AND BEHAVIORAL SCIENCE (SOC-101 recommended)	3
PSYC-101	SOCIAL AND BEHAVIORAL SCIENCE	3
	Total Credits	60

 Diversity/World View requirement met (EDUC-120, EDUC-130, ENGL-102).

Career Program

Emergency Medical Services—Paramedic

Associate of Applied Sciences



Advisor: Stacey Bowen · Phone: 410-386-8020 · Email: sbowen@carrollcc.edu

This program prepares students to sit for the National Registry for EMT—Paramedic (NREMT-P) licensure exam, which is currently required for practice in most states, including Maryland. This is a selective admission program intended to serve EMS providers (paid force or volunteer) in the State who meet minimum requirements and maintain an affiliation with a fire station. The format will allow students statewide to complete non-clinical work at institutions close to home, clinical didactic courses as a hybrid online/on-site lab combination and clinical affiliation with local emergency services. This is a selective program with the following requirements for acceptance and continued enrollment in the program (see the Selective Admissions information at the beginning of the Catalog for complete information): Current EMT-B certification, current affiliation with a fire station, and completion of any required transitional work (ENG A-F/ELL-095, MAT-099, READ A-F).

The Carroll Community College Paramedic program holds a Letter of Review, which is NOT a CAAHEP accreditation status, but is a status granted by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation Standards through the Letter of Review Self Study Report (LSSR) and other documentation. Letter of Review is recognized by the National Registry of Emergency Medical Technicians (NREMT) for eligibility to take the NREMT's Paramedic credentialing examination(s). However, it is NOT a guarantee of eventual accreditation. To contact CoAEMSP: 8301 Lakeview Parkway, Suite 111-312, Rowlett, TX 75088, Phone 214-703-8445, FAX 214-703-8992. www.coaemsp.org.

* EMS-101, EMS Systems and Rescue Operations, is open to any student who has met the academic and certification requirements for acceptance to the program and has access to turn-out gear. All 100-level courses must be completed prior to any 200-level courses. Other prerequisites may be required. See course descriptions for information. Students must maintain an overall 2.000 GPA and earn a minimum grade of C in all math, science and clinical courses.

Pre-clinical Requirements to be completed at Carroll Community College:

COMM-105	ARTS AND HUMANITIES	3
	ENGLISH COMPOSITION	3
	MATHEMATICS (MATH-115 recommended)	3–5
PSYC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
OPTION 1 FOR SCIENCE COMPLETION, RECOMMENDED FOR STUDENTS WITH ADVANCED CLINICAL GOALS:		
BIOL-101	Fundamentals of Biology (If waived for prior learning, an additional General Education course must be completed.)	4
BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
OPTION 2 FOR SCIENCE COMPLETION:		
BIOL-105	Human Biology	4
CHEM-101	Introduction to Chemistry	4

Clinical Requirements:

*EMS-101	EMS Systems and Rescue Operations	3
EMS-111	Patient Assessment and Shock Trauma	4
EMS-112	Pharmacology and EMS Management	4
EMS-113	EMS Simulation and Lab Experiences 1	2
EMS-114	Patient Assessment 2	2
EMS-115	Medical Emergencies	4
EMS-116	EMS Simulation and Lab Experiences 2	2
EMS-221	Pharmacology 2	2
EMS-231	EMS Management 2	2
EMS-240	Cardiology	3
EMS-260	Special Populations	3
EMS-270	ALS Clinical Experience 1	4
EMS-271	ALS Clinical Experience 2	4
EMS-272	Capstone Clinical	4
Total Credits		63 – 67

 Diversity/World View requirement met (EMS-260).

Emergency Medical Services—Paramedic

Applicant Credentials/Credit Equivalents and Requirements

Requirement:	Non-Paramedic Applicant	Has Paramedic Seeking Degree	Military Paramedic Seeking Degree	Current Intermediate Level Seeking Degree
Proof of Paramedic Certification or Equivalent	Not Applicable	Proof Required	Proof Required	Not Applicable
Proof of Intermediate Certification	Not Applicable	Not Applicable	Not Applicable	Proof Required
EMT Certification	Proof Required	Not Applicable	Not Applicable	Not Applicable
Fire Station Affiliation	Required	Required	Required	Required
2.0 Cumulative GPA	Required	Required	Required	Required
2.0 in Sciences	Required	Required	Required	Required
ENGL-101, College Writing	Required	Required	Required	Required
PSYC-101, General Psychology	Required	Required	Required	Required
COMM-105, Intro to Speech Communications	Required	Required	Required	Required
General Education Math	Required	Required	Required	Required
Sciences (either BIOL-101, -210 and -211 or BIOL-105 and CHEM-101)	Required	Required	Required	Required
EMS-101	Required	Credit Awarded	Credit Awarded	Credit Awarded
EMS-111	Required	Credit Awarded	Credit Awarded	Credit Awarded
EMS-112	Required	Credit Awarded	Credit Awarded	Credit Awarded
EMS-113	Required	Credit Awarded	Credit Awarded	Credit Awarded
EMS-114	Required	Credit Awarded	Credit Awarded	Credit Awarded
EMS-115	Required	Required	Required	Required
EMS-116	Required	Credit Awarded	Credit Awarded	Credit Awarded
EMS-221	Required	Credit Awarded	Credit Awarded	Credit Awarded
EMS-231	Required	Required	Credit Awarded	Credit Awarded
EMS-240	Required	Required	Required	Required
EMS-260	Required	Required	Required	Required
EMS-270	Required	Credit Awarded	Credit Awarded	Credit Awarded
EMS-271	Required	Credit Awarded	Required	Required
EMS-272	Required	Required	Required	Required

Career Program

Emergency Medical Technician—Paramedic

Associate of Applied Sciences

Mid-Maryland Allied Healthcare Education Consortium

A Combined Program with Howard Community College

Carroll Contacts: Candace Edwards (new students) / Advising and Transfer Center (current students)

Phone: 410-386-8430/410-386-8435 · Email: admissions@carrollcc.edu / advise@carrollcc.edu

Howard Contact: Office of Admissions and Advising, HCC / alliedhealth@howardcc.edu / 410-772-4230

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-B certification* and all required prerequisite courses must be verified for enrollment in EMSP-160, along with proof of experience as an EMT-B as outlined by Code of Maryland (COMAR) regulations.

+ A Grade of C or better is required in math, science, and EMSP courses.

Pre-clinical Requirements:

+BIOL-101	BIOLOGICAL AND PHYSICAL SCIENCES	4
+BIOL-210	BIOLOGICAL AND PHYSICAL SCIENCES	4
	ENGLISH COMPOSITION	3
+ 	MATHEMATICS	3–5
PSYC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
COMM-105	ARTS AND HUMANITIES	3
+BIOL-211	Human Anatomy and Physiology 2	4

Clinical Requirements to be completed at Howard Community College:

+MATH-105	Drug Calculations	1
+EMSP-160	Prevention and Management of Emergency Situations	6
+EMSP-200	Airway, Patient Assessment and Trauma Management	9
+EMSP-205	Medical Emergencies I	5
+EMSP-210	Medical Emergencies II	9
+EMSP-215	Medical Emergencies III	6
+EMSP-230	Paramedic Internship and Evaluation	5

Mid-Maryland Allied Healthcare Education Consortium: This degree is awarded by Howard Community College.

For more information refer to the Health Sciences Division website at Howard Community College at www.howardcc.edu/health

Transfer Program

Computer Engineering

Associate of Science in Engineering

Faculty Advisor: Maria Burness · Phone: 410-386-8526 · Email: mburness@carrollcc.edu

The Associate of Science in Engineering degree provides the opportunity for a seamless transfer to the following Maryland state and private colleges for a Computer Engineering major: Capitol College, The Johns Hopkins University, Loyola University Maryland, University of Maryland, Baltimore County, University of Maryland, College Park, University of Maryland, Eastern Shore.

In addition to the courses below, students transferring to the University of Maryland, College Park should take CHEM-106 or CHEM-134. (CHEM-134, Advanced General Chemistry for Engineering, is offered in the winter term only.)

Students must meet all admission requirements of the four-year institution to which they intend to transfer. Upon student acceptance by a participating four-year institution, credits earned for the Associate of Science in Engineering will transfer as a block, without review of individual courses, and the transferring student will enter the receiving institution as a junior. The actual credit-value of the block transfer will depend on the receiving institution which must limit the credit earned in or transferred from an associate degree-granting institution to half of the total credits required for the baccalaureate degree. Students are urged to discuss both the acceptance requirements of specific four-year institutions and the total number of credits that will be transferrable with an academic advisor.

To receive the degree, students must earn a minimum grade of C in all technical, mathematical, computer and science courses. The receiving four-year institution is not required to accept credits awarded by Carroll Community College via AP, IB, CLEP and transfer (including transcribed credit) if they do not do so for their own native students. This may result in a reduction in the number of credits transferable and the requirement to re-earn those credits. Students are urged to discuss any such circumstances with an academic advisor prior to scheduling their first term courses.

Program Requirements:

CIS-132	Principles of Programming	4
ENCE-212	Programming Concepts for Engineers (☞ spring term only)	4
ENCE-250	Discrete Structures (☞ fall term only)	4
ENEE-205	Electric Circuits (☞ spring term only)	4
ENEE-222	Elements of Discrete Signal Analysis (☞ spring term only)	4
ENEE-244	Digital Logic Design (☞ fall term only)	3
ENEE-245	Digital Circuits and Systems Laboratory (☞ fall term only)	2
MATH-215	Differential Equations	4
PHYS-212	Physics 2 for Scientists and Engineers	4

General Education Requirements (📖 See pages 43 – 44 for details):

📖	ARTS AND HUMANITIES	6
PHYS-111	BIOLOGICAL AND PHYSICAL SCIENCES	4
CHEM-105	BIOLOGICAL AND PHYSICAL SCIENCES	4
📖	ENGLISH COMPOSITION	3
MATH-135	MATHEMATICS	4
MATH-136	MATHEMATICS	4
📖	SOCIAL AND BEHAVIORAL SCIENCES (ECON-102 recommended)	3
ENGR-100	SOCIAL AND BEHAVIORAL SCIENCES (☞ fall term only)	3
	Total Credits	64

👁️ Diversity/World View requirement met (ENGR-100).

Transfer Program

Electrical Engineering

Associate of Science in Engineering

Faculty Advisor: Maria Burness · Phone: 410-386-8526 · Email: mburness@carrollcc.edu

The Associate of Science in Engineering degree provides the opportunity for a seamless transfer to the following Maryland state and private colleges for an Electrical Engineering major: Capitol College, Frostburg State University, The Johns Hopkins University, Loyola University Maryland, Morgan State University, University of Maryland, College Park, University of Maryland, Eastern Shore.

In addition to the courses below, students transferring to the University of Maryland, College Park should take CHEM-106 or CHEM-134. (CHEM-134, Advanced General Chemistry for Engineering, is offered in the winter term only).

Students must meet all admission requirements of the four-year institution to which they intend to transfer. Upon student acceptance by a participating four-year institution, credits earned for the Associate of Science in Engineering will transfer as a block, without review of individual courses and the transferring student will enter the receiving institution as a junior. The actual credit-value of the block transfer will depend on the receiving institution which must limit the credit earned in or transferred from an associate degree-granting institution to half of the total credits required for the baccalaureate degree. Students are urged to discuss both the acceptance requirements of specific four-year institutions and the total number of credits that will be transferrable with an academic advisor.

To receive the degree, students must earn a minimum grade of C in all technical, mathematical, computer and science courses. The receiving four-year institution is not required to accept credits awarded by Carroll Community College via AP, IB, CLEP and transfer (including transcribed credit) if they do not do so for their own native students. This may result in a reduction in the number of credits transferable and the requirement to re-earn those credits. Students are urged to discuss any such circumstances with an academic advisor prior to scheduling their first term courses.

Program Requirements:

CIS-132	Principles of Programming	4
ENEE-205	Electric Circuits (☞ spring term only)	4
ENEE-222	Elements of Discrete Signal Analysis (☞ spring term only)	4
ENEE-244	Digital Logic Design (☞ fall term only)	3
ENEE-245	Digital Circuits and Systems Laboratory (☞ fall term only)	2
MATH-205	Multivariable Calculus	4
MATH-215	Differential Equations	4
PHYS-212	Physics 2 for Scientists and Engineers	4
PHYS-213	Physics 3 for Scientists and Engineers	4

General Education Requirements (📖 See pages 43 – 44 for details):

📖	ARTS AND HUMANITIES	6
PHYS-111	BIOLOGICAL AND PHYSICAL SCIENCES	4
CHEM-105	BIOLOGICAL AND PHYSICAL SCIENCES	4
📖	ENGLISH COMPOSITION	3
MATH-135	MATHEMATICS	4
MATH-136	MATHEMATICS	4
📖	SOCIAL AND BEHAVIORAL SCIENCES (ECON-102 recommended)	3
ENGR-100	SOCIAL AND BEHAVIORAL SCIENCES (☞ fall term only)	3
	Total Credits	64

👁️ Diversity/World View requirement met (ENGR-100).

Transfer Program

Arts and Sciences—Engineering Transfer Recommendation

Associate of Arts


Faculty Advisor: Maria Burness · Phone: 410-386-8526 · Email: mburness@carrollcc.edu

This recommendation is intended to meet the goals of students who are interested in engineering fields other than Electrical and Computer Engineering. Students interested in electrical or computer engineering should generally register for the appropriate ASE program. This sequence may meet the needs of students interested in electrical or computer engineering whose circumstances prevent them from completing the ASE program.







While an Associate of Arts, Arts and Sciences degree requires 60 credits (29 of which are electives) engineering students must meet high academic standards which includes more than the minimum credits required to graduate as shown in the recommended course list. Students should plan their academic courses after checking the specific requirements and procedures of the transfer institutions they expect to attend and conferring with an academic advisor.

Most four-year engineering programs will require a minimum grade of C to transfer of any technical, mathematics, computer, or science course. The receiving four-year institution is not required to accept credits awarded by Carroll Community College via AP, IB, CLEP and transfer of credit (including transcribed credit) if they do not do so for their own native students. Students are urged to discuss any such circumstances with an academic advisor prior to scheduling their first term courses.

Recommended Program Electives (any 29 elective credits required for graduation):

CAD-101	Introduction to Computer-Aided Design and Drawings	3
CHEM-106	Principles of General Chemistry 2	4
CIS-132	Principles of Programming	4
ENGR-102	Statics (☞ fall term only)	3
ENGR-220	Mechanics and Materials (☞ spring term only)	3
ENGR-221	Dynamics (☞ spring term only)	3
MATH-136	Calculus of a Single Variable 2	4
MATH-205	Multivariable Calculus	4
MATH-215	Differential Equations (☞ spring term only)	4
PHYS-212	Physics 2 for Scientists and Engineers	4
PHYS-213	Physics 3 for Scientists and Engineers	4
	The recommended courses above and below are common to most engineering programs; Refer to ARTSYS and the receiving institution's catalog to select required/transerable courses.	

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES	6
	BIOLOGICAL AND PHYSICAL SCIENCES (CHEM-105 and PHYS-111 recommended)	7 – 8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (MATH-135 recommended)	3 – 5
	SOCIAL AND BEHAVIORAL SCIENCES (ECON-102 and ENGR-100 recommended; ☞ fall term only)	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Engineering) will not appear on the Carroll transcript or diploma.

Transfer Program

Arts and Sciences—English Transfer Recommendation

Associate of Arts


Faculty Advisor: Prof. Siobhan Wright · Phone: 410-386-8207 · Email: swright@carrollcc.edu

Faculty Advisor: Dr. W. David Fell · Phone: 410-386-8115 · Email: wfellt@carrollcc.edu

Faculty Advisor: Dr. Jody Nusholtz · Phone: 410-386-8221 · Email: jnusholtz@carrollcc.edu

The Arts and Sciences—English transfer recommendation prepares students to transfer to a 4-year institution as an English major, with a focus in either creative writing or literature. The sequence of courses aims to increase cultural awareness through a process of critical reading, research, reasoning, writing, and speech. This recommendation is rich in general education coursework to support students who, as a product of academic inquiry and study, develop an interest in a wide range of majors, minors, and career pathways.

Prof. Wright's Recommended English Electives (any 29 elective credits needed to graduate):

Select one 200-level General Education literature course:		3
ENGL-201	Classic World Writers	
ENGL-202	Modern World Writers	
ENGL-205	Southern Writers	
ENGL-211	Voices in American Literature	
ENGL-240	British Literature since 1798	
Select one writing course:		3
ENGL-110	Introduction to Creative Writing	
ENGL-209	Written Communications for Business	
ENGL-219	Writing Creative Non-Fiction	
ENGL-220	Creative Writing Workshop 1	
COMM-110	Introduction to Journalism	
Select an additional literature or writing course (from the above choices)		3
Select one world language or communication course:		3
COMM-105	Introduction to Speech Communication	
FREN-102	Elementary French 2 or higher	
GERM-102	Elementary German 2 or higher	
SPAN-102	Elementary Spanish 2 or higher	
ENGL-245	Modern English Grammar (☒ spring term only)	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	17

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES (other than English recommended)	6
	BIOLOGICAL AND PHYSICAL SCIENCES	7 – 8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS	3 – 5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 elective credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendations program titles (i.e. English Literature) will not appear on the Carroll transcript or diploma.

Career Program

Entertainment Technology

Associate of Applied Sciences

Faculty Advisor: Seth Schwartz · Phone: 410-386-8348 · Email: sschwartz@carrollcc.edu

Audiovisual system specialists are needed to support the specialized communication needs for businesses of all types. These multimedia specialists need advanced training in industry-specific technology that supports a multitude of presenting venues that in-turn support educational, corporate, and entertainment events. Audiovisual system specialists are employed at conference centers, hotels, theaters, houses of worship, sports arenas, museums, theme parks, and other venues with integrated, high technology communication needs. Training and responsibilities for these specialized technicians in this emerging field span many disciplines including microcomputer applications; computer hardware, operating systems, and networking; drafting and home technology integration.

Students who select this curriculum and wish to transfer later to a four-year institution should check with that institution. While many courses will transfer, certain specialized courses may not.

Program Requirements:

CAD-101	Introduction to Computer-Aided Drafting/Design	3
ENTEC-101	Introduction to Entertainment Technology	3
ENTEC-105	Entertainment Technology Lighting	3
ENTEC-106	Entertainment Technology Audio	3
ENTEC-107	Entertainment Technology Video	3
ENTEC-215	Entertainment Technology Troubleshooting	3
ENTEC-220	Entertainment Technology Cooperative Education 1	2
ENTEC-221	Entertainment Technology Cooperative Education 2	2
ENTEC-222	Entertainment Technology Cooperative Education 3	2
ENTEC-230	Entertainment Technology Capstone Project	3
THTR-115	Stagecraft	4
THTR-125	Theatre Practicum 1	1
THTR-126	Theatre Practicum 2	2
THTR-145	Stage Management	3
THTR-245	Production Management	3

General Education Requirements (📖 See pages 43 – 44 for details):

COMM-105	ARTS AND HUMANITIES	3
📖	ARTS AND HUMANITIES (Fine and Performing Arts Area or Humanities Area required)	3
📖	BIOLOGICAL AND PHYSICAL SCIENCES	4
ENGL-101	ENGLISH COMPOSITION	3
📖	MATHEMATICS (4 credit mathematics course required; MATH-111 recommended)	4
SOC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
	Total Credits	60

👁️ Diversity/World View requirement is met by SOC-101.

The Carroll diploma will specify the degree conferred (i.e. Associate of Applied Science).

Career Program

Entertainment Technology—Pending MHEC Approval

Certificate

Faculty Advisor: Seth Schwartz · Phone: 410-386-8348 · Email: sschwartz@carrollcc.edu

Audiovisual system specialists are needed to support the specialized communication needs for businesses of all types. These multimedia specialists need advanced training in industry-specific technology that supports a multitude of presenting venues that in-turn support educational, corporate, and entertainment events. Audiovisual system specialists are employed at conference centers, hotels, theaters, houses of worship, sports arenas, museums, theme parks, and other venues with integrated, high technology communication needs. Training and responsibilities for these specialized technicians in this emerging field span many disciplines including microcomputer applications; computer hardware, operating systems, and networking; drafting and home technology integration.

Program Requirements/Recommended Sequence:

CAD-101	Introduction to Computer-Aided Drafting/Design	3
ENTEC-101	Introduction to Entertainment Technology	3
COMM-105	ARTS AND HUMANITIES	3
THTR-115	Stagecraft	4
THTR-145	Stage Management	3
ENTEC-105	Entertainment Technology Lighting	3
ENTEC-106	Entertainment Technology Audio	3
ENTEC-107	Entertainment Technology Video	3
ENTEC-215	Entertainment Technology Troubleshooting	3
THTR-245	Production Management	3
Total Credits		31

View Gainful Employment Disclosure information for this program by visiting www.carrollcc.edu/gainfulemploymentdisclosures.

Transfer Program

Arts and Sciences—Exercise Science Transfer Recommendation

Associate of Arts


Faculty Advisor: Sharon Brunner · Phone: 410-386-8142 · Email: sbrunner@carrollcc.edu

Graduates following the Arts and Sciences, Exercise Science recommended transfer sequence, at Carroll Community College are well positioned to transfer to four-year colleges and universities in Maryland as well as other states.







Exercise Science is an applied science that focuses on the body's responses and adaptations during and after regular exercise or sports training for the purposes of improving athletic performance, health, fitness or quality of life. Exercise Science has many sub-disciplines including exercise physiology, clinical exercise physiology, nutrition, biomechanics, motor learning and control, sports and exercise psychology, sports medicine, athletic training and physical therapy. This Exercise Science recommendation provides students with lower level coursework needed to successfully pursue a baccalaureate degree and future career in one or more of these Exercise Science sub-disciplines. Students who complete the required discipline, general education and highly recommended courses will be prepared to transfer to a four-year institution's Exercise Science, Kinesiology or Human Performance program. Highly recommended courses listed below provide students with additional content, practical application and preparation to obtain a nationally-recognized personal training or fitness-related certification. Students wishing to pursue a doctorate of physical therapy (DPT) to become a licensed physical therapist should refer to the American Physical Therapy Association's prerequisite science course recommendations for DPT schools at www.apta.org.

These courses are highly recommended and are often needed in Exercise Science: HES-100, Emergency Care: First Aid, Safety & CPR; HES-200, Exercise Assessment & Instruction; HIT-111, Introduction to Medical Terminology; HLTH-210, Nutrition & Weight Management; MATH-115, Introduction to Statistics; PSYC-101, General Psychology; COMM-105, Introduction to Speech Communication; and SOC-101, Introduction to Sociology. See your receiving institution's requirements before deciding what to take. By using the online ARTSYS program, artsys.usmd.edu, students can plan the necessary courses that will transfer to a baccalaureate degree-granting institution.

Ms. Brunner's Recommended Program Electives: (any 29 elective credits required for graduation):

BIOL-211	Human Anatomy and Physiology 2	4
HES-105	Introduction to Exercise Science	3
PHED-101	Lifetime Fitness and Wellness	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	19

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES	6
	BIOLOGICAL AND PHYSICAL SCIENCES (BIOL-101 and BIOL-210 recommended)	7 – 8
	EMERGING ISSUES (HLTH-101 recommended)	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS	3 – 5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	Total Credits	60

 Diversity/World View requirement is met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Exercise Science) will not appear on the Carroll transcript or diploma.

Letter of Recognition

Personal Training

Letter of Recognition

Faculty Advisor: Sharon Brunner · Phone: 410-386-8142 · Email: sbrunner@carrollcc.edu

These Personal Training courses are included in the Associate of Arts, Art and Sciences—Exercise Science transfer program. This progressive and stackable approach to earning an education and a required industry credential will enable a student to continue on toward an Associate of Arts degree for future transfer to a four-year Institution while working part-time in the field.

Letter Requirements:

HES-200	Exercise Assessment and Instruction	4
HLTH-210	Nutrition and Weight Management	3
PHED-101	Lifetime Fitness and Wellness	3
Total Credits		10

A Letter of Recognition is an informal award and will not appear on your Carroll Community College transcript. To request a Letter of Recognition, please visit Records, room A112, to complete a request form.

Transfer Program


Arts and Sciences—Forensic Studies Transfer Recommendation

Associate of Arts







Faculty Advisor: Dr. Raza Khan · Phone: 410-386-8222 · Email: rkhan@carrollcc.edu

This sequence provides students with the background necessary for transfer into a four-year institution's forensic science program. Its combination of science, math, criminal justice and general studies courses was developed in close collaboration with Towson University, University of Baltimore and Stevenson University. The courses listed below are specifically for transfer to the University of Baltimore. Students who wish to transfer to other institutions should contact an advisor at that institution prior to taking courses at Carroll.

Recommended Program Electives (any 29 elective credits required for graduation):

CHEM-106	Principles of General Chemistry 2	4
CHEM-201	Organic Chemistry 1 (☞ fall term only)	5
CHEM-202	Organic Chemistry 2 (☞ spring term only)	5
CRIM-111	Criminal Evidence and Procedure	3
FSCI-210	Introduction to Forensic Science	3
PHYS-101	Fundamentals of Physics 1	4
PHYS-102	Fundamentals of Physics 2	4
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	1

General Education Requirements (📖 See pages 43 – 44 for details):

	ARTS AND HUMANITIES	6
	BIOLOGICAL AND PHYSICAL SCIENCES (BIOL-101 and CHEM-105 recommended)	7 – 8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (MATH-123 recommended)	3 – 5
	SOCIAL AND BEHAVIORAL SCIENCES (CRIM-101 recommended)	6
	Total Credits	60

👁️ Diversity/World View requirement is met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Forensic Studies) will not appear on the Carroll transcript or diploma.

Transfer Program

General Studies for Undecided Students

Associate of Arts

Advisor: Janenne Corcoran · Phone: 410-386-8430 · Email: advise@carrollcc.edu







This program of study is designed for students whose career and educational plans are uncertain; it allows maximum flexibility in the choice of courses. Students who are exploring various interests may begin their academic career in this program of study. The electives may be used by those who wish to design their own program of courses or to concentrate in an area of academic and occupational interest. The curriculum provides a background in the humanities, science, mathematics and social sciences. By using the online ARTSYS program at artsys.usmd.edu, students can plan a course of study that will transfer seamlessly to a baccalaureate degree-granting institution. For maximum credit transferability, students should choose a major and transfer institution before 30 credits are earned.

Students desiring career decision help may contact the Career Development Center for an appointment at 410-386-8523, visit A118 to make use of the career library and software, or look online at www.carrollcc.edu/services/career for assistance.

Program Requirements:

	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	29
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General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES	6
	BIOLOGICAL AND PHYSICAL SCIENCES	7–8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS	3–5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

Transfer Program


Arts and Sciences—General Geology Transfer Recommendation

Associate of Arts







Advisor: Dr. Michael L. O'Neal · Phone: 410-386-8228 · Email: moneal@carrollcc.edu

This sequence provides students with the fundamental background in the earth sciences, mathematics, and physical sciences necessary for transfer into a four-year institution's general geology or earth science program. Because four-year institutions vary in their requirements, Carroll students are expected to check with their chosen transfer institution and consult with a Carroll academic advisor.

Program Requirements (any 29 elective credits needed to graduate):

GEOSC-103	Environmental Sustainability	3
GEOSC-105	Oceanography	4
GEOSC-110	Physical Geography	4
GEOSC-121	Physical Geology	4
GEOSC-123	Historical Geology	4
PHYS-101	Fundamentals of Physics 1	4
PHYS-102	Fundamentals of Physics 2	4
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, if necessary to meet the 60 credit degree total.	2

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES	6
	BIOLOGICAL AND PHYSICAL SCIENCES (CHEM-105 and CHEM-106 recommended)	7 – 8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (MATH-132 or MATH-135 recommended)	3 – 5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

Transfer Program


Arts and Sciences—Professional Geology Transfer Recommendation

Associate of Arts







Faculty Advisor: Dr. Michael L. O'Neal · Phone: 410-386-8228 · Email: moneal@carrollcc.edu

This sequence provides students with the fundamental background in the earth sciences, mathematics, and physical sciences necessary for transfer into a four-year institution's professional geology program. Because four-year institutions vary in their requirements, Carroll students are expected to check with their chosen transfer institution and consult with a Carroll academic advisor.

Program Requirements (any 29 elective credits needed to graduate):

GEOSC-103	Environmental Sustainability	3
GEOSC-110	Physical Geography	4
GEOSC-121	Physical Geology	4
GEOSC-123	Historical Geology	4
MATH-136	Calculus 2	4
PHYS-111	Physics 1 for Scientists and Engineers	4
PHYS-212	Physics 2 for Scientists and Engineers	4
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, if necessary to meet the 60 credit degree total.	2

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES	6
	BIOLOGICAL AND PHYSICAL SCIENCES (CHEM-105 and CHEM-106 recommended)	7 – 8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (MATH-135 recommended)	3 – 5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

Transfer Program

Arts and Sciences—Health Sciences Transfer Recommendation

Associate of Arts

Faculty Advisor: Sharon Brunner · Phone: 410-386-8142 · Email: sbrunner@carrollcc.edu

Graduates following the Arts and Sciences—Health Sciences transfer recommendation, at Carroll Community College are well positioned to transfer to four-year colleges and universities in Maryland as well as other states.







Health Science is an applied science that focuses on the study of the human body's ability to maintain or restore health and wellbeing. Sub-disciplines in this field include community and public health, workplace health promotion, health science research, epidemiology, complementary medicine and traditional medicine. This Health Science sequence provides students with lower level coursework needed to pursue a baccalaureate degree and career in one or more of these sub-disciplines. Students who complete the required discipline, general education and highly recommended courses will be prepared to transfer to a four-year institution's Health Science, Health Promotion, Community Health or Public Health program. Highly recommended courses listed below provide students with additional content, practical application and preparation to obtain a nationally-recognized health coaching or wellness promotion certification.

These courses are highly recommended and are often part of Health Science bachelor's degree: HES-100, Emergency Care: First Aid, Safety & CPR; HES-230 Health Behavior & Coaching; HLTH-120, Holistic Health; HLTH-215, Human Sexuality; HLTH-225 Stress Management; MATH-115, Introduction to Statistics; PHED-101, Lifetime Fitness and Wellness; PSYC-101, General Psychology; COMM-105, Introduction to Speech Communication; and SOC-101, Introduction to Sociology. See your receiving institution's requirements before deciding what to take. By using the online ARTSYS program, artsys.usmd.edu, students can plan necessary courses that will transfer to a baccalaureate degree-granting institution.

Ms. Brunner's Recommended Program Electives (any 29 elective credits required for graduation):

BIOL-211	Human Anatomy and Physiology 2	4
HLTH-101	Science and Theory of Health and Wellness	3
HLTH-210	Nutrition and Weight Management	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	19

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES	6
	BIOLOGICAL AND PHYSICAL SCIENCES (BIOL-101 and BIOL-210 recommended)	7 – 8
	EMERGING ISSUES (HLTH-201 recommended)	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS	3 – 5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Health Sciences) will not appear on the Carroll transcript or diploma.

Career Program

Health Information Technology

Associate of Applied Science

Faculty Advisor: Anne Marani · Phone: 410-386-8265 · Email: amarani@carrollcc.edu

The Associate of Applied Science in Health Information Technology is designed to prepare students for employment as health information technicians in hospitals, nursing homes, ambulatory care facilities, physician offices, home health agencies 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.

All courses must be completed with a minimum grade of C.

Program Requirements/Recommended Course Sequence:

BIOL-105	BIOLOGICAL AND PHYSICAL SCIENCE	4
CIS-101	Introduction to Computer Information Systems	3
HIT-111	Medical Terminology	3
HIT-112	Healthcare Data Content and Structure	3
HIT-115	Pathophysiology and Pharmacology	4
HIT-121	Basic Diagnostic 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

General Education Requirements (📖 See pages 43 – 44 for details):

📖	ARTS AND HUMANITIES	3
📖	ENGLISH COMPOSITION AND LITERATURE	6
📖	EMERGING ISSUES (HLTH-101 recommended)	3
📖	MATHEMATICS (MATH-115 recommended)	3 – 5
📖	SOCIAL AND BEHAVIORAL SCIENCE	3
📖	SOCIAL AND BEHAVIORAL SCIENCE or ARTS AND HUMANITIES	3
	Total Credits	60

👁️ Diversity/World View requirement met (ENGL-102).

Mid-Maryland Allied Healthcare Education Consortium: Degree awarded by Carroll Community College

Career Program

Health Information Technology

Core Certificate

Faculty Advisor: Anne Marani · Phone: 410-386-8265 · Email: amarani@carrollcc.edu

This Core Certificate in Health Information Technology is designed to prepare students for employment as health information technicians in hospitals, nursing homes, ambulatory care facilities, physician offices, home health agencies and other facilities which create and or evaluate health records. Upon successful completion of this program, students will be able to interpret health record documentation using knowledge of anatomy, physiology, clinical disease processes, pharmacology and medical terminology to identify codeable diagnoses and/or procedures.

All courses must be completed with a minimum grade of C.

Certificate Requirements/Recommended Course Sequence:

BIOL-105	Human Biology	4
HIT-111	Medical Terminology	3
HIT-115	Pathophysiology and Pharmacology	4
HIT-121	Basic Diagnosis Coding	3
HIT-122	Basic Procedure Coding	3
Total Credits		17

Mid-Maryland Allied Healthcare Education Consortium: Certificate awarded by Carroll Community College

View Gainful Employment Disclosure information for this program by visiting www.carrollcc.edu/gainfulemploymentdisclosures.

Advanced Certificate

Faculty Advisor: Anne Marani · Phone: 410-386-8265 · Email: amarani@carrollcc.edu

The Advanced Certificate in Health Information Technology is designed to prepare students for employment as health information technicians in hospitals, nursing homes, ambulatory care facilities, physician offices, home health agencies and other facilities which create and /or evaluate health records. Upon successful completion of this program, students will be able to interpret health record documentation using knowledge of anatomy, physiology, clinical disease processes, pharmacology and medical terminology to identify codeable diagnoses and/or procedures. Students will use automated encoding tools, learn reimbursement methods and study the delivery of healthcare in the United States. Upon completion of the certificate students will be eligible to sit for certification examinations offered by the American Health Information Management Association.

All courses must be completed with a minimum grade of C.

Certificate Requirements/Recommended Course Sequence:

BIOL-105	Human Biology	4
HIT-111	Medical Terminology	3
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-223	Reimbursement Methodologies	3
HIT-225	Healthcare Delivery Systems	3
HIT-270	Professional Practice in Health Information Technology	1
Total Credits		36

Mid-Maryland Allied Healthcare Education Consortium: Certificate awarded by Carroll Community College

View Gainful Employment Disclosure information for this program by visiting www.carrollcc.edu/gainfulemploymentdisclosures.

Transfer Program

Arts and Sciences—History Transfer Recommendation


Associate of Arts

Faculty Advisor: Dr. Robert Young · Phone: 410-386-8261 · Email: ryounn@carrollcc.edu







The recommended transfer pattern for History provides knowledge and skills in an assortment of history topics. Graduates are well positioned to transfer to Maryland institutions, as well as out-of-state programs. Students are advised to investigate opportunities to take coursework concurrently at McDaniel College or Hood College. For details about these special agreements, consult with an academic advisor in the Advising and Transfer Center. By using ARTSYS (artsys.usmd.edu), students can plan a course of study that will transfer seamlessly to a baccalaureate degree-granting institution.

Students interested in teaching history should consult with Dr. Young or Ms. Susan Sies, faculty chair for Education.

Dr. Young's Recommended Program Electives (any 29 elective credits required for graduation):

HIST-102	Western Civilization2	3
HIST-105	History of the United States to 1876	3
HIST-106	History of the United States from 1876	3
200-level History	Choose 3 courses from HIST-201, -204, -205, -210, -212, -214, -215, -220, or -235	9
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	11 – 12

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES (HIST-101 recommended)	6
	BIOLOGICAL AND PHYSICAL SCIENCES	7 – 8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS	3 – 5
	SOCIAL AND BEHAVIORAL SCIENCES (ANTH-101, PSLS-100, and/or SOC-101 recommended)	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. History) will not appear on the Carroll transcript or diploma.

Transfer Program

Arts and Sciences—Journalism Transfer Recommendation


Associate of Arts

Faculty Advisor: Dr. Michelle Parke · Phone: 410-386-8129 · Email: mparke@carrollcc.edu







Arts and Sciences—Journalism prepares students to transfer to 4-year institutions with a focus in journalism and communications. The sequence aims to increase understanding of how various media operate in American culture through a process of critical reading, writing skill development, and analysis of written and visual texts. The recommendation rests on a foundation of General Education coursework to support students who develop an interest in a wide range of majors, minors, and career pathways.

By using the online ARTSYS program, artsys.usmd.edu, students can plan a course of study that will transfer seamlessly to a baccalaureate degree-granting institution. Please note that journalism students at 4-year institutions are typically required to complete 4 semesters of World Language. Please investigate language requirements at potential transfer institutions.

Dr. Parke's Recommended Electives (any 29 elective credits needed to graduate):

COMM-105	Introduction to Speech Communication	3
COMM-110	Introduction to Journalism	3
ENGL-245	Modern English Grammar (2 nd spring term only)	3
PSLS-100	American Government	3
	World Languages (two courses*)	6
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses. (especially world language and English grammar course requirements)	11

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES (PHIL-105 and HIST-105 or HIST-106 recommended)	6
	BIOLOGICAL AND PHYSICAL SCIENCES	7–8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (MATH-115 recommended)	3–5
	SOCIAL AND BEHAVIORAL SCIENCES (ECON-100 and PSYC-101, SOC-101 or SOC-110 recommended)	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 elective credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendations program titles (i.e. English/Journalism) will not appear on the Carroll transcript or diploma.

Career Program

Law Enforcement

Associate of Applied Science

Faculty Advisor: Bill Bergan · Phone: 410-386-8211 · Email: wbergan@carrollcc.edu

This program is designed for current or former police officers who have completed a police academy approved by the Maryland Police and Correctional Training Commission (or any state certified police academy). Admission by permission of the faculty advisor only. A maximum of 30 credits may be articulated with the approval of the Discipline Coordinator of the Criminal Justice Program. Completion of this A.A.S. Degree is also intended to enhance the promotion and supervision opportunities of an in-service police officer.

Program Requirements:

CRIM-106	Law Enforcement and the Community	3
CRIM-110	Criminal Law (☒ fall term only)	3
CRIM-111	Criminal Evidence and Procedure	3
CRIM-114 or CRIM-125	Constitutional Law for Police or Constitutional Law	3

Program Electives (Select 27 credits from the courses below):

CRIM-102	Introduction to Corrections	3
CRIM-104	First Responder	3
CRIM-105	Criminology	3
CRIM-115	Civil Rights and Liberties in Criminal Justice (☒ spring term only)	3
CRIM-120	Juvenile Justice	3
CRIM-130	Introduction to Homeland Security	3
CRIM-203	Written Communication for Police	3
CRIM-205	Criminal Justice Ethics	3
CRIM-215	Patrol Operations	3
CRIM-220	Basic Criminal Investigation	3
CRIM-225	Motor Vehicle Collision Investigation	3
CRIM-230	Police Administration	3
CRIM-299	Internship 1	3
LEA-101	Emergency Vehicle Operations	3
LEA-102	Defensive Tactics	5
LEA-103	Police Arsenal and Procedures	3
PSLS-100	American Government	3
SOC-101	Introduction to Sociology	3

General Education Requirements (📖 See pages 43 – 44 for details):

📖	ARTS AND HUMANITIES (PHIL-105 and COMM-105 recommended)	6
📖	BIOLOGICAL AND PHYSICAL SCIENCE (FSCI-201 recommended)	3 – 4
📖	ENGLISH COMPOSITION	3
📖	MATHEMATICS	3 – 5
📖	SOCIAL AND BEHAVIORAL SCIENCES (CRIM-101 and SOC-110 recommended)	6
	Total Credits	60

👁️ Diversity/World View requirement met (CRIM-106).

Transfer Program

Arts and Sciences—Mathematics Transfer Recommendation

Associate of Arts

Advisor: Ms. Maria Burness · Phone: 410-386-8526 · Email: mburness@carrollcc.edu







The recommended transfer pattern for Mathematics provides knowledge and skills in an assortment of mathematics courses. Graduates are well positioned to transfer to Maryland institutions, as well as out-of-state programs. Students are advised to investigate opportunities to take coursework concurrently at McDaniel College or Hood College. For details about these special agreements, consult with an academic advisor in the Advising and Transfer Center. By using ARTSYS (artsys.usmd.edu), students can plan a course of study that will transfer seamlessly to a baccalaureate degree-granting institution.

Students interested in teaching mathematics, please see Associate of Arts in Teaching—Mathematics, Ms. Susan Sies, faculty chair for Education, or Ms. Burness.

Recommended Program Electives (any 29 elective credits required for graduation):

MATH-136	Calculus of a Single Variable 2	4
MATH-205	Multivariable Calculus	4
MATH-210	Linear Algebra	4
MATH-215	Differential Equations	4
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	13

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES	6
	BIOLOGICAL AND PHYSICAL SCIENCES (PHYS-111 and PHYS-212 recommended)	7–8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (MATH-135 recommended)	3–5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Mathematics) will not appear on the Carroll transcript or diploma.

Transfer Program

Music

Associate of Fine Arts

Faculty Advisor: Eric McCullough · Phone: 410-386-8537 · Email: emccullough@carrollcc.edu

The Music-Associate of Fine Arts program provides students with knowledge and skills related to the field of music and prepares students for transfer to Bachelors of Fine Arts programs. Program courses are sequenced, below. Students should also complete General Education courses each term.

Program Requirements:

MUSIC-110	Theory of Music 1	3
MUSIC-111	Theory of Music 2	3
MUSIC-112	Musicianship 1	1
MUSIC-113	Musicianship 2	1
MUSIC-114	Keyboard Skills for Music Majors 1	1
MUSIC-115	Keyboard Skills for Music Majors 2	1
MUSIC-210	Theory of Music 3	3
MUSIC-211	Theory of Music 4	3
MUSIC-212	Musicianship 3	1
MUSIC-213	Musicianship 4	1
MUSIC-214	Keyboard Skills for Music Majors 3	1
MUSIC-215	Keyboard Skills for Music Majors 4	1
MUSIC-XXX	Applied Study (4 2-credit courses; 1 each term recommended)	8
MUSIC-XXX	Ensembles (4 1-credit courses; 1 each term recommended)	4

SELECT ONE:

MUSIC-104	World Music	3
MUSIC-106	History of Jazz	3

General Education Requirements (📖 See pages 43 – 44 for details):

📖	ARTS AND HUMANITIES	6
📖	BIOLOGICAL AND PHYSICAL SCIENCES	4
📖	EMERGING ISSUES	3
📖	ENGLISH COMPOSITION AND LITERATURE	6
📖	MATHEMATICS	3–5
📖	SOCIAL AND BEHAVIORAL SCIENCES	3
	Total Credits	60

Ensembles include MUSIC-120 through MUSIC-139 and MUSIC-220 through MUSIC-239.

👁️ Diversity/World View requirement met (ENGL-102).

Career Program

Nuclear Medicine Technology

Associate of Applied Sciences

Mid-Maryland Allied Healthcare Education Consortium

A Combined Program with Frederick Community College

Carroll Contacts: Candace Edwards (new students) / Advising and Transfer Center (current students)

Phone: 410-386-8430/410-386-8435 · Email: admissions@carrollcc.edu / advise@carrollcc.edu

Frederick Contact: Jennifer McAninley, 301-846-2471 · Email: jmcaninley@frederick.edu

The nuclear medicine technology program prepares students as entry-level technologists in a specialized area of diagnostic imaging utilizing radionuclides. Nuclear medicine technologists perform procedures to assist physicians in the diagnosis and treatment of patients, using highly-specialized imaging equipment. Nuclear medicine technologists work in hospitals, physicians' offices and in medical/diagnostic laboratories, including diagnostic imaging centers. Graduates will be prepared to take the national certification exam for nuclear medicine technologists. Certificate also available; see Frederick Community College Catalog for information; apply online: www.frederick.edu/courses_and_programs/hsapplication.aspx.

Pre-clinical Requirements to be completed at Carroll Community College:

BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
HIT-111	Medical Terminology	3
CHEM-105	Principles of General Chemistry 1	4
MATH-123	Precalculus, Part 1	5
HLTH or PHED	Elective (HLTH-201, Women's Health, recommended meets diversity requirement at FCC)	1 – 3
ENGL-101	ENGLISH COMPOSITION	3
MATH-115	MATHEMATICS	4
PSYC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
COMM-105	ARTS AND HUMANITIES	3
PHYS-101	Fundamentals of Physics 1	4

Clinical Requirements to be completed at Frederick Community College:

NM 100	Physics for Nuclear Medicine Technology	3
NM 102	Nuclear Medicine Technology	4
NM 103	Nuclear Medicine Techniques I	3
NM 104	Clinical Nuclear Medicine Technology I	2
NM 105	Nuclear Medicine Techniques II	3
NM 107	Instrumentation and Computers in Nuclear Medicine Technology	5
NM 201	Medical Radiobiology	2
NM 202	Clinical Nuclear Medicine Technology II	3
NM 203	Radiopharmacy and Radiation Chemistry	2
NM 204	Clinical Nuclear Medicine Technology III	4
NM 205	Professional Development In Nuclear Medicine	1

All courses listed under pre-requisite requirements must be completed with a minimum grade of C.

Mid-Maryland Allied Healthcare Education Consortium: Degree is awarded by Frederick Community College.

Please refer to the Frederick Community College catalog for additional information.

Must take a course that meets the Diversity/World View requirement for FCC.

Transfer Program

Arts and Sciences—Nuclear Medicine Technology Transfer Recommendation

Associate of Arts


Advising and Transfer Center · Phone: 410-386-8435 · Email: advise@carrollcc.edu

This sequence is suggested for graduation with an Arts & Sciences degree and transfer to The Johns Hopkins Hospital Nuclear Medicine Technology program. Students must complete the courses marked with a + to qualify for admission. Admission is competitive and not guaranteed; an A.A. with a GPA of 2.500 is required in all prerequisite coursework. After transfer, the program is an 18-month, full-time, day program. Visit radiologycareers.rad.jhmi.edu for more information.







+ Required by Johns Hopkins Hospital with a minimum grade of C

Recommended by Johns Hopkins Hospital

Johns Hopkins Hospital's Recommended Program Electives (any 29 elective credits required for graduation):

+BIOL-210	Human Anatomy and Physiology 1	4
+BIOL-211	Human Anatomy and Physiology 2	4
+CHEM-105	Principles of General Chemistry 1	4
CHEM-106	Principles of General Chemistry 2	4
#CHEM-201	Organic Chemistry 1	5
+HIT-111	Medical Terminology	3
#MATH-115	Introduction to Statistical Methods	4
#PSYC-211	Human Development through the Life-Span	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES (+COMM-105 recommended)	6
	BIOLOGICAL AND PHYSICAL SCIENCES (#BIOL-101 and +PHYS-101 recommended)	7 – 8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (+MATH-123 or higher recommended)	3 – 5
	SOCIAL AND BEHAVIORAL SCIENCES (#PSYC-101 recommended)	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Nuclear Medicine Technology) will not appear on the Carroll transcript or diploma.

Nursing

Faculty Advisor: Dr. Nancy Perry · Phone: 410-386-8231 · Email: nperry@carrollcc.edu

Carroll offers Nursing programs that allow students to enroll in degree and certificate programs. There is a selective admission process.

Nursing offers a variety of options beginning with the two basic fields of licensed practical nurse (LPN) and registered nurse (RN). Registered Nurses require specialized knowledge, judgment and skills to practice nursing. Licensed Practical Nurses work with registered nurses and physicians in providing basic bedside care. Maintaining health and preventing illness is the goal of all nursing care.

Registered Nurses and Licensed Practical Nurses function within the scope of practice as outlined in the Maryland Nurse Practice Act. The clinical portion of the associate degree nursing program can be completed in four terms. The practical nursing certificate program needs to be completed in the fall and spring terms and an additional summer term. You may exit the nursing program as a practical nurse and re-enter into the associate degree nursing program within two years from the date of practical nursing program completion. After completion of the associate of science degree, graduates are eligible to take the examination for registered nurse licensure.

The Maryland Board of Nursing may deny a license to any applicant who has been convicted of or pleads guilty or nolo contendere to a felony or to a crime involving moral turpitude, whether or not any appeal or other proceeding is pending to have the conviction or plea set aside.

Career Ladder Programs

RN to B.S.N.

After completion of the associate degree program, an RN may transfer to a baccalaureate degree (B.S.N.) program at any of the four-year state colleges offering B.S.N. degrees. This may be accomplished with direct transfers or placement examinations. Regardless of the clinical program chosen, there are certain core courses common to all programs and those can be completed at Carroll Community College.

Carroll Community College currently offers Associate to Bachelors programs with Towson, Frostburg and Stevenson. These programs allow students who are enrolled in the Associate of Science, Registered Nurse, program to concurrently take courses towards a BSN degree. See an advisor for details.

Career Program

Nursing—Registered Nurse Track

Associate of Science

Faculty Advisor: Dr. Nancy Perry · Phone: 410-386-8231 · Email: nperry@carrollcc.edu

The Associate Degree Nursing Program has been approved by the Maryland Board of Nursing. After completing pre-clinical requirements, students will complete four terms of clinical study. A minimum grade of C is required in all courses in the nursing program and science courses must be completed within 5 years of entering the clinical courses. This program admits students selectively; see page 16 for admissions procedures and requirements. Minimum entrance GPA is 2.500.

This plan of study prepares the student for the national licensure examination for registered nursing (NCLEX-RN).



Carroll Community College currently offers Associate to Bachelors programs with Towson, Frostburg and Stevenson. These programs allow students who are enrolled in the Associate of Science, Registered Nurse, program to concurrently take courses towards a BSN degree. See an advisor for details.

* Within the last 5 years

= Within 5 years of BIOL-210 and BIOL-215

Must have a minimum grade of C

Pre-clinical Requirements:

	ARTS AND HUMANITIES (ENGL-102, -201, -202, -211 or -240 required)	3
	ARTS AND HUMANITIES (from Fine and Performing Arts or Communications areas required)	3
#=BIOL-101	BIOLOGICAL AND PHYSICAL SCIENCES	4
*#BIOL-210	BIOLOGICAL AND PHYSICAL SCIENCES	4
#ENGL-101	ENGLISH COMPOSITION	3
#MATH-115	MATHEMATICS	4
#PSYC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
#PSYC-211	SOCIAL AND BEHAVIORAL SCIENCES	3
#SOC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
*#BIOL-211	Human Anatomy and Physiology 2	4
*#BIOL-215	Microbiology	4

Clinical Requirements:

#NURS-131	Health Assessment	1
#NURS-132	Medication Administration	2
#NURS-133	Nursing Concepts 1	5
#NURS-140	Nursing Concepts 2	9
#NURS-233	Nursing Concepts 3	8
#NURS-242	Nursing Concepts Clinical 4	7
Total Credits		70

 Diversity/World View requirement met (NURS-133, NURS-140, NURS-233, NURS-242 and SOC-101).

Career Program

Nursing—Registered Nurse Track for Licensed Practical Nurses

Associate of Science

Faculty Advisor: Dr. Nancy Perry · Phone: 410-386-8231 · Email: nperry@carrollcc.edu

Licensed Practical Nurses with an active, unencumbered Maryland license are able to complete the Associate Degree Nursing Program after fulfillment of the degree requirements. In addition, they will need to complete NURS-131, NURS-132 and NURS-203 in the summer before they begin the program of study. After successful completion of these courses with a minimum grade of C, they will be awarded nine articulated credits for the first year of the program. Minimum entrance GPA is 2.500.

Practical Nursing Graduates from Carroll Community College:



Graduates of the practical nursing certificate program who return within 2 years of completion with an active Maryland unencumbered practical nursing license, fulfillment of the degree requirements and successful score at the end of the first year HESI exam will not be required to complete any additional courses. Graduates with an active Maryland unencumbered practical nursing license and fulfillment of the degree requirements, who return after more than 2 years after degree completion, will need to successfully complete NURS-203 the summer before they begin the program of study. Minimum entrance GPA is 2.500.

* Within the last 5 years

= Within 5 years of BIOL-210 and BIOL-215

Must have a minimum grade of C

Pre-clinical Requirements:

	ARTS AND HUMANITIES (ENGL-102, -201, -202, -211 or -240 required)	3
	ARTS AND HUMANITIES (from Fine and Performing Arts or Communications areas required)	3
#=BIOL-101	BIOLOGICAL AND PHYSICAL SCIENCES	4
*#BIOL-210	BIOLOGICAL AND PHYSICAL SCIENCES	4
#ENGL-101	ENGLISH COMPOSITION	3
#MATH-115	MATHEMATICS	4
#PSYC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
#PSYC-211	SOCIAL AND BEHAVIORAL SCIENCES	3
#SOC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
*#BIOL-211	Human Anatomy and Physiology 2	4
*#BIOL-215	Microbiology	4

Clinical Requirements:

#NURS-131	Health Assessment	1
#NURS-132	Medication Administration	2
#NURS-140	Nursing Concepts 2 (Articulated credit with unencumbered Maryland LPN license and successful completion of NURS-203)	9
#NURS-203	LPN to RN Transition	5
#NURS-233	Nursing Concepts 3	8
#NURS-242	Nursing Concepts Clinical 4	7
Total Credits		70

 Diversity/World View requirement met (NURS-133, NURS-140, NURS-233, NURS-242 and SOC-101).

Career Program

Nursing—Practical Nursing Track

Certificate

Faculty Advisor: Dr. Nancy Perry · Phone: 410-386-8231 · Email: nperry@carrollcc.edu

The Carroll Community College Practical Nursing program has been approved by the Maryland Board of Nursing. After completing pre-clinical requirements, students will complete fall, spring and summer terms. A minimum grade of C is required in all courses in the nursing program; science courses must be completed within 5 years of entering the clinical courses. This program admits students selectively; see page 16 for admissions procedures and requirements. Minimum GPA is 2.500.



The following plan of study prepares the student for the national licensure examination for practical nursing (NCLEX-PN).

* Within the last 5 years

= Within 5 years of BIOL-210 and BIOL-215

Must have a minimum grade of C in all courses

Pre-clinical Requirements:

	ARTS AND HUMANITIES (ENGL-102, -201, -202, -211 or -240 required)	3
	ARTS AND HUMANITIES (Fine and Performing Arts or Communications Areas required)	3
#=BIOL-101	BIOLOGICAL AND PHYSICAL SCIENCES	4
*#BIOL-210	BIOLOGICAL AND PHYSICAL SCIENCES	4
#ENGL-101	ENGLISH COMPOSITION	3
#MATH-115	MATHEMATICS	4
#PSYC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
#PSYC-211	SOCIAL AND BEHAVIORAL SCIENCES	3
#SOC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
*#BIOL-211	Human Anatomy and Physiology 2	4
*#BIOL-215	Microbiology	4

Clinical Requirements:

#NURS-131	Health Assessment	1
#NURS-132	Medication Administration	2
#NURS-133	Nursing Concepts 1	5
#NURS-140	Nursing Concepts 2	9
#NURS-225	Practical Nursing Concepts	7
Total Credits		62

 Diversity/World View requirement met (NURS-133, NURS-140, SOC-101)

Transfer Program

Arts and Sciences—Pre-Nursing Transfer Recommendation

Associate of Arts

Advising and Transfer Center · Phone: 410-386-8435 · Email: advise@carrollcc.edu

Students wishing to directly pursue B.S.N. nursing degrees are choosing various clinical-program options from the surrounding four-year colleges. Regardless of the clinical program chosen, there are certain core courses common to all programs and those can be completed at Carroll Community College. Some or all of the remaining courses may be required by external nursing programs. Students should plan their courses after checking the specific program requirements and procedures of the transfer institutions they expect to attend and conferring with the nursing advisor.







Carroll Community College currently offers Associate to Bachelors programs with Towson, Frostburg and Stevenson. These programs allow students who are enrolled in the Associate of Science, Registered Nurse, program to concurrently take courses towards a BSN degree. See an advisor for details

* Asterisked courses are required for all collegiate nursing programs, including Carroll Community College's program.

Program Requirements (Any 29 elective credits required for graduation.):

*BIOL-210	Human Anatomy and Physiology 1	4
*BIOL-211	Human Anatomy and Physiology 2	4
*BIOL-215	Microbiology	4
*PSYC-211	Human Development through the Life Span	3
	Refer to ARTSYS and the receiving Institution's catalog to select transferable courses.	14

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES	6
	BIOLOGICAL AND PHYSICAL SCIENCES (BIOL-101 recommended)	7 – 8
	EMERGING ISSUES	3
* 	ENGLISH COMPOSITION AND LITERATURE	6
* 	MATHEMATICS	3 – 5
* 	SOCIAL AND BEHAVIORAL SCIENCES (*PSYC-101 and *SOC-101 recommended)	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Nursing) will not appear on the Carroll transcript or diploma.

Career Program

Office Technology

Faculty Advisor: Margo Chaney Adkins · Phone: 410-386-8253 · Email: mchaney@carrollcc.edu

These curricula prepare students for administrative careers in industry, government, medicine and law. Each course seeks to provide students not only with technical skills, but also with the necessary analytical and conceptual skills to perform successfully in the modern office environment. Many of the courses offered in the Office Technology program may be taken in a self-directed mode of instruction. Students may wish to take individual courses to meet personal or vocational goals, complete Letter of Recognition or earn a Certificate in Office Technology.

Certificate

The Certificate in Office Technology is designed to provide opportunities for students to obtain and validate information technology skills that will be valued in the workplace. Students may complete the program within one year of full-time study, or over multiple terms as a part-time student. Upon successful completion, students will be qualified for employment as administrative assistants, executive assistants and office managers.

Certificate Requirements/Recommended Sequence:

BUAD-101	Introduction to Business	3
CIS-101	Introduction to Computer Information Systems	3
OFFC-102	Keyboarding 2 for Computer Usage	3
CIA-111	Outlook	2
CIA-125	Word	4
CIA-135	Excel	4
BUAD-150	Human Relations	3
CIA-155	PowerPoint	3
CIA-170	Access	3
Total Credits		28

View Gainful Employment Disclosure information for this program by visiting www.carrollcc.edu/gainfulemploymentdisclosures.

Letter of Recognition

Administrative Assistant

Letter of Recognition

Faculty Advisor: Margo Chaney Adkins · Phone: 410-386-8253 · Email: mchaney@carrollcc.edu

The duties of an Administrative Assistant vary from organization to organization. Administrative Assistants are information specialists who facilitate the flow of information into the organization through receiving and responding to requests via mail, email and phone, as well as from other parts of the organization. They also assist in the dissemination of information through the creation of effective written correspondence. The Letter of Recognition program assists students in developing technology skills required for success in this field.

Letter Requirements:

OFFC-102	Keyboarding 2 for Computer Usage	3
CIA-111	Outlook	2
CIA-125	Word	4
OFFC-201	Advanced Keyboarding	3
Total Credits		12

A Letter of Recognition is an informal award and will not appear on your Carroll Community College transcript. To request a Letter of Recognition, please visit Records, room A112, to complete a request form.

The Microsoft Office Specialist Program

Faculty Advisor: Margo Chaney Adkins · Phone: 410-386-8253 · Email: mchaney@carrollcc.edu

The Microsoft Office Specialist Program is a validation program that gives successful candidates the credentials to prove their ability to use the full functionality of Microsoft Office applications efficiently and productively. Although an individual may be skilled at Microsoft Word, Microsoft Excel and other Microsoft applications, external validation of skill level is important to both employer and employee.

The following Office Application certification levels are now available:

- Microsoft Word (Core and Expert)
- Microsoft Excel (Core and Expert)
- Microsoft PowerPoint
- Microsoft Access
- Microsoft Outlook
- Microsoft OneNote
- Microsoft SharePoint
- Comprehensive Master Certification

Visit the Microsoft Office Specialist website at www.certipoint.com for a detailed listing of the skills tested on each exam. Carroll Community College offers a variety of courses to prepare you to take the Microsoft Office Specialist certification tests. Day, evening and online courses are available in flexible formats.

Transfer Program


Arts and Sciences—Philosophy Transfer Recommendation

Associate of Arts

Faculty Advisor: Mr. Don Hoepfer · Phone: 410-386-8227 · Email: dhoepfer@carrollcc.edu

The recommended transfer pattern for Philosophy provides knowledge and skills in an assortment of philosophy courses. Graduates are well positioned to transfer to Maryland institutions, as well as out-of-state programs. Students are advised to investigate opportunities to take coursework concurrently at McDaniel College or Hood College. For details about these special agreements, consult with an academic advisor in the Advising and Transfer Center. By using ARTSYS (artsys.usmd.edu), students can plan a course of study that will transfer seamlessly to a baccalaureate degree-granting institution.

Mr. Hoepfer's Recommended Program Electives (any 29 elective credits required for graduation):

PHIL-101	Introduction to Philosophy	3
PHIL-105	Ethics	3
PHIL-110	Practical Logic	3
Electives	Choose 4 from PHIL-115, -120, -201, -210, -215, -220, or -225	12
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	3 – 29

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES (-102 level of a World Language recommended)	6
	BIOLOGICAL AND PHYSICAL SCIENCES	7 – 8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS	3 – 5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Philosophy) will not appear on the Carroll transcript or diploma.

Career Program

Physical Therapist Assistant

Associate of Applied Sciences

Faculty Advisor: Sharon Reid · Phone: 410-386-8259 · Email: sreid@carrollcc.edu

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 pages 16 – 17 of this catalog and the current PTA brochure 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. Program graduation requirements are subject to change.

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 at 410-386-8259.

* Must have a minimum grade of C

Pre-clinical Requirements:

*📖	ARTS AND HUMANITIES or ENGLISH LITERATURE	3
BIOL-101	BIOLOGICAL AND PHYSICAL SCIENCES	4
*BIOL-210	BIOLOGICAL AND PHYSICAL SCIENCES	4
*📖	ENGLISH COMPOSITION	3
*📖	MATHEMATICS	3–5
*PSYC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
*BIOL-211	Human Anatomy and Physiology 2	4

Clinical Requirements:

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
Total Credits		69

👁️ Diversity/World View requirement met (PTA-101, PTA-111, PTA-212, PTA-213, PTA-231)

Mid-Maryland Allied Healthcare Education Consortium: Degree awarded by Carroll Community College

Program Philosophy

Physical therapy is a systematic holistic treatment approach taking into consideration the origin, nature and prognostic expectations of physical dysfunction. The discipline is person-centered and demands active cooperation between the individual patient and therapist. The patient/therapist team should focus on assisting the patient to regain a maximum level of physical function consistent with changing perceptions of expectations and outcomes. Lastly, physical therapy goals are always developed in concert with patient needs and realistic rehabilitative prognosis. To this end, the Carroll Community College Physical Therapist Assistant program is a problem-solving based curriculum that invites modifications based on community needs and resources. In addition, the changing needs and experiences of participating students are addressed in program adjustments throughout the existence of the program.

Program Mission

The mission of the Carroll Community College Physical Therapist Assistant program is threefold. First, the program is committed to providing an atmosphere of shared accountability in the teaching/learning process between program students and faculty. Second, the program provides physical therapy services to the community consistent with the program philosophy described above. Finally, the program administration and instruction is committed to anticipating and addressing issues affecting the physical therapy community at the local, state and national levels.

Transfer Program


Arts and Sciences—Physics Transfer Recommendation

Associate of Arts







Faculty Advisor: Dr. Sithy Maharooof · Phone: 410-386-8280 · Email: smaharooof@carrollcc.edu

This sequence provides students with the fundamental background necessary for transfer into a four-year institution's physics program. Because four-year institutions vary in their requirements, Carroll students are expected to check with their chosen transfer institution and consult with a Carroll academic advisor.

Program Requirements (any 29 elective credits needed to graduate):

MATH-136	Calculus 2	4
MATH-205	Multivariable Calculus	4
MATH-215	Differential Equations	4
PHYS-111	Physics 1 for Scientists and Engineers	4
PHYS-212	Physics 2 for Scientists and Engineers	4
PHYS-213	Physics 3 for Scientists and Engineers	4
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	5

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES	6
	BIOLOGICAL AND PHYSICAL SCIENCES (CHEM-105 and CHEM-106 recommended)	7–8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (MATH-135 recommended)	3–5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

Transfer Program


Arts and Sciences—Political Science and Legal Studies Transfer Recommendation

Associate of Arts







Faculty Advisor: Dr. Mike Stovall · Phone: 410-386-8206 · Email: mstovall@carrollcc.edu

The Arts and Sciences—Political Science and Legal Studies recommendation at Carroll Community College offers a broad perspective of the U.S. Government with emphasis on the legal system. Students completing this sequence will be well-positioned to pursue political science, government, or pre-law bachelor's degrees at various colleges and universities, including Towson University (political science), UMBC (political science), University of Maryland-College Park (government and politics), Stevenson University (pre-law). By using ARTSYS (artsys.usmd.edu), students can plan a course of study that will transfer seamlessly to an upper-division school of choice.

Dr. Stovall's Recommended Program Electives (any 29 elective credits required for graduation):

HIST-106	History of the United States from 1876	3
PSLS-101	Introduction to Law	3
PSLS-110	Criminal Law	3
PSLS-111	Criminal Evidence and Procedure	3
PSLS-125	Constitutional Law	3
PSLS-205	Business Law	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	11

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES (HIST-105 and COMM-105 recommended)	6
	BIOLOGICAL AND PHYSICAL SCIENCES	7–8
	EMERGING ISSUES (DVTY-115 recommended)	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (MATH-115 recommended)	3–5
	SOCIAL AND BEHAVIORAL SCIENCES (ECON-100 and PSLS-100 recommended)	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Political Science and Legal Studies) will not appear on the Carroll transcript or diploma.

Transfer Program


Arts and Sciences—Psychology Transfer Recommendation

Associate of Arts







Faculty Advisors: Laura Bittner · Phone: 410-386-8257 · Email: lbittner@carrollcc.edu

The Arts and Sciences—Psychology transfer recommendation provides students with knowledge and skills related to the psychological and emotional needs of individuals; basic terminology; major theories; and insight into psychological development. By using the online ARTSYS program at artsys.usmd.edu, students can plan a course of study that will transfer seamlessly to an upper division school of choice. See page 38 for information about the psychology honor society, Psi Beta.

Ms. Bittner's Recommended Program Electives (any 29 elective credits required for graduation):

HIST-102	Western Civilization 2	3
PSYC-107	Positive Psychology	3
PSYC-201	Abnormal Psychology	3
PSYC-205	Social Psychology	3
PSYC-211	Human Development through the Life Span	3
PSYC-235	Introduction to Helping and Counseling Skills	3
PHIL-101	Introduction to Philosophy	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	8

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES (HIST-101 recommended)	6
	BIOLOGICAL AND PHYSICAL SCIENCES (BIOL-101 recommended)	7 – 8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (MATH-115 recommended)	3 – 5
	SOCIAL AND BEHAVIORAL SCIENCES (PSYC-101 and SOC-101 recommended)	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Psychology) will not appear on the Carroll transcript or diploma.

Career Program

Respiratory Care

Associate of Applied Sciences

Mid-Maryland Allied Healthcare Education Consortium

A Combined Program with Frederick Community College

Carroll Contacts: Candace Edwards (new students) / Advising and Transfer Center (current students)

Phone: 410-386-8430/410-386-8435 · Email: admissions@carrollcc.edu / advise@carrollcc.edu

Frederick Contact: Jennifer McAninley, 301-846-2471 · Email: jmcaninley@frederick.edu

This degree prepares students to assume responsible positions as part of the health care team and focuses on the use of objective scientific data as well as theory to train students to solve complex problems in the clinical setting. Students receive specialized training in the areas of diagnosis, treatment, management and preventative care for patients with cardiopulmonary disorders. Respiratory Care students participate in various classroom, laboratory and clinical experiences. The laboratory experience provides the opportunity for hands-on experience in preparation for clinical practice in diverse clinical settings. A minimum grade of C must be earned in all courses. Upon completion of the program, the student will be eligible to sit for the National Registry Examination administered by the National Board of Respiratory Care (NBRC). The Frederick Community College Respiratory Care Program is accredited by the Committee on Accreditation for Respiratory Care in cooperation with the Commission on Accreditation of Allied Health Education Programs and the Council on Higher Education Accreditation.

A grade of C or better is required in all courses.

Pre-clinical Requirements to be completed at Carroll Community College:

COMM-105	ARTS AND HUMANITIES	3
BIOL-101	BIOLOGICAL AND PHYSICAL SCIENCES	4
BIOL-210	BIOLOGICAL AND PHYSICAL SCIENCES	4
	ENGLISH COMPOSITION	3
	MATHEMATICS	3–5
PSYC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
BIOL-211	Human Anatomy and Physiology 2	4
BIOL-215	Microbiology	4
Elective	Any HLTH or PHED course (HLTH-201, Women's Health, recommended)	1

Clinical Requirements to be completed at Frederick Community College:

RC 100	Introduction to Respiratory Care	2
RC 102	Fundamentals of Respiratory Care	4
RC 103	Pharmacology	3
RC 104	Gas Exchange Physiology	2
RC 105	Cardiopulmonary & Renal Anatomy & Physiology	3
RC 107	Principles of Mechanical Ventilation	4
RC 109	Clinical Practicum I	2
RT 110	Clinical Practicum II	2
RT 202	Neonatal & Pediatric Respiratory Care	3
RT 203	Pulmonary Rehabilitation & Home Care	2
RT 204	Cardiac Monitoring and Diagnostics	4
RT 205	Professional Seminar	2
RT 206	Pulmonary Diagnostics	2
RC 207	Cardiopulmonary & Renal Pathophysiology	3
RC 208	Clinical Practicum III	2
RC 209	Clinical Practicum IV	2

Mid-Maryland Allied Healthcare Education Consortium: Degree awarded by Frederick Community College. Please refer to the Frederick Community College catalog for additional information. Must complete a Diversity/World View course.

Transfer Program


Arts and Sciences—Social Work Transfer Recommendation

Associate of Arts







Faculty Advisor: Dr. Mike Stovall · Phone: 410-386-8206 · Email: mstovall@carrollcc.edu

The Arts and Sciences—Social Work recommendation at Carroll Community College provides basic knowledge of human behavior and a foundation for continued study in Social Work. Graduates are suitably prepared to transfer to four-year colleges and universities in Maryland as well as other states. By following this sequence, students will be well-positioned to transfer to social work programs at McDaniel College, Hood College, UMBC, or Salisbury University. Students who intend to transfer to McDaniel may take SW2214 for the cost of a Carroll course. Students may also consider a free course at Hood College, SOWK 201. For details about either of these special agreements, see an academic advisor in the Advising and Transfer Center. By using ARTSYS at artsys.usmd.edu, students can plan a course of study that will transfer seamlessly to an upper division school of choice.

Dr. Stovall's Recommended Program Electives (Any 29 elective credits required for graduation):

PSYC-211	Human Development through the Life Span	3
SOC-105	Marriage and the Family	3
SOC-110	Social Problems	3
SOC-125	Introduction to Aging Studies	3
	Spanish or other languages	6
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	11

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES (HIST-102 and SPAN-102 recommended)	6
	BIOLOGICAL AND PHYSICAL SCIENCES (BIOL-105 and ENV-100 recommended)	7 – 8
	EMERGING ISSUES (DVTY-115 recommended)	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (MATH-115 recommended)	3 – 5
	SOCIAL AND BEHAVIORAL SCIENCES (PSYC-101 and SOC-101 recommended)	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Social Work) will not appear on the Carroll transcript or diploma.

Transfer Program


Arts and Sciences—Sociology/Anthropology Transfer Recommendation

Associate of Arts







Faculty Advisor: Dr. Mike Stovall · Phone: 410-386-8206 · Email: mstovall@carrollcc.edu

The Arts and Sciences—Sociology/Anthropology recommendation at Carroll Community College provides basic knowledge of human behavior and a foundation for continued study in Sociology and/or Anthropology. Graduates are suitably prepared to transfer to four-year colleges and universities in Maryland as well as other states. By following this sequence, students will be well-positioned to transfer to Towson University (sociology or anthropology), University of Maryland (sociology or anthropology), McDaniel College (sociology), Hood College (sociology), UMBC (sociology or anthropology), or Salisbury University (sociology). By using ARTSYS at artsys.usmd.edu, students can plan a course of study that will transfer seamlessly to an upper division school of choice.

Dr. Stovall's Recommended Program Electives (Any 29 elective credits required for graduation):

ANTH-201	Anthropology of American Culture	3
GEOG-105 or -201	Human Geography or Regional Geography	3
PSYC-205	Social Psychology	3
SOC-105	Marriage and the Family	3
SOC-110	Social Problems	3
SOC-125	Introduction to Aging Studies	3
	Spanish or other languages	6
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	5

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES (SPAN-102 and HIST-102 or HIST-106 recommended)	6
	BIOLOGICAL AND PHYSICAL SCIENCES	7 – 8
	EMERGING ISSUES (DVTY-115 recommended)	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS (MATH-115 recommended)	3 – 5
	SOCIAL AND BEHAVIORAL SCIENCES (ANTH-101 and SOC-101 recommended)	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Sociology/Anthropology) will not appear on the Carroll transcript or diploma.

Career Program

Surgical Technology

Associate of Applied Sciences

Mid-Maryland Allied Healthcare Education Consortium

A Combined Program with Frederick Community College

Carroll Contacts: Candace Edwards (new students) / Advising and Transfer Center (current students)

Phone: 410-386-8430/410-386-8435 · Email: admissions@carrollcc.edu/ advise@carrollcc.edu

Frederick Contact: Jennifer McAninley, 301-846-2471 · Email: jmcaninley@frederick.edu

Building on their Surgical Technology Certificate achievement, students prepare for a diversified role in the medical or business fields by completing additional coursework. CA.A.HEP Accreditation entitles program graduates to apply to sit for the national certifying examination in surgical technology. A minimum grade of C in all coursework must be obtained. Enrollment is limited by the availability of clinical facilities.

A grade of C or better is required in all courses.

Pre-clinical Requirements to be completed at Carroll Community College:

COMM-105	ARTS AND HUMANITIES	3
BIOL-101	BIOLOGICAL AND PHYSICAL SCIENCES	4
BIOL-210	BIOLOGICAL AND PHYSICAL SCIENCES	4
ENGL-101	ENGLISH COMPOSITION	3
PSYC-101 or SOC-101	SOCIAL AND BEHAVIORAL SCIENCES	3
	MATHEMATICS	3–5
BIOL-211	Human Anatomy and Physiology 2	4
BIOL-215	Microbiology	4
HIT-111	Medical Terminology	3
HLTH or PHED	Elective (HLTH-201 recommended)	1–3

Clinical Requirements to be completed at Frederick Community College:

ST-100	Fundamentals of Surgical Tech I	6
ST-101	Introduction to Surgical Tech	6
ST-105	Clinical Practicum	5
ST-120	Surgery Essentials	3
ST-200	Fundamentals of Surgical Technology II	12

Mid-Maryland Allied Healthcare Education Consortium: Degree awarded by Frederick Community College.

Please refer to the Frederick Community College catalog for additional information.

Career Program

Surgical Technology

Certificate

Mid-Maryland Allied Healthcare Education Consortium

A Combined Program with Frederick Community College

Carroll Contacts: Candace Edwards (new students) / Advising and Transfer Center (current students)

Phone: 410-386-8430/410-386-8435 · Email: admissions@carrollcc.edu / advise@carrollcc.edu

Frederick Contact: Jennifer McAninley, 301-846-2471 · Email: jmcAninley@frederick.edu

This certificate provides students with a foundation in the principles and practices of the surgical technologist's role in the phases of the surgical experience. The foundations of practice are applied through extensive preceptored clinical experience. CA.A.HEP Accreditation entitles program graduates to apply to sit for the national certifying examination in surgical technology. A minimum grade of C in all coursework must be obtained. Enrollment is limited by the availability of clinical facilities.

Pre-clinical Requirements to be completed at Carroll Community College:

BIOL-101	BIOLOGICAL AND PHYSICAL SCIENCES	4
COMM-105	ARTS AND HUMANITIES	3
BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
HIT-111	Medical Terminology	3

Clinical Requirements to be completed at Frederick Community College:

ST-100	Fundamentals of Surgical Tech I	6
ST-101	Introduction to Surgical Tech	6
ST-105	Clinical Practicum	5
ST-120	Surgery Essentials	3
ST-200	Fundamentals of Surgical Technology II	12

Mid-Maryland Allied Healthcare Education Consortium: Certificate awarded by Frederick Community College.

Please refer to the Frederick Community College catalog for additional information.

Career Program

Technical and Professional Studies

Associate of Applied Sciences

Faculty Advisor: Robert Brown · Phone: 410-386-8224 · Email: rbrown@carrollcc.edu

This program of study is designed to combine General Education, appropriate elective, and specialized courses to meet employment requirements. Students are expected to complete a core of General Education requirements. In addition, students must complete an MHEC approved certificate program of at least 30 credits (and submit an official transcript to the Records Office). Electives should be chosen to fill the gap between the number of credits of the certificate and the total of credits from General Education courses to meet the 60-credit graduation requirement.

The Radiography certificate from Johns Hopkins Hospital works well with this degree. To apply to this program, complete the following courses then apply to Hopkins: BIOL-101, BIOL-210, BIOL-211, ENGL-101, MATH-123, PSYC-101, COMM-105, plus 5 elective credits. When nearing completion of the Hopkins program, contact Carroll's Advising Office about reverse transfer to graduate under this degree. These courses with the 35-credit Radiography certificate will meet the requirements for the Carroll Technical and Professional Studies AAS degree.

Program Requirements:

MHEC Approved Certificate Program	30+
Electives	0 – 11

General Education Requirements (📖 See pages 43 – 44 for details):

📖	ARTS AND HUMANITIES	3
📖	BIOLOGICAL AND PHYSICAL SCIENCES	4
📖	ENGLISH COMPOSITION	3
📖	MATHEMATICS	3 – 5
📖	SOCIAL AND BEHAVIORAL SCIENCE	3
📖	ARTS AND HUMANITIES, BIOLOGICAL AND PHYSICAL SCIENCES, MATHEMATICS, or SOCIAL AND BEHAVIORAL SCIENCE (👁 Diversity World View course recommended)	3
	Total Credits	60

👁 Diversity/World View requirement is not met by program requirements. Please be sure to select an appropriate course from General Education choices to meet this requirement.

The Carroll diploma will specify the degree conferred (i.e. Associate of Applied Science).

Transfer Program

Arts and Sciences—Theatre Transfer Recommendation

Associate of Arts


Faculty Advisor: Jane R. Frazier · Phone: 410-386-8279 · Email: jfrazier@carrollcc.edu

Graduates following the Arts and Sciences—Theatre recommendation at Carroll Community College are well positioned to transfer to four-year colleges and universities in Maryland as well as other states. The courses in the sequence are transfer oriented and form the basis of a solid foundation in the liberal arts. By using the online ARTSYS program, artsys.usmd.edu, students can plan additional courses will also transfer to a baccalaureate degree-granting institution.







The Theatre recommendation will provide knowledge and skills in drama, expressive communication, performance, technical theatre, and production. This sequence carefully nurtures developing performing artists by providing the training, knowledge, experience, and artistic vision necessary to succeed in professional theatre.

Students are advised to investigate opportunities to take coursework concurrently at McDaniel College or Hood College. For details about these special agreements, consult with an academic advisor in the Advising and Transfer Center.

Ms. Frazier's Recommended Program Electives (any 29 elective credits required for graduation):

THTR-101	Theatre Appreciation	3
THTR-110 or -200	Acting for Non-Majors (Design/Tech) or Acting Fundamentals (Performance)	3
THTR-115	Stagecraft	4
THTR-125	Theatre Practicum 1	3
THTR-137	Script Analysis	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses as necessary to meet the 60 credit degree total.	13
	If interested in Performance: Movement for the Actor, Voice for the Actor, Advanced Acting, and other theatre or music electives are recommended.	
	If interested in Design & Technology: Theatre Practicum, Introduction to Theatre Design, Stage Management, and other theatre or entertainment technology electives are recommended.	

General Education Requirements (See pages 42–43 for details):

	ARTS AND HUMANITIES (COMM-105 and THTR-110 recommended)	6
	BIOLOGICAL AND PHYSICAL SCIENCES	7–8
	EMERGING ISSUES (FN-101 recommended)	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS	3–5
	SOCIAL AND BEHAVIORAL SCIENCES (PSYC-101 and SOC-101 recommended)	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Theatre) will not appear on the Carroll transcript or diploma.

Transfer Program

Arts and Sciences—Visual Art Transfer Recommendation


Associate of Arts

Faculty Advisor: Jessi Hardesty · Phone: 410-386-8256 · Email: jhardesty@carrollcc.edu







Students following the Arts and Sciences—Visual Arts recommendation at Carroll Community College are well positioned to transfer to four-year colleges and universities in Maryland as well as other states. The courses in the sequence are transfer oriented and form the basis of a solid foundation in the liberal arts. By using the online ARTSYS program, artsys.usmd.edu, students can plan additional courses will also transfer to a baccalaureate degree-granting institution.

The mission of the Visual Art faculty is to equip graduates with both the studio and creative skills essential to preparing them for a range of art related jobs or acceptance into degree-granting institutions. To this end, we provide students with experience in a full range of art media and a variety of instructional methods designed to lay a broad foundation in studio production. Additionally, students are exposed to the role of art in culture and diversity in the making of art world-wide. The courses emphasize analytical thinking, problem solving and critical thinking skills conducive not only to the making of art but to life-long learning.

Ms. Hardesty's Recommended Sequence of Electives (any 29 elective credits required for graduation):

ART-101	Fundamentals of Art	3
ART-120	Drawing 1	3
ART-130	Painting 1	3
ART-115	Color	3
ART-105	2D Design	3
ART-110	3D Design	3
ART-135	Art History 1	3
ART-136	Art History 2	3
ART-210, -220, or -230	Elements of Printmaking (2 fall term only), Drawing 2, or Painting 2	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	2

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES	6
	BIOLOGICAL AND PHYSICAL SCIENCES	7–8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS	3–5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. Visual Art) will not appear on the Carroll transcript or diploma.

Letter of Recognition

Visual Art—Studio

Letters of Recognition

Faculty Advisor: Jessi Hardesty · Phone: 410-386-8256 · Email: jhardesty@carrollcc.edu

A Letter of Recognition is available in Visual Art, Studio. The student is required to take three courses (9 credits) for completion. Either series of course choices will provide a fundamental proficiency in the related media of those applied arts. The Art Appreciation lecture component serves as a unifying overview in the theory and history of visual art and design.

This Letter has been formulated for the student who is looking for quick preparation when heading for a visual art related career, but who is not committed to, or who does not need a degree program. This Letter is also directed toward students/professionals in the field of computer graphics who need a solid design enhancement package.

Recommended for commercial and graphic design careers:

Letter Requirements:

ART-105	2-D Design	3
ART-115	Color	3
Program Elective	ART-110 or ART-125 or CGR-105	3
Total Credits		9

A Letter of Recognition is an informal award and will not appear on your Carroll Community College transcript. To request a Letter of Recognition, please visit Records, room A112, to complete a request form.

Recommended for fine art/art therapy/decorating careers:

Letter Requirements:

ART-120	Drawing 1	3
ART-130	Painting 1	3
Program Elective	ART-110 or ART-115 or ART-125	3
Total Credits		9

A Letter of Recognition is an informal award and will not appear on your Carroll Community College transcript. To request a Letter of Recognition, please visit Records, room A112, to complete a request form.

Transfer Program

Arts and Sciences—World Languages Transfer Recommendation

Associate of Arts


Advisor: Ms. Rebecca Maurio · Phone: 410-386-8641 · Email: rmaurio@carrollcc.edu

The recommended transfer pattern for Arts and Sciences—World Languages provides knowledge and skills in an assortment of languages, including French, German and Spanish. Graduates are well-positioned to transfer to Maryland institutions, as well as out-of-state programs. Students are advised to investigate opportunities to take coursework concurrently at McDaniel College or Hood College. For details about these special agreements, consult with an academic advisor in the Advising and Transfer Center. By using ARTSYS (artsys.usmd.edu), students can plan a course of study that will transfer seamlessly to a baccalaureate degree-granting institution.








CLEP and AP credits may be used. Send official scores to the Records Office.

Students interested in teaching languages should consult with Ms. Maurio or Ms. Susan Sies, faculty chair for Education.

Ms. Maurio's Recommended Program Electives (any 29 elective credits required for graduation):

-101	Elementary Language (French, German, and/or Spanish)	3–9
-102	Elementary Language 2 (a -102 course meets one of the Arts and Humanities Area requirements)	3–9
-201	Intermediate Language (French, German, and/or Spanish)	3–9
-202	Intermediate Language 2 (French, and/or Spanish)	3–9
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses, as necessary to meet the 60 credit degree total.	3–9

General Education Requirements (See pages 43 – 44 for details):

	ARTS AND HUMANITIES (-102 level language recommended)	3
	ARTS AND HUMANITIES (HIST-101 recommended)	3
	BIOLOGICAL AND PHYSICAL SCIENCES	7–8
	EMERGING ISSUES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	MATHEMATICS	3–5
	SOCIAL AND BEHAVIORAL SCIENCES (ANTH-101, PSL-100, and/or SOC-101 recommended)	6
	Total Credits	60

 Diversity/World View requirement met (ENGL-102).

The Carroll diploma will specify the degree conferred (i.e. Associate of Arts). Students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course requirements. Arts and Sciences recommendation program titles (i.e. World Language) will not appear on the Carroll transcript or diploma.

Distance Learning

Distance Learning at Carroll Community College

Distance Learning

Distance learning is the general term for learning opportunities other than the traditional classroom-based format. It is any educational process where the student and the instructor are separated by time or distance and connected by a communication technology.

Distance learning courses cover the same competencies and have the same learning objectives as courses offered in the classroom; the difference is in the delivery and time flexibility. Students and instructors use Blackboard, the learning management system at Carroll, for the delivery of distance courses. Through Blackboard, students access course materials, submit assignments interact with one another, complete tests, and actively participate in the course according to a schedule determined by the instructor. Distance learning courses are delivered in these formats: Online, Blended, and Hybrid. Carroll identifies the learning format of courses in the Credit Class Schedule and on WebAdvisor in the schedule details.

Online courses deliver course materials and learning activities completely online. Students may be required to complete activities or take proctored exams or other assessments at a testing center. Instructors facilitate regular asynchronous interaction between students. Dependable access to the internet is absolutely required. The format will be listed as Internet.

Hybrid courses meet more than 50% online, along with some on-site classroom meetings. Hybrid courses use Blackboard or other learning technologies extensively, and use classroom meetings for lecture, active learning, lab experiences, demonstrations, presentations, performance art, etc. Dependable access to the internet is absolutely required. The format will be listed as Hybrid.

Blended courses have a strong on-site classroom component, meeting 50% or less online. Blended courses use Blackboard, or other learning technologies, to post course materials, assignments, or activities. Regular access to the internet is absolutely required. The format will be listed as BLND.

Computer-Based Lecture courses meet in a classroom with an instructor who facilitates student use of learning software. Students use the learning software tool (for example, MyMathLab) and/ or Blackboard as with blended courses. Dependable access to the internet is provided during class meetings, but additional access outside of class is often required. The format will be listed as CBL.

Lecture courses meet entirely in a traditional classroom setting with an instructor who facilitates learning. Blackboard or other software supports these courses and may be utilized to post course materials, assignments, and discussions to accentuate or enhance classroom experiences or to present material if classes are cancelled (due to snow or instructor illness, for example). Regular access to Blackboard will be required. The format will be listed as LECT.

Restrictions on Distance Learning Courses

Effective with the 2014 Winter term, students must have a 2.00 or higher GPA to register for distance learning courses (online, blended, or hybrid). Effective with 2017 Summer term, students must be registered for distance classes on the first day of the term. Under extenuating circumstances, permission for late registration may be granted by the appropriate faculty chair.

Blackboard (Bb)

Carroll Community College uses a learning management system called Blackboard (Bb) to facilitate distance learning. A link to Carroll's Blackboard is found on the college's website. Blackboard is used in varying degrees for all Carroll courses: classroom-based, as well as distance learning. Students have easy access to course materials, interactions with the instructor and other students, course grades, and much more. Blackboard (Bb) is a completely different system than WebAdvisor which holds official records and allows registered students to register for courses and check final course grades. To learn more about Blackboard, visit www.carrollcc.edu/blackboard. For assistance with Blackboard, contact the Bb Help Desk at 410-386-8310 during college operating hours.

Successful Distance Learners

Blackboard course sites are open to students one week before the term officially begins to provide a preview of the course. Students are encouraged to preview course due dates, syllabus, and expectations to assure that the distance learning format will be appropriate. Successful distance learners:

- Are highly motivated, responsible, and self-directed. In a typical 15-week term, students spend 7 – 15 hours per week working on a three-credit online course (11 – 18 for a four-credit course). More time is required when taking a distance-learning course during one of Carroll's accelerated terms.
- Have appropriate technology skills.
- Have home access to required technology.

For more information, see "Distance Learning" on the College website (www.carrollcc.edu/Student-Services/Distance-Learning/). Instructors are prepared to help students learn the course content, however, they do not teach computer literacy skills at the same time. At a minimum, distance learners must be able to access the Internet with a computer that has the latest web browsers and Microsoft Office products, send and receive e-mail attachments, download and upload files, and create, save, and manage files on their computer. Prospective distance learners should take the self-assessment at www.carrollcc.edu/Student-Services/Distance-Learning/Online-Self-Assessment/ to determine if they have the necessary skills for a distance course. To obtain computer literacy skills needed for the 21st century and distance learning, students should take the three-credit Introduction to Computer Information Systems course, CIS-101.

MarylandOnline (MOL)

Carroll Community College is a member of MarylandOnline (MOL), a consortium of Maryland community and four-year institutions that offer courses in an online format. The organization promotes and supports distance learning through a course sharing system between the institutions. Through this membership, Carroll's students may search for, register, and pay the appropriate Carroll tuition rate for any course that has been adopted by the College. Grades from these courses are included in the student's GPA and on their Carroll transcript as a Carroll course. To learn more, speak with an academic advisor, or visit www.marylandonline.org. (Please note: Carroll Faculty Department Chairs must approve adoption of MOL courses if offered through participating schools.)

Interactive Video Courses

Interactive video is a real-time course which meets in a specially equipped classroom (L-296) with other students located at their home college. Up to four colleges can participate in the course. This offers Carroll students the opportunity to participate in selected courses originating at other Maryland colleges. Some courses originate and are led by Carroll faculty and transmitted to

other colleges. In either case, the course instructor is teaching at a distance from one college to students at the remote receiving site.

Continuing Education through Distance Learning

Carroll's Office of Continuing Education and Training offers a wide variety of public courses as well as customized training options for businesses that can be provided online. All that is needed is a computer with Internet access, speakers and an optional microphone. Additionally, national and regional teleconferences can be down-linked via satellite for businesses and professionals. These live teleconferences (interactive video) bring pertinent issues and topics (for example, management, agribusinesses, and educational trends) of national magnitude and nationally renowned presenters to the College.

Transfer Information

Transfer Information

Start any Bachelor's degree at Carroll

Carroll Community College courses transfer! Carroll makes every effort to maintain current and accurate transfer information; however, students should always verify information with the intended transfer school. Students may find information about transferring in Maryland at artsys.usmd.edu and www.carrollcc.edu/transfer. Please consult an academic advisor to plan a program of study at Carroll that will transfer to the college of your choice. Students who do not utilize these transfer resources are at risk of losing credits in transfer.

Transfer of Credits, Transcripts

A student who plans to transfer to a four-year college or university must meet the requirements of that institution. Colleges vary widely in their freshman and sophomore requirements. Students are advised to become acquainted with the course requirements of the institution to which they expect to transfer. Academic advisors will help students plan their schedules to meet these requirements so that credits are not lost in transfer. Each student is responsible for seeing that he/she takes the courses necessary for junior-status admission to the chosen four-year college.

Transfer to Other Maryland Institutions of Higher Education

Special transfer policies have been developed by the Maryland Higher Education Commission (MHEC) for community college students transferring to other Maryland institutions of public higher education. This policy allows for uninterrupted progress of the student from one institution to another. Maximum transfer of college-level credits is assured, and transfer students are to be governed by the same academic rules and regulations as apply to native students (students originally enrolled at the four-year college). While there may be additional General Education courses (or specific courses required), by state agreement, Carroll's General Education courses will transfer to Maryland State 4-year institutions and will be accepted toward their General Education course requirements. Students planning to transfer within Maryland should consult ARTSYS or an academic advisor in the Advising and Transfer Center.

An overall grade point average of 2.000 will be assumed as one standard for admission and will be computed on grades received at all institutions attended unless the student presents an Associate of Arts, Associate of Sciences, or Associate of Applied Sciences degree, which guarantees admission on a space-available basis. Certain programs of study require higher grade point averages or may have other selective admissions criteria. Credits transferred from a community college shall normally be limited to approximately one half the bachelor's degree requirements but in no case more than 70 credits.

During the last term at Carroll Community College, request that official transcripts be sent to potential transfer institutions by completing a Transcript Request Form, available in the Records Office, room A112, or online. A \$2.00 fee and the student's signature are required for this service. It is advisable to send transcripts reflecting courses and grades earned to date, as well as a completed transcript when the term ends.

Articulation Agreements

Articulation through ARTSYS: University System of Maryland and more...

ARTSYS, at artsys.usmd.edu, is an online data information system created to help students from Maryland community colleges transfer to most programs in the University System of Maryland and other participating four-year institutions. Through ARTSYS, Carroll Community College maintains articulation (transfer) agreements with the following colleges and universities:

- Bowie State University
- Capitol College
- Coppin State University
- Frostburg State University
- Goucher College
- Hood College
- McDaniel College
- Morgan State University
- Mount Saint Mary's University
- Notre Dame of Maryland University
- Salisbury University
- Saint Mary's College of Maryland
- Stevenson University
- Towson University
- Universities at Shady Grove
- University of Baltimore
- University of Maryland, Baltimore
- University of Maryland, Baltimore County
- University of Maryland, College Park
- University of Maryland, Eastern Shore
- University of Maryland University College
- University System of Maryland—Hagerstown
- Washington College

The State policies regarding transfer can be found on page 241 of this catalog. It has been agreed that all General Education courses will transfer as General Education to any of our Maryland State colleges and universities.

Carroll's Special Transfer Agreements

In addition to agreements with the above colleges and universities, Carroll Community College maintains special agreements with:

- Excelsior College
- Johns Hopkins Hospital School of Medical Imaging
- Mount Saint Mary's Professional Accelerated Studies, Business and Criminal Justice
- Pennsylvania State University, Harrisburg
- Saint Mary's College of Maryland
- Shippensburg University
- Stevenson University
- The University of Maryland
- The University of Maryland Baltimore County (UMBC)
- The University of Maryland University College (UMUC)

Free Course at Hood College

Carroll Community College students have an opportunity to take a free course at Hood College every fall, spring, and summer term. See an academic advisor for information. Eligibility requirements:

- Student must be enrolled as a full-time student at Carroll Community College.
- Course prerequisites must be met.
- The exchange course must not be available at Carroll Community College during the chosen term.

Reduced-Price Course at McDaniel College

Carroll Community College students have a one-time opportunity to take a course at McDaniel College for the price of a Carroll course. See an academic advisor for information. Eligibility requirements:

- Students must have earned at least 24 credits.
- Student must have at least a 2.500 Carroll GPA
- Student must be enrolled in at least nine credits during the chosen term.
- Each student will be allowed one course.

In addition to the one course outlined above, Carroll students may take specific music courses at McDaniel at the Carroll in-county price. See Eric McCullough, Director of Music, or an academic advisor for more information.

Guaranteed Admission Program at Saint Mary's College of Maryland

Carroll students who graduate with a 3.000 cumulative GPA and apply at least six months before the start date of the term they wish to begin at Saint Mary's will be guaranteed admission as a transfer student.

Reduced Tuition at Shippensburg University

Carroll Community College graduates may transfer to Shippensburg University and pay substantially reduced tuition. Students should complete the Dual-Admissions Application to Shippensburg University (available in room A102 or online) before completing 30 Carroll credits and meet with the Coordinator of Transfer Advising.

Mid-Maryland Allied Healthcare Education Consortium

Carroll Community College has joined Frederick and Howard Community Colleges in an innovative program to enhance student access to allied health programs. The Mid-Maryland Allied Healthcare Education Consortium allows students to enter selected programs at any of the three colleges. Students will be advised at their home campuses, where they will also complete most, if not all, of their pre-clinical courses. A negotiated number of seats for each school will eliminate any in-county preference for acceptance. Once accepted into a program, tuition at the transfer institution will be at the in-county rate. Programs currently available include:

- Bioprocessing Technology: Frederick C.C.
- Cardiovascular Technology: Howard C.C.
- Emergency Medical Services—Paramedic: Howard C.C.
- Health Information Technology: Carroll C.C.
- Nuclear Medicine Technology, Frederick C.C.
- Physical Therapist Assistant: Carroll C.C.
- Respiratory Care: Frederick C.C.
- Surgical Technology: Frederick C.C.

For more information or to apply, new students may contact the Senior Director of Enrollment Development at 410-386-8430 or admissions@carrollcc.edu; current students may contact an advisor at 410-386-8435 or advise@carrollcc.edu.

Continuing Education and Training

Continuing Education and Training

Introduction

Continuing Education and Training offers an array of timely and relevant educational opportunities for Carroll County residents. Courses and training programs assist individuals and groups to prepare and keep pace in career, occupational, professional, personal, and cultural growth areas. Non-credit courses are delivered in formats that are convenient and flexible for learners of all ages and abilities, including self-directed learning, traditional classroom, small group seminars, conferences, field study, clinical practicum, and distance learning. Working closely with local businesses, government, and non-profit agencies, Continuing Education and Training provides customized training that meets specific workplace needs. Through the communication technologies of interactive video, satellite downlink and the Internet, students and employers are linked to regional, national, and global resources.

Career and Continuing Professional Education

Continuing Education and Training offers courses and training programs to prepare individuals to enter the workforce and to upgrade current job skills. Industry certification and pre-licensing qualifications can be obtained in many areas. Workforce Training Certificates are awarded in more than forty programs leading to licensure, industry certification and employment. Following are current offerings by major content areas, however, new training programs are developed each year. See the publication "Career. Here" for additional information.

Healthcare Career Training

Healthcare career training programs are available for individuals currently working in the field who are seeking training in different aspects of healthcare and for those who are considering a career for the first time. Healthcare programs include:

- Medical Assistant
- Certified Nursing Assistant
- Pharmacy Technician
- Certified Medicine Aide
- EKG Technician
- Medical Billing
- Medical Coding
- Medical Transcription and Editing
- Phlebotomy Technician
- Dental Assistant
- Sterile Processing Technician

Continuing Education courses are also offered for healthcare professionals in a variety of topics throughout the year.

Computer Applications

Courses are available for the professionals in the field needing to update computer skills, individuals seeking industry certifications, and for those who have little or no computer experience. Courses in all major computer software suites, internet use, desktop publishing, photo and drawing tools for web publication, networks, computer repair, cyber security, Microsoft Office Specialist (MOS) certification, and other specialized applications are available. Many courses are available online, or as a combination of classroom and online.

IT Certification training is also available. Certification Programs include:

- CompTIA A+
- CompTIA Network+
- CompTIA Security+
- Adobe Certified Associate
- Quickbooks Certified User

Workforce Training certificates in Computer Graphics and Digital and Social Media are also available.

Child Care

Child Care continuing education courses offered at Carroll Community College are approved by the Maryland State Department of Education, Office of Child Care and assist childcare professionals in meeting their annual training requirements.

Occupational

A broad array of courses to prepare students to work in, or advance in, a variety of occupations are offered. See the publication "Career. Here" for more information.

- Animal Control Officer
- Electrical Apprenticeship
- Floral Design
- Home Improvement Contractor
- Home Inspector
- Hospitality
- HVAC Apprentice
- Management Development
- Media Production Specialist
- Plumbing Apprentice
- Real Estate Sales Agent
- Truck Driver/CDL-A and CDL-B
- Unmanned Aerial Systems Operator (Drone)
- Veterinary Assistant
- Welder

Classes to prepare for the Maryland Home Improvement Exam are available. The College provides four-year apprenticeship programs in partnership with the Electrical and Plumbing Apprentice Program of Carroll County and the Heating and Air Conditioning Contractors of Maryland.

Professional Development, Licensure, and Certification

Through ongoing interaction with state licensing divisions, professional associations, and other colleges, courses are developed to meet educational and continuing professional education needs in the career areas of real estate, insurance, child care, nursing, accounting, behavioral health (social work, counselors and psychologists), water/waste-water treatment, massage therapy, and other professions. Courses are held in a variety of formats including online, interactive video, and traditional classroom settings. New courses are developed each year.

Leadership and Management

Coursework is available in many leadership and management topics including strategic planning, delegation, emotional intelligence, building trust, ethics, and coaching and counseling employees.

Occupational Spanish

Carroll Community College provides occupational Spanish language training as an Official Registered Provider for Command Spanish®, Inc. This training is designed to help non-Spanish speaking workers communicate with Spanish-speaking clients, customers, and co-workers in a wide variety of occupational fields, including law enforcement, dental and medical, service industry, banking, and construction.

Advantage C: Corporate Training Excellence

Experts agree that the most successful businesses are those that regularly invest in employee training and development. Carroll Community College assists local businesses that recognize the value of this investment by providing flexible and relevant learning opportunities for career, professional, and personal growth through Advantage C. Our flexible and affordable approach helps businesses sharpen and maintain the skills of their workforce, which, in turn, enables them to thrive in today's competitive market. Whether it's management or leadership skills, business communications, computer or technical skills, courses can be customized to meet specific needs and are scheduled at times and locations most convenient for the employer.

Programs and Services

- Computer and software training
- Online training
- Licensure and certification preparation training designed to meet state, national, and industry requirements
- Consortium training designed to help small businesses join resources to address common training needs
- Communication skills, including English for speakers of other languages (ESOL) and Spanish for the workplace
- Interactive videoconferencing and webinars, reducing travel time and increasing productivity for meetings and training sessions

To further its mission of providing services to the business community, the College has established partnerships with Maryland Department of Commerce, Carroll County Office of Economic Development, Maryland Small Business Development Center (SBDC), Business and Employment Resource Center, Carroll County Chamber of Commerce, Carroll County SHRM, Carroll Technology Council, Maryland Job Service, Carroll County Public Schools, and numerous other agencies and business associations.

Carroll is a member of Global Corporate College, a consortium of community colleges meeting corporate training needs world-wide. Partnerships with national and international training organizations bring renowned training curriculum to local employers. Alliances with DDI and Achieve Global enable delivery of widely acclaimed programs in customer service, sales training, team leadership and development, management and supervision, quality and continuous improvement, and personal development. 360 Degree Assessments with consulting and training services are also available to assist with leadership development and executive coaching.

For businesses interested in maximizing the health and wellbeing of their employees, corporate wellness programs can be designed for specific employer and employee needs. CPR, first aid, ACLS, and other safety programs are offered that help keep employees safe and ensure company compliance with OSHA/MOSH. Carroll Community College is an approved training center for the American Heart Association. All First Aid, CPR and AED courses are taught by certified instructors.

Miller: Services for Entrepreneurs

The Miller Center for Small Business works closely with Maryland SBDC to provide entrepreneurial skill development, mentor relationships, business counseling, and courses of interest to small business.

Miller offers access to affordable resources and expert support to take your venture to the next level.

- *Training.* Courses and workshops to assist with all facets of business start-up and growth
- *Counseling.* Free small business counseling through Small Business Development Center
- *Events and Networking.* Special business events and networking opportunities
- *Support.* On-going support to answer questions and provide feedback, as well as assistance with seeking financing and business plan preparation
- *Referrals.* Connection to local, state and federal resources

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, science, 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.

National External Diploma Program®

Designed for mature adults who have learned life skills at work, at home, and in the community, the NEDP® 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. This is a computer based program.

English for Speakers of Other Languages

The College offers English courses for foreign-born adults who want to learn or improve their English. Course size is small to meet the needs of the students. Intensive instruction is given in listening, speaking, reading, and writing. Students also learn about the American culture and civics. The Beginning and Intermediate courses are free of charge. There is a charge for Advanced Level courses. Students are tested to determine their class placement.

Personal Enrichment

Adults, youth, and children of all ages are inspired by personal development activities that stimulate creativity, broaden knowledge, expand perspectives, and support healthy living. A broad selection of courses and activities are designed to accommodate changing lifestyles and new programs are continually added to reflect community interests.

Arts and Humanities

A variety of courses are offered to enhance and expand the creative world through the visual, musical, and written arts. Both beginning and experienced artists are nurtured and encouraged to enhance their skills in the creative arts through courses in drawing, painting, craft, photography, and writing. Additional courses in history, culture, and foreign language are offered.

Health, Wellness, and Safety

A wide variety of courses designed to enhance good physical, emotional, and mental health are held on a regular basis. Courses range from aerobic dancing and yoga to alternative practices and personal health. Special safety courses for motorcycle enthusiasts offer preparation for navigating the streets.

World View

World View courses and programs provide perspectives and information designed to cultivate global understanding and bridge cultural differences in a rapidly shrinking world. Throughout the year, World View activities explore a variety of personal, collective, informational and historical viewpoints of the world through courses, seminars, lectures, and special events.

Lifestyle

A collection of courses intended to enrich the daily activities of life are offered on a regular basis. Special programs focus on home and garden themes, including sustainable living, wine appreciation and the culinary arts. Classroom and online courses are designed to enhance lifestyle and communications, sort out financial investment information, and more. New topic areas designed for personal development are continually being developed.

Senior Adults at Carroll

Senior adults may engage in learning experiences designed with their interests and needs in mind. Courses are offered at community senior centers and on the College campus in art, computer applications, humanities, health and fitness, music, and special retirement related topics.

Kids@Carroll/Teen College

Young people are welcomed on campus. School-aged children and youth, ages 5 – 15, may take advantage of Summer!Kids@Carroll and Teen College, a weekly summer enrichment program in a camp-like environment. Age appropriate enrichment programs in science, art, crafts, world culture, technology, and more are offered. Selected programs may also be offered during the school year.

Programs and Services for Students

Programs and Services for Students

Academic Advising

The Advising and Transfer Center offers a variety of services to students in order to facilitate academic and transfer planning. Every new student is guided by an advisor through the initial registration process, based on assessment in reading, English and mathematics. At the same time, advisors provide an in-depth preview on Student Planning, a tool for both long-term academic planning and registration.

Due to the importance of academic planning, all degree seeking students are required to meet with their dedicated academic advisor upon reaching certain credit milestones. Milestone advising is required for students who have achieved the 15, 30 and 45 credit marks in their academic pursuits. At each checkpoint, advisors discuss specific success-related objectives (see www.carrollcc.edu/Student-Services/Student-Resources/Advising/) as well as plan course-work to keep students on task to graduate and/or transfer.

Students will receive notification during the term prior to the achievement of the designated credit milestone and will be invited to meet with their dedicated academic advisor. Until the student has met with an advisor and reviewed their academic plan, there is a registration hold placed on the student's account. The purpose of milestone advising is to make sure students are on the correct academic pathway and if not, to refer them to various campus resources, as needed, for assistance.

Students who are exploring their educational options and beginning the academic and career planning process are invited to meet with an academic advisor to identify interests and goals. Academic advisors are available in the Advising and Transfer Center, located in room A102, to meet with students on a walk-in basis. Advising hours are Monday through Thursday, 8:30 a.m. to 6:30 p.m.; and Friday, 9:30 a.m. to 4:00 p.m. Call 410-386-8435 to speak to an academic advisor. Visit www.carrollcc.edu/Student-Services/Student-Resources/Advising/ for information.

Academic Center/Tutoring

The Academic Center (room L288, located on the top floor of the Library and Media Center) is a learning center for students who would like to improve their skills or who need help with coursework. The Center serves the entire College community from students enrolled in transitional courses to students enrolled in honors programs. The Center is dedicated to meeting the needs of individual students and offers a friendly, dynamic atmosphere in which students may form study groups, work with peer and/or professional tutors, or work independently to achieve their academic goals. In addition to instructional assistance, the Center provides access to computers, printers, and assistive technology such as the Kurzweil Reader.

Tutoring Services

The Academic Center offers an extensive peer and professional tutoring service available by appointment, drop-in, or online. Students seeking assistance with general study skills and specific coursework can utilize this service free of charge. Drop-in tutoring services for math, science and writing are available daily. Tutoring by appointment is also available in most subject areas. Arrangements for tutoring services may be made in the Academic Center. Based on available resources, approximately one hour of tutoring services will be provided per week per course. To receive tutoring, students will be required to present their current class schedule and student I.D. card. Visit www.carrollcc.edu/Student-Services/Student-Resources/Tutoring-and-Study-Skills/ for more details.

www.carrollcc.edu/Student-Services/Student-Resources/Tutoring-and-Study-Skills/ for more details.

ADA Support Services

Services for students with disabilities are available through the Office of ADA Support Services, located in room A101. According to the Americans with Disabilities Act of 1990 and the Vocational Rehabilitation Act of 1973, Section 504, the term disability means (a) a physical or mental impairment that substantially limits one or more of the major life activities of an individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

Available services include but are not limited to: interpreting for the hearing impaired, peer note sharing, classroom and test accommodations, and needs-specific software. Mobility needs, such as adaptable tables and special seating arrangements, are also accessed through this office.

To receive services, students are required to self-identify and to meet with a member of the Office of ADA Support Services. Disability records submitted to the Office of ADA Support Services are considered confidential and will be treated as confidential. Requests for accommodations should be made at least three weeks prior to the beginning of the term. It is imperative that requests for ASL interpreters be made at least three weeks prior to the start of a term. Official documentation verifying disability status is required. For more information, call 410-386-8327 or 410-386-8329, TTY: 711, stop by room A101, or visit the college's website at www.carrollcc.edu/Student-Services/Student-Resources/Disability-Support-Services/

Blackboard (Bb)

Carroll Community College uses a learning management system called Blackboard (Bb) to facilitate learning. A link to Carroll's Blackboard can be found on the college's website. Blackboard is used in varying degrees for all Carroll courses: classroom-based, as well as distance learning courses. Students are automatically enrolled into Bb course sites and have easy access to course materials, interactions with the instructor and other students, course grades, and much more. Blackboard (Bb) is a completely different system from WebAdvisor, which holds official student records, allows enrolled students to register for subsequent courses, checks progress against graduation requirements, and records course final grades. For Bb site assistance, please contact blackboard@carrollcc.edu or 410-386-8310.

Bookstore

New, used, and rental textbooks, materials required for course work, and basic supplies may be purchased from the College Bookstore. To find out what books are required for courses, buy books online, or check the College Bookstore hours go to the college website at www.carrollcc.edu/About-Us/On-campus/College-Bookstore/ or call 410-386-8447.

Cafeteria

The Canteen Cafe is located on the main level of Classroom Building K. Hot and cold food service is available to students, faculty, and staff. The cafeteria is open during the fall and spring terms from 7:30 a.m. until 7:30 p.m. Monday through Thursday and 7:30 a.m. until 2:00 p.m. Friday. Hours of operation are reduced during the summer and winter terms.

Juices, sodas, coffee, and snacks are available in vending machines near the cafeteria. A microwave is also available. Soda, juice, snack machines, and a microwave are located on the lower level of the Great Hall. Drink and snack machines are available on the lower level of the M Building, main level of the Scott Center (T Building),

and the upper level of the Learning Resource Center building. Drinks and a sandwich/healthy selection machine (stocked fresh Monday through Friday) are available in the Nursing and Allied Health Building (N Building). Drink machines are located in the Fitness Center (P Building).

CARE Team

Carroll Community College is concerned about the safety, health, and well-being of the College community and to this end has established a Care Team to provide guidance, uphold policies, and address student, faculty, and staff safety needs.

The CARE Team is an interdisciplinary committee comprised of key administrators, faculty, and staff. This Team serves as the central network focused on the prevention and early intervention in situations involving students experiencing serious distress or demonstrating erratic behavior that disrupts the teaching/learning environment or operations of the College, or engaging in harmful or self-injurious behaviors.

Once an incident is reported to the CARE Team, the concerning situation is assessed and, if necessary, recommendations are made or action is taken with the hope of preventing potentially violent or injurious acts from occurring on campus. While it is acknowledged that no one can predict with any degree of certainty whether a student will eventually progress to acts that are harmful to themselves or others, there are behaviors that may require further assessment by appropriate professionals to promote the safety of students and others within the College community. For additional information about the CARE Team, please contact Christine Herrmann, Administrative Associate, at 410-386-8404.

Career Development

To facilitate students' career goals, Carroll Community College provides the following services to credit students:

- Make a one-on-one appointment with the Director of Career Development. Together, students can make realistic career goals based upon personal interests, skills, values, and needs. Call 410-386-8523 for information about assessment, workshops or appointments.
- Take CAR-102: Career Self-Assessment and Planning. This one-credit course, offered every fall and spring term, is designed to help students set career goals.
- Take CAR-103: Career and Employment Preparation, a one credit course on workplace and employment preparation, including resume writing, professional branding, interviewing and job searching.
- Use computer-assisted career guidance programs, available in the Career Center, room A118. Assessment programs are available from your home computer. Internet-accessible computers are available for use with suggested sites to explore.
- Sign up for resume, interview, career assessment, professional development and job search workshops. See the Career calendar for more information and offerings every fall and spring term, www.carrollcc.edu/services/career.
- Explore through career panels, Area of Study events and the annual spring job fair. Register for an Internship (see below)
- Review local job openings and current occupational information on the Job Board in the Career Center and online at www.carrollcc.edu/services/career. Click on the Carroll Links icon to register.

Child Development Center at Carroll Community College/Early Childhood Lab

The Child Development Center at Carroll Community College offers a unique program for the young children of students, faculty, staff, and Carroll County residents. Parents may enroll their children on either a full- or part-time basis. A half-day pre-school program is available. Located in Classroom Building K, the Center's hours are 7:00 a.m. to 6:00 p.m. The Center is open on Fridays until 4:30 p.m. The Preschool Program operates from 9:00 a.m. to noon, Monday through Friday. The Center requires an annual \$60 registration fee. For information about the Child Development Center, call 410-386-8470.

The Child Development Center is licensed by the Maryland State Department of Education and is accredited by the Maryland State Department of Education. The Child Development Center also serves as a place for professionals to observe young children and refine education skills. Opportunities abound for observation, discussion, and assessment.

Clubs and Student Activities

Carroll Community College provides students with numerous opportunities for participation in various student organizations and campus activities. The level of involvement students choose can provide them with a high degree of personal accomplishment and can significantly enrich their academic experiences. The Student Life Office is located in room A118, which is where the Student Government Organization, Campus Activities Board, First Year Programs, Service-Learning and club mailboxes can be found.

Student Life

Carroll Community College's Student Life program is based on the assumption that involvement in student activities is a vital component of a student's education. Participation in a wide variety of academic and social experiences provides the ideal learning laboratory in which students can develop skills as group leaders and members. Involved students can expect to develop greater understanding of and increased competence in leadership, organizational techniques, group processes and interpersonal communication, as well as acquire knowledge and related skills in specific subject matter or special interests. A list of student organizations at Carroll follows, but the listing is by no means complete--Students can start their own clubs with other interested students and add to the list. All Student Life events are funded by the student activity fees collected each term.

Student Government Organization

College life offers many opportunities for students to develop an awareness of their rights and responsibilities as members of the community. College activities, as a vital part of college life, contribute to the social and intellectual development of the student. In recognition of these facts, the students of Carroll Community College have created a Student Government Organization (SGO). All students are members of the Organization by virtue of paying their activity fees each term.

The Student Government Organization, governed by the ten elected delegates to the SGO Board, anchors the organization of student activities programs; its purpose is to provide maximum opportunity for participation in all campus activities, to establish and maintain student rights and academic freedom, and to promote student cultural, social, and physical welfare.

The SGO Board, along with the Student Activities Finance Board, is empowered to regulate and budget student activity fees. The SGO Board also appoints students to SGO and College committees, and represents the views of students to other College constituencies, thus affording students opportunities to be involved in the governance process at the College. Call 410-386-8500 for more information.

Campus Activities Board

The Campus Activities Board (CAB) is responsible for organizing a wide variety of events for the entire student body. The nature of their activities should have a broad appeal. Their activities include, but are not limited to, on-campus entertainment, concerts, trips to plays and museums, multicultural programming, coffee houses, movies, outdoor activities, lectures and workshops. The Campus Activities Board members are students who are appointed by the SGO Board. Call 410-386-8424 for more information.

Student Activities Finance Board

The Student Activities Finance Board (SAFB) works closely with the SGO Board and is the body responsible for allocating funds to clubs and organizations. Budget requests are prepared by campus clubs and organizations and are presented to the SGO Board that determines their programmatic appropriateness. The requests are then forwarded to the SAFB for review and possible fund allocation. The SAFB is composed of students, faculty, professional and classified staff, all appointed by the SGO Board, and is chaired by the Senior Director of Student Engagement and Completion.

Leadership Development

During each academic year, leadership workshops are conducted for students. Workshops typically focus on developing or refining interpersonal communication; group processes; decision-making; and administrative and programming skills and techniques. Recognition for leadership in student activities occurs at the annual SGO Leadership Awards Celebration. Outstanding student leaders may receive SGO Leadership Scholarships to return to Carroll or to transfer to four-year institutions. Opportunities to attend leadership conferences off campus are also offered. For more information, look online at www.carrollcc.edu/student-life.

Clubs and Organizations

The Student Government Organization Board oversees a variety of clubs and organizations which strive to meet the specific career or personal interests of their members. The organizations, currently recognized by the SGO, offering activities and events for students with special interests are:

- The Alliance (LGBT students and allies)
- The American Chemical Society- Student Chapter
- Anime Club
- Artists and Crafters Guild
- Campus Activities Board
- Campus Crusade for Christ (Cru)
- Ceramics Club
- CCC Gamers
- CCC Paintball
- CCC Student Nursing Association
- Criminal Justice Club
- Drama Club
- Early Childhood Education Club
- Hiking Club
- Philosophy Club
- Service-Learning Club

- Ski and Snowboard Club
- Soccer Club
- STEM Club
- Student Education Association
- Student Government Organization

These organizations sponsor such activities as community service projects, concerts, speakers, trips, plays, white water rafting, student performers, and student awareness events.

Opportunities for Participation in College Life

In addition to organized clubs and student groups, students may also participate in college life through service on a variety of college committees and boards. In many cases, appointments are made by the Student Government Organization Governance Board. In other situations, the College seeks out students-at-large for their input and participation. Opportunities range from membership on college search committees (for hiring new staff and faculty) to service on the standing groups (the Planning Advisory Council, College Senate, or Academic Council, for example). Students may also participate in a number of philanthropic endeavors sponsored by the College and individual clubs throughout the year. Interested students should contact the Office of Student Life, 410-386-8500.

Intramurals Program

Intramural sports are held each term and are free to students enrolled in a Carroll credit class. Sports vary each term, but include popular team sports like basketball, soccer, volleyball, softball, and flag football. To participate, sign up for intramurals on Blackboard.

Co-Curricular Programs

The Office of Student Life created the Co-Curricular Mini-Grant program to encourage students, faculty, and staff to take part in co-curricular programming on campus. Since all events are tied to one or more academic disciplines, co-curricular programming allows students to experience, on a more personal and active level, what they have learned in the classroom and in their Area of Study. Each year, a variety of topical programs and activities are presented for the benefit of the student body and the greater college community. In the past, faculty and staff have received mini-grants for programs such as the "Constitution Day Discussion Panel," field trips to art museums and various film discussion programs. Students interested in receiving more information regarding future co-curricular events may contact the Office of Student Life, 410-386-8500.

First Year Program

The first year of college is exciting and challenging and students can expect a period of academic and social adjustment. Carroll Community College's First Year Program is a series of activities that will address new students' needs from registration to the completion of the first year. This program was designed to enhance students' satisfaction with courses, faculty, and College resources; improve students' skill development, knowledge gains, and learning processes; and increase persistence and transfer rates. National studies have shown that students who participate in first year programs tend to be more successful in college.

Components of the First Year Program include:

- New Student Orientation
- Virtual Orientation
(Go to www.carrollcc.edu/orientation)
- Welcome Week Programming
- Let's Do Lunch Program

New students interested in getting more connected to the College should contact the Office of Student Life at 410-386-8500 or www.carrollcc.edu/student-life.

Computer Labs

The College provides over 1,000 computers available to students. Labs are located throughout the campus. A full complement of software is available including word processors, spreadsheets, and database managers. All users of campus technology must abide by the College's Acceptable Use Policy - Technology Resources. Links to this policy appear on the homepage of all lab computers.

Educational Guidance

The Advising and Transfer Center offers academic counseling to help students increase the likelihood of educational, career, and personal success. By meeting with their dedicated academic advisor, students may discuss concerns about academic progress or about a particular course or instructor. Your advisor will meet with you to discuss concerns and to help you make decisions regarding your academic success. Outside referrals to local support services for depression, anxiety, stress, eating disorders, relationship issues and the like are provided as necessary. Conversations of this nature will be kept private except if a health or safety emergency exists and the information will assist in resolving the emergency.

Email

Carroll Community College will be implementing a new student email system in 2017. Students will receive information regarding their new student email address and instructions to access the system prior to the system launch.

Microsoft Office

Microsoft Office is available free of charge to students enrolled in one or more credit courses per term. This includes the latest version of the full Office productivity suite, including Word, Excel, PowerPoint, Access, OneNote, and more. The software can be installed on up to 5 compatible PCs and Macs, plus 5 tablets. Eligible students will receive an email with instructions to download the software. Students may continue to use the software while enrolled. When Carroll enrollment ceases, students must purchase their own version of the software to continue to continue to access their files. For additional information, contact the Information Technology Help Desk, 410-386-8060 or ITHelpDesk@carrollcc.edu.

Health and Life Fitness Center

Health and physical education courses at Carroll support our General Education requirement as well as transfer programs in health education and exercise science. Facilities include a gym, locker rooms, fitness center, exercise science lab, health classrooms, and offices for the Health, Fitness, and Exercise Science Department.

Gym/Locker rooms are available for physical activity courses, open gym hours, and intramural programs.

The Fitness Center offers a variety of cardiovascular and weight training equipment for use by currently enrolled credit students, faculty, and staff. Students registered in a non-credit fitness course may also use the Fitness Center as part of their designated course time. In addition to using the available equipment, individuals may make an appointment for a personalized fitness workout program. For information on the Fitness Center, hours of operation, or becoming an authorized user, contact Brendon Michaels, Fitness Center Coordinator, 410-386-8144.

The Exercise Science Lab supports our exercise science program

providing students and staff with a variety of fitness assessments such as blood pressure screening, EKG treadmill testing, body composition, strength, and flexibility.

Internships

Carroll Community College's internship program allows student to apply concepts learned in the classroom to real life work environments. In addition, students are able to explore diverse career paths, expand their skills and knowledge base and develop greater interpersonal skills. Internships are available for academic credit.

Academic internships are awarded one credit hour per every 45 hours of internship work; a maximum of 6 credits can be earned. To qualify, students must be currently enrolled with a GPA of 2.0 or better and have completed at least 12 credits.

The Career Development Center (A-118) is available to help facilitate the development of internships and the internship registration process.

Library and Media Center

The mission of the Carroll Community College Library and Media Center is to empower its users by creating an environment conducive to the advancement of information literacy. The Library carries out its mission by striving to be a state-of-the-art, user-oriented facility which supports the College's curriculum and promotes independent learning. It provides programs and services planned in consultation with the College community to be responsive to the individualized needs of the College's diverse population.

The Library provides traditional library and media services to all students, faculty, and staff of the College as well as to the citizens of Carroll County. Located in a striking, round building adjacent to the Great Hall, the Library facility is designed to hold some 45,000 print and non-print resources. Group study rooms, individual carrels, and study tables make the library a pleasant and productive place to study. A library instruction computer lab (L091) provides the opportunity for group learning. Numerous computer workstations and a wireless network allow users to access online research tools and the internet as well as word processing, spreadsheet, and presentation software.

The Library home page (www.carrollcc.edu/Student-Services/Library/) provides access to a wide variety of electronic research tools including periodical databases, selected internet sites, e-books, research and documentation guides, and online reference resources. In addition, the home page serves as an electronic gateway to course-related electronic resources and interactive services.

The Media Center airs educational and promotional programming over cable channel 18. In addition, the Media Center provides audiovisual equipment and instructional films for institutional use.

All Carroll Community College students are encouraged to use the library, which is open 72 hours per week during the fall and spring terms. Professional assistance in conducting research and in the use of all resources is made available to members of the College community by the expert staff. The Carroll Community College Library and Media Center partners with the McDaniel College Hoover Library, the Carroll County Public Library, and the other Maryland community college libraries to extend and expand services. Call 410-386-8340 or visit www.carrollcc.edu/Student-Services/Library/ for information.

Service-Learning

At Carroll Community College, Service-Learning is a form of

experiential learning where students apply academic knowledge and critical thinking skills to address genuine community needs. Service-Learning is a method by which students learn and develop, through active participation in thoughtfully organized service experiences that:

- meet community needs
- are coordinated in collaboration with the College and community
- are integrated into each student's academic curriculum
- provide the opportunity for students to think, talk, and write about what they did and said during the service project
- enable students to use newly acquired academic skills and knowledge in real life situations in their own communities
- enhance what is taught in the curriculum by extending student learning beyond the classroom
- help to foster the development of a sense of civic responsibility

(Adapted from Pamela and James Toole and the Alliance for Service-Learning in Education Reform.)

Carroll Community College students may participate in a variety of service-learning activities as a part of their coursework or as members of student organizations. For more information, please contact the Office of Student Life, 410-386-8413.

Study Areas

Quiet study, as well as group study space, is available in the Learning Resources Center. Study/lounge space is also located in the Great Hall, the Student Center, and the K building.

Testing Center

The Testing Center, room A132, offers placement testing to students as well as other testing as arranged by students and their instructors. Students who are requesting special accommodations for placement testing or for other course testing must contact the Director of Disability Support Services at 410-386-8327 for authorization prior to testing. The Center is also used for Carroll distance learning examinations and serves as a proctor for students testing for other colleges. Students must arrange appointments for testing that requires special equipment (computers, listening devices, specific software, Zoom Text, Kurzweil, etc.). Photo identification is required for all testers.

Carroll Community College is an authorized CLEP test center. Visit clep.collegeboard.org to sign up and pay for an exam then call the Testing Center at 410-386-8450 to schedule a testing appointment.

Carroll Community College is an authorized Pearson Vue Testing Center. Visit home.pearsonvue.com/test-taker.aspx to schedule and pay for your exam. To take the Maryland GED exam at Carroll through Pearson Vue go to dllr.state.md.us/gedmd/ged.shtml.

The Testing Center is located on the first floor, off the Great Hall, and is open during day and evening hours Monday through Thursday, and during the day on Friday and Saturday. Consult the college website for specific times, www.carrollcc.edu/Student-Services/Student-Resources/Placement-Testing-and-Proctoring/Testing-Center-Hours/, or call 410-386-8450. Please check the college's event calendar for events that are scheduled in the Great Hall that might affect the testing environment and budget time to finish work before the scheduled closing time.

Transcript Evaluation

Transcript evaluation is available to students transferring to Carroll Community College. Please complete the College's enrollment application and forward official transcripts from each institution attended to the Records Office. Transcripts from institutions outside the United States must be evaluated WES (Go to www.wes.org/fees/evaltypes.asp for information). Official AP, IB, or CLEP scores should also be forwarded, if applicable. The transcript evaluator will send an evaluation of coursework by email, usually within five working days of the receipt of all official documents. During peak times (around the start of the term and nursing/PTA application deadlines), the evaluation process can take up to two weeks. To confirm that your official documents have been received, please check WebAdvisor or call 410-386-8440.

Transfer Services

To help with transfer to other colleges and universities, the Advising and Transfer Center offers catalogs and information files for area colleges as well as ARTSYS, artsys.usmd.edu, a website that shows how Carroll Community College courses transfer to many four-year institutions in Maryland. Academic advisors are all transfer advisors. Representatives from local colleges and universities visit Carroll twice each year at Transfer Fairs and meet students individually on campus during each term. Carroll also offers transfer road trips. Information is available at www.carrollcc.edu/transfer.

WebAdvisor

WebAdvisor (www.carrollcc.edu/learn) is Carroll's online academic management system for students. WebAdvisor provides students direct access to their information in Carroll's student information database. Students will have access to WebAdvisor within 24 hours of submitting the enrollment application (check email for log in and password information). With WebAdvisor, students will have full access to the following information and services:

- Create a plan for degree completion
- Search for open courses
- Register for courses (if GPA is 2.000 or higher)
- Add/drop courses (before and during the refund period)
- Accept seats or manage waitlists
- Print course schedule
- Make tuition bill payments
- Check grades and grade point average
- Audit progress toward a degree or certificate
- View or print unofficial transcripts
- Review student financial aid summaries

Utilize the above URL to WebAdvisor or follow the links from the Carroll home page. To access WebAdvisor, students need the last 4 digits of their 7-digit Carroll Student number (appears on a schedule and on the lower right corner of a Carroll library card). Blackboard and WebAdvisor are different systems—user IDs will usually be the same (whole first name, whole last name, plus the last 4 digits of the Carroll Student number), but the default passwords are different. Students are emailed a temporary password for WebAdvisor that must be changed on the first account access. Pick up a guide to navigating WebAdvisor in the Records Office, room

A112, meet with an academic advisor, room A102, or access the log in help and WebAdvisor FAQ (from the WebAdvisor homepage, www.carrollcc.edu/learn for assistance. Please note: students who are on academic probation, have been unsuccessful in transitional courses (including withdrawing or auditing), or who have outstanding issues with the Records or Business Office(s) will be blocked from registering online. In addition, students who have not completed ENGL-101 and a General Education Mathematics course by the completion of 24 credits, will be blocked from online registration until these courses have been completed.

Facilities and Parking

Facilities

Community Use of College Facilities

Carroll Community College is committed to serving the needs of its local community. One of the many services it provides is the use of its campus for non-profit community activities. During normal operating hours and time periods when they are not in use for College purposes, these facilities are offered to off-campus groups whose missions and purposes are not in conflict with those of the College. Nominal fees may be charged to cover services. Contact the Administration Office at 410-386-8492 for additional information.

Facilities for Students Who Are Physically Challenged

Facilities have been provided for students who are physically challenged. Special parking spaces are located close to the buildings. Restrooms and drinking fountains are accessible at various locations throughout the facility by students with physical disabilities and are located on all levels of all buildings. Each level of every building is accessible by an elevator. Classrooms are equipped with wheelchair accessible desks. These accommodations at the College are clearly marked with the international wheelchair symbol. Please see the Information Center for assistance or exact locations. Questions or concerns related to facilities accessibility may be directed to the Facilities Management Office at 410-386-8490.

Handicapped/medical permits are issued at the discretion of the College administration according to the College regulations governing handicapped parking. Such permits are given for a limited time period, not to exceed two weeks. College handicapped/medical permits can be issued when the applicant completes the appropriate application and furnishes a physician's letter stating the time period for which the permit is required. The physician does not need to describe the person's condition, but only stipulate that the permit is needed and for what time period. If an applicant shows obvious need, such as walking with crutches, wheelchair, cane, bandaged foot, etc., but does not have the physician's letter, the permit can be issued for up to one week. A permit for two weeks may be given at the administration's discretion and must be supported by a physician's letter. Permanent or long-term permits must be obtained through the Maryland Motor Vehicle Administration.

Parking and Traffic

Designated parking areas are provided on the campus for drivers with disabilities, College staff, service vehicles, Student Government Organization, students, and/or visitors. Everyone must comply with the posted parking regulations and traffic signs. Vehicles parked in unauthorized areas will be subject to ticketing/towing at the owner's expense and risk, as stated in the College Regulations.

Vehicles parked in reserved zones will be subject to towing immediately upon discovery. Succeeding violations may result in additional towing and fines.

Please drive carefully. The speed limit on campus is 15 mph. Traffic and parking regulations are enforced. Students do not need parking permits, but must park in non-reserved spaces only.

Carroll Community College assumes no liability for theft or damages to vehicles parked on the premises.

Carroll Community College provides jump starts. If assistance is needed, please see the Information Center so security personnel may be contacted.

Course Descriptions

Course Descriptions

Special Topics, Independent Study, and Internships

Special topics, Independent Study, and Internship courses are available in each discipline. Consult registration materials and advisors for specific course offerings. The generic special topics, independent study, and internship courses are as follows:

XXX-197, XXX-297, Independent Study in XXX
enables students to pursue a specific research project which is beyond the scope of other courses in the discipline or field. The student will work under the guidance of a faculty member. Prerequisite: exemption/completion of READ A-D for 197, READ A-F, plus at least one course in the discipline for 297. Approval of department chair required. One to six credits per course.

XXX-198, XXX-298, Special Topics in XXX
provides the student with an opportunity to explore additional topics within the discipline or field. Specific topics will be published in registration materials.

XXX-199, XXX-299, Internship in XXX
enables students to gain practical experience in a discipline or field. Students will work under the direction of an expert in the field at least 45 hours for each credit earned. The student also meets with the on-campus instructor to place the internship experience in perspective. Prerequisite: exemption/completion of READ A-D for 199, READ A-F, plus at least one course in the discipline for 299. Approval of department chair required. One to six credits per course.

Accounting

ACCT-101, Financial Accounting,
is an intensive study of the development of the accounting cycle, preparation of financial statements, and accounting for sole proprietorships. This course emphasizes generally accepted accounting principles and their application in understanding inventory costing methods, internal control, accounts receivable, depreciation, liabilities, and stockholders' equity. Prerequisite: exemption/completion of READ A-D plus MAT-097. CLEP exam accepted. Three hours lecture each week. Three credits. Three billable hours.

ACCT-102, Managerial Accounting,
focuses on accounting from the perspective of the internal decision-maker. The primary focus of the course is on understanding types of costs and how cost data can be used to make decisions. Students will examine how manufacturing operations differ from those of service organizations or merchandisers and will be able to use costing techniques for each type of organization. In addition, students will be able to prepare master, operating, financial, and flexible budgets and use standard costing. Students will also use accounting information and models to make short- and long-term business decisions. Prerequisites: ACCT-101. Three hours lecture each week. Three credits. Three billable hours.

ACCT-201, Intermediate Accounting 1,
involves a thorough study of accounting theory and the conceptual framework project. This course provides an in-depth review of financial statement preparation with an emphasis on disclosure. Topics include time value of money; cash; receivables; inventory valuation; acquisition, disposition, and depreciation methodologies of property, plant, equipment, and intangible assets; and revenue recognition. Prerequisite: ACCT-102. Four hours lecture each week. Four credits. Four billable hours. Offered Fall term only.

ACCT-202, Intermediate Accounting 2,
involves a thorough study of accounting for current and noncurrent liabilities, stockholders' equity, and investments. In addition, emphasis is placed on proper financial statement disclosure of leases, deferred income taxes, accounting changes, pension obligations, and development of the cash flow statement. Prerequisite: ACCT-201. Four hours lecture each week. Four credits. Four billable hours. Offered Spring term only.

ACCT-210, Principles of Taxation 1,
is a comprehensive study of federal taxation of individuals. The course includes in-depth analysis of personal and dependency exemptions, determination of gross income, deductions and losses, tax credits, property transactions, and the Alternative Minimum Tax. Prerequisite: ACCT-101. Three hours lecture each week. Three credits. Three billable hours. Offered Fall Term only.

ACCT-211, Principles of Taxation 2,
is a comprehensive study of federal taxation of corporations and partnerships, as well as exempt entities, multistate taxation issues, taxation of international transactions, federal gift and estate taxes, and taxation of trusts and estates. Prerequisite: ACCT-210. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term only.

ACCT-220, Cost Accounting,
provides an overview of the nature and purpose of cost accounting and covers job order and process costing, as well as standard costing, spoilage, budgeting and relevant costs for decision making. Prerequisite: ACCT-102. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term only.

ACCT-230, Principles of Auditing,
studies auditing theory with questions and problems typical of those met in daily practice. Emphasis is placed on the proper study and review of internal control and the gathering of audit evidence in the preparation of the auditor's report. Current professional pronouncements are reviewed, as well as regulations affecting the auditor. Prerequisite: ACCT-202 and MATH-115. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term only.

ACCT-231, Forensic Accounting,
will provide students with an overview of the field of Forensic Accounting. Specifically, examination of the roles and responsibilities of forensic accountants, fraud detection and investigation, evidence collection and fraud reporting. Upon completion of this course, students will have the basic foundations for furthering their studies/careers in the area of forensics. Prerequisite: ACCT-230. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term only.

ACCT-241, Governmental and Not-For-Profit Accounting,
examines basic concepts underlying accounting for these entities. Emphasis will be placed on the sources of governmental accounting standards, fund accounting and budgetary concepts, sources of not-for-profit accounting standards, and types of not-for-profit organizations. Prerequisite: ACCT-102. One hour lecture each week. One credit. One billable hour. Offered Summer term only.

ACCT-275, QuickBooks for Business Professionals,
is designed to prepare students in computerized accounting for online business. Using QuickBooks® Online accounting software students apply accounting methods to an accounting cycle for service and merchandising businesses including: sales, invoicing and receivables, payables and purchases, general accounting, financial statements, end-of-period procedures, and payroll. This course prepares students to complete the Intuit QuickBooks® Certified User Online certification exam; this exam will serve as the final exam for the course. Certification is not guaranteed. An additional \$105 fee is required. It is recommended that students possess basic technology skills to be successful in

this course. Prerequisite: exemption/completion of ACCT-101. (Formerly offered as OFFC-275; credit not awarded for both courses.) Three hours lecture each week. Three credits. Three billable hours.

Anthropology

ANTH-101, Introduction to Cultural Anthropology,

is the study of the nature and development of culture through an examination of cultures throughout the world and across time. Topics include language, ecological adaptation, religion, family, diversity, economic and political patterns and cultural change. Prerequisite: exemption or completion of READ A-F and ENG A-E. Three hours lecture each week. Three credits. Three billable hours. ☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

ANTH-201, Anthropology of American Culture,

is the study of American culture and its social institutions utilizing an anthropological perspective and methodology. Topics include an examination of the patterns of American culture as an integrated, functional and holistic explanation of culture traits including language, arts, religion, human ecology, global connections and influence, political structure, economic patterns, technology and culture change. Particular emphasis will be given to problems of multiculturalism and diversity within the U.S. population. Content is based on the National Council for Accreditation of Teacher Education. Prerequisite: ENGL-101. Three hours lecture each week. Three credits. Three billable hours. ☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

Art

ART-101 Fundamentals of Art,

focuses on the development of concepts and elements of art, thus on the compositional basics of line, form, value, color, texture, and spatial relationships. Art projects are oriented toward developing these fundamental artistic skills, understanding their application and exploring them through the use of various tools and materials. Prerequisite: exemption/completion of READ A-D. Students who have satisfactorily completed two years of high school art may enroll directly in ART-105 (advisor signature needed). Three hours lecture/studio each week. Three credits. Three billable hours. This course does not fulfill the Arts and Humanities requirement for Carroll graduation. Offered Spring, Summer, and Fall terms.

ART-105, 2-D Design,

develops the use of formal elements and principles through assigned projects. Emphasis is on original, well-crafted rendering, adherence to project specs, and analytical assessment of skills through critique. This course is intended for students who will be taking additional art courses which involve applications of the concepts developed in 2-D Design, and for those taking certain computer graphics programs. Prerequisite: ART-101 or two years of high school art (advisor signature needed) and exemption of READ A-D. Two hours lecture and two hours lab each week. Three credits. Three billable hours. Offered Spring and Fall terms.

ART-110, 3-D Design,

introduces materials, methodology, and basic concepts applicable to sculpture, display, interior and architectural design, industrial design and other areas dealing with three-dimensional form. This is a hands-on studio course intended for students who will be taking additional art courses which involve applications for the concepts developed in 3-D Design and is recommended for 3D/animation students. Prerequisite: exemption/completion of READ A-D and ART-101 (or two years of high school art with advisor signature). Two hours lecture. Two hours lab each week. Three credits. Three billable hours. Offered Spring and Fall terms.

ART-115, Color Theory,

studies the physical characteristics and the psychological effects of color. Theory is translated into studio projects. Emphasis is on the impact and manipulation of color in both fine art and graphic design. Adherence to project specs and attention to craftsmanship is stressed. Prerequisite: ART-105, or can be taken concurrently with ART-105, and exemption/completion of READ A-D. Two hours lecture, two hours lab each week. Three credits. Three billable hours. Offered Spring and Fall terms.

ART-120, Drawing 1,

includes the theories, practices, and appreciation of drawing. Using a variety of drawing media, the student will investigate landscapes, interiors, still life and the figure. Projects may include sketch books and assignments in addition to class work. Portfolio development and critique are emphasized. Prerequisite: exemption/completion of READ A-D. Two hours lecture. Two hours lab each week. Three credits. Three billable hours. Offered Spring and Fall terms.

ART-125, Art Appreciation,

gives attention to the parameters of art in our everyday life and to the influences of art and design on our society. Concern is given to the historic, ethnic, and contemporary social influences on art. In addition, guidelines for the critical analysis of art forms and for the consideration of aesthetic preferences are covered. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours. ☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

ART-130, Painting 1,

provides an investigation of various approaches to painting. Stress will be placed upon basic methods and techniques of acrylic painting and color mixing. Class work and outside assignments of still-life, landscape and the figure will be critically examined and discussed from the standpoint of formal organization. Prerequisite: exemption/completion of READ A-D. Two hours lecture. Two hours lab each week. Three credits. Three billable hours. Offered Spring and Fall terms.

ART-135, Art of the Western World, Prehistoric-1300,

introduces students to the arts of painting, sculpture, and architecture from Prehistoric to the Renaissance. The course will focus on the meaning of the artwork, on exploring and unfolding the works iconography and ideas, on its projection/reflection of human values, and on the relationship of this historic expression to our own milieu. Emphasis is thus centered on students' understanding and development of their dialogue with Western cultural heritage and its non-western influences. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term only. ☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

ART-136, Art of the Western World, 1300-Present,

introduces students to the arts of painting, sculpture, and architecture; from the Renaissance to the 20th Century. The course will focus on the meaning of the artwork, on exploring and unfolding the work's beliefs and ideas, on its projection/reflection of human values, and on the relationship of this historic expression to our own milieu. Emphasis is thus centered on students' understanding and development of their dialogue with Western and Eastern cultural heritage. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term only. ☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

ART-160, Study Tour,

courses provide students the opportunity to travel abroad to explore an aspect of another country's cultural heritage. Course work for three credits involves readings and discussions before the travel, a travel journal, and a specialized project with formal presentation. The student will work under the guidance of a faculty member from the appropriate discipline to design and present a

project for study. To enroll in this course, which is offered during the Spring term, the student must register for the trip by October 31 of the previous semester. Prerequisite: exemption/completion of READ A-F. READ A-F may be taken concurrently. Three credits. Three billable hours (plus additional travel fees).

ART-190, Arts, Icons and the Nature of Spirituality, will investigate the visual art of different wisdom traditions (Christianity, Judaism, Islam, Buddhism, Hinduism, and others) in order to uncover the ways in which the image becomes a supreme expression of the philosophy. Format: assigned reading, critical writing, discussion, and field excursions. Prerequisite: ENGL-101. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term only.

ART-210 Elements of Printmaking Relief Process, is an introduction to traditional and experimental techniques and processes related to multiple images: woodcuts, linocuts and other relief printing media. Monochromatic as well as polychromatic processes will be explored along with historical elements. Students will supply their own materials. Prerequisites: READ A-D; ART120 and ART-105. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

ART-220, Drawing 2, emphasizes composition and expression, and the additional development of theories and practices of drawing. Class work will include figure drawing, critiques and lectures. Emphasis is on the development of specialized skills and self direction. Outside assignments may include drawings from landscapes, interiors, and still life. Prerequisite: exemption/completion of READ A-D, ART105, and ART-120. ART-105 may be taken concurrently. Two hours lecture. Two hours lab each week. Three credits. Three billable hours. Offered Spring and Fall terms.

ART-230, Painting 2, is designed to further painting skills and methods. Compositional organization and the use of color as an expressive element will be emphasized as well as specialized technique and self-direction. Models will be provided for figure or portrait studies. Class and outside assignments will be critically analyzed. Prerequisite: exemption/completion of READ A-D, ART-105 and ART-130. Two hours lecture. Two hours lab each week. Three credits. Three billable hours. Offered Spring and Fall terms.

Biology

(Other science courses are available. See also Chemistry, Forensic Science, Geoscience, Physical Science, and Physics.)

BIOL-100, General Biology, is a one-semester course intended for non-science majors. In addition to concepts of science in general, this course will cover the major concepts of biology, including cells and cell processes, genetics, evolution, a survey of the diversity of life: microorganisms, animal anatomy and physiology, plant structure and function. It is well suited for students who plan to teach at the elementary and middle school level. Content is based on topics recommended by the National Science Education Content Standards and those of the National Council for Accreditation of Teacher Education. Prerequisite: exemption/completion of READ A-F and MAT-097 with a C grade or better. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours. Content is similar to BIOL-101; students cannot use both BIOL-100 and BIOL-101 to fulfill General Education science requirements.
📖 GENERAL EDUCATION

BIOL-101, Fundamentals of Biology 1, gives the student who is a science major the basic biological principles common to all living things. Biochemistry, genetics, and evolution serve as central themes for the topics, which include cell

structure and function, molecular and cellular energetics, and genetics. Through experiments the student will gain familiarity with various biological techniques and principles. The course includes formulating questions and hypotheses, designing experiments and the collection, reporting, and interpretation of data. Prerequisite: exemption/completion of READ A-F and MAT-097 with a C grade or better. Credit by exam available. Three hours lecture, three hours laboratory each week. Four credits. Four billable hours.

📖 GENERAL EDUCATION

BIOL-102, Fundamentals of Biology 2, focuses on the principles of organismal, ecological, and evolutionary biology with emphasis on the phylogenetic and evolutionary patterns of major groups of organisms; the dynamics of populations, communities and ecosystems; and the principles of natural selection, population genetics and speciation. Emphasis is on formulating questions and hypotheses, designing experiments, and the collection, reporting, and interpretation of data. Prerequisite: BIOL-101 with a C grade or better. Three hours lecture, three hours laboratory each week. Four credits. Four billable hours. Offered Spring Term only.

📖 GENERAL EDUCATION

BIOL-105, Human Biology, provides an understanding of the human organism through physical, cultural, genetic, and social viewpoints for students in general studies or certain allied health fields. In this course, the student will learn a basic overview of human anatomy and physiology, how the various systems of the body function together, how the human species has developed and its interrelationship with its environment. Prerequisite: exemption/completion READ A-F and MAT-097 with a C grade or better. Three hours lecture and two hours laboratory each week. Four credits. Four billable hours. (This course does not meet the prerequisite requirements for BIOL210 or BIOL-215.)

📖 GENERAL EDUCATION

BIOL-107, Introduction to Evolution, focuses on the processes of evolution and how evolution impacts society. Topics include micro and macroevolution, population variation and conservation, evolutionary medicine and disease, human evolution, and cultural impacts of evolution. Attention is given to the development of a scientific way of thinking about biological diversity and change that equips students to discuss and address modern issues. This course is intended to meet general education science requirement for non-science majors. Prerequisite: exemption/completion of MAT-097 with a C grade or better and READ-A-F. Three hours lecture each week. Three credits. Three billable hours.

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BIOL-210, Anatomy and Physiology 1, focuses on the structure and function of the human body. Homeostasis is the underlying theme. Related facts, principles, and concepts of chemistry and biochemistry are integrated where needed for increased understanding. This part of the course will include study of the cell and tissues, and the following systems: integumentary, skeletal, nervous, endocrine, and muscular. Prerequisite: BIOL-101 or a college equivalent with a C or better within the last 5 years. Credit by exam available. The sequence of BIOL-210 and 211 is designed for premedical, paramedical, physical education, nursing, physical therapy, and other allied health students. Three hours lecture, three hours laboratory each week. Four credits. Four billable hours.

📖 GENERAL EDUCATION

BIOL-211, Anatomy and Physiology 2, provides further study of the structure and function of the human body. The circulatory, lymphatic/immune, respiratory, excretory, digestive, and reproductive systems will be emphasized in this term with an emphasis on structure and function from the microscopic

to the macroscopic level of organization. Prerequisite: BIOL-210 with a C grade or better within the last five years. Credit by exam available. Three hours lecture, three hours laboratory each week. Four credits. Four billable hours.

BIOL-215, Microbiology,

is an introduction to the study of bacteria, viruses, fungi, and protozoa and their interrelationships with humans. General microbiological principles such as microbial structure, growth, metabolism, and genetics are applied to medically related topics such as the pathogenicity and control of microorganisms as well as body defense mechanisms and the immune response. The lab stresses the importance of basic microbiology lab techniques and clinical applications including slide preparation and microscopy, aseptic technique, and biochemical and serological testing for microorganisms. Both lecture and lab relate current microbiological principles to a better understanding of the infectious disease process. Prerequisite: BIOL-101 or an equivalent college biology course with a C grade or better within the last 5 years. Credit by exam available. Three hours lecture, three hours laboratory each week. Four credits. Four billable hours.

BIOL-220, Nutrition,

studies the science of foods, including the sources, functions and interactions of nutrients, the physiology of digestion, absorption, metabolism and excretion, the changing nutritional requirements throughout the lifespan, and the relationship of nutrition to health and disease. Cultural and socioeconomic aspects of food ways will also be examined. This course is designed for students pursuing a four-year degree in nursing and is transferable to nearby BSN programs. Offered as a web-based course only. Prerequisite: BIOL-210 with a C grade or better. Three credits. Three billable hours.

BIOL-240, Genetics,

gives the student who is a science major the basic principles in the field of genetics. Topics will include the history of genetics, major concepts of cell and molecular genetics, experimental approaches used to study genetics, and current topics in the field. Attention will be given to current techniques in biotechnology. Prerequisite: BIOL-101 with a C grade or better. Three hours lecture, three hours laboratory each week. Four credits. Four billable hours.

Business

BUAD-101, Introduction to Business,

provides an overview of the concepts underlying business. Major topics of discussion include forms of business ownership, management theory, human resource management, marketing, accounting, and finance. Prerequisite: exemption/completion of READ A-D. Three credits. Three billable hours.

☞ DIVERSITY/WORLD VIEW

BUAD-150, Human Relations,

examines the interactions that exist between people within organizations. Students will examine the relationship between behavior, human relations, and performance; the components of effective interpersonal and organizational communications; motivation and leadership; strategies for effectively working within an organization; organizational group and team dynamics; change management and personal and career development. Prerequisite: exemption/completion of READ A-D. Three hours lecture each week. Three credits. Three billable hours.

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BUAD-201, Business Ethics,

explores and challenges those qualities and ideals that are taken to define the ethical person in the context of modern business practice. Moral theory, analysis of contemporary topics in business, and case studies from real-life business practice will be brought together as students are encouraged to reflect on the difference between ethics and law, the challenge between profit and ethical

responsibility, and their roles as moral agents in the business world. Students will be encouraged to expand their perspective on their own personal system of ethical values and to reflect on their visions of how they should act in business and what the business world can be. Prerequisite: exemption/completion of READ A-F and one of the following: ACCT-102, BUAD-101, or BUAD-205. Also offered as PHIL-201; credit will not be given for both. Three hours lecture each week. Three credits. Three billable hours.

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BUAD-205, Business Law,

acquaints students with the legal principles involved in the conduct of business. Topics covered include an overview of the legal system, torts, contracts, warranties, the Sales Article of the Uniform Commercial Code, agency, legal forms of business, relevant Constitutional provisions, consumer and environmental law, labor and employment law, and business ethics. Prerequisite: READ A-D. Three hours lecture each week. Also offered as PSL-205; credit will not be given for both. Three credits. Three billable hours.

BUAD-210, Culture and Diversity in the Workplace,

is an interactive course that examines the challenges and opportunities of diversity. The course will begin with an introduction to diversity, as well as some of the views and myths associated with diversity. Students will explore cross-cultural communication, building and sustaining multi-cultural work teams, and the range of cultural behaviors and expectations. Students will also look at ways that diversity can be integrated into an organization through the use of corporate culture, diversity audits and programs, recruitment, and reward systems. The course will also focus on cultural awareness and understanding on both a personal and professional level. Prerequisite: exemption/ completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term only. ☞

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Career Development

CAR-100, Career Development as a Life Process,

is an introduction to the career development process concentrating on the personal factors involved in making a mature career decision. Students are presented with various ways to survey themselves and the world of work and are encouraged to narrow down the choice to one career field. Prerequisite: exemption/completion of READ A-D and a willingness to examine your interests, abilities, and skills in order to make a tentative career decision. Three hours lecture each week. Three credits. Three billable hours.

CAR-102, Career Self-Assessment and Planning,

will provide students with theoretical knowledge and assessment of personal factors including interests, abilities and values as related to career decisions. The course provides instruction in the use of occupational outlook information and career field research methods. Emphasis is placed on the career development process and its relationship to personal development. Attention will be given to academic strengths and challenges. Students will compose a portfolio of personal information and research of identified career areas to develop options for an initial career plan. Prerequisite: exemption/completion of READ A-F and ENG-A-E. One hour lecture each week. One credit. One billable hour.

CAR-103, Career and Employment Preparation,

will provide students with theoretical knowledge of career development and employment planning. The course provides instruction in creating a professional portfolio and using employment research methods. Emphasis is placed on identification of professional brand, professionalism and self-marketing tools. Students will compose a portfolio consisting of resume, cover letter, and work samples for an initial career interview. In addition, the student will complete a mock interview. Prerequisites: exemption/ completion of Reading A-F and ENG A-E. One hour lecture each week. One credit. One billable hour.

College Success

COL-099, Developing College Readiness Skills,

is required for any student who on the basis of the placement test is required to take one or more transitional courses in Reading, English and/or Mathematics. Topics covered in this course will focus on specific learning and study strategies needed for success in college courses. It will also assist students to develop attitudes and behaviors needed to succeed in the college setting. This course must be taken concurrently with the student's first transitional course and is a prerequisite for subsequent transitional courses the student may need to qualify for credit-bearing courses. READ A also fulfills this requirement. (Students who have completed reading prior to 2014/Spring are exempt from this requirement.) Corequisite: exemption/placement into ENG READ modules and/or transitional MAT. One hour lecture each week. No credit. One billable hour.

COL-100, College Success,

focuses on student attitudes and behaviors which lead to effective learning and college success. Students clarify values and set academic and personal goals. Students develop critical thinking, time management, financial literacy, communication, organizational skills, and study skills including test-taking. Prerequisite: Score of 36 or higher on the Accuplacer Reading Placement Test. One hour lecture each week. One credit. One billable hour.

COL-101, Bridge Program,

is a week-long workshop designed to provide supplemental instruction and review in reading, writing and math for those students who score close to, but under, the cut-off for credit level courses. The workshop will prepare students to re-take the placement tests for reading, writing and math while allowing them to get acquainted with college resources, staff and students. To participate in the workshop, students will need to make an appointment with the Testing Center to take diagnostic tests in reading, writing and math. The results of the diagnostic tests will be used to create an individualized learning path for each student. At the end of the workshop, students will re-take the placement tests and may test out of one or more of their developmental courses. The cost of the materials and re-take of the placement test are included in the fee for the workshop. No credit. One-half billable hour.

Chemistry

(Other science courses are available. See also Biology, Forensic Science, Geoscience, Physical Science, and Physics.)

CHEM-101, Introduction to Chemistry,

is a preparatory chemistry course designed to show how chemistry is intimately involved in many aspects of our lives. The course will cover basic chemical and scientific concepts and applications. Topics covered in the course include matter and energy, atoms, ions and compounds, stoichiometry involving reactions, electronic structure of atom, states of matter including solutions, acids and bases, a brief introduction to nuclear and organic chemistry and biochemistry. This course satisfies the prerequisite for CHEM-105 and is also intended for allied health majors. Prerequisite: exemption/completion of MAT-099 with C grade or better and READ A-F. Any mathematical skills that are needed (beyond MAT-099) for this course will be developed as part of the course. Three hours lecture and three hours laboratory each week. Four credits. Four billable hours.

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CHEM-105, General Chemistry 1,

is the first semester course for students who intend to major in chemistry, life sciences and other areas that require a minimum of

one semester and/or one year of college chemistry. Topics covered in the course include study of matter and measurements, atoms, molecules and ions, stoichiometry involving chemical reactions, solution stoichiometry, thermochemistry, the electronic structure of the atom, periodic properties, chemical bonding, molecular geometry, and the physical behavior of gases. Prerequisite: exemption/completion with a C grade or better in CHEM-101 (or READ A-F and high school chemistry with advisor signature) and MATH-123. Three hours lecture and three hours laboratory each week. Four credits. Four billable hours.

📖 GENERAL EDUCATION

CHEM-106, General Chemistry 2,

is a continuation of CHEM 105 for students who intend to major in chemistry, life sciences and other areas that require a minimum of one semester and/or one year of college chemistry. Topics covered in the course include the study of intermolecular forces in liquids and solids, phase changes, properties of solutions, chemical kinetics, gaseous and aqueous equilibria, acids and bases, chemical thermodynamics, electrochemistry, and introduction to nuclear, organic and biological chemistry. Prerequisite: CHEM-105 and MATH-123 with C grades or better. Three hours lecture and three hours laboratory each week. Four credits. Four billable hours.

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CHEM-134, Advanced General Chemistry for Engineering,

is a course for those students who intend to major in engineering fields and wish to pursue their further education at the University of Maryland at College Park (UMCP). Upon completion of Carroll's CHEM-105 and this course, the students will have met the requirement of UMCP's CHEM-135 gateway course in their engineering department. This add-on module to CHEM-105 is not equivalent to nor does it satisfy the stand-alone CHEM-106 course for any program/discipline. Topics covered in the course include equilibria, kinetics, electrochemistry, organic chemistry, and a more in-depth emphasis on the properties of materials. Prerequisite: CHEM-105 and MATH-123 with C grades or better. One hour lecture. One credit. One billable hour.

CHEM-201, Organic Chemistry 1,

is the first semester course in college level organic chemistry. This course fulfills the requirements for students who are chemistry majors, life science majors or pursuing other majors that require college level organic chemistry. Topics covered in the course include foundational aspects of hydrocarbons and their select derivatives including functional groups on their structure, stereochemistry, reactions, and acid-base chemistry. Prerequisite: CHEM-106 with a grade of C or better. Three hours lecture and four hours laboratory each week. Five credits. Five billable hours. Offered Fall term only.

CHEM-202, Organic Chemistry 2,

is the second semester course in college level organic chemistry. This course fulfills the requirements for students who are chemistry majors, life science majors or pursuing a major that requires a two semester sequence of college level organic chemistry. Topics covered in the course include nomenclature, structural determination and mechanisms of reactions of functional groups including biomolecules. Prerequisite: CHEM-201 with a grade of C or better. Three hours lecture and four hours laboratory. Five credits. Five billable hours. Offered Spring term only.

CHEM-260, Elective Undergraduate Research Practicum,

is an independent research course for students pursuing Science, Technology, Engineering and Mathematics (STEM) majors. Science and Math Academic Research Team (SMART) Scholars will conduct literature research in the areas of Chemistry and Engineering and present the research in written portfolio and oral format. Practicum will also include participation in STEM Club activities and transfer college research component. Prerequisites: Permission of the supervising faculty and/or department chair, completed at least one semester at CCC, at least one college-level

engineering, mathematics or chemistry course with a grade of B or higher, and have an overall GPA of 2.75 or higher. Also offered as ENGR-260; credit will not be awarded for both. One credit. One billable hour. Three hour practicum each week.

CHEM-261, Elective Undergraduate Research Lab, is an independent research course for students pursuing Science, Technology, Engineering and Mathematics (STEM) majors. Science and Math Academic Research Team (SMART) Scholars will conduct literature research and an independent comprehensive hands-on lab project in the areas of Chemistry and Engineering and present the research findings in both written and oral format. Additional activities will also include participation in STEM Club activities and a transfer college research component. Prerequisites: Permission of the supervising faculty and/or department chair, completed at least one semester at CCC, at least one college-level engineering, mathematics or chemistry course with a grade of B or higher, and have an overall GPA of 2.75 or higher. Two credits. Also offered as ENGR-261; credit will not be awarded for both. Two billable hours. Five hours practicum and lab each week.

Communications

COMM-105, Introduction to Speech Communication, examines speech communication concepts, both in theory and in practice. Students will develop strategies for effective interpersonal, group, and public communication. The goal is to develop effective listening and speaking skills in a variety of contexts. Pre-requisite: exemption/completion of READ A-F and eligibility for or completion of ENGL-101. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

COMM-110, Introduction to Journalism, introduces the student to the skills, principles, and ethics of news reporting and news writing. In addition to analyzing and studying types of journalistic writing (feature, editorial, and news story), the student works on news gathering, interviewing, and writing. Prerequisite: exemption/completion of READ A-F and completion or concurrent enrollment in ENGL-101. Credit by portfolio available. Three hours lecture each week. Three credits. Three billable hours.

COMM-115, Television and American Culture, provides students with the opportunity to explore American culture through the mirror of television and learn about the industry that produces television shows for American consumption. Students will learn about different television genres, narrative structures, and styles. Additionally, students will critically view (or “read”) a variety of television shows to explore America’s competing and changing value systems, including but not limited to discussions, of television’s social impact, its influence on identity formation, and the role of television in everyday life. Students will also discuss and practice how to “read” television programs by viewing a representative sample of different television genres. This course will help students interpret television texts and develop an appreciation of television as more than entertainment. Three hours lecture each week. Three credits. Three billable hours. Prerequisite: READ A-F and placement into ENGL-101. Offered Spring term only.

COMM-120, Introduction to Film, surveys the history of film as a visual art, from silent movies to contemporary blockbusters. Students will analyze and interpret films, concentrating on aesthetic, cultural, technological, and economic perspectives. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Spring, Fall, and Summer terms.

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COMM-205, Interpersonal Communication, is a continuation of the interpersonal communication content of COMM-105. Students will gain further experience and expertise in the theories and application of communication in one-on-one situations in various contexts. Students will understand the role of perception, the development of the self, use of language, non-verbal communication, effective listening skills, and patterns of healthy communication. Prerequisite: COMM-105. Three hours of lecture each week. Three credits. Three billable hours. Offered Fall term.

Computer-Aided Design

CAD-101, Introduction to Computer-Aided Design and Drawings, is a basic course in Computer-Aided Design. Content stresses learning major CAD commands and using the graphic user interface. Conceptual drawing and spatial relationships, as well as file maintenance and plotting output, are used to create two dimensional design models. Prerequisite: exemption/completion of READ A-D and MAT-097. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CAD-110, Customizing CAD Software, is an advanced course in the setup and customization of Computer Aided Design Software. Content stresses methods of deploying, customizing and managing CAD software to meet a variety of industry standards and specifications. Prerequisite: exemption/completion of CAD-101. Students will need to have a basic understanding of Algebraic Concepts as well as Geometric and Trigonometric Functions. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CAD-206 Solid Modeling introduces the student to the subject of solid modeling as a method of creating and editing solid entities. Students will examine the key functions of solid modeling programs such as AutoDesk’s Inventor in the development, editing and use of solid models in design analysis and communication. Prerequisite: CAD-101. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CAD-208, Mechanical Applications of Solid Modeling Software, introduces students to mechanical applications of solid modeling software that are used in industry. This course includes the use of Inventor software’s analytical tools to perform part inspections, mass properties, stress, and interference analysis, and dynamic simulations as well as creation of molds for manufacturing. It also explores the integration of Inventor software with 3D printing and CAM software to prepare parts for prototyping and manufacture. Prerequisite: CAD-206. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours. Offered Fall term only.

CAD-210, Advanced AutoCAD and AutoCAD 3D, studies three-dimensional (3-D) CAD techniques and applications. Special emphasis is put on increasing productivity in the creation and editing of 3-D models in AutoCAD. Topics include photorealistic rendering, modeling in AutoCAD, plus an investigation of other rendering and modeling software packages for AutoCAD. Prerequisite: CAD-101. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CAD-220, Introduction to Architectural CAD, teaches the student how to produce architectural drawings on a CAD system. Topics include basic CAD terminology, concepts, systems principles, and model construction. Floor plans, elevations, plot plans, and detail drawings are prepared. Storage, retrieval, data extraction, and plotting procedures are examined. Prerequisite: CAD-101. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CAD-240, Engineering Drawing,

continues where CAD-206 ends. The course introduces students to CAD engineering drawings and applications, focusing on producing solid models that are functionally correct. This course includes the theories and uses of various types of views used for presentation of drawings and designs. Advanced 3-D modeling and creation of assemblies, screw threads and fasteners, dimensioning and tolerances are covered. Prerequisite: CAD-206. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours. Offered Fall term only.

CAD-245, CAD Engineering Drawing 2,

continues the study of CAD Engineering Drawing begun in CAD 240. The course explores advanced vocabulary, device specific drafting techniques, standards, conventions and visualization techniques needed to create and read engineering drawings. Advanced CAD techniques, focusing on Inventor's Design Accelerator to draw various mechanical parts. Prerequisite: CAD 240. Two hours lecture, two hours laboratory each week. Three credits, Three billable hours. Offered Spring term only.

CAD-260, Computer-Aided Civil Applications,

is an advanced course introducing students to CAD civil engineering techniques and applications in land development and general civil engineering. Topics include subdivision design, grading, roads, parking lots, drainage, sewerage, water mains, erosion and sediment control, earthwork quantities (cut and fill), and cost estimation. Prerequisite: CAD-101. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

Computer-Graphic Design

CGR-105, Introduction to Computer Graphics,

introduces students to the concept of using the computer as a tool in the graphics industry. Students will further develop their knowledge of graphic design and will be able apply that knowledge through the use of graphic design and layout software on computers. Demonstration of advanced subjects will also be included as part of a survey of the computer graphics industry. Prerequisite: exemption/completion of READ A-D and MAT-097. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

CGR-110, Typography,

is designed to teach the principles of developing letterforms as both an artistic and communication element. The technical specifications of typographic elements used for production and graphic design are discussed. Prerequisite: exemption/completion of READ A-D and CGR-105. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

CGR-115, Graphic Design 1,

will focus on the production of print-based publications. Emphasis is given to the unification of brand strategies. Students will learn to assess the goals, initiatives, missions, and values of a client and communicate the essence of their business visually through typography, color, and design. In addition to creating a corporate identity, they will learn to create a complete brand experience. Prerequisite: exemption/completion of READ A-D, MAT-097, and CGR-105. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

CGR-120, Digital Photography,

stresses the fundamentals of photography, the camera, and the use of the computer software and peripherals in the composition, editing, printing, and digital presentation processes. Students will learn a variety of techniques surrounding the use of camera and lighting equipment and effective photographic composition. Prerequisite: exemption/completion of READ A-D and CGR-105. Completion of CGR-115 and CGR-110 is strongly recommended. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours. Offered Spring and Fall terms.

CGR-157, Introduction to Web Page Design,

will introduced students to the creation of web sites for the internet. Concepts such as HTML, and WYSIWYG design will be covered. Emphasis is placed on navigational design, visual hierarchy, non-linear design, editorial style, and typography for the web. Prerequisite: exemption/completion of READ A-D and CGR-105. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

CGR-230, Digital Video,

is designed to acquaint the student with the equipment and software associated with digital video production. Emphasis will be placed on production planning, execution, and editing techniques. In addition, students will capture images and real time video. Prerequisite: exemption/completion of READ A-D and CGR-105. Completion of CGR-115 and CGR-110 is strongly recommended. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours. Offered Fall term.

CGR-231, Introduction to Motion Graphics,

is designed for students to be introduced to the theory and production of animated 2D graphics for time-based media environments. Concept, research, design, and preproduction routines for motion graphics projects are covered, focusing on animating typography, graphic objects, and still images. Production of video-based kinetic type and its unique ability to interact with multi-layered video productions are explored in depth. Prerequisite: CGR-230. Completion of CGR-110, and CGR-115, is strongly recommended. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term.

CGR-232, Multimedia Production,

is designed to introduce students to multimedia recording, production, and authoring techniques. Students will explore audio and video recording and digital capture/conversion techniques on the computer. Additionally, students will explore the fundamentals of multimedia editing and assembly, creation of self-running and user-driven multimedia presentations, and will prepare a multimedia portfolio. Prerequisite: exemption/completion of READ A-D plus CGR-105. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term only.

CGR-240, Digital Printmaking,

is designed to teach the application of digital media as a fine art tool. This course deals with the use of computer tools to expand the limits of personal visual exploration. This course deals with digital fine art produced on the computer and printed archivally. Digital painting, digital collage, photo painting and mixed media applications will be explored. Prerequisite: exemption/completion of READ A-D and CGR-105. Three hours of lecture each week. Three credits. Three billable hours. Offered Spring term.

CGR-250, Publication Design,

on Computers builds student skills in developing aesthetic and technically refined desktop publishing materials. A workshop atmosphere allows students to learn several electronic layout techniques and develop various publication examples. Students may use several computer peripherals and many advanced system enhancements to create communication designs. Several advanced software packages are also available for use in preparing work. Emphasis is placed on composition, preparing artwork, inputting copy, and assembling documents. Prerequisite: exemption/completion of READ A-D plus CGR-105. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term.

CGR-252, Computer Illustration,

is designed to teach the conceptualization and digital illustration techniques used in advertising and publication design. Multiple techniques and styles of illustration will be explored. The student will learn how to construct illustrative concepts and the ways

in which they communicate the most effectively. Prerequisite: exemption/completion of READ A-D and CGR-105. Completion of CGR-115 and CGR-110 is strongly recommended. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term.

CGR-254, Computer Animation and Modeling, is an intermediate course in the use of interactive computer graphics to produce maximum-impact animated presentations for business, engineering, scientific, architectural, gaming, educational, training, or sales purposes. Animation and Modeling is studied for use in creating, capturing, or processing images with color, motion, and transformation effects. Post-production techniques to store and present results on hardcopy, CD disks, video tape, and streaming Internet video are included. Specific software changes with the state-of-the-art, contact program advisor. Prerequisite: CGR-105 or CAD-101. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours. Offered Fall term.

CGR-257, Advanced Web Page Design, will focus on creating a web based cross platform identity for clients. Emphasis is given to the unification of multimedia brand strategies through the use of the internet and dynamic interactive tools such as Adobe Flash. In addition to creating a multimedia identity, students will learn to apply this to create an interactive experience for their clients. Prerequisite: exemption/completion of READ A-D and CGR-157. Completion of CGR-115 and CGR-110 is strongly recommended. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term.

CGR-270, Portfolio and Career Development, prepares students for the transition from student to design professional. Topics will include the execution of professional oriented activities such as contract development; resume writing, and client presentations. Emphasis is placed on developing and presenting a portfolio that is targeted to either the job search or continuing studies. Independent, directed studio experiences available. Prerequisite: should be taken during the last semester prior to graduation from the CGR program. Three credits. Three billable hours. Offered Spring and Fall terms.

Computer Information Applications

CIA-111, Outlook, develops students' ability to use personal information manager software to customize settings, automate tasks, print and save information, search contacts, messages, and calendars, format, organize, and manage messages, manage schedules, contacts, and groups. This course prepares students to complete the MOS Microsoft Outlook 2016 certification exam; this exam is completed as the final exam. Certification is not guaranteed. An additional \$80 fee is required. It is recommended that students possess basic technology skills to be successful in this course. Prerequisite: exemption/completion of READ A-D. (Formerly offered as OFFC-111; credit not awarded for both courses.) Two lecture hours each week. Two credits. Two billable hours. Offered fall, winter, spring, and summer terms.

CIA-125, Word, develops students' ability to create and enhance text-based documents while using Microsoft Word software. Students learn intermediate and advanced skills to format cover letters, resumes, newsletters, forms, and research papers, including proper formatting for citations, footnotes, and bibliographies. They learn to manage and share documents, create custom elements, create mail merges, web pages, and use proofing and markup tools. This course prepares students to complete the MOS Microsoft Word Core and Expert 2016 certification exams. The MOS Word Core 2016 exam is completed as the final exam. Certification is not guaranteed. An additional \$80 fee is required. Students also have the opportunity to complete the Expert exam for an additional fee.

It is recommended that students possess basic technology skills to be successful in this course. Prerequisite: exemption/completion of READ A-D. (Formerly offered as OFFC-205; credit not awarded for both courses.) Four lecture hours each week. Four credits. Four billable hours. Offered fall, winter, spring, and summer terms.

CIA-135, Excel, develops students' ability to create and enhance electronic worksheets and charts while using the Microsoft Excel software package. Students learn and apply skills to create and manage worksheets and workbooks, create and manage cells and ranges, create and edit tables, perform operations with intermediate and advanced formulas and functions, and create intermediate and advanced charts and objects. They learn to manage workbook options and settings, apply custom data formats and layouts. This course prepares students to complete the MOS Microsoft Excel Core and Expert 2016 certification exams. The MOS Excel Core 2016 exam is completed as the final exam. Certification is not guaranteed. An additional \$80 fee is required. Students also have the opportunity to complete the Expert exam for an additional fee. It is recommended that students possess basic technology skills to be successful in this course. Prerequisite: exemption/completion of READ A-D and MAT-097. (Formerly offered as OFFC-235; credit not awarded for both.) Four lecture hours each week. Four credits. Four billable hours. Offered fall, winter, spring, and summer terms.

CIA-155, PowerPoint develops students' ability to create and enhance presentations while using Microsoft PowerPoint software. Students learn and apply skills to create and manage presentations and templates; insert and format text, shapes and images; insert tables, charts, SmartArt, and media; apply transitions and animations; and manage multiple presentations. This course prepares students to complete the MOS Microsoft PowerPoint 2016 certification exam; this exam is completed as the final exam. Certification is not guaranteed. An additional \$80 fee is required. It is recommended that students possess basic technology skills to be successful in this course. Prerequisite: exemption/completion of READ A-D. (Formerly offered as OFFC-155; credit not awarded for both courses.) Three lecture hours each week. Three credits. Three billable hours. Offered fall, winter, spring, and summer terms.

CIA-170, Access, develops students' ability to create, manage, and search databases; design forms; create queries; produce and format reports; and understand concepts of database programming using the Microsoft Access software package. This course prepares students to complete the MOS Microsoft Access 2016 certification exam; this exam is completed as the final exam. Certification is not guaranteed. An additional \$80 fee is required. It is recommended that students possess basic technology skills to be successful in this course. Prerequisite: exemption/completion of READ A-D. (Formerly offered as OFFC-170; credit not awarded for both courses.) Three lecture hours each week. Three credits. Three billable hours. Offered fall, winter, spring, and summer terms.

Computer Information Systems

CIS-101, Introduction to Computer Information Systems, is designed to prepare students to focus upon the technological demands of the 21st century workforce. Students use creative thinking, problem solving, effective communication, team building, and analyze social and ethical issues related to computers, networks, and the Internet. Students gain hands-on experience through examples and team-based scenarios using Web/Internet applications, current word processing, spreadsheet, database, presentation applications, and the current Windows operating system. Prerequisite: exemption/completion of READ A-D and MAT-097. Three hours lecture each week. Three credits. Three billable hours.

CIS-102, Technology for Teachers 1,

is customized technology training for elementary and secondary classroom teachers. Educators taking this course will incorporate basic technology into their classroom for the benefit of their students. The course is designed to provide hands-on experience in electronic communications, efficient management of documents and records, and effective use of application software. Additional teaching and learning applications which aid in developing thinking, literacy, and numeracy skills will be highlighted. Each teacher's specific classroom situation will be examined and analyzed as to how technology can enhance classroom results. Students must be currently employed as a teacher or receive permission of the department chair to register. One credit. One billable hour.

CIS-105, Introduction to Object-Oriented Programming, introduces the student to programming using object-oriented principles, such as objects, methods and inheritance to write programs. Students will learn how to create decision statements, loops, functions, arrays, objects and classes to construct algorithms and solve problems. Prerequisite: READ A-F and MAT-099. Two hours lecture and two hours of lab each week. Three credits. Three billable hours.

CIS-120, Introduction to Visual Basic, uses VB.NET to write object-oriented/event-driven programs. This programming language is easy enough for a non-programmer to use, yet sophisticated enough to be used by professional programmers. The course covers fundamental programming concepts and problem-solving techniques via VB.NET. Prerequisite: CIS-132. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

CIS-125, Beginning Programming in C, introduces the popular C programming language to the beginning programming student. The student will learn the principles of structured programming and problem solving using the C language. Prerequisite: CIS-132. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

CIS-132, Principles of Programming, introduces the student to object-oriented programming. Students will learn how to write code and develop strategies to solve problems. Topics covered include: creating classes, decision structures, loops, file I/O, arrays, text processing and wrapper classes. Prerequisite: Any General Education Mathematics course. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

CIS-137, Introduction to Web Development Technologies, introduces the student to the languages and tools used to develop web sites that effectively communicate ideas, concepts and information. Students will receive hands-on experience with the latest versions of: Hypertext Markup Language (HTML), Cascading Style Sheets (CSS) and JavaScript. In addition, students will learn how to incorporate social media content such as YouTube videos, Twitter feeds, and Facebook posts in their websites. Prerequisite: MAT-099 and READ-A-F. Two hours lecture and two hours of lab each week. Three credits. Three billable hours.

CIS-139, Principles of Computer Technology, covers a broad spectrum of concepts dealing with the microcomputer to ensure a sound technical foundation in the computer technology field. Students will learn how to assemble and configure a personal computer including the operating system. Concepts include system hardware and operating systems as well as basic troubleshooting, data communications and networking. Prerequisite: CIS-101 or CAD-101. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

CIS-148, Introduction to SQL and Database Design, gives the student experience in designing and creating databases using several database management systems. (DBMS) Students will use relational database theory to design databases and will learn structured query language (SQL) to select, insert, update and delete data. Prerequisite: Any General Education Mathematics course. Two hours lecture, two hours laboratory each week. Three credits. Four billable hours.

CIS-150, Introduction to Operating Systems, covers the fundamentals of operating systems; including virtualization of the CPU and memory, threads and concurrency, file and storage systems. The student will gain experience installing, configuring and trouble-shooting Windows, Linux and Mac operating systems. Prerequisite: Any General Education Mathematics course. Two hours lecture, two hours laboratory each week. Three credits. Four billable hours.

CIS-165, Introduction to Data Communication, is the first course in data communications and networking. It provides a comprehensive introduction to the fundamentals of data transmission, focusing on the lower layers of the OSI model. Broad overview of data transmission concepts such as signaling, encoding, modulation, and error detection are explored. Topics relating to network security including cryptography, message Security, user authentication, and key management are introduced. Prerequisite: CIS-139. Three hours lecture each week. Three credits. Three billable hours.

CIS-223, Introduction to JAVA, is an introduction to an object-oriented programming language, popular for Web-based programming. The course will cover the fundamental concepts associated with programming and the use of JAVA to solve problems and write programs. Prerequisite: CIS-129. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

CIS-232, Advanced Principles of Programming, continues object-oriented programming beyond CIS-132, Principles of Programming (the introductory level course). Topics covered include: inheritance, advanced file I/O, GUI applications, recursion, polymorphism and database applications. Prerequisite: CIS-132 and CIS-148. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

CIS-234, Client-side Web Development, builds on the concepts from CIS-137. Students will learn to use client-side technologies, programming languages and frameworks to build engaging, interactive and responsive websites. Prerequisite: CIS-137. Two hours lecture and two hours of lab each week. Three credits. Three billable hours.

CIS-237, Server-Side Web Development, teaches the student how to use server-side frameworks such as ASP.NET, PHP or Cold Fusion along with object-oriented programming and relational databases to create interactive and data-driven websites. Prerequisite: CIS-105 or CIS-132 and CIS-137 and CIS-148. Two hours lecture, three hours laboratory each week. Four credits. Four billable hours.

CIS-250, Systems Analysis and Design, presents techniques used for the development of successful computer-based information systems. The system life cycle, from preliminary investigation through implementation, is presented. Emphasis is placed on the roles of systems analysts, programmers, users, and management in the process. Selected techniques of management science are surveyed. Prerequisite: CIS-230 or CIS-274 or CGR-257. Three hours lecture each week. Three credits. Three billable hours.

CIS-258, Developing Cross-Platform Mobile Applications, shows the student how to leverage their HTML, CSS and JavaScript skills with tools such as PhoneGap or Visual Studio to develop cross platform mobile applications. Students will learn how to use APIs to access the audio, video, storage, geolocation, and the accelerometer features of various mobile devices. Students will need either an Android and/or an IOS (Apple) mobile device for this course. Prerequisite: CIS-137. Two hours lecture and two hours of lab each week. Three credits. Three billable hours.

Criminal Justice

CRIM-101, Introduction to Criminal Justice, surveys the historical development of law enforcement, courts and corrections. It examines the organization within the United States of federal, state and local agencies and institutions with staff functions and appointment requirements. Prerequisite: exemption/ completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

CRIM-102, Introduction to Corrections, introduces the student to the field of corrections as it relates to the criminal justice system. It focuses on the history of corrections and the various forms of criminal sanctions at the federal, state, and local levels. Prerequisite: CRIM-101. Three hours lecture each week. Three credits. Three billable hours.

CRIM-103, Serial Killers, presents an overview of serial killers and mass murderers in the United States and other countries in order to better understand the background of serial killers as well as the root causes and failures in their lives that led up to their killing spree. Case studies of serial killers will be reviewed as well as the investigation, apprehension, trial and dispositions of these offenders. Prerequisite: exemption/ completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

CRIM-104, First Responder, provides the student with the knowledge and skills necessary to render basic care to a sick or injured person until the arrival of emergency medical providers. The course focuses on performing patient assessments and managing life threatening situations. Successful completion allows the student to take the Maryland First Responder exam for which there is an additional fee. Attendance is mandatory for all classes. Prerequisite: exemption/ completion of READ A-D. Thirty-eight hours of lecture and twelve hours of lab. Three credits. Three billable hours.

CRIM-105, Criminology, introduces students to the basic theories, fundamental facts, and problems associated with the science of criminology, while providing a systematic basis for the study of criminals and criminal behavior as it relates to the criminal justice system in America. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

CRIM-106, Law Enforcement and the Community, is a study of the relationship between police and the community with recommendations for ways of working together to reduce crime. Emphasis is placed on police in a culturally diverse society. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

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CRIM-109, Corrections Law, is a study of the rights of prisoners and the major cases pertaining thereto. Topics covered include the use of force, visitation, freedom of association and religion, disciplinary due process, and the

rights to rehabilitation, medical care, and legal services. Special attention will be paid to the criminal and civil liabilities attached to correctional officials. Prerequisite: CRIM-102. Three hours lecture each week. Three credits. Three billable hours.

CRIM-110, Criminal Law, examines pertinent aspects of substantive criminal law in America, including statutory and common law. Basic elements of law and specific issues of interest to law enforcement, including constitutional law are presented and discussed. Prerequisite: exemption/completion of READ A-F. Also offered as PSLs-110 (formerly LGST-110); credit will not be given for both. Three hours lecture each week. Three credits. Three billable hours.

CRIM-111 Criminal Evidence and Procedure, examines the principles and techniques of criminal procedure employed during trials to determine the admissibility of physical and testimonial evidence. An analysis of laws and court decisions relating to admissibility is emphasized. Also offered as PSLs-111 (and formerly as LGST-111); Credit will not be awarded for both. Prerequisite: exemption/ completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

CRIM-114, Constitutional Law for Police, focuses on the United States Constitution as a document of fundamental importance to our system of criminal justice with particular emphasis on the Fourth, Fifth, and Sixth Amendments. Students will study leading cases concerning governmental powers and limitations and will learn to apply them to current issues. Prerequisite: CRIM-101 and CRIM- 110. Three hours lecture each week. Three credits. Three billable hours.

CRIM-115, Civil Rights and Liberties in Criminal Justice, is a study of the current state of civil liberties and civil/political rights in the United States with emphasis on required procedures and practices within the criminal justice system. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

CRIM-120, Juvenile Justice, is a comprehensive study of the prevention, detection, and correction of juvenile delinquency. The course includes a study of Maryland laws relating to young offenders, police procedures dealing with youth and the Juvenile Court process. The course also studies the processes of juvenile justice intake, assessment, community programs and the institutional treatment of youth. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

CRIM-125, Constitutional Law, provides a foundation for understanding Constitutional Law including an overview of the historical setting and legal system of the United States. The course provides understanding of the constitutional guarantees of civil rights and liberties and the basic freedoms of the amendments and the constitutional amendments' influences on the criminal justice system. Also offered as PSLs-125 (and formerly as LGST-125); credit not awarded for both. Prerequisite: exemption/ completion of READ A-F. Three credits. Three billable hours.

CRIM-130, Introduction to Homeland Security, presents a framework for understanding the role that both private and public homeland security personnel play in today's society. This course examines terrorism from a historical and global perspective and discusses specific strategies, operations, and tactics that can be used to prevent and protect against future threats. Prerequisite: Exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

CRIM-203, Written Communications for Police, provides instruction and practice in the preparation of administrative and operational police reports. Special emphasis will be placed on note taking and the accurate development of documents relating to criminal investigations. Prerequisite: CRIM-101 and ENGL-101. Three hours lecture each week. Three credits. Three billable hours.

CRIM-205, Criminal Justice Ethics, will provide the student with a historical perspective of the moral and ethical issues encountered in our criminal justice system and examines the consequences of ethical and legal transgressions by criminal justice practitioners. Topics will include police misconduct, attorney/client relationships, prosecutorial misconduct, and sentencing behavior. Three hours lecture each week. Prerequisite: exemption/completion of READ A-F. Three credits. Three billable hours.
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CRIM-215, Patrol Operations, is a study of the ever-increasing responsibilities and duties associated with the every-day activities of preserving the peace and tranquility of an officer's patrol area. Emphasis is placed on how and why certain procedures, functions, policies, supervisory directions, and personnel training issues affect the daily patrol. A variety of scenario situations will be the basis for much of this course study. Prerequisite: CRIM-101. Three hours lecture each week. Three credits. Three billable hours.

CRIM-220, Basic Criminal Investigation, is a study that combines the art of criminal investigation with the science of crime scene processing. Emphasis is placed on basic investigatory techniques used to identify and define participants in crimes, as well as procedures to secure, control, organize, and process various types of crime scenes. The primary focus of the course is suspect and evidence identification, documentation, and collection. Pre-constructed crime scenes and role-play scenarios will be used in connection with lectures. Prerequisite: CRIM-110. Three hours lecture each week. Three credits. Three billable hours.

CRIM-225, Motor Vehicle Collision Investigation, provides a detailed study into basic vehicle collision investigations. The student will be provided with the knowledge to conduct such investigations, including terminology and investigative procedures, as well as to identify and collect evidence that may be encountered. Students will learn how to conduct an on-scene investigation, interview witnesses and those involved, examine skid marks, take photographs, and complete the Maryland Automated Accident Report. Prerequisite: exemption/completion of READ A-D. Three hours lecture each week. Three credits. Three billable hours.

CRIM-230, Police Administration, will study the principles of supervision, management, and organization as they relate to police organizations. Personnel issues, community relations, and measures of effectiveness will be discussed. Prerequisite: CRIM-101. Three hours lecture each week. Three credits. Three billable hours.

CRIM-236, Parole and Probation, is a study of the origins of parole and probation with emphasis on contemporary approaches to corrections. Topics include pre-sentence investigations, duties and responsibilities of parole and probation officers, evaluation of programs, and supervision and treatment of offenders. Prerequisite: CRIM-102. Three hours lecture each week. Three credits. Three billable hours.

CRIM-240, Treatment and Rehabilitation, of the Offender surveys various rehabilitation strategies, educational and vocational programs, and specialized treatment for substance abuse. It examines the roles of the institutions who are responsible for treating those detained awaiting trial and those who have been convicted of a crime and are serving sentences of varying lengths. Prerequisite: CRIM-102. Three hours lecture each week. Three credits. Three billable hours.

Cybersecurity

CYBR-106, Computer Repair and Support 1, provides the student with hands-on experience installing, configuring and maintaining computers, software and other devices. Students will have the opportunity to develop hardware and software troubleshooting and diagnostic skills, and will learn basic concepts of computer networking and security, as well as appropriate customer service techniques. Prerequisite: exemption/completion of READ A-F and MAT-097. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CYBR-107, Computer Repair and Support 2, provides the student with hands-on experience in the areas of desktop operating systems, basic computer and network security, mobile device support, and systems troubleshooting. Students will have the opportunity to properly and safely diagnose, resolve and document common software and hardware issues, and will learn basic concepts of software virtualization, imaging and network deployment of software. Prerequisite: CYBR-106. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CYBR-121, Networking Essentials, is designed to provide students with the necessary skills and knowledge required to configure, implement, maintain and troubleshoot TCP/IP-based computer networks. This course provides the student with hands-on experience in planning, configuring and supporting computer networks and computer networking devices. Students will learn the concepts of IP addressing, computer networking cabling and components, network security, and subnetting. Prerequisite: CYBR-107. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CYBR-122, Network Security, is designed to introduce students to common cybersecurity issues related to wired and wireless computer networks and systems. This course builds on the foundational networking knowledge covered in CYBR-121 by teaching students how to apply security concepts to functional networks that were implemented during the CYBR-121 course. Topics include common security attacks and prevention, implementing authentication, firewalls and virtual private networks, securing email and web resources, and security policy implementation. Prerequisite: CYBR-121. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CYBR-151, Networking 1, is intended to build on the foundational computer networking knowledge introduced in CYBR-121. This course will further examine the OSI and TCP layered models, IP addressing and TCP/IP concepts introduced in CYBR-121, and will additionally provide students with hands-on experience configuring routing and switching devices. Prerequisite: CYBR-121. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CYBR-152, Networking 2, is intended to build on the networking concepts covered in CYBR-151. This course covers the principles of network routing and switching and explores common routing protocols in additional detail. Students will also learn to identify and correct common network routing issues. Prerequisite: CYBR-151. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CYBR-181, Installing and Configuring Windows Server, is designed to provide students with hands-on experience implementing a Microsoft Windows Server infrastructure into an existing networking environment. Students will learn how to manage Active Directory Domain Services and Objects and automate administration, implement File and Print Services and Group Policy, and set up server virtualization. Prerequisite: CYBR-121. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CYBR-182, Linux System Administration, is designed to provide students with hands-on experience implementing Linux-based operating systems into an existing networking environment. Students will learn how to install and configure the Linux operating system, manage system processes, files, users and printers, automate tasks, and set up disk storage and network connectivity within the Linux environment. Prerequisite: CYBR-121. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CYBR-201, Digital Forensics, is designed to provide students with an understanding of the approach to investigating information technology security incidents and systems breaches. Students will learn to identify threats, identify and recover evidence, and perform forensic analysis and documentation. An analysis of prior breaches will also be covered. Prerequisite: CYBR-122. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CYBR-241, Network Intrusion Detection and Penetration Testing, is designed to provide students with an understanding of the techniques, tools and processes used by hackers to penetrate and hack wired and wireless networks, and the countermeasures used to protect against these attacks. Students will learn about hacker tools such as malware and scripts, as well as the countermeasures taken by network administrators to stop these attacks. Prerequisite: CYBR-122 and CYBR-182. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CYBR-242, Advanced Network Defense, is designed to provide students with hands-on experience deploying and administering common network security systems, as well as an understanding of the underlying architecture of network defense. Students will configure firewalls, virtual private networks, intrusion detection, prevention systems, and administer network security policies. Prerequisite: CYBR-122. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CYBR-291, Cybersecurity Capstone, is an independent, intensive study and research course for students pursuing the Associates of Applied Science (A.A.S.) degree in Cybersecurity. Students will conduct research and create an independent, comprehensive practical project related to the field of cybersecurity and present their results at the conclusion of the course. It is highly recommended that CYBR-291 be taken as one of the last courses in the Associates of Applied Science degree. Prerequisite: Completion of a minimum of 30 credit hours within the major, including ENGL-209. One credit. One billable hour.

Diversity

DVTY-115, Diversity in the U.S.: Living in a Multicultural Society, examines cultural diversity in America from an interdisciplinary perspective, focusing on the relationship between dominant society and minority groups. These groups include not only racial and ethnic groups, but others disadvantaged by gender, sexual orientation, religion, age and disability. While the primary disciplinary perspective of the course is sociological, the course

integrates other social sciences (anthropology, economics and political science), as well as the humanities (arts, literature, history, and religion/philosophy). The course uses readings, discussion, case studies and class presentations to address issues that affect minority groups in contemporary American society. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

Early Childhood Education

ECE-100, Introduction to Early Childhood Education, examines the conceptual framework for understanding the role of the early childhood professional; focuses on understanding professional and legal responsibilities in the profession of early childhood education in the context of historical, philosophical, and social influences; and surveys contemporary trends, issues, and problems affecting young children such as discipline, single parent families, homelessness, child abuse and neglect, inclusion, accountability, and stress in children. It is recommended that ECE-100 be the first course taken for the Associate's degree. Prerequisite: exemption/completion of READ A-F and ENG A-E. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

☞ DIVERSITY/WORLD VIEW

ECE-101, Child Growth and Development, examines the physical, cognitive, social, and emotional growth of young children from prenatal development through middle childhood. It reviews prominent theories of development and topics such as health, nutrition, play and the family. This course meets the Maryland State Department of Education Child Development requirement for an initial certificate in Early Childhood Education and Elementary Education. This course is also forty-five hours of the Ninety Hour Child Care Certificate for Senior Staff. ECE-104 is required to complete the Ninety Hour Child Care Certificate. ECE-101 and ECE-104 may be taken concurrently. Prerequisite: exemption/completion of READ A-F and ENG A-E. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

☞ DIVERSITY/WORLD VIEW

ECE-104, Methods and Materials in Early Childhood Education, is designed to teach the methods and proper use of materials for presenting creative learning experiences to young children in the areas of language, creative dramatics, art, music, movement, math, science, emergent literacy, and outdoor activities. This course meets the Maryland State Department of Education Teaching Methodology requirement for an initial certificate in Early Childhood Education. This course satisfies forty-five hours of the Ninety hour Child Care Certificate required for Senior Staff. ECE-101 is required to complete the Ninety Hour Child Care Certificate. Students may take ECE-101 and ECE-104 concurrently. Prerequisite: exemption/completion of ECE-100, ENG A-E, and READ A-D. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

☞ DIVERSITY/WORLD VIEW

ECE-105, Infants and Toddlers: Development and Care, examines the child from conception to age two. The course investigates normal stage development, health, feeding, play, rest, and abuse, as well as appropriate activities for socialization, guidance, and supervision. This course meets State requirements for 90 clock hours of training in an infant program. Prerequisite: exemption/completion of READ A-D and ENG-097. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term only.

ECE-110, Nutrition, Health and Safety in Early Childhood Education,

provides insights into the needs of children in the formal early care and education setting. This course introduces the student to the field of general well-being, safety, nutrition, and first aid as it applies to young children. The course underscores the relationship of maternal diet/health to the health of the infant. The effects of nutrients on growth and development are examined. Childhood diseases and symptoms are investigated. The model early childhood program is examined in terms of balanced menus, health practices, and safety precautions. Prerequisite: exemption/completion of READ A-D and ENG-A-D. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term only.

ECE-115, School-Age Care (SAC),

is an early childhood education career course which examines the child between ages five and twelve. Appropriate methods, materials, and experiences for school-age care will be covered. This course along with ECE-101, meets State requirements for 90 clock hours of training in a school-age program. Prerequisite: exemption/completion of READ A-D and ENG A-E. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term only.

ECE-120, Literacy in Early Childhood Education,

examines the theories, processes, and acquisition of reading and language arts from birth to third grade. Emphasizes the cognitive, linguistic, social, and physiological factors involved in oral and written language development. Prerequisite: exemption/completion of READ A-D and ENG A-D. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term only.

☞ DIVERSITY/WORLD VIEW

ECE-125, Educational Psychology,

is a study of the educational process. Attention is given to various instructional models and objectives, theories of learning, and the application of modern psychological principles as they apply to educational theory and practice. Direct observation of classroom interactions and the facilitation of learning are suggested as integral parts of the course. Prerequisite: ECE-100 and ECE-101. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

ECE-210, Child Care Administration,

provides an overview of the basic child care services, including family day care, group day care, school-age child care, and nanny care. Focus will be on organization and administration of a child care center with emphasis on start-up, budgeting, licensing, and regulations. Appropriate methods, materials, and experiences for young children will be reviewed. This course meets state requirements for three semester hours of approved administrator training. Prerequisite: exemption/completion of READ A-D and ENG-A-D. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term only.

ECE-270, Early Childhood Education Capstone Field Experience,

provides a structured field-based experience in an approved early childhood setting and is required for students preparing to become teachers. Students will engage in a guided field observation of the teaching and learning process for a total of forty-five hours. Students will complete their professional projects and attend on-campus lectures. It is highly recommended that ECE-270 is taken as one of the last courses completed for the Associate's Degree. Students must be in good academic standing (2.0 G.P.A.) with the College. External classroom observation will occur on the students' own time. Prerequisites: ECE-100, ECE-101, ECE-104, EDUC-130, EDUC-131 with a grade C or better and ENGL-101, plus, AAT. ECE and AAT.ELMED students must also attempt a Basic Skills Test (Praxis CORE, ACT or SAT) prior to taking this course. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

Economics

ECON-100, Principles of Microeconomics,

introduces students to concepts, theories and issues impacting consumers, businesses and the government. Topics include: Scarcity, opportunity cost, marginal analysis, supply and demand and elasticity, production and costs, market structures, and government policy. Prerequisite: exemption/completion of READ-A-F. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

ECON-102, Principles of Macroeconomics,

introduces students to concepts, theories and issues impacting the economy overall. Topics include: economic systems, scarcity and opportunity cost, supply and demand, unemployment and inflation, GDP and economic growth, fiscal and monetary policies, and international trade. Prerequisite: exemption/completion of READ A-F. CLEP is available. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

ECON-201, The Economics of War and Social Problems,

presents a cost and benefits analysis of spending on war, national defense, social problems, and entitlement programs. Topics include but are not necessarily limited to health care, social security, income security (welfare), poverty, organized labor, and the environment. Prerequisite: ECON-101 or ECON-102. Three hours lecture each week. Three credits. Three billable hours.

Education

EDUC-106, PRAXIS I Preparation for Mathematics,

prepares Teacher Education candidates and provisional teachers for successful completion of the mathematics portion of the PRAXIS I series. Students are introduced to the format and content of the PPST Mathematics Test. Concepts and skills in each of the five broad areas assessed in the test are reviewed. Students are helped to refine their computational and mathematical reasoning skills. PRAXIS I is required for entry into most Maryland four-year Teacher Education programs and for the Maryland State Department of Education to review student transcripts. Prerequisite: exemption/completion of READ-099 and ENGL-101 or ENGL-103, and MAT-097. One hour lecture each week. No credit. One billable hour. Audit only.

EDUC-107, PRAXIS I Preparation for Reading and Writing,

prepares Teacher Education students and provisional teachers for successful completion of the reading/writing portion of the PRAXIS I series. Concepts and skills measured by the test are reviewed. Test format and question types are analyzed. Test-taking strategies are developed. PRAXIS I is required for entry into most Maryland four-year Teacher Education programs and for the Maryland State Department of Education to review student transcripts. Prerequisite: exemption/completion of READ-099 and ENGL-101 or ENGL-103. One hour lecture each week. No credit. One billable hour. Audit only.

EDUC-120, Introduction to Education,

is a survey of the historical, philosophical, sociological, and psychological aspects of the education process. Students will be introduced to the goals and practices of the school through a number of experiences. In addition to classroom lecture and discussions, students will participate in the direct observation of learners and teachers in the school setting at the early childhood, elementary, and secondary levels, as well as a number of formats representing special education for the exceptional child. This course is designed to assist the student in selecting a career in education. External classroom observation will occur

on students' own time. Prerequisite: exemption/completion of ENG A-E and READ A-F. Three hours lecture each week. Three credits. Three billable hours. Students enrolled in EDUC-120 must be concurrently enrolled in EDUC-121, Field Experience for Introduction to Education and must be in good academic standing (2.0 GPA). Offered Spring and Fall terms.

☞ DIVERSITY/WORLD VIEW

EDUC-121, Field Experience for Introduction to Education, is required for students preparing to become teachers. Students will engage in a guided observation in a school at the level at which they want to be certified. Students will attend seminars at the college. The Field Experience is an opportunity to observe local teachers and become familiar with how teachers at different levels address educational issues. Students may provide assistance to classroom teachers as requested. Students (including transfer students) must be in good academic standing (2.0 GPA). External classroom observation will occur on the students' own time. Prerequisite or co-requisite: EDUC-120 and good academic standing. One credit. One billable hour. Offered Spring and Fall terms.

EDUC-125, Educational Psychology, is a study of the educational process. Attention is given to various instructional models and objectives, theories of learning, and the application of modern psychological principles as they apply to educational theory and practice. Direct observation of classroom interactions and the facilitation of learning are suggested as integral parts of the course. Prerequisite: Baccalaureate degree, or PSYC-101 and EDUC-120, or PSYC-101 and ECE-100. Undergraduate students, including Transfer students, enrolled in EDUC-125 must be concurrently enrolled in EDUC-126 and in good academic standing (2.0 GPA). External classroom observation will occur on students' own time. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

EDUC-126, Field Experience for Educational Psychology, is required for students preparing to become teachers. Students will engage in guided field observations of the teaching and learning process at the level at which they want to be certified for a total of fifteen clock hours. Students will attend seminars at the college. The Field Experience is an opportunity to apply concepts learned in the EDUC-125 course to processes of teaching and learning at a local school. Students may provide assistance to classroom teachers as requested. Students (including transfer students) must be in good academic standing (2.0 GPA). External classroom observation will occur on the students' own time. Prerequisite or co-requisite: EDUC-125 and grade C or better in EDUC-121. One credit. One billable hour. Offered Spring and Fall terms.

EDUC-130, Introduction to Special Education, is a survey of the existing knowledge about disabling conditions and the implications of these differences for educational programming. The content includes an examination of the foundations of special education, gifted and talented conditions, the nature of sensorimotor exceptionalities, mental retardation, learning disabilities, and behavioral disorders. Current information concerning federal and state regulations in special education is provided, and the use of appropriate educational modifications and environmental adaptations is discussed. Prerequisite: Baccalaureate degree, or ECE-101 and 100, or EDUC 120 and 125. Three hours lecture each week. Three credits. Three billable hours. Undergraduate students and transfer students enrolled in EDUC-130 must be concurrently enrolled in EDUC-131 and in good academic standing (2.0 GPA). The Introduction to Special Education course required by Carroll Community College is a necessary requirement of the College's A.A.T. degree, but is not sufficient to meet all special education or inclusion course requirements for four-year teacher education programs. Students may be required to take additional special education or inclusion courses as a part of the requirements for a baccalaureate degree and

teacher education certification at four-year institutions. Offered Spring and Fall terms.

☞ DIVERSITY/WORLD VIEW

EDUC-131, Field Experience for Introduction to Special Education, is required for students preparing to become teachers. Students will engage in a guided field observation of school services to students with special needs at the level at which they want to be certified for a total of fifteen clock hours. Students will attend seminars at the college. The Field Experience is an opportunity to apply concepts learned in the EDUC-130 course to teaching and learning for special education populations in a local school. Students may provide assistance to classroom teachers as requested. Students (including transfer students) must be in good academic standing. (2.0 G.P.A.) External observation will occur on the students' own time. Prerequisite or co-requisite: EDUC-130 and a grade of C or better in EDUC-126. One credit. One billable hour. Offered Spring and Fall terms.

EDUC-201, Processes and Acquisition of Reading, is designed to assist 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. It is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structures including spoken syllables, phonemes, graphemes, and morphemes is included in this course. Participants will apply knowledge of the four 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. Prerequisite: Baccalaureate degree, or ENGL101 and one of the following course sequences: EDUC-120 and EDUC-125, or ECE-100 and ECE-101, plus AAT.ECE and AAT.ELMED students must also attempt a Basic Skills Test (Praxis CORE, ACT or SAT) prior to taking this course. It is highly recommended that EDUC-201 is the last Education course completed for the associate's degree. Three hours lecture each week. Three credits. Three billable hours. MSDE approved for Processes and Acquisition of Reading Skills. Offered Spring and Fall terms.

☞ DIVERSITY/WORLD VIEW

EDUC-202, Teaching Reading in the Content Areas, Part 1, is a course for secondary teachers in all content areas who wish to develop their knowledge of reading and writing. Participants will learn different theories and strategies of reading and will, during class sessions, apply techniques which can be utilized in their classrooms. Prerequisite: Baccalaureate degree or completion of EDUC-120 and EDUC-125. Three hours lecture each week. Three credits. Three billable hours. MSDE approved for Methods of Teaching Reading in the Content Area I. Offered Fall term only.

EDUC-203, Teaching Reading in the Content Areas, Part 2, is the second course for secondary teachers in which students will learn to implement a coherent literacy program. They will also learn how to address students with differing learning styles, abilities, and needs in reading. Prerequisite: Students must hold a baccalaureate degree. Three hours lecture each week. Three credits. Three billable hours. MSDE approved for Methods of Teaching Reading in the Content Area 2. Offered Spring term only.

EDUC-204, Instruction of Reading, is designed to give the classroom teacher familiarity with a representative array of research-based instructional techniques and strategies in the area of reading. Participants will learn instructional routines and strategies in the five major components of reading instruction (chronological and phonemic awareness, phonics, spelling and word study; fluency development; vocabulary; and comprehension) suitable for age and ability

groups. Throughout the course, candidates will demonstrate their knowledge of the instructional routines and strategies by role-play, live demonstration, critiquing good and inadequate models, and reviewing the research support available for those approaches. Prerequisite: Students must hold a baccalaureate degree. Three hours lecture each week. Three credits. Three billable hours. MSDE approved for Reading Instruction.

EDUC-205, Assessment for Reading Instruction, is designed to assist in-service teachers in becoming proficient consumers and users of classroom-based assessments and assessment data. Instruction will focus on building knowledge of the purposes of assessment, types of assessment tools, how to administer and use several valid, reliable, well-researched formal and informal assessments of reading and related skills, how to effectively interpret the results of assessments, and how to communicate assessment results in a variety of contexts. Participants will show that they can use assessment data to guide instructional decisions. Prerequisite: Students must hold a baccalaureate degree. Three hours lecture each week. Three credits. Three billable hours. MSDE approved for Assessment of Reading.

EDUC-206, Materials for Teaching Reading, is designed to assist in-service teachers in selecting and evaluating materials for teaching reading and related skills that are consistent with the findings of scientifically-based reading research. Teachers should leave this course with an understanding of research supported programs, approaches, and methods, so they can address different levels of reading proficiency within the classroom and enable students to become strategic, fluent, and independent readers. Participants will use a variety of texts and other materials to promote student independent reading. Participants will be prepared to involve parents and members of the school and surrounding community to promote daily reading inside and outside of school. Prerequisite: Students must hold a baccalaureate degree. Three hours lecture each week. Three credits. Three billable hours. MSDE approved for Materials for Teaching Reading.

EDUC-215, Effective Teaching Methodology: Elementary Education, focuses on students preparing to become reflective teachers in a diverse society through knowledge of the subject matter, the curriculum, the learners, and teaching strategies. Opportunities will be provided for planning and practicing instruction based on knowledge of the theory and research supporting the strategies and models used. Emphasis will be placed upon reflection on teaching and learning events in classrooms and schools to encourage problem solving in collaboration with others. This course meets the Maryland State Department of Education Teaching Methodology requirements for an initial certificate in Elementary Education. Prerequisite: Students must hold a baccalaureate degree. Three hours lecture each week. Three credits. Three billable hours. MSDE approved for Elementary Teaching Methodology.

EDUC-216, Effective Teaching Methodology: Secondary Education, is designed to provide prospective and non-certified secondary school teachers with knowledge of theory and teaching practices, current educational goals, both nationally and locally, and trends in educational assessment and application. This knowledge will be used to plan, design, and conduct effective instruction. Supplemental topics will include multiculturalism, classroom management, and the inclusion of students with special needs. This course meets the Maryland State Department of Education Teaching Methodology requirement for an initial certificate in Secondary Education. Prerequisite: Students must hold a baccalaureate degree. Three hours lecture each week. Three credits. Three billable hours. MSDE approved for Secondary Teaching Methodology. Offered Fall term only.

EDUC-220, Assessment in Education, focuses on students developing and using classroom assessments, including tests, performance assessments, rating scales, portfolios, observations, and oral interactions. Basic psychometric, standard setting, grading, communicating assessment information, testing ethics, locating and evaluating measures, program evaluation, and classroom research are also presented. This course meets the Maryland State Department of Education Assessment of Students requirement for an initial certificate in Early Childhood Education, Elementary Education, and Secondary Education. This course also meets the MSDE Assessment, Diagnosis, and Prescriptive Techniques requirement for an initial certificate in Generic Special Education Infant/Primary, Generic Special Education Elementary/Middle, and Generic Special Education Secondary/Adult. Prerequisite: Students must hold a baccalaureate degree. Three hours lecture each week. Three credits. Three billable hours. MSDE approved for Assessment of the Student. Offered Spring term only.

Emergency Medical Services

EMS-003, Emergency Medical Technician 1, provides training for those interested in obtaining their National Registry EMT certification. The first semester of a two-semester course covering: medical, legal and ethical issues, basic anatomy and physiology, patient care management, medical emergencies, basic cardiac life support, respiratory emergencies and pharmacological treatments. Includes the first semester of the lecture and laboratory elements required for State of Maryland Emergency Medical Technician and National Registry of Emergency Medical Technician certification course sequence. Classroom hours will be during the week, lab hours will be scheduled on weekends. Forty-five hours of classroom instruction, and forty-eight lab hours, 21 asynchronous instruction. Six credits. Six billable hours. Additional \$150 fee required. Students must be 18 or older to enroll. Students must be affiliated with a Maryland fire station to obtain a MIEMSS license. Offered Fall term only.

EMS-004, Emergency Medical Technician 2, provides training for those interested in obtaining their EMT certification. The second semester of a two-semester course covering: Trauma emergencies and appropriate treatment, special patient populations including; Obstetrics and neonatal care, pediatrics, geriatrics and patients with special challenges, EMS operations and Advance Support assistance. Includes the second semester of the lecture and laboratory elements required for State of Maryland Emergency Medical Technician and National Registry of Emergency Medical Technician certification course sequence. Classroom hours will be during the week, lab hours will be scheduled on weekends. Prerequisite: EMS-003. Sixteen hours of classroom instruction, and thirty-two hours lab, 12 asynchronous instruction. Three credits. Three billable hours. Additional \$100 fee required. Students must be 18 or older to enroll. Students must be affiliated with a Maryland fire station to obtain a MIEMSS license. Upon completion of the program students will sit for the National Registry EMT written exam and MIEMSS practical evaluation. Offered winter term only.

EMS-101, Systems and Rescue, will present and discuss the introductory content required to be a professional rescuer in various emergency medical services systems. Students will be expected to identify and discuss the components that make up an EMS System: advanced life support, role, responsibilities, medical legal challenges, well-being, illness and injury prevention, and ethics. The program will require students to participate as a member of a team in guided rescue experiences utilizing personal protective ensemble. This course is a hybrid, delivering content and activities online. Classroom/lab hours will be scheduled on weekends. Prerequisite: This course is open to any student who has met the requirements for acceptance into the program and has access to turnout gear. Thirty-six hours lecture, twelve hours rescue lab, twenty-two hours asynchronous lecture.

Three credits. Three billable hours. Additional \$75 fee required. Offered Summer term only.

EMS-111, Patient Assessment and Shock-Trauma, prepares the paramedic student with the background and organization required to assess a variety of patients in the field as well as in the clinical environment, with an emphasis on trauma injuries. Students will be exposed to a variety of assessment tools and techniques. They will be expected to utilize these skills in the assessment and management of injured patients. Emphasis will be placed on understanding the body's response to trauma. An elementary mastery of the paramedic assessment techniques and processes, as well as medical interventions in traumatic injuries, will be required to pass this course. Prerequisite: required sciences and EMS-101. Thirty hours lecture and forty hours asynchronous lecture. Four credits. Four billable hours. Additional \$100 fee required.

EMS-112, Pharmacology and EMS Management 1, prepares the paramedic student to understand pharmacology and how it is utilized in the paramedic practice. Course content will include the history and evolution of pharmacology, pertinent medical-legal information, effects of medication on special populations, pharmacology nomenclature and terminology, pharmacokinetics, pharmacodynamics, and the selection and the safe use of drugs utilizing standing orders. Students will learn to utilize basic and advanced airway, ventilation and oxygen equipment. Students will also learn to utilize non-pharmacologic interventions, including how to apply a variety of trauma management appliances. Prerequisite: required sciences and EMS-101. Thirty hours lecture and forty hours asynchronous lecture. Four credits. Four billable hours. Additional \$195 fee required.

EMS-113, Simulation and Lab 1, students will perform patient assessments, learn and practice skills, and apply critical thinking skills to develop, implement, and evaluate an appropriate plan of care. Students will integrate pharmacologic knowledge as the semester progresses. Prerequisite: required sciences and EMS-101. Eighteen hours lecture and twenty-four hours lab. Two credits. Two billable hours. Additional \$50 fee required.

EMS-114, Patient Assessment 2, prepares the paramedic student with the background and organization required to assess a variety of patients in the field as well as the clinical environment. Students will review patient assessment concepts presented in Patient Assessment 1 and will be introduced to a variety of advanced assessment tools and techniques including an elementary mastery of the paramedic assessment. Prerequisite: EMS-111, EMS-112, and EMS-113. Fifteen hours lecture and fifteen hours asynchronous lecture. Two credits. Two billable hours. Additional \$50 fee required.

EMS-115, Medical Emergencies, prepares the paramedic student to assess and manage complex medical patients. Medical pathophysiology will be presented to the student in a systematic fashion culminating in exercises that will require the student to identify and treat a specific medical problem at the advanced life support level. Prerequisite: EMS-111, EMS-112, and EMS-113. Twenty hours lecture and forty asynchronous lecture hours. Four credits. Four billable hours. Additional \$100 fee.

EMS-116, Simulation and Lab 2, Students will perform patient assessments, learn and practice skills, and apply critical thinking skills to develop, implement, and evaluate an appropriate plan of care. Prerequisite: EMS-111, EMS-112, and EMS-113. Eighteen hours simulation and twenty-four hours lab. Two credits. Two billable hours. Additional \$50 fee required.

EMS-221, Pharmacology 2, prepares the paramedic student to understand pharmacology and how it is utilized in the paramedic practice. Students will be required to expand their knowledge of basic pharmacology into specific and concise understanding of drugs utilized in emergency medicine. Course content will include the pharmacokinetics, and pharmacodynamics of drugs based on a body systems approach. Twelve hours lecture, twenty-four hours asynchronous lecture, and twenty-four hours lab. Prerequisite: EMS-101, EMS-111, EMS-112 and EMS-113. Two credits. Two billable hours. Additional \$50 fee required. Offered Spring term only.

EMS-231, EMS Management 2, prepares the paramedic student to assess and differentiate between different types of cardiac patient presentations. Students will learn how to apply and interpret electrocardiographs to include twelve leads, differentiate between patient presentations and operate various types of cardiac monitor/defibrillators/pacers. Classroom/lab hours will be scheduled on weekends. Prerequisite: EMS-114, EMS-115, EMS-116 and EMS-221. Eight hours lecture, eight asynchronous lecture hours, and thirty-six hours lab. Two credits. Two billable hours. Additional \$50 fee required. Offered Spring term only.

EMS-240, Cardiology, prepares paramedic students to assess and manage complex cardiac emergencies. Students are challenged to apply current trends in advanced cardiac life support to a variety of cardiac complaints to include those in extremis and cardiac arrest. Students will be required to provide an online individual presentation on an assigned cardiac topic. Classroom/lab hours will be scheduled on weekends. Prerequisite: EMS-114, EMS-115, EMS-116 and EMS-221. Thirty-six hours lecture, thirty-two hours asynchronous lecture, and sixteen hours lab. Three credits. Three billable hours. Additional \$75 fee required. Offered Spring term only.

EMS-260, Special Populations, prepares the paramedic student to assess and manage patients that have special needs or do not conform to the standard adult presentation. Students are taught to assess and manage neonate, children, chronically ill and geriatric patients. Students will be required to pass a practical examination utilizing skills and decision making specific to these types of patients. Classroom/lab hours will be scheduled on weekends. Prerequisite: EMS-231 and EMS-240. Forty hours lecture, twenty hours asynchronous lecture, and eight hours lab. Three credits. Three billable hours. Additional \$75 fee required. Offered Fall term only.

☞ DIVERSITY/WORLD VIEW

EMS-270, ALS Clinical Experience 1, provides the paramedic intern an opportunity to experience, assess, interact and treat patients in various clinical settings. The focus of this course will be to incorporate all prior learning into a method of care that will establish the foundation of the student's personal practice. Students will tour inpatient facilities, and participate as a member of the ALS care team under direct ALS supervision. Prerequisite: EMS-231 and EMS-240. Twenty hours lecture, sixteen hours asynchronous lecture, forty hours lab, and sixteen hours clinical experience. Four credits. Four billable hours. Additional \$285 fee required. Offered Fall term only.

EMS-271, ALS Clinical Experience 2, provides the paramedic intern an opportunity to experience, assess, interact and treat patients in various clinical settings. The focus of this course will be to incorporate all prior learning into a method of care that will establish the foundation of the student's personal practice. Students will tour inpatient facilities, and participate as a member of the ALS care team under direct ALS supervision. Students will participate in 3 major exams that are cumulative of the entire Paramedic curriculum. Prerequisite: EMS-260 and

EMS-270. Twenty hours lecture, forty hours asynchronous lecture, thirty hours clinical experience, and one hundred and forty hours internship experience. Four credits. Four billable hours. Additional \$100 fee required. Offered Spring term only.

EMS-272, Capstone Clinical/Practical Experience, provides the paramedic intern an opportunity to experience, assess, interact and treat patients in various clinical settings. The focus of this course will be to incorporate all prior learning into a method of care that will establish the foundation of the student's personal practice. Students will tour inpatient facilities, and participate as a member of the ALS care team under direct ALS supervision. Students will participate in rigorous practical exams utilizing assessment-based management strategies. Practical exam evaluations will be individually assessed and cumulative of the entire Paramedic curriculum. Students will present a clinical case presentation for an adult medical, adult trauma, and a pediatric patient to the instructor and clinical coordinator. Students will present material individually in front of the class. Prerequisite: EMS-271 Twenty hours lecture, forty hours asynchronous lecture, sixteen hours clinical experience, and one hundred sixty-four hours internship experience. Times will be scheduled on the weekends. Four credits. Four billable hours. Additional \$100 fee required. Offered Summer term only.

Engineering

ENCE-212, Programming Concepts for Engineers, introduces dynamic memory management and the use of pointers. Students will analyze problems to determine the appropriate data structures needed for the optimal solutions. Various techniques for handling and manipulating I/O are discussed. Prerequisite: CIS-132 with a grade of C or better. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours. Offered Spring term only.

ENCE-250, Discrete Structures, is about the fundamental mathematical concepts related to computer science, including finite and infinite sets, relations, functions, and propositional logic. A variety of techniques for modeling and problem solving in computer science is introduced. Permutations, combinations, graphs, and trees are used in applications. Prerequisite: MATH-136 and CIS-132, both with a grade of C or better. Four hours lecture each week. Four credits. Four billable hours. Offered Fall term only.

ENEE-205, Electric Circuits, will include design, analysis, simulation, construction and evaluation of electric circuits. Students will review the I-V relationships of resistors, capacitors, inductors, sources, op amps, and transformers. Circuit analysis will be performed using Kirchoff's laws, node and mesh analysis, superposition, and Thevenin and Norton theorems. The student will also perform DC and AC steady state and impulse analysis for first and second order circuits. The course concludes with a discussion of ideal op-amp, diode and transistor circuits. Credit will be granted for only one of the following: ENEE-204 or ENEE-205. Prerequisite: completion of PHYS-212 and MATH-215 with minimum C grades (concurrent enrollment in MATH-215 allowed with advisor permission). Four hours lecture and two hours of laboratory work each week. Four credits. Four billable hours. Offered Spring term only.

ENEE-222, Elements of Discrete Signal Analysis, covers the basic tools for signal analysis, including real and complex sinusoids in both discrete and continuous time, sampling, linear transformations and orthogonal projections. The discrete Fourier transform (DFT) is developed in detail and an introduction to Fourier series is provided. The course concludes with a discussion of FIR filters whereby key ideas and methodologies in linear time-invariant systems such as convolution (linear and circular), system functions, and frequency-selective filtering are

presented. Credit will be granted for only one of the following: ENEE-222 or ENEE-241. Prerequisites: MATH-136 and CIS-132 with minimum C grades. Four hours lecture each week. Four credits. Four billable hours. Offered Spring term only.

ENEE-244, Digital Logic Design, introduces the basic principles and design procedures of digital systems at the gate and intermediate chip levels for electrical engineering students. The student will acquire knowledge of gates, flip-flops, registers, counters, Karnaugh maps, PAL devices, and synchronous sequential circuit design and analysis. Students will design and analyze combinatorial logic circuits and synchronous sequential circuits. Prerequisite: MATH-123/MATH-124 or MATH-130. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term only.

ENEE-245, Digital Circuits and Systems Laboratory, introduces the modern electrical and computer engineering hardware and software for the digital circuits laboratory. The course begins with a review of basic electrical lab techniques and equipment (power supplies, oscilloscopes, voltmeters, etc.), followed by the design, characterization, simulation, and construction of digital circuits containing logic gates, sequential elements, oscillators, and digital integrated circuits. All digital design and simulation is done using Verilog Hardware Description Language (HDL). Credit will be given for only one of the following: ENEE-206 or ENEE-245. Prerequisite: completion of CIS-132 with a minimum grade of C; Corequisite: ENEE-244. One hour lecture, three hours laboratory work each week. Two credits. Two billable hours. Offered Fall term only.

ENGR-100, Introduction to Engineering: Professional, Social and Ethical Dimensions, is an introduction to the engineering profession. Students explore the process and collaborative nature of engineering, the theories and practice associated with creativity, critical thinking, and constructive interpersonal working relationships, the engineer's role in society, and the impact of technology on society. The engineering design process, from recognition of a specific need to final production of a product, is introduced. Emphasis is placed on foundational theories for productively working in a team and for effective communication with technical and non-technical audiences. Students work in project teams to realize solutions to specific needs, providing opportunities for development of these personal skills and for learning how to create the technical documentation necessary to represent and communicate their solutions. Prerequisite: exemption/completion of READ A-F and a C or better in MATH-123/MATH-124 or MATH-130. Two hours lecture and two hours laboratory each week. Three credits. Three billable hours. Offered Fall term only.

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ENGR-102, Statics, studies the equilibrium of stationary bodies under the influence of various kinds of forces. Topics studied include: forces, moments, couples, equilibrium, frames and machines, centroids, moment of inertia, and friction. Vector and scalar methods are used to solve problems. Prerequisites: PHYS-111 and MATH-135, both with a minimum grade of C or better. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term only.

ENGR-220, Mechanics of Materials, studies the distortion of engineering materials in relation to changes in stress or temperature. The geometry of internal strain and external displacement will be studied. Applications will be presented and discussed which cover beams, columns, shafts, tanks and other structural machine and vehicle members. Prerequisites: PHYS-111, ENGR-102 and MATH-136, each with a minimum C. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term only.

ENGR-221, Dynamics,

introduces students to systems of heavy particles and rigid bodies at rest and in motion in a plane and in three dimensional space. Force-acceleration, work-energy, and impulse-momentum relationships will be studied and applied. Prerequisites: PHYS-111, ENGR-102 and MATH-136, each with a minimum C. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term only.

ENGR-260, Elective Undergraduate Research Practicum,

is an independent research course for students pursuing Science, Technology, Engineering and Mathematics (STEM) majors. Science and Math Academic Research Team (SMART) Scholars will conduct literature research in the areas of Chemistry and Engineering and present the research in written portfolio and oral format. Practicum will also include participation in STEM Club activities and a transfer college research component. Prerequisites: Permission of the supervising faculty or department chair, completed at least one semester at CCC, at least one college-level engineering, mathematics or chemistry course with a grade of B or higher, and have an overall GPA of 2.75 or higher. Also offered as ENGR-260; credit will not be awarded for both. Three hours practicum each week. One credit. One billable hour.

ENGR-261, Elective Undergraduate Research Lab,

is an independent research course for students pursuing Science, Technology, Engineering and Mathematics (STEM) majors. Science and Math Academic Research Team (SMART) Scholars will conduct literature research and an independent comprehensive hands-on lab project in the areas of Chemistry and Engineering and present the research findings in both written and oral format. Additional activities will also include participation in STEM Club activities and a transfer college research component. Also offered as ENGR-260; credit will not be awarded for both. Prerequisites: Permission of the supervising faculty and/or department chair, completed at least one semester at CCC, at least one college-level engineering, mathematics or chemistry course with a grade of B or higher, and have an overall GPA of 2.75 or higher. Two credits. Two billable hours. Five hours practicum and lab each week.

English Language Learners

It is strongly recommended that all students complete both a mathematics and English course within their first 12 credit hours. To ensure maximum success, mathematics and English courses should be taken during consecutive terms until the sequence is completed. All students must have completed their English and mathematics sequences by completion of their first 24 credit hours or registration will be blocked.

ELL-092, Basic Writing for Speakers of Other Languages,

provides instruction and practice in the writing of clear, correct sentences and unified, coherent, and adequately developed paragraphs with an emphasis on English grammar and language skills necessary for success in college courses. Students will also develop the basic five paragraph essay. Support for enhancing academic vocabulary is also provided. Students will also begin preparation of the Carroll Community College portfolio with samples of their best writing tasks. Students who successfully complete ELL-092 are eligible to take ELL-095. Prerequisite: satisfactory score on the placement test and exemption/completion of ASE reading. Four hours each week. Four billable hours. No credit.

ELL-095, Writing Effective Paragraphs and Essays for Speakers of Other Languages,

provides instruction and practice in the writing of unified, coherent, and adequately developed paragraphs and essays with an emphasis on English grammar and language skills necessary for success in college courses. Support for enhancing academic vocabulary is also provided. Students will begin preparation of

the Carroll Community College writing portfolio with samples of their best writing tasks. Students who successfully complete ELL-095 are eligible to take ENGL-101. Prerequisite: satisfactory score on the placement test/completion of ENG A, B, and C and exemption/completion of READ A-D. Students who must take READ A-D may co-enroll in ELL-095 along with READ A-D (with an advisor signature). Four hours lecture. Four billable hours. No credit.

Transitional English

It is strongly recommended that all students complete both a mathematics and English course within their first 12 credit hours. To ensure maximum success, mathematics and English courses should be taken during consecutive terms until the sequence is completed. All students must have completed their English and mathematics sequences by completion of their first 24 credit hours or registration will be blocked.

ENG-091, Basic Writing,

provides instruction and practice in the writing of clear, correct sentences and unified, coherent, and adequately developed paragraphs and short essays. Students will also begin preparation of the Carroll Community College portfolio with samples of their best writing tasks. Students who successfully complete ENG-091 are eligible to take ENG-097. Prerequisite: satisfactory score on the placement test and exemption/completion of ASE Reading. Four billable hours. No credit.

ENG-097, Writing Effective Paragraphs and Essays,

provides instruction and practice in the writing of unified, coherent, and adequately developed paragraphs and essays. Students will also begin preparation of the Carroll Community College writing portfolio with samples of their best writing tasks. Students who successfully complete ENG-097 are eligible to take ENGL-101. Prerequisite: satisfactory score on the placement test/completion of ENG-091 and exemption/completion of ASE Reading, plus prerequisite or co-requisite of READ-A or COL-099. Four hours lecture. Four billable hours. No credit.

ENG-A, Introduction to Academic Writing, Information Literacy,

is required for students whose scores on the Accuplacer Sentence Skills test and writing sample place them into the developmental sequence for English modules B-F. ENG A introduces writing strategies required in academic writing and information literacy. To meet the requirements for this course, students should register for ENG-A along with the other modules listed on the student's placement output. Successful completion of the required modules satisfies the English pre-requisite for credit-level English. Prerequisite or co-requisite: COL-099 or READ AMOD. English Module sections are scheduled for four hours each week. No credits. One billable hour. Students who need more than one term to complete the modules will enroll in ENG A2 in subsequent terms for no charge.

ENG-A2, Information Literacy 2,

is for students continuing the ENG mods and needing more than one semester to complete the course requirements. English Module sections are scheduled for four hours each week. No credits. No billable hours.

ENG-B, Introduction to Academic Writing, Review of Basic Grammar, Sentence Structure and Style,

is required for any student who, on the basis of the placement test and/or the writing sample, needs to review basic grammar, sentence structure and style. This includes parts of speech, subject, verb and pronoun agreement, shifts, and modifiers; types of sentences, using varied sentence structures, using coordination and subordination, and eliminating run-on, fragment, and parallel structure errors. Students required to take this module must also register for ENG A or A2. Successful completion of the required modules satisfies the English pre-requisite for credit-level English. Prerequisite: ENG A. English Module sections are scheduled for four hours each week. No credits. One billable hour.

ENG-C, Introduction to Academic Writing, Writing Process and Paragraph Development,

is required for any student who, on the basis of the placement test or writing sample needs improvement in the areas of basic paragraph construction. The module also introduces the writing process, laying the foundation for writing strategies required for writing college essays. This includes evaluating the audience, purpose, and occasion for a writing assignment, as well as utilizing prewriting and organizing strategies. Paragraph development will examine the essential components for writing effective paragraphs, including the development of topic sentences, supporting detail, effective concluding sentences, and transitions, unity and coherence. Students required to take this module must also register for ENG A. Successful completion of the required modules satisfies the English pre-requisite for credit-level English class. Prerequisite: ENG B. English Module sections are scheduled for four hours each week. No credits. One billable hour.

ENG-D, Introduction to Academic Writing, College Essays,

is required for any student who, on the basis of the placement test or writing sample, needs improvement in writing college essays. This includes writing an essay for a particular mode with an introduction, thesis, supporting paragraphs, and conclusion. Students will review the use of a correct punctuation, effective transitions, style, and expression. Students required to take this module must also register for ENG A. Successful completion of the required modules satisfies the English pre-requisite for credit level English. Prerequisite: ENG C. English Module sections are scheduled for four hours each week. No credits. One billable hour.


ENG-E, Introduction to Academic Writing, Persuasive Writing (Argumentation),

is required for any student who, on the basis of the writing sample, needs improvement in persuasive writing. Students will learn the components of an effective argument, logical reasoning and the use of supporting information to construct an effective argument essay. Students will also review the use of a correct punctuation, effective transitions, style, and expression. Students required to take this module must also register for ENG A. Successful completion of the required modules identified by the placement test or writing sample satisfies the English pre-requisite for credit-level English. Prerequisite: ENG D. English Module sections are scheduled for four hours each week. No credits. One billable hour.

English

It is strongly recommended that all students complete both a mathematics and English course within their first 12 credit hours. To ensure maximum success, mathematics and English courses should be taken during consecutive terms until the sequence is completed. All students must have completed their English and mathematics sequences by completion of their first 24 credit hours or registration will be blocked.

ENGL-101, College Writing,

develops critical reading, thinking, and writing skills. Students will use the writing process to compose academic essays that support a thesis statement, use Standard English, including proper punctuation and sentence structure, and conduct and document academic research, culminating in at least one researched-based essay. Students will compile Part 1 of a writing portfolio that will be evaluated as the final examination. In addition, students will spend an hour per week outside of the classroom engaged in Expression Workshop activities, which include student-teacher conferences, writing seminars, and online instruction in sentence-level skills. Effective 2017/Fall, a grade of C or higher is required to meet General Education requirements for graduation, to transfer the course to a 4-year institution, or to enroll in any class for which ENGL-101 is a prerequisite. Prerequisite: ENG A-E or a score of 90 or higher on the placement test, and concurrent enrollment in, successful completion of, or exemption from READ A-F. Four hours lecture each week. Three credits. Four billable hours.  GENERAL EDUCATION

ENGL-102, Writing About Literature,

provides a program in critical reading and interpretive writing. Students will build on rhetorical and research skills developed in English 101 by critically reading literature from three genres, writing analytical and interpretative essays, and conducting and documenting academic research, culminating in at least one research essay. Students will also study the principles of three literary types (fiction, poetry, and drama) by reading and analyzing examples of each. Throughout the course, students will compile Part 2 of their writing portfolios, which will be evaluated as the final examination. Prerequisite: ENGL-101 with a C or higher. Three hours lecture each week. Three credits. Three billable hours.

 DIVERSITY/WORLD VIEW  GENERAL EDUCATION

ENGL-110, Introduction to Creative Writing,

is designed as an initiation into the problems and promises of writing narrative fiction and poems. The complexities of creative writing as a craft and an art are explored through analysis of representative works, study of the techniques appropriate for each type, and extensive practice in creating a variety of literary forms. Prerequisite: ENGL-101. Three hours lecture each week. Three credits. Three billable hours.



ENGL-160, Literature Travel Study,

introduces major authors, works, and themes in the literature of one or more countries to which students will have the opportunity to travel as part of a travel study program. The course work includes readings and discussions, a travel journal, and a specialized project. This work is conducted under the guidance of a faculty member who will also serve as a group leader in the travel study program. To enroll in this course, which is offered during the spring term, the student must register for the trip by October 31 of the previous semester. Prerequisite: exemption/completion of READ A-F. READ A-F may be taken concurrently. See www.carrollcc.edu/events/travel or the schedule booklet for further details. Three credits. Three billable hours (plus additional travel fees).

 DIVERSITY/WORLD VIEW

ENGL-201, Classic World Writers,

offers a study of ancient, medieval, and Renaissance-era writers from varying cultures and continents, exploring their contributions to world literature. Students will study authors such as Homer, Virgil, Dante, Chaucer, and Shakespeare. Prerequisite: ENGL-101 with a C or higher. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term/odd years only. Note: Only ENGL-201 or 202 will be offered in a term; selection of specific course content will reflect instructor's area of expertise.

 DIVERSITY/WORLD VIEW  GENERAL EDUCATION

ENGL-202, Modern World Writers,

offers a study of modern and contemporary writers from varying cultures and continents, exploring their contributions to world literature. Students will study a body of comparative literature that explores cultural identities and conflict. Works could range from those of the eighteenth century to the present, such as from Swift to Garcia Marquez. Prerequisite: ENGL-101 with a C or higher. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term/odd years only. Note: Only ENGL-201 or 202 will be offered in a term; selection of specific course content will reflect instructor's area of expertise.

 DIVERSITY/WORLD VIEW  GENERAL EDUCATION

ENGL-205, Southern Writers,

offers a study of Southern American writers to discover distinctive Southern themes, including violence, socio-economic strife, and race relations. Selected works will explore the cultural complexities of the South beginning with Reconstruction. Authors studied in the course may include Faulkner, Morrison, O'Connor, Porter, Welty, Williams, and Wright. Students in this course will contribute additional writing and reflection to their Carroll Community College writing portfolio. Prerequisite: ENGL-101 with a C or higher. Three hours lecture each week. Three credits. Three billable hours.

 DIVERSITY/WORLD VIEW  GENERAL EDUCATION

ENGL-209, Written Communications for Business,

engages students in the practice of communicating effectively in the business world and in other professional settings. Emphasis is given to analyzing the communication demands of a variety of professional situations and responding in suitable formats, ranging from written documents (email messages, business letters, memoranda, researched reports, and formal proposals) to professional presentations delivered to an audience. Prerequisite: ENGL-101. Three hours lecture each week. Three credits. Three billable hours.

ENGL-211, Introduction to American Literature,

Introduction to American Literature examines major figures in American literature, beginning in the 19th century, and explores the cultural complexities of an emerging and changing nation as revealed by great American authors, such as Irving, Hawthorne, Melville, Poe, James, Dickinson, Whitman, Twain, Harte, Chopin, Cather, Wright, Hughes, Hemingway, Faulkner, Fitzgerald, and Steinbeck. Prerequisite: ENGL-101 with a C or higher. Three hours lecture each week. Three credits. Three billable hours. Offered Summer and Fall terms in even years.

☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

ENGL-219, Writing Creative Nonfiction,

provides students with the opportunity to express their creativity in writing about their experience of life and the world around them. Students will study a variety of forms- memoir, portrait, essay of place, and others- and will read the work of accomplished creative nonfiction writers as models for their own writing. Emphasis will be placed on the writing process, from drafting to shaping to workshopping to revision. In supportive and constructive workshops, students will be encouraged to find and develop their individual voices and to engage fully in the process of discovery which this genre invites. Prerequisite: ENGL-101. Credit by portfolio available. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term only.

ENGL-220, Creative Writing Workshop 1,

provides continued practice in the writing of poetry and fiction. The class functions primarily as a writing workshop for those students who have successfully completed Introduction to Creative Writing. A variety of representative works are studied as students continue to develop voice, style, and craft. Students may focus their study on poetry or fiction; this will be reflected in each student's portfolio. Students who complete this course with a grade of B or better may enroll in ENGL-221. Prerequisite: ENGL-110. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term only.

ENGL-221, Creative Writing Workshop 2,

provides continued practice in the writing of poetry and fiction. The class functions primarily as a writing workshop for those students who have successfully completed Introduction to Creative Writing. A variety of representative works are studied as students continue to develop voice, style, and craft. Students may focus their study on poetry or fiction; this will be reflected in each student's portfolio. Prerequisite: ENGL-220 with a B grade or better. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term only.

ENGL-225, Classical Mythology,

examines the major myths of Greek and Roman culture, studying their origins, their significance for the people of the time, and their impact on literature and culture. The student will investigate how both the divine and the heroic were accepted as fundamental elements of ancient life by reading about such deities as Athena, Aphrodite, and Zeus; about heroes such as Odysseus, Heracles, and Jason; and about monsters like the Cyclops and the Minotaur. Prerequisite: ENGL-101 with a C or higher. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term/odd years.

📖 GENERAL EDUCATION

ENGL-230, Major Figures,

offers students in-depth knowledge of a few masters of literature. Since the subjects of the course change from term to term, a student may receive credit for more than one Major Figures course. The Credit Class Schedule lists course offered in a given term. Prerequisite: ENGL-101 or consent of the instructor. Three hours lecture each week. Three credits. Three billable hours. Offered by special arrangement or as an equivalent course for students transferring into Carroll Community College.

ENGL-240, British Literature since 1798,

provides students with a survey of British Literature from the Romantic, Victorian, and twentieth-century periods. Students will study major figures such as Austen, Wordsworth, Keats, the Brownings, Tennyson, Dickens, Hardy, Yeats, Larkin, and Heaney. Students will also examine the major aesthetic, social, and historical contexts of each period, such as Romanticism, Darwinism, domestic ideology, the rise of the middle class, imperialism, Modernism, and Postmodernism. Prerequisite: ENGL-101 with a C or higher. Three hours lecture each week. Three credits. Three billable hours. (Offered Spring term/even years)

☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

ENGL-245, Modern English Grammar,

examines the system of language structures (from words to sentence patterns) that underlie clear communication in both written and spoken English. Students will explore the ethics of Standard English in light of regional dialects, the effects of expression choices on our thoughts and attitudes, and the implications of an ever changing language. Prerequisite: (or concurrent enrollment in) ENGL-101. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term only.

Entertainment Technology

ENTEC-101, Introduction to Entertainment Technology,

surveys the field of Entertainment Technology, introducing the various events and venues that utilize entertainment technicians, such as conference centers, hotels, theaters, religious centers, sports arenas and other venues with integrated, high-technology communication needs. Students will gain knowledge of industry practices and procedures. Prerequisite: READ-A-D. Three hours lecture each week. Three credits. Three billable hours.

ENTEC-105, Entertainment Technology Lighting,

prepares students for implementing lighting designs for presentational events. Students will learn the practical use of lighting technologies, specifically installing and uninstalling equipment for various types of events. Topics will include installation troubleshooting, lighting documentation, communication skills, customer service skills, teamwork, time management, labor management and safety codes. Prerequisite: ENTEC-101. Three hours lecture each week. Three credits. Three billable hours.

ENTEC-106, Entertainment Technology Audio,

prepares students for supporting and facilitating audio needs for presentational events. Students will learn the practical use of audio technologies, specifically installing and uninstalling equipment for various types of events. Topics will include installation troubleshooting, communication skills, customer service skills, teamwork, time management, labor management and safety codes. Prerequisite: ENTEC-101. Three hours lecture each week. Three credits. Three billable hours.

ENTEC-107, Entertainment Technology Video,

prepares students for supporting and facilitating video needs for presentational events, both televised and projected. Students will learn the practical use of video technologies, specifically installing and uninstalling equipment for various types of events. Students will learn to create basic content for video presentations, as well

as effective video equipment installation, use and systems. Topics will also include installation troubleshooting, communication skills, customer service skills, teamwork, time management, labor management, and safety codes. Prerequisite: ENTEC-101. Three hours lecture each week. Three credits. Three billable hours.

ENTEC-215, Entertainment Technology Troubleshooting, prepares students for real-world challenges discovered when supporting presenting events. Students will integrate what they have learned in lighting, audio, and video technology to develop strategies and solutions to meet challenges with presenting technology and with industry production processes. Prerequisite: ENTEC-105 and ENTEC-106. Three hours lecture each week. Three credits. Three billable hours.

ENTEC-220, Entertainment Technology Cooperative Education 1, engages students in career-related activities in differing event presenting areas of specialization. This experience is offered through an individualized agreement between Carroll Community College, an employer, and the student. Under the supervision of the college and employer, the student combines classroom learning with work experience. Prerequisite: ENTEC-101. Two credits. Two billable hours.

ENTEC-221, Entertainment Technology Cooperative Education 2, engages students in career-related activities in differing event presenting areas of specialization. This experience is offered through an individualized agreement between Carroll Community College, an employer, and the student. Under the supervision of the college and employer, the student combines classroom learning with work experience. Prerequisite: ENTEC-220. Two credits. Two billable hours.

ENTEC-222, Entertainment Technology Cooperative Education 3, engages students in career-related activities in differing event presenting areas of specialization. This experience is offered through an individualized agreement between Carroll Community College, an employer, and the student. Under the supervision of the college and employer, the student combines classroom learning with work experience. Prerequisite: exemption/completion of ENTEC-221. Two credits. Two billable hours.

ENTEC-230, Entertainment Technology Capstone Project, offers students the opportunity to take on a culminating experience that integrates students' learning within their Entertainment Technology degree. Students will take on a large project for an internal or external production that requires them to engage in the production process from the planning stages through to the execution of an event. Students will meet with the instructor two times a week. Prerequisite: ENTEC-105, ENTEC-106, ENTEC-107, and THTR-115. Three credits. Three billable hours.

Finance

FN-100, Personal Finance, equips students with the knowledge and skills to make financial decisions that contribute to overall well-being. Major topics include financial planning, the time value of money, tax planning, cash and credit card management, consumer loans, insurance, investments, and retirement and estate planning. Prerequisite: READ A-F and MAT-097 with a C grade or better. Three hours lecture each week. Three credits. Three billable hours.
📖 GENERAL EDUCATION

FN-215, Principles of Financial Management, provides students with fundamental principles associated with business financing decisions. Topics include financial markets,

present value, business risk, interest rates, cost of capital, capital budgeting, lease/purchase, financial statement analysis, working capital, and taxation. Prerequisite: ACCT-101 and READ A-F. Three lecture hours per week. Three credits. Three billable hours.

Fine and Performing Arts

FPA-101, Introduction to the Arts, introduces students to the areas of visual arts, dance, music, and theater through an exploration of representative works. This experience will enhance self-expression and a better understanding of the human experience. This course meets the integrated arts requirement of the Maryland State approved Associate of Arts in Teaching degree. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.
☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

French

FREN-101, Elementary French 1, is basic French for students with little or no knowledge of the language. The course provides a solid foundation in the four language skills: listening, reading, writing, and speaking, as well as grammar. Prerequisite: exemption/completion of READ A-D. Three hours lecture each week. Three credits. Three billable hours. Offered Fall Term only.
☞ DIVERSITY/WORLD VIEW

FREN-102, Elementary French 2, is a continuation of Elementary French 1 with emphasis on reading and writing skills and developing cultural awareness. Prerequisite: FREN-101 (or one year of high school French, with an academic advisor's approval) and exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term only.
☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

FREN-201, Intermediate French 1, is a continuation of FREN-102. It includes review and expansion of the four language skills as well as grammar. Writing and speaking will be improved through composition and class discussions of cultural/contemporary issues. The course is conducted in French. Prerequisite: exemption/completion of FREN-102 (or two years of high school French with an academic advisor's approval). Three hours lecture each week. Three credits. Three billable hours. Offered Fall Term only.
☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

FREN-202, Intermediate French 2, is a continuation of FREN-201. It includes review and expansion of the four language skills as well as grammar. Writing and speaking will be improved through composition and class discussions of cultural/contemporary issues. The course is conducted in French. Prerequisite: FREN-201 (or three years of high school French with an academic advisor's approval). Three hours lecture each week. Three credits. Three billable hours. Offered Spring term only.
☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

Forensic Science

(Other science courses are available. See also Biology, Chemistry, Geoscience, Physical Science, and Physics.)

FSCI-210, Introduction to Forensic Science, introduces the student to the various scientific disciplines involved in the collection and analysis of evidence in criminal investigations. Includes the history, theories, principles and practices of forensic sciences in the criminal justice system. Topics include crime scene

investigation, trace evidence, fingerprints, forensic chemistry, firearms examination, DNA and bloodstain pattern analysis. Prerequisites: exemption/completion of MAT-099 and CRIM-101 with C grades or better OR exemption/completion of one of the following lab sciences BIOL-101, BIOL-105, CHEM-101, CHEM-105 with C grades or better. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

Geography

GEOG-105, Human Geography,

is the study of the humanized Earth. Topics include the geography of population, the global pattern of cultures; and the components of culture including language, pop and folk culture, ethnicity, religion, technology, industry, resources, and political organization. The physical expression of those cultures in rural and urban settings is also studied. Prerequisite: exemption/completion of READ A-F and ENG A-E. Three hours lecture each week. Three credits. Three billable hours.

🌐 DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

GEOG-110, Physical Geography,

involves the study and spatial analysis of conditions on the earth's surface, including the atmosphere, hydrosphere, lithosphere, and biosphere. It will include discussion of such topics as groundwater, surface water, soils, vegetation, earthquakes, volcanoes, glaciers, weather conditions, and climate. Emphasis will be on using place (such as Hawaii, the Grand Canyon, Africa's Rift Valley, and others) as a unifying theme. Lab activities will include studying and calculating sun angle, relative humidity, reading and interpreting topographic maps and weather maps, using aerial photographs and satellite imagery, and analyzing earthquake and weather data from web sites. Field trips may be offered, but not required. Prerequisite: exemption/completion of MAT-097 with a C grade or better and READ A-F. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours. Also offered as GEOSC-110; credit will not be given for both.

📖 GENERAL EDUCATION

GEOG-201, Regional Geography and Global Awareness,

is the study of the interrelationship of countries and regions of the world. The course is designed to give students a broader understanding of the world by studying the diverse political, economic, social/cultural, and environmental concerns and practices of different world regions, and to consider how these differences can create regional or global cohesiveness and division. Topics to be examined with regard to each region include: population, ethnicity, migration, urbanization, agriculture, resources, environment, culture, economics, political situations, industrial development, and any current global concern. Prerequisite: exemption/completion of READ A-F. GEOG-105 is not a prerequisite, but is considered valuable for better understanding of the subject matter of the course. Three hours lecture each week. Three credits. Three billable hours.

🌐 DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

Geoscience

(Other science courses are available. See also Biology, Chemistry, Forensic Science, Physical Science, and Physics.)

GEOSC-100, Earth and Space Science,

is a one-term course designed for the non-science major and is especially well-suited for students intending to teach at the elementary and middle school level. In addition to concepts of science in general, this course will cover the major concepts of earth science and astronomy, such as the theories of continental drift/plate tectonics and the origin of the solar system. Other topics include earth materials, structure, and history, as well as

a comparison of features of the earth and other planets. Content is based on topics recommended by the National Science Education Content Standards and those of the National Council for Accreditation of Teacher Education. Prerequisite: exemption/completion of MAT-097 with a C grade or better and READ A-F. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

📖 GENERAL EDUCATION

GEOSC-103, Environmental Sustainability,

will study the interaction between humans, and the natural environment. Earth systems, such as biogeochemical cycles and climate dynamics, will be explored along with human population growth and development, energy usage, and the human impact on earth systems. Topics to be considered: Human society and consumption, energy basics, nonrenewable energy sources, nuclear energy, renewable energy sources, world pollution issues, electricity production, anthropogenic climate change, food and water security, sustainability and conservation. This course is intended to meet general education science requirement for non-science majors. Prerequisite: exemption/completion of MAT-097 with a C grade or better and READ A-F. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

GEOSC-105, Introduction to Oceanography,

explores the world ocean that covers more than 70% of the earth's surface. It looks at the biology, geology, chemistry and other physical properties of the sea. We will explore global effects of the world ocean as well as tiny oases, the deep ocean floor, to the shallows of the coastal areas. Oceanography Laboratory is a series of exercises designed to give the student experience in working with oceanographic data and techniques. Topics include determination of chemical and physical properties of sea water, investigations of biological communities, and examination of coastal and shoreline features. Prerequisites: exemption/completion of MAT-097 with a grade of C or better and READ A-F. Three hours lecture and two hours lab each week. Four credits. Four billable hours.

📖 GENERAL EDUCATION

GEOSC-110, Physical Geography,

involves the study and spatial analysis of conditions on the earth's surface, including the atmosphere, hydrosphere, lithosphere, and biosphere. It will include discussion of such topics as groundwater, surface water, soils, vegetation, earthquakes, volcanoes, glaciers, weather conditions, and climate. Lab activities may include studying and calculating sun angle, relative humidity, reading and interpreting topographic maps and weather maps, using aerial photographs and satellite imagery, and analyzing earthquake and weather data from web sites. Field trips may be offered, but not required. Prerequisite: exemption/completion of MAT-097 with a grade of C or better and READ A-F. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.


📖 GENERAL EDUCATION

GEOSC-121, Physical Geology,


introduces students to the dynamic processes and events that have shaped and continue to modify the surface and interior of planet earth, and serves as the foundation for further study in the geosciences. Inquiry-based investigations of minerals, rocks, volcanism, seismic activity, crustal deformation, and surficial modification mechanisms will be used to foster understanding of earth's surface features in plate tectonic and climatic settings. Attention will be given to the relevance of geology to society and the environment, through classroom discussions, laboratory and field exercises, projects, and presentations. Suitable for major and non-science major students. Field trips may be required. Prerequisites: exemption/completion of MAT-097 with a grade of C or better and READ A-F. Four credits. Four billable hours.

📖 GENERAL EDUCATION


GEOSC-123, Historical Geology,

is a field-based research course intended to guide students in a firsthand exploration of the tectonic assembly of eastern North America during the last 1.5 billion years (Ga), through stratigraphic and structural evidence in the rock record of Maryland. Inquiry based field excursions, laboratory-based exercises, online and site-based exploration presentations, and independent field projects in the local region emphasize the factors which influenced the development and continued modification of life, climate, landforms, and their resultant environments, throughout geologic time. Outdoor walking field trips required. Prerequisites: exemption/completion of MAT-097 with a grade of C or better and READ A-F. Three hours lecture and two hours lab each week. Four credits. Four billable hours. Audit enrollments are not permitted.  GENERAL EDUCATION

GEOSC-201, Meteorology,


is the study of weather and climate. Primary emphasis will be placed on the physical principles underlying the movements and processes of the atmosphere. Some topics to be considered are: radiation and atmospheric heating, global circulation, pressure fronts and air masses, cloud physics, and local weather. The course includes a laboratory with activities that facilitate an understanding of the current weather and develop basic forecasting skills. Prerequisite: exemption/completion of MAT-097 with C grade or better and READ A-F. Offered Spring Term only; otherwise offered as a web-based course. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.  GENERAL EDUCATION

GEOSC-210, Astronomy: Introduction to the Cosmos,



is an introduction to astronomy which concentrates on developing an overall understanding of the current theories of the structure and formation of the universe, the limits of our understanding, and the current methods being used to extend our knowledge. The topics in the course include: a brief history of astronomy and the scientific tools used to understand astronomy concepts, cosmology, galactic structure and evolution, stellar evolution and classification, solar system structure and evolution, and the possibility of and the search for life in the universe. Prerequisite: exemption/completion of MAT-099 with a grade of C or better and READ A-F. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.  GENERAL EDUCATION

German

GERM-101, Elementary German 1,

is basic German for students with little or no knowledge of the language. The course provides a solid foundation in the four language skills: listening, reading, writing and speaking, as well as grammar. Prerequisite: exemption/completion of READ A-D. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term.  DIVERSITY/WORLD VIEW

GERM-102, Elementary German 2,

is a continuation of GERM-101 with emphasis on reading and writing skills and developing cultural awareness of the German-speaking people and expanding one's world view. Prerequisite: GERM-101; one year of high school German will meet the prerequisite with an academic advisor's approval. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term.  DIVERSITY/WORLD VIEW  GENERAL EDUCATION



GERM-201, Intermediate German 1,

is a continuation of GERM-102 with emphasis on expanding speaking, listening, reading and writing skills as well as developing cultural awareness of the German-speaking people and expanding one's world view. This course is conducted in German. Prerequisite:

GERM-102. Offered Fall term. Three hours lecture each week. Three credits. Three billable hours.

 DIVERSITY/WORLD VIEW  GENERAL EDUCATION

GERM-202, Intermediate German 2

is a continuation of GERM-201. It includes review and expansion of the four language skills as well as grammar. Writing and speaking will be improved through composition and class discussions of cultural/temporary issues. The course is conducted in German. Prerequisite: GERM-201 (or three years of high school German with an academic advisor's approval). Three hours lecture each week. Three credits. Three billable hours. Offered Spring term.  DIVERSITY/WORLD VIEW  GENERAL EDUCATION

Health and Exercise Science

HES-100 Emergency Care: First Aid, Safety and CPR,

prepares the student beyond basic knowledge, skills, and abilities needed in emergency medical care situations. This academic course covers legal concepts in first aid; emergencies related to the ten body systems; basic life support, rescue breathing, choking care, and AED use; bleeding, shock, burns, bites, stings, poisoning, wound and soft tissue injuries; head and spinal injuries; chest, abdominal, pelvic injuries; bone, joint and muscle injuries; extremity injuries requiring splinting; cold and heat emergencies; behavioral emergencies, rescuing and moving victims, and administering first aid in remote locations. Emergency care and evacuation plans for home, work, school and other locations are also discussed. CPR/First Aid certification by the National Safety Council is included upon successful completion of this course. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Fall and Spring terms.

HES-105, Introduction to Exercise Science,

is designed to help the student gain knowledge, skills and abilities in the areas of exercise science and basic exercise physiology. It helps the student define professional goals and develop core competencies deemed essential for a career in the exercise science field. Upon successful completion of this course, students will have a sound understanding of basic exercise science practices, principles, sub-disciplines, and current career options. Prerequisite: READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Fall and Spring terms.

HES-200, Exercise Assessment & Instruction,

is designed to provide the student with the knowledge and practical skills needed to become an effective fitness professional who is able to perform individualized health and fitness assessments, prescribe exercise programs and facilitate client rapport, adherence and self-efficacy for behavior change. Exercise training and program design practices for improving posture, movement, flexibility, balance, core function, cardiorespiratory fitness, muscular strength and muscular endurance will be thoroughly covered. Prerequisites/Co-requisites: HLTH-210 and PHED-101. Three hours lecture, three hours laboratory each week. Four credits. Four billable hours.

HES-230, Health Behavior & Coaching,

is designed to provide theoretical knowledge and practical skills needed for understanding health behavior. Topics include effective practitioner-to-client communication techniques; behavioral, nutritional and physiological sciences, health screening and assessment, guidelines for designing and implementing safe, effective and purposeful exercise and health behavior change programs; and the legal aspects and role of a health professional/coach. Prerequisites: HES-200; Three hours lecture each week. Three credits. Three billable hours.

Health Information Technology

HIT-111, Medical Terminology,

teaches the meanings of 300 Latin and Greek elements, i.e. prefixes, roots, and suffixes. After learning the literal meanings of these elements, the student is introduced to their uses in complex medical terms. The emphasis is on understanding the shades of meaning in which the element is used in different situations. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

HIT-112, Healthcare Data Content and Structure,

introduces students to the field of Health Information Technology. Students will become familiar with the content, use, and structure of health care data and medical records. Students will also become familiar with the organization of healthcare providers and insurers. Legal and ethical issues associated with health information will be examined extensively. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours. Previously offered as HIT-101; credit will not be given for both.

HIT-115, Pathophysiology and Pharmacology,

is designed to introduce students to specific disease processes in the human body including the cause, diagnosis, and treatment of disease. Topics also include: drug classifications, drug actions, the most commonly prescribed drugs and reference materials. Prerequisite: HIT-111 and BIOL-105, with C grades or better. May be taken concurrently with HIT-121 or HIT-122, but not before. Four hours lecture each week. Four credits. Four billable hours.

HIT-121, Basic Diagnosis Coding,

is designed to provide the health care employee with a basic orientation to the coding principles and practices of International Classification of Diseases, 9th Revision, Clinical Modification (ICD-9-CM). It also provides an introduction to ICD-10-CM and other diagnosis classification systems. Topics include: historical development of the ICD classification system, coding of diagnosis records from a variety of medical specialties, and use of official coding codelines. Prerequisite: HIT-111 and BIOL-105 with C grades or better. May be taken concurrently with HIT-115, but not before. Three hours lecture each week. Three credits. Three billable hours. Previously offered as OFFC-125; credit will not be awarded for both courses.

HIT-122, Basic Procedure Coding,

covers Basic Healthcare Common Procedure Coding System (HCPCS) with a focus on Current Procedural Terminology (CPT4) coding of operations and procedures (including anesthesia, evaluation and management, surgical, pathology/laboratory, radiology, and medicine) and HCPCS Level II codes. This course will also cover ICD-9-CM procedure coding, an introduction to ICD-10-PCS (Procedure Classification System), and the national Correct Coding Initiative (CCI). Prerequisite: HIT-111 and BIOL-105 with a C grades or better. May be taken concurrently with HIT-115, but not before. Three hours lecture each week. Three credits. Three billable hours. Previously offered as HIT-221; credit will not be awarded for both courses.

HIT-201, Computer Applications in Health Care,

introduces the student to medical and information technology that is available in a wide variety of health care fields. The design and use of the electronic health record and its impact on health care delivery will be explored. Topics will also include an overview of the commonly available software tools used in health information processing and coding, including encoding tools and computer-assisted coding software. Prerequisite: CIS-101 with a C grade or better. Three hours lecture each week. Three credits. Three billable hours.

HIT-222, Advanced Coding Concepts,

uses more complex case studies to examine code assignment of diagnoses and procedures using ICD-9-CM, CPT-4, and HCPCS Level II in a variety of healthcare settings. Topics include interpretation of medical records, introduction to prospective payment systems, grouper methodology, and alternate diagnosis coding systems such as Systemized Nomenclature of Medicine (SNOMED). Prerequisite: HIT-121 and HIT-122 after 9/1/2009, both with a C grade or better. (Students not meeting this requirement must meet with the program coordinator). Six hours lecture each week. Six credits. Six billable hours.

HIT-223, Reimbursement Methodologies,

explores the private and government-sponsored financial systems that exist today within the healthcare environment. The course will provide an overview of various types of health plans including managed care, prospective payment systems, and other reimbursement methodologies employed in various healthcare settings. Other areas such as coding, billing, claims processing, and Chargemaster maintenance will be covered in additional detail. Current issues affecting reimbursement such as revenue cycle management, regulatory compliance, coding compliance, and role of quality improvement organizations will also be explored. Prerequisite: HIT-222 with a C grade or better. Three hours lecture each week. Three credits. Three billable hours.

HIT-225, Healthcare Delivery Systems,

focuses on the understanding of the types and levels of healthcare delivery systems in the U.S., both paper-based and electronic, and of the governing bodies that regulate health information management processes. Topics include: organization of healthcare delivery, types of healthcare facilities, accreditation standards, licensure, regulatory agencies, and an overview of payment and reimbursement systems. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

HIT-270, Professional Practice in Health Information Technology,

enables students to gain practical experience in medical record coding. Students will work under the direction of an expert in the field for 60 hours. This practicum may be accomplished via field or virtual experience. The student will also meet with the on-campus instructor to place the internship experience in perspective. Prerequisite: HIT-222. HIT-270 should be taken during the last semester prior to graduation from the HIT Advanced Certificate or the AAS program and may be taken concurrently with HIT-223, but not before. HIT-270 enrollment requires approval of the program coordinator. Forty-five hours. One credit. One billable hour.

Health

HLTH-101, Science and Theory of Health and Wellness,

is the study of essential health practices as they relate to current concepts of preventive medicine. In the pursuit of a wellness lifestyle, this course investigates the latest scientific findings germane to the major diseases and causes of premature death in the U.S. The importance of self-responsibility and personal development within a wellness lifestyle is a major focus. Emphasis on wellness, stress management, mental health, nutrition, physical fitness, substance abuse, human sexuality, heart disease, cancer and complementary medicine will hopefully motivate the student to take the initiative to enhance her or his quality of life. Prerequisite: exemption/completion READ A-F. Three hours lecture each week. Three credits. Three billable hours.

 GENERAL EDUCATION

HLTH-120, Holistic Health and Complementary Medicine,

will expand your understanding of health and healing, and how you have the power within you to achieve optimal wellness

through self-care. This course explores both ancient and modern approaches to health. A wide variety of treatment modalities including nutrition, herbs, homeopathy, meditation, chiropractic, acupuncture, massage, yoga, music, art, magnet therapy, and many more will be covered. Students examine current research findings in the field of mind-body medicine and complementary and alternative modalities as part of a new integrative model of health. Prerequisite: exemption/completion of MAT-091; ENGL-101; and either HLTH-101 or PHED-101. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term.

HLTH-201, Women's Health,

examines the latest scientific research developments affecting the lives of women in contemporary society. Course content includes a multidisciplinary approach to women's health issues and provides a framework for informed personal decisions. Prerequisite: exemption/completion READ A-F. Three hours lecture each week. Three credits. Three billable hours.

👁️ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

HLTH-210, Nutrition and Weight Management,

covers the practical application of nutrition, eating habits, physical activity and other issues related to weight management. Individual, societal and environmental factors that influence behavior, eating disorders and obesity are discussed. Behavioral and non-behavioral approaches to nutrition, weight control and disease prevention are analyzed and implemented. Prerequisite: exemption/completion READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Fall and Spring terms.

HLTH-215, Human Sexuality,

is an individually oriented discussion course, designed to explore the nature of sexuality, love and relationships from a physiological, psychological, sociological, economic, legal, and health and wellness perspective. Basic information from these orientations will be explored in historical and contemporary cultural perspectives. Prerequisite: exemption/completion of READ A-F. HLTH-215 and PSYC-215 have the same course content; credit will not be awarded for both. Three hours lecture each week. Three credits. Three billable hours. Offered Fall and Spring terms.

HLTH-225, Stress Management and Tension Control,

introduces the student to the nature of stress and the principles of stress management. This course reviews the research of pioneers in stress research, presents a brief but comprehensive study of psychoneurophysiology, and exposes the student to holistic approaches to stress management. Students will keep a personal stress awareness/reduction journal and participate in a variety of relaxation techniques (progressive muscle relaxation, autogenics, self-hypnosis, biofeedback, guided imagery, meditation and others). Prerequisite: HLTH-101 or PHED-101. Three hours lecture each week. Three credits. Three billable hours. Offered Fall and Spring terms.

History

HIST-101, Western Civilization 1,

surveys classical, medieval, and early modern civilization, as well as its interactions with other civilizations including the world of Islam. The course examines political, economic, cultural, social, and religious history, and identifies sources of both violence and dialogue between different civilizations. Prerequisite: exemption/completion of READ A-F. Credit by exam available. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

HIST-102, Western Civilization 2,

introduces the major political, economic, and cultural developments in the history of the "western world" from the late sixteenth-century to the present. It focuses upon the development of political ideologies, the changing shape of violence, and the

possible meanings of modernity, with particular emphasis upon the social and intellectual values of the time. Prerequisite: exemption/completion of READ A-F. Credit by exam available. Three hours lecture each week. Three credits. Three billable hours. Offered Fall, Spring, and Summer terms.

📖 GENERAL EDUCATION

HIST-105, History of the United States to 1876,

surveys American History from Colonial Times through the end of Reconstruction. It focuses upon the major political, diplomatic, economic, and social developments, paying particular attention to the interaction of red, white, and black cultures, the development of democracy, territorial expansion, and the changes of the Civil War era. Prerequisite: exemption/completion of READ A-F. Credit by exam available. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

HIST-106, History of the United States from 1876,

surveys American History from the end of Reconstruction to the present. It focuses upon the major political, diplomatic, economic, and social developments, paying particular attention to changes in the role of government, racial and cultural relations, and to the nation's place and responsibilities in a more interconnected world. Prerequisite: exemption/completion of READ A-F. Credit by exam available. Three hours lecture each week. Three credits. Three billable hours. Offered Fall, Spring, and Summer terms.

📖 GENERAL EDUCATION

HIST-130, Latin American History,

introduces major themes, people and ideas in Latin American history and culture from 1492 to the present. It focuses on the initial contacts between Europeans and Indians, the development of political ideologies in Latin America, and the relationship between the United States and Latin American countries, particularly Cuba. Prerequisite: exemption/completion of READ A-F and placement into ENGL-101. Credit by exam available. Three hours lecture each week. Three credits. Three billable hours.

👁️ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

HIST-160, Travel Study,

introduces major themes, people and ideas in the history of one or more countries to which students will have the opportunity to travel as part of a travel study program. The course work includes readings and discussions, a travel journal, and a specialized project. This work is conducted under the guidance of a faculty member who will also serve as a group leader in the travel study program. To enroll in this course, which is offered during the spring term, the student must register for the trip by October 31 of the previous semester. Prerequisite: exemption/completion of READ A-F. READ A-F may be taken concurrently. Three credits. Three billable hours. (plus additional travel fees). Offered Spring term.

👁️ DIVERSITY/WORLD VIEW

HIST-201, Adolf Hitler and the Third Reich,

introduces the major themes, people and ideas in German history from 1919 to 1945. It especially focuses on the Nazi period after 1933. The course will examine the roots of Nazism, the personality of Hitler, the development of the totalitarian state, the events leading to the Second World War in Europe, Germany's strategy in the war, and the meaning of the Holocaust. Prerequisite: exemption/completion of READ A-F. Credit by exam available. Three hours lecture each week. Three credits. Three billable hours. Offered Spring only.

👁️ DIVERSITY/WORLD VIEW

HIST-204, America in Depression and War: 1929-1945,

surveys two cataclysmic events of the twentieth century, the Great Depression and World War II and the transforming effects both had on the United States. The course covers the Great Crash, the economic collapse, New Deal reforms, and the military triumph over totalitarianism. A particular focus will be how the experiences

of both leaders and average citizens in dealing with these crises changed the nation's outlook on politics, society, and the world around us as we developed into a world superpower and entered the Atomic Age. Credit by exam available. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

☞ DIVERSITY/WORLD VIEW

HIST-205, Cold War America: 1945-1991,

surveys politics, society, and culture in the United States during years that became defined by the nation's simmering conflict with communist regimes around the globe. The course covers the various crises and controversies of the era that either united us in confidence or divided us in uncertainty, with an emphasis on the ways in which the bi-polar world order that emerged after World War II established parameters for the American way of life that have even outlasted the Soviet Union. Prerequisite: exemption/completion of READ A-F. Credit by exam available. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term.

☞ DIVERSITY/WORLD VIEW

HIST-210, The Era of the American Civil War,

surveys the major political, economic, social and cultural trends in the United States from 1840 to 1877, focusing upon the growing differences between the societies of the North and the South, the partisan debates leading to the American Civil War, the war itself and the shattering impact on the country, culminating with the reconstruction of the Union. Prerequisite: exemption/completion of READ A-F. Credit by exam available. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term.

☞ DIVERSITY/WORLD VIEW

HIST-212, Women and the Family in American History to 1876,

surveys the first section of American History from the view of women, children, families, and working class Americans. The course will cover the ways that the larger events of American political history have affected the everyday lives of Americans in their homes, schools, and workplaces. It will focus on such areas as the rise of the social safety net, child labor, women's rights, and the social impact of the rise of America as a world power. This course will cover the uniquely American impact of this time period on the lives the families living through the American Revolution, the growth of the new nation, the American Civil War and reconstruction. Prerequisite: exemption/completion of READ-A-F, credit by exam available. Three hours lecture each week. Three credits, Three billable hours.

HIST-214, Women and the Family in American History from 1876,

surveys the second section of American History from the view of women, children, families, and the working class American. The course will cover the ways that the larger events of American political history affected the everyday lives of Americans in their homes, schools and workplaces. It will focus on such areas as the rise of a social safety net, child labor, women's rights, and the social impact of the rise of American power. The course will cover the uniquely American impact of this time period on the lives of the families living through World War I, the Great Depression, World War II, the Civil Rights Movement, the Vietnam War and the gay rights movement. Prerequisite: exemption/completion of READ A-F. Credit by exam available. Three hours lecture each week. Three credits. Three billable hours.

HIST-215, History of Ancient Rome,

introduces the major themes, people and ideas in Roman history from the foundation of the city in 753 BCE to the fall of the Western Roman Empire in 476 CE. The course will examine the Roman military conquests of the Italian peninsula and the Mediterranean rim, the personalities of Julius Caesar and Caesar Augustus, the development of the political organization during the Roman Republic and Empire, and the fabric of Roman society

and its institutions, and the events leading to the fall of Rome. Prerequisite: exemption/completion of READ A-F. Credit by exam available. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term.

HIST-216, A History of Immigration in Western Civilization,

Is a survey of the events and trends that have driven immigration in the Western Hemisphere from the discovery of the New Worlds through the present. An examination of the definition of what it means to be an American, and the Ethnicity in America. This course will cover specific events that have created the necessity to emigrate from a region, the personal desire to search for a new place in the world, and the forced immigration of groups due to external events beyond their control. It will focus on the dilemma of the immigrant arriving in a new land and on the implications of immigration for the region that opens its borders to immigrants. The course will consider legal and illegal immigration, quotas, amnesty, and assimilation in American culture. We will examine this topic from the days of building of the American nation and from the current issues created by the mass exodus from war torn regions of the Middle East. Prerequisite: exemption/completion of READ-A-F, credit by exam available. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term.

HIST-218, The American West,

is a survey of the American experience of movement and settlement of the west. This course will examine the impact of the settlement of the American West on Native American populations and on the land. It will cover the unique tale of frontier life from the first days of mountain men and fur traders, to the arrival of families, Churches, and the law. In the process we will examine the taming of the land through the eyes of the American farmer, the industrialization of farming, and the growth of agribusiness. This course will look at the implications of this process on the lives of all Americans, how we view our culture, and what food we put on the table.

HIST-220, The American Civil Rights Movement,

surveys the grass roots struggle of African Americans to gain equality and justice in the United States, tracing the movement from its origins in the years of Jim Crow, when racism, segregation, and discrimination reigned across the nation, through its achievements in the 1950s and 1960s, focusing upon the major events and personalities that transformed American society as well as the issues that remain unresolved and important for understanding race relations today. Prerequisite: exemption/completion of READ A-F. Credit by exam available. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term.

☞ DIVERSITY/WORLD VIEW

HIST-235, The Great War and the Twenty-Year Truce,

surveys European history from 1900 to 1939. It focuses upon the political, social, economic, cultural, and intellectual changes that exploded from World War I, paying particular attention to how people in nations old and new attempted to build a permanent peace and prosperity, with failure bringing a resumption of the fighting, and an end to European domination of the globe. Prerequisite: exemption/completion of ENG A-E and READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term.

☞ DIVERSITY/WORLD VIEW

Honor

HONOR-101, College Success for Honors,

focuses on student attitudes and behaviors which lead to effective learning and college success. Students clarify values and set academic and personal goals. Students develop critical thinking, time management, communication, organizational skills, and study skills, including test-taking. This course is only for students

participating in the Hill Scholars program. One hour lecture each week. One hour lecture each week. One credit. One billable hour. Additional \$300 fee required.

HONOR-102, Career Development for Honors, involves self-assessment activities, looking at students' interests, skills, values, and capabilities and learning how to match those up with potential careers. Decision making and goal setting will also be emphasized. This course is only for students participating in the Hill Scholars program. One hour lecture each week. One credit. One billable hour. Additional \$300 fee required.

HONOR-201, Exploring Leadership, is based on the assumption that leaders are made, not born, and that every individual has the capacity for leadership. In this course, students will examine their purpose, goals preferences and styles, and how they influence their leadership, learn about living and leading in a rapidly changing world, think about the ethical responsibilities of leadership, and discover their own leadership potential. Topics will include leadership theories and models, self-awareness, communication, group processes and behaviors, organizational leadership, diversity, ethical leadership and decision-making, and service leadership. This course is only for students participating in the Hill Scholars program. One hour lecture each week. One credit. One billable hour. Additional \$300 fee required.

👁 DIVERSITY/WORLD VIEW

HONOR-202, Service Learning: Values and Action Capstone, is a participatory action course familiarizing students with service learning and community management, and is a collaborative partnership with the Center for Service Learning. The goal of this course is to integrate leadership development skills, with concepts of group dynamics in an effort to assess community needs, and discuss, analyze, and act on those needs in a team setting. In other words, this class is an active engagement in the process of awareness, consciousness, analysis, and action. This course is only for students participating in the Hill Scholars program. One hour lecture each week. One credit. One billable hour. Additional \$300 fee required.

👁 DIVERSITY/WORLD VIEW

Humanities

HUMT-160, Travel Study, courses provide students the opportunity to travel abroad to explore an aspect of another country's cultural heritage. Course work for three credits involves readings and discussions before the travel, a travel journal, and a specialized project with formal presentation. The student will work under the guidance of a faculty member from the appropriate discipline to design and present a project for study. To enroll in this course, which is offered during the spring term, the student must register for the trip by October 31. Prerequisite: exemption/completion of READ A-F. READ A-F may be taken concurrently. Three credits. Three billable hours (plus additional travel fees). Offered Spring term.

👁 DIVERSITY/WORLD VIEW

Law Enforcement Academy

LEA-101, Emergency Vehicle Operations, course is designed to meet the Maryland Police Training Commission training objectives. Minimum requirements are mandated by the state of Maryland for every entry level police officer in the safe operation of an emergency vehicle operated in the state of Maryland. Each student will be lectured and tested on each objective and evaluated via practical exercises specifically designed to answer the individual objectives. Course also includes lab hours for traffic and vehicle stops. Fifteen hours of classroom lecture, sixty hours of lab experience. Three credits. Three billable hours.

Available to Police Academy Students only.

LEA-102, Defensive Tactics, focuses on principles and practical aspects of personal safety; covers methods and tactics of practical self defense including alternatives for situational defense strategies; provides rigorous conditioning exercises; develops skills in perception, analysis, escape, compromise, avoidance, blocking, throwing, striking. This course is only available through a police academy. Thirty hours of classroom lecture, ninety hours of lab experience. Five credits. Five billable hours. Available to Police Academy Students only.

LEA-103, Police Arsenal and Procedures, will enable recruits to focus on weaponry and specifically the handgun, ASP baton, OD (Oleoresin Capsicum) Spray and other lethal and non-lethal weapons. The proper care, maintenance, and the use of the various weapons are highlighted. Each student will be required to demonstrate their proficiency with the various issued weapons. This course is only available through a police academy and only available to police recruits. Fifteen hours of classroom lecture and sixty hours of lab experience. Three credits. Three billable hours. Available to Police Academy Students only.

Transitional Mathematics

It is strongly recommended that all students complete both a mathematics and English course within their first 12 credit hours. To ensure maximum success, mathematics and English courses should be taken during consecutive terms until the sequence is completed. All students must have completed their English and mathematics sequences by completion of their first 24 credit hours or registration will be blocked.

MAT-091, Pre-Algebra, is a non-credit full-term course. Students will master operations with fractions, decimals, ratio and proportion, percentages, operations with rational numbers, order of operations, evaluation of variable expressions, and solution of linear equations. Prerequisite: satisfactory score on placement exam, and exemption/completion of READ-A or COL-099. Three hours lecture each week. No credit. Four billable hours.

MAT-097, Introductory Algebra, is a non-credit, full-term course. Students will master the solution of equations with applications, systems of equations, operations with polynomials, scientific notation, factoring polynomials, solution of quadratic equations using factoring, and graphing linear equations and inequalities. Prerequisite: successful completion of MAT-091 or a satisfactory score on the placement exam, and exemption/completion of READ-A-D or COL-099. Three hours lecture and one hour lab each week. No credit. Four billable hours.

MAT-099, Intermediate Algebra, is a non-credit, full-term course. Students will master converting between units of measure, calculating measures of center, the definition of a function, and solving equations and applications containing linear inequalities, systems of linear inequalities, radical expressions, rational exponents, exponential expressions, logarithmic expressions, rational expressions, and quadratics. Students will graph box and whisker plots, histograms, linear inequalities, and linear, exponential, logarithmic, and quadratic functions. Prerequisite: successful completion of MAT-097 or a satisfactory score on the placement exam, and exemption/concurrent enrollment in READ-A-F. A TI-83/84 graphing calculator is required. Four hours lecture each week. No credit. Four billable hours.

Mathematics

It is strongly recommended that all students complete both a mathematics and English course within their first 12 credit hours. To ensure maximum success, mathematics and English courses should be taken during consecutive terms until the sequence is completed. All students must have completed their English and mathematics sequences by completion of their first 24 credit hours or registration will be blocked.

MATH-110, Mathematical Concepts and Structures, is designed for students in the elementary and early childhood education majors and provides insight into the 'whys' of basic concepts of arithmetic. Topics covered include sets, functions, the nature of counting, the origin of numbers, structure and positional number systems, estimation, principles underlying the fundamental operations and relations with natural numbers, whole numbers and integers, rational numbers and decimals, introduction of measures of central tendency, and problem-solving techniques. Students will solve mathematical problems using hands-on materials and electronic technologies. Prerequisite: exemption/completion of READ A-D and exemption/completion with a C grade or better in MAT-097. Calculator with arithmetic functions may be required. Three hours lecture each week. Four hours lecture each week. Four credits. Four billable hours.

MATH-111, Fundamentals of Geometry and Measurement, is intended for, but not limited to, students in the education major. Topics covered include plane and solid geometry, as well as standard and non-standard measurement. Geometry topics include circles, polygons, triangle congruence and similarity, coordinate geometry, and transformations. Measurement topics include metric and English systems, dimensional analysis, and constructions. Emphasizes problem solving, educating elementary, middle, and high school students. Appropriate use of technology includes calculators and computers. Prerequisite: exemption/completion of READ A-F and a satisfactory placement test score or MAT-099 with a C grade or better. Credit by exam not available. Calculator with arithmetic functions, a compass, straight-edge, and ruler are required. Four hours lecture each week. Four credits. Four billable hours.

📖 GENERAL EDUCATION

MATH-115, Introduction to Statistical Methods, is an introductory college level statistics course that provides a basic understanding of data analysis. Topics covered include measures of central tendency and variation, probability, discrete and continuous distributions, estimation and testing of population parameters, and linear correlation and regression. Statistical literacy will be emphasized throughout the course. Students in the areas of education, nursing, business, and the arts and sciences will find that this course enhances and clarifies use and application of statistics in their specializations. Prerequisite: exemption/completion of READ A-F and a satisfactory placement exam score or MAT-099 with a C grade or better. Credit by exam available. Graphing calculator required. Four hours lecture each week. Four credits. Four billable hours.

📖 GENERAL EDUCATION

MATH-121, Introduction to College Mathematics, is intended for students in General Studies, Liberal Arts, and Business-related areas. The language and nature of mathematics are emphasized through such topics as finance, matrices, linear programming, sets, counting, probability, and difference equations. Prerequisite: exemption/completion of READ A-F and a satisfactory score on the placement test or MAT-099 with a "C" grade or better. Credit by exam is available. A graphing calculator is required. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

MATH-123, Precalculus Part 1: College Algebra with Trigonometry,

provides the foundation necessary for success in chemistry, physics, engineering, and advanced mathematics. The precalculus and calculus sequences are intended for future mathematics/science/engineering majors. Topics include relations and functions, including composite functions and inverse functions; analysis of polynomial, power, rational, exponential, logarithmic, and trigonometric functions and their graphs; right triangle trigonometry, and Laws of Sines and Cosines. Problems will be solved through analytic, numerical, and graphical approaches with an emphasis on setting up and solving relevant application problems. Students who need to take MATH-135, Calculus of a Single Variable I, will need to complete both Precalculus Part I and Precalculus Part 2 in a year-long sequence or the rigorous one-semester MATH-130 course. Prerequisites: exemption/completion of READ A-F and a satisfactory score on the math placement exam, or MAT-099 with a "C" grade or better. Credit by exam available. Graphing calculator required. Four hours lecture each week. Four credits. Four billable hours.

📖 GENERAL EDUCATION

MATH-124, Precalculus Part 2: Trigonometry and Advanced Algebra,

is the second course in a two-course sequence. It is intensive study of trigonometry and other advanced algebra topics such as conics, parametric equations, and polar coordinates. This course is intended for future mathematics/science majors. Topics include analysis of trigonometric, inverse trigonometric, parametric, and polar functions and their graphs; right triangle trigonometry, trigonometric identities, trigonometric equations, use of trigonometric formulas in evaluating trigonometric expressions and in solving trigonometric equations, Laws of Sines and Cosines, vectors in the plane, the trigonometric form of a complex number and DeMoivre's Theorem, linear and nonlinear systems of equations, solutions of multivariable linear systems by the use of matrices and Gaussian elimination, systems of inequalities, conics, parametric equations, polar coordinates, and polar equations. Problems will be solved through analytic, numerical, and graphical approaches with an emphasis on setting up and solving relevant application problems. Students who need to take MATH-135, Calculus of a Single Variable I, will need to complete both MATH-123 and MATH-124 in a year-long sequence or the rigorous one semester MATH-130 course. Prerequisites: exemption/completion of READ A-F and a satisfactory score on the placement exam, or MATH-123 with a "C" grade or better. Credit by exam available. Graphing calculator required. Three hours lecture each week. Three credits. Three billable hours. Credit cannot be earned in both MATH-124, MATH-129, and/or MATH-130.

📖 GENERAL EDUCATION

MATH-130, Precalculus,

is an intensive one semester course covering the same material that is included in MATH-123 Precalculus Part 1 and in MATH-124 Precalculus Part 2. MATH-130 is intended for future mathematics/science majors. Topics include relations and functions, including composite functions and inverse functions; analysis of polynomial, power, rational, exponential, logarithmic, trigonometric, inverse trigonometric, parametric, and polar functions and their graphs; right triangle trigonometry, trigonometric identities, trigonometric equations, use of trigonometric formulas in evaluating trigonometric expressions and in solving trigonometric equations, Laws of Sines and Cosines, vectors in the plane, the trigonometric form of a complex number and DeMoivre's Theorem, linear and nonlinear systems of equations, solutions of multivariable linear systems by the use of matrices and Gaussian elimination, systems of inequalities, conics, parametric equations, polar coordinates, and polar equations. Problems will be solved through analytic, numerical, and graphical approaches with an emphasis on setting up and solving relevant application problems. Students who need to take MATH-135, Calculus of a Single Variable I, will need to complete MATH-130, Precalculus, or both MATH-123 and MATH-

124 in a year-long sequence. Prerequisites: exemption/completion of READ-A-F and a satisfactory score on the placement exam or MAT-099 with a “B” grade or better. Credit by exam available. Graphing calculator required. Credit cannot be earned in both MATH-123/124 and MATH-130. Five hours lecture each week. Five credits. Five billable hours.

📖 GENERAL EDUCATION

MATH-132, Applied Calculus,

introduces the basic concepts of Calculus with applications to Business, Life Sciences, and Social Sciences. Concepts of Limits, differentiation, and integrations will be introduced for polynomial, rational, exponential, and logarithmic functions. An introduction to functions involving several variables and partial derivatives will be included. Applications of Business, Life Sciences, and Social Sciences will be extensively developed. Students will utilize a graphing calculator throughout the course. Prerequisite: exemption/completion of READ A-F and MATH-123 or MATH-128, with a C grade or better, or satisfactory scores on the placement tests. Credit by exam available. Graphing calculator required. Four hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

MATH-135, Calculus of a Single Variable 1,

Calculus of a Single Variable 1 introduces the initial concepts of both differential and integral calculus. The concept of limits will be introduced both informally and through the formal epsilon- delta process. Derivatives and integrals of polynomial, power, and trigonometric functions will be developed as well as general differentiation techniques (such as the chain rule and implicit differentiation). Evaluation of definite integrals will be covered through limits of Riemann Sums, numerical integration techniques, and the Fundamental Theorems of Calculus. Applications of calculus to graphing and to physical situations will be extensively developed. Prerequisite: exemption/completion of READ A-F, plus MATH-123/MATH-124 or MATH-130 with a C grade or better, or satisfactory scores on the placement exam. Credit by exam available. Five hours lecture each week. Four credits. Four billable hours.

📖 GENERAL EDUCATION

MATH-136, Calculus of a Single Variable 2,

expands the group of functions whose derivatives and integrals are studied in MATH-135. Functions added are the exponential, logarithmic, inverse trigonometric and hyperbolic functions. Infinite sequences and series, including convergence tests, power series and Taylor and Maclaurin series, are studied. An introduction is given for conic sections, and derivatives and integrals in parametric and polar coordinates are covered. Students will be required to use a graphing calculator and significant mathematical software such as Mathematica, Maple, or MATLAB throughout the course. Prerequisite: MATH-135 with a C grade or better. Five hours lecture each week. Four credits. Four billable hours.

MATH-205, Multivariable Calculus,

continues MATH-136 with vectors and analytic geometry in three dimensions, partial derivatives, multiple integrals, line and surface integrals, and vector field theory. Students will be required to use a graphing calculator and significant mathematical software such as Mathematica, Maple, or MATLAB throughout the course. Prerequisite: MATH-136 with a C grade or better. Five hours lecture each week. Four credits. Four billable hours.

MATH-210, Linear Algebra,

includes vector spaces, linear transformations, matrices and determinants, quadratic forms, Eigen values, and similarity. Applications to geometry, systems of linear equations, and function spaces (including Fourier analysis) are included. Students will be required to use a graphing calculator and significant mathematical software such as Mathematica, Maple, or MATLAB throughout

the course. Prerequisite: MATH-136 with a C grade or better. Five hours lecture each week. Four credits. Four billable hours. Offered Spring term only.

MATH-215, Differential Equations,

includes exact solutions of common types of first-order ordinary differential equations, exact solutions of second-order equations whose coefficients are constant, power series solutions, numerical and graphical techniques, Laplace transform methods, and linear systems. Additional topics may include applications to geometry and mechanics, matrix methods, special functions, and non-linear systems. Students will be required to use a graphing calculator and significant mathematical software such as Mathematica, Maple, or MATLAB throughout the course. Prerequisites: MATH-136 with a C grade or better. Five hours lecture each week. Four credits. Four billable hours.

Management

MGMT-201, Principles of Management,

provides the student with a conceptual framework for understanding the basic theories of management. Emphasis is placed on the internal and external environment, ethics, planning, goal setting, decision making, organizational structure, motivation and group dynamics, and effective control mechanisms. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

🌐 DIVERSITY/WORLD VIEW

MGMT-210, Human Resource Management,

covers a variety of issues relating to the relationship between management of an organization and its employees. Specific emphasis is placed on employment law, job analysis, employee recruitment and selection, training, performance management, compensation systems, employee and labor relations, career planning, and safety and health in the workplace. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

🌐 DIVERSITY/WORLD VIEW

Marketing

MKTG-201, Principles of Marketing,

provides the student with the fundamental concepts associated with the study and practice of marketing. Major topics of discussion include the marketing environment, decision making, buyer behavior, and marketing mix strategies as they relate to organizations competing in a global economy. Prerequisite: exemption/completion of READ A-F. COMM-105 recommended. Three hours lecture each week. Three credits. Three billable hours.

🌐 DIVERSITY/WORLD VIEW

Music

Applied Music Lessons

Private voice or instrumental lesson are arranged in half-hour or one-hour sessions each week. Students are expected to commit to a minimum practice regimen of approximately 6-8 hours per week as recommended by the professor. Lessons can be arranged for the following instruments: Baritone/Euphonium, Bassoon, Cello, Clarinet, Composition, Double Bass, Electric Bass, Flute, French Horn, Guitar, Harp, Harpsichord, Jazz Percussion, Jazz Piano, Jazz Guitar, Oboe, Percussion, Piano, Pipe Organ, Saxophone, Trombone, Trumpet, Tuba, Viola, Voice, and Violin. To register for Applied Music Lessons, contact instructor, Eric McCullough, in the Performing Arts department at emccullough@carrollcc.edu or 410-386-8537 no later than one week prior to the start of the term. Prerequisite: exemption or placement into the Reading modules. Half-hour lesson: One credit. One billable hour. Additional \$193

applied music fee. One-hour lesson: Two credits. Two billable hours. Additional \$386 applied music fee.

MUSIC-101, Music Appreciation,

is designed to sharpen the student's listening focus in order to enrich his/her listening experience. The course accomplishes this by moving in easy steps from elements of its language to masterpieces of Western music. World music and popular music are also included. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

MUSIC-102, The History of Rock and Roll,

will survey the history of rock music from its origins to the present day. Students will study all major genres including rap and country music, as well as the social, political, technological and economic forces that shaped the music. Issues of race, gender and class will also be discussed as they relate to the various styles. The class includes detailed listening assignments and an introduction to musical vocabulary and concepts. No prior knowledge of music is required for this class. Prerequisite: ENG A-E and READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Spring, Summer, and Fall terms.

📖 GENERAL EDUCATION

MUSIC-103, History of Classical Music,

is a survey of Western art music from its origins in Classical Greek culture through the Modern era. Students successfully completing this class will understand the historical processes through which musical styles begin, grow, mature, and decline; will be able to recognize and identify the elements that define specific styles and style periods in the tradition of Western Art Music; will understand and be able to use the terminology associated with each style period; and will be familiar with the contributions of important individuals active in specific styles and style periods. Prerequisite: ENG A-E and READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

📖 GENERAL EDUCATION

MUSIC-104, World Music,

begins with the study of music as a social and aesthetic activity and as an acoustic phenomenon. The primary components of music cultures are discussed and analyzed including: the context and occasions for music making, the social organization and functions of music, and the oral, written, and media transmission of music. Fundamental aspects of sound (pitch, duration, volume, timbre) and their organization into musical structures are identified and explained. Next, the course investigates music from various location on the planet. Specific case studies are chosen in order to illuminate a range of socio-musical types: from music in small-scale egalitarian communities to rural peasant population to elite patronized forms of music to mass mediated contexts. Prerequisite: ENG A-E and READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

👁️ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

MUSIC-105, Fundamentals of Music,

is a general introduction to reading and writing music. Elements of music, notation and terminology, theory, scale formation, triads, chords and their inversions, sight-singing, ear training, and introduction to the keyboard are included. Prerequisite: exemption/completion of READ A-F. Three credits. Three billable hours. Offered Spring, Summer, and Fall terms.

📖 GENERAL EDUCATION

MUSIC-106 History of Jazz,

surveys the influences, origin, and styles of this unique art form, identifying stylistic developments, performing artists, and ensembles. Students study the political and social impact of this musical style on specific ethnic groups as well as the part it played in certain world and national events. Prerequisite: ENG A-E and READ A-F. Three hours lecture each week. Three credits. Three billable

hours. Offered Spring and Fall terms.

📖 GENERAL EDUCATION

MUSIC-110, Theory of Music 1,

encompasses a study of diatonic harmony as it pertains to all styles of music. Topics include the principles of voice leading, four-part writing in root position and harmonic progression. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC-112 and MUSIC-114. Prerequisite: MUSIC-105 or departmental approval. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

📖 GENERAL EDUCATION

MUSIC-111, Theory of Music 2,

encompasses a study of diatonic harmony as it pertains to all styles of music. Topics include four-part writing in all inversions, cadences, phrases, periods and nonchord tones. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC-113 and MUSIC-115. Prerequisite: MUSIC-110. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

MUSIC-112, Musicianship,

is a course in the skills of reading and hearing music. Skills developed will include a mastery of pitch and rhythm through sight singing, dictation, and body movement. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC-110 and MUSIC-114. Prerequisite: MUSIC-105. Three hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-113, Musicianship 2,

is a course in the skills of reading and hearing music. Skills developed will include a mastery of pitch and rhythm through sight singing and dictation. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC-111 and MUSIC-115. Prerequisite: MUSIC-112. Three hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-114, Keyboard Skills for the Music Major 1,

is designed to give the music major the piano skills necessary for a career in music. Subjects studied are: sight reading, transposition, improvisation, harmonization, scale fingerings, arpeggio fingerings, and choral and instrumental score reading. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC-110 and MUSIC-112. Prerequisite: exemption/completion of READ A-D. Three hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-115, Keyboard Skills for Music Majors 2,

is designed to give the music major the piano skills necessary for a career in music. Subjects studied are: sight reading, transposition, improvisation, harmonization, scale fingerings, arpeggio fingerings, and choral and instrumental score reading. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC-111 and MUSIC-113. Prerequisite: MUSIC-114. Three hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-120, Chorus 1,

gives the student an opportunity to join with others in studying and singing choral music, both classical and modern. A repertoire of varied selections is prepared for college and public performances. Open to all students. The student may enroll at the beginning of any term. Prerequisite: exemption/completion of ASE reading. Three hours laboratory each week. One credit. One billable hour. Offered Spring, Summer, and Fall terms.

MUSIC-121, Chorus 2,

gives the student an opportunity to join with others in studying and singing choral music, both classical and modern. A repertoire of varied selections is prepared for college and public performances. Open to all students. The student may enroll at the beginning of any term. Prerequisite: MUSIC-120. Three hours laboratory each week. One credit. One billable hour. Offered Spring, Summer, and Fall terms.

MUSIC-122, Symphony Orchestra 1,

performs compositions from all musical styles from the Baroque to the present. The orchestra consists of students from both McDaniel and Carroll Community Colleges as well as community musicians. There is at least one public performance every semester. Open by audition only. To schedule an audition please contact the FPA office at 410-386-8575. Prerequisite: exemption/completion of ASE Reading. Three hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-123, Symphony Orchestra 2,

student perform compositions from all musical styles from the Baroque to the present. The orchestra consists of students from both McDaniel and Carroll Community Colleges as well as community musicians. There is at least one public performance every semester. Open by audition only. To schedule an audition please contact the FPA office at 410-386-8575. Prerequisite: MUSIC-122. Three hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-124, Jazz Ensemble 1,

gives students the opportunity to form an instrumental group which specializes in the performance of jazz and other 20th century popular music idioms. Performances may include college and community functions. Open by audition only. Prerequisite: exemption/completion of ASE reading. Three hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-125, Jazz Ensemble 2,

gives students the opportunity to form an instrumental group which specializes in the performance of jazz and other 20th century popular music idioms. Performances may include college and community functions. Open by audition only. Prerequisite: MUSIC-124. Three hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-126, Jazz Choir 1,

gives the student an opportunity to join with others in studying and singing jazz choral music of a variety of styles including swing, bossa nova, and samba. A repertoire of varied selections is prepared for College and public performances. Open by audition only. To schedule an audition please contact the FPA office at 410-386-8575. Prerequisite: exemption/completion of ASE Reading. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-127, Jazz Choir 2,

gives the student an opportunity to join with others in studying and singing jazz choral music of a variety of styles including swing, bossa nova, and samba. A repertoire of varied selections is prepared for College and public performances. Open by audition only. To schedule an audition please contact the FPA office at 410-386-8575. Prerequisite: MUSIC-126. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-128, Jazz Combo 1,

examines and performs various jazz pieces selected from the existing literature, which may include cool, swing, hard bop, bossa, Latin, samba, funk/rock, and other styles. The primary goals of this course are to review the elements of jazz and explore the art of jazz improvisation. Prerequisite: placement into the reading modules. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-129, Jazz Combo 2,

examines and performs various jazz pieces selected from the existing literature, which may include cool, swing, hard bop, bossa, Latin, samba, funk/rock, and other styles. The primary goals of this course are to review the elements of jazz, and explore the art of jazz improvisation. Prerequisite: MUSIC-128. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-130, Guitar Ensemble 1,

provides guitarists with ensemble and performance experience. Repertoire includes classical, jazz, rock and blues styles arranged in guitar ensemble format. A repertoire of varied selections is prepared for College and public performances. This course is designed for students with classical guitar and note reading experience. Prerequisite: MUSIC-150V. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-131, Guitar Ensemble 2,

provides guitarists with ensemble and performance experience. Repertoire includes classical, jazz, rock and blues styles arranged in guitar ensemble format. A repertoire of varied selections is prepared for College and public performances. This course is designed for students with classical guitar and note reading experience. Prerequisite MUSIC-130. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-132, Rock 'N' Roll Ensemble 1,

is a group organized to provide experience for students and community members in performing rock and roll music. The group is made up of four to seven musicians from the standard rock band instrumentation as well as vocalists. The group focuses on music in the rock genre from the 1950's through today. Prerequisite: placement into the reading modules. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-133, Rock 'N' Roll Ensemble 2,

is a group organized to provide experience for students and community members in performing rock n' roll music. The group is made up of four to seven musicians from the standard rock band instrumentation as well as vocalists. The group focuses on music in the rock genre from the 1950's through today. Prerequisite: MUSIC-132. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-134, Percussion Ensemble 1,

is dedicated to the performance of significant percussive styles from around the globe. Percussion traditions from various cultures, including Cuba, Brazil, India, West Africa and the Middle East are explored through performance and cultural research. No prior performance experience necessary for membership. Prerequisite: placement into the reading modules. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-135, Percussion Ensemble 2,

is dedicated to the performance of significant percussive styles from around the globe. Percussion traditions from various cultures, including Cuba, Brazil, India, West Africa and the Middle East are explored through performance and cultural research. No prior performance experience necessary for membership. Prerequisite: MUSIC-134. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-136, Concert Band 1,

is an ensemble committed to high level performances for woodwind, brass and percussion players. Open to all CCC students and community members, this ensemble provides its members with the opportunity to study and perform outstanding band literature. One concert will be presented per semester. Prerequisite: placement into the reading modules. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-137, Concert Band 2,

is an ensemble committed to high level performances for woodwind, brass and percussion players. Open to all CCC students and community members, this ensemble provides its members with the opportunity to study and perform outstanding band literature. One concert will be presented per semester. Prerequisite: MUSIC-136. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-138, String Orchestra 1,

is open to string players of all ages with varied abilities. Open to all CCC members and community members, this ensemble will focus on developing individual string technique as well as group performance skills. One concert will be presented per semester. Prerequisite: placement into the reading modules. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-139, String Orchestra 2,

is open to string players of all ages with varied abilities. Open to all CCC members and community members, this ensemble will focus on developing individual string technique as well as group performance skills. One concert will be presented per semester. Prerequisite: placement into the reading modules. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-140, Class Guitar,

is an introductory course for beginning guitar students with little or no prior experience. The course will focus on fundamental guitar techniques including: basic chords, conventional strumming techniques and finger picking, notes in first position, basic improvisation and soloing, as well as correct playing techniques. Students will also learn to read standard music notation, chord diagrams and guitar tablature and develop a repertoire of solo and ensemble pieces by the end of the course. Two hours lecture each week. Two credits. Two billable hours. Offered Spring and Fall terms.

MUSIC-141, Class Voice,

is designed to increase the student's awareness of and ability to communicate observations about his/her own voice and those of others. This course is intended to teach basic principles of correct vocal technique including correct breathing, fundamentals of tone production, and diction. Repertoire includes an introduction to folksong, art song, and musical theater. Two hours laboratory each week. Two credits. Two billable hours. Offered Spring and Fall terms.

MUSIC-142, Class Piano,

is an active study in learning to read and perform the most basic, beginning-leveled music on the piano. Students will understand the introductory principals of harmonic structure, and achieve adequate facility with the keyboard. Two hours laboratory each week. Two credits. Two billable hours. Offered Spring and Fall terms.

MUSIC-150, Applied Music Lessons,

are arranged in half-hour or one-hour sessions per week for students planning to pursue studies in vocal or instrumental music. Students are expected to commit to a minimum practice regimen of approximately 6-8 hours per week as recommended by the professor. Half-hour lesson: one credit, one billable hour, additional \$193 applied music fee. One-hour lesson: two credits, two billable hours, additional \$386 applied music fee. Prerequisite: Score of 36 or higher on the Accuplacer Reading test.

MUSIC-151, Applied Music Lessons,

are arranged in half-hour or one-hour sessions per week for students planning to pursue studies in vocal or instrumental music. Students are expected to commit to a minimum practice

regimen of approximately 6-8 hours per week as recommended by the professor. Half-hour lesson: one credit, one billable hour, \$193 applied music fee. One-hour lesson: two credits, two billable hours, \$386 applied music fee. Prerequisite: Score of 36 or higher on the Accuplacer Reading test

MUSIC-170, Clarinet Ensemble 1,

is a performance-based class. This small ensemble presents an opportunity for students to experience a greater individual contribution to a performance than is offered in larger performing groups. The literature for this ensemble spans a wide range of musical styles from classical to swing. Participants will experience opportunities to collaborate with other clarinetists to increase their ensemble performance skills that will transfer to traditional band and orchestra settings. Training in balance and intonation is enhanced as this ensemble will permit exclusive concentration on best management of the clarinet's strengths and weaknesses. Prerequisite: placement into the reading modules. Two hours laboratory each week. One credit. One billable hour.

MUSIC-171, Clarinet Ensemble 2,

is a performance-based class. This small ensemble presents an opportunity for students to experience a greater individual contribution to a performance than is offered in larger performing groups. The literature for this ensemble spans a wide range of musical styles from classical to swing. Participants will experience opportunities to collaborate with other clarinetists to increase their ensemble performance skills that will transfer to traditional band and orchestra settings. Training in balance and intonation is enhanced as this ensemble will permit exclusive concentration on best management of the clarinet's strengths and weaknesses. Prerequisite: MUSIC-170. Two hours laboratory each week. One credit. One billable hour.

MUSIC-210, Theory of Music 3,

encompasses a study of chromatic harmony as it pertains to all styles of music. Topics include secondary functions, modulation and larger forms. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC-212 and MUSIC-214. Prerequisite: MUSIC-111. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

MUSIC-211 Theory of Music 4,

encompasses a study of advanced chromatic harmony and 20th century music. Topics include mode mixture, neapolitan chords, augmented 6th chords and post tonal theory. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC-213 and MUSIC-215. Prerequisite: MUSIC-210. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

MUSIC-212, Musicianship 3,

is a course in the skills of reading and hearing music. Skills developed will include a mastery of pitch and rhythm through sight singing and dictation. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC-210 and MUSIC-214. Prerequisite: MUSIC-113. Three hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-213, Musicianship 4,

is a course in the skills of reading and hearing music. Skills developed will include a mastery of pitch and rhythm through sight singing and dictation. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC-211 and MUSIC-215. Prerequisite: MUSIC-212. Three hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-214, Keyboard Skills for Music Majors 3, is designed to give the music major the piano skills necessary for a career in music. Subjects studied are: sight reading, transposition, improvisation, harmonization, scale fingerings, arpeggio fingerings, and choral and instrumental score reading. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC-111 and MUSIC-113. Prerequisite: MUSIC-115. Three hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-215, Keyboard Skills for Music Majors 4, is designed to give the music major the piano skills necessary for a career in music. Subjects studied are: sight reading, transposition, improvisation, harmonization, scale fingerings, arpeggio fingerings, and choral and instrumental score reading. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in MUSIC-112 and MUSIC-114. Prerequisite: MUSIC-214. Three hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-220, Chorus 3, gives the student an opportunity to join with others in studying and singing choral music, both classical and modern. A repertoire of varied selections is prepared for college and public performances. Open to all students. The student may enroll at the beginning of any term. Prerequisite: MUSIC-121. Three hours laboratory each week. One credit. One billable hour. Offered Spring, Summer and Fall terms.

MUSIC-221, Chorus 4, gives the student an opportunity to join with others in studying and singing choral music, both classical and modern. A repertoire of varied selections is prepared for college and public performances. Open to all students. The student may enroll at the beginning of any term. Prerequisite: MUSIC-220. Three hours laboratory each week. One credit. One billable hour. Offered Spring, Summer and Fall terms.

MUSIC-222, Symphony Orchestra 3, performs compositions from all musical styles from the Baroque to the present. The orchestra consists of students from both McDaniel and Carroll Community Colleges as well as community musicians. There is at least one public performance every semester. Open by audition only. To schedule an audition please contact the FPA office at 410-386-8575. Prerequisite: MUSIC-139. Three hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-223, Symphony Orchestra 4, performs compositions from all musical styles from the Baroque to the present. The orchestra consists of students from both McDaniel and Carroll Community Colleges as well as community musicians. There is at least one public performance every semester. Open by audition only. To schedule an audition please contact the FPA office at 410-386-8575. Prerequisite: MUSIC-222. Three hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-224, Jazz Ensemble 3, gives students the opportunity to form an instrumental group which specializes in the performance of jazz and other 20th century popular music idioms. Performances may include college and community functions. Open by audition only. Prerequisite: MUSIC-125. Three hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-225, Jazz Ensemble 4, gives students the opportunity to form an instrumental group which specializes in the performance of jazz and other 20th century popular music idioms. Performances may include college

and community functions. Open by audition only. Prerequisite: MUSIC-224. Three hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-226, Jazz Choir 3, gives the student an opportunity to join with others in studying and singing jazz choral music of a variety of styles including swing, bossa nova, and samba. A repertoire of varied selections is prepared for College and public performances. Open by audition only. To schedule an audition please contact the FPA office at 410-386-8575. Prerequisite: MUSIC-127. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-227, Jazz Choir 4, gives the student an opportunity to join with others in studying and singing jazz choral music of a variety of styles including swing, bossa nova, and samba. A repertoire of varied selections is prepared for College and public performances. Open by audition only. To schedule an audition please contact the FPA office at 410-386-8575. Prerequisite: MUSIC-226. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-228, Jazz Combo 3, students examine and perform various jazz pieces selected from the existing literature, which may include cool, swing, hard bop, bossa, Latin, samba, funk/rock, and other styles. The primary goals of this course are to review the elements of jazz, and explore the art of jazz improvisation. Prerequisite: MUSIC-129. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-229, Jazz Combo 4, students examine and perform various jazz pieces selected from the existing literature, which may include cool, swing, hard bop, bossa, Latin, samba, funk/rock, and other styles. The primary goals of this course are to review the elements of jazz, and explore the art of jazz improvisation. Prerequisite: MUSIC-228. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-230, Guitar Ensemble 3, provides guitarists with ensemble and performance experience. Repertoire includes classical, jazz, rock and blues styles arranged in guitar ensemble format. A repertoire of varied selections is prepared for College and public performances. This course is designed for students with classical guitar and note reading experience. Prerequisite: MUSIC-131. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-231, Guitar Ensemble 4, provides guitarists with ensemble and performance experience. Repertoire includes classical, jazz, rock and blues styles arranged in guitar ensemble format. A repertoire of varied selections is prepared for College and public performances. This course is designed for students with classical guitar and note reading experience. Prerequisite MUSIC-230. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-232, Rock 'N' Roll Ensemble 3, is a group organized to provide experience for students and community members in performing rock and roll music. The group is made up of four to seven musicians from the standard rock band instrumentation as well as vocalists. The group focuses on music in the rock genre from the 1950's through today. Prerequisite: MUSIC-133. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-233, Rock 'N' Roll Ensemble 4, is a group organized to provide experience for students and community members in performing rock and roll music. The group is made up of four to seven musicians from the standard rock band instrumentation as well as vocalists. The group focuses on music

in the rock genre from the 1950's through today. Prerequisite: MUSIC-232. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-234, Percussion Ensemble 3,

is dedicated to the performance of significant percussive styles from around the globe. Percussion traditions from various cultures, including Cuba, Brazil, India, West Africa and the Middle East are explored through performance and cultural research. No prior performance experience necessary for membership. Prerequisite: MUSIC-135. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-235, Percussion Ensemble 4,

is dedicated to the performance of significant percussive styles from around the globe. Percussion traditions from various cultures, including Cuba, Brazil, India, West Africa and the Middle East are explored through performance and cultural research. No prior performance experience necessary for membership. Prerequisite: MUSIC-234. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-236, Concert Band 3,

is an ensemble committed to high level performances for woodwind, brass and percussion players. Open to all CCC students and community members, this ensemble provides its members with the opportunity to study and perform outstanding band literature. One concert will be presented per semester. Prerequisite: MUSIC-137. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-237, Concert Band 4,

is an ensemble committed to high level performances for woodwind, brass and percussion players. Open to all CCC students and community members, this ensemble provides its members with the opportunity to study and perform outstanding band literature. One concert will be presented per semester. Prerequisite: MUSIC-236. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-238, String Orchestra 3,

is open to string players of all ages with varied abilities. Open to all CCC members and community members, this ensemble will focus on developing individual string technique as well as group performance skills. One concert will be presented per semester. Prerequisite: MUSIC-139. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-239, String Orchestra 4,

is open to string players of all ages with varied abilities. Open to all CCC members and community members, this ensemble will focus on developing individual string technique as well as group performance skills. One concert will be presented per semester. Prerequisite: MUSIC-238. Two hours laboratory each week. One credit. One billable hour. Offered Spring and Fall terms.

MUSIC-250, Applied Music 3,

are arranged in half-hour or one-hour sessions per week for students planning to pursue studies in vocal or instrumental music. Students are expected to commit to a minimum practice regimen of approximately 6-8 hours per week as recommended by the professor. Half-hour lesson: one credit, one billable hour, additional \$193 applied music fee. One-hour lesson: two credits, two billable hours, additional \$386 applied music fee. Prerequisite: Score of 36 or higher on the Accuplacer Reading test.

MUSIC-251, Applied Music 4,

provides private lessons for students planning to pursue studies in vocal or instrumental music. Each enrolled student takes a half-hour or hour lesson per week. Music majors are expected to take four terms of applied music. Prerequisite: exemption/completion of ASE reading

MUSIC-260, Advanced Applied Music 1,

provides private lessons for students planning to pursue studies in vocal or instrumental music. Each enrolled student takes a half-hour or hour lesson per week. Music majors are expected to take four terms of applied music. Prerequisite: MUSIC-251

MUSIC-261, Advanced Applied Music 2,

provides private lessons for students planning to pursue studies in vocal or instrumental music. Each enrolled student takes a half-hour or hour lesson per week. Music majors are expected to take four terms of applied music. Prerequisite: MUSIC 260 lessons

MUSIC-262, Advanced Applied Music 3,

provides private lessons for students planning to pursue studies in vocal or instrumental music. Each enrolled student takes a half-hour or hour lesson per week. Music majors are expected to take four terms of applied music. Prerequisite: MUSIC-261.

MUSIC-263, Advanced Applied Music 4,

provides private lessons for students planning to pursue studies in vocal or instrumental music. Each enrolled student takes a half-hour or hour lesson per week. Music majors are expected to take four terms of applied music. Prerequisite: MUSIC-262.

MUSIC-264, Advanced Applied Music 5,

provides private lessons for students planning to pursue studies in vocal or instrumental music. Each enrolled student takes a half-hour or hour lesson per week. Music majors are expected to take four terms of applied music. Prerequisite: MUSIC-263

MUSIC-265, Advanced Applied Music 6,

provides private lessons for students planning to pursue studies in vocal or instrumental music. Each enrolled student takes a half-hour or hour lesson per week. Music majors are expected to take four terms of applied music. Prerequisite: MUSIC-264

MUSIC-270, Clarinet Ensemble 3,

is a performance-based class. This small ensemble presents an opportunity for students to experience a greater individual contribution to a performance than is offered in larger performing groups. The literature for this ensemble spans a wide range of musical styles from classical to swing. Participants will experience opportunities to collaborate with other clarinetists to increase their ensemble performance skills that will transfer to traditional band and orchestra settings. Training in balance and intonation is enhanced as this ensemble will permit exclusive concentration on best management of the clarinet's strengths and weaknesses. Prerequisite: MUSIC-171. Two hours laboratory each week. One credit. One billable hour.

MUSIC-271, Clarinet Ensemble 4,

is a performance-based class. This small ensemble presents an opportunity for students to experience a greater individual contribution to a performance than is offered in larger performing groups. The literature for this ensemble spans a wide range of musical styles from classical to swing. Participants will experience opportunities to collaborate with other clarinetists to increase their ensemble performance skills that will transfer to traditional band and orchestra settings. Training in balance and intonation is enhanced as this ensemble will permit exclusive concentration on best management of the clarinet's strengths and weaknesses. Prerequisite: MUSIC-270. Two hours laboratory each week. One credit. One billable hour.

Nursing

NURS-131, Health Assessment,

introduces a body systems approach to develop physical examination skills on diverse populations. Content focuses on assessment of individuals throughout the lifespan. The instruction will include lecture, audio-visual material, demonstration, and

supervised practice. Prerequisite: Admission to the nursing program. Corequisites: NURS-132 and NURS-133. Thirty hours of laboratory practice each semester. One credit. One billable hour. Additional \$25 fee required. Offered Summer and Fall terms.

NURS-132, Medication Administration,

applies the topics of medication calculation, pharmacology, and administration of medications to safe nursing practice. Prerequisite: Admission to the nursing program. Corequisites: NURS-131 and NURS-133. Twenty-one hours of lecture and eighteen hours of laboratory practice each semester. Two credits. Two billable hours. Additional \$235 fee required. Offered Summer and Fall terms.

NURS-133 Nursing Concepts 1,

introduces the following concepts of nursing: communication, professional behaviors, ethics, legal issues, clinical decision making, safety, mood and affect, comfort, health/wellness/Illness, teaching and learning, infection, self, sexuality, stress and coping and mobility. Lectures, clinical laboratory time, and clinical experiences will enable students to achieve outcomes. Prerequisite: Admission to the nursing program. Corequisites: NURS-131 and NURS-132. Sixty hours of lecture and forty-five hours of clinical experience each semester. Five credits. Five billable hours. Additional \$125 fee required. Offered Fall term only.

☞ DIVERSITY/WORLD VIEW

NURS-140, Nursing Concepts 2,

introduces the following concepts of nursing: accountability, advocacy, evidence-based practice, perfusion, cognition, developmental disorders, family, thermoregulation, fluid and electrolytes, inflammation, violence, oxygenation, health care systems, health policy, quality improvement, and managing care. Prerequisites: NURS-131, NURS-132, and NURS-133. Eighty-three hours of lecture, fifteen hours of laboratory practice, and one hundred and fifty-two hours of clinical experience each semester. Nine credits. Nine billable hours. Additional \$225 fee required. Offered Spring term only.

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NURS-203, LPN to RN Transition,

is designed to develop the student who is eligible for advanced standing from the practical nursing role to the registered nursing role. The course includes topics from Nursing Concepts 1 and Nursing Concepts 2. Prerequisites: Admission to the Associate Degree Nursing Program and a current unencumbered Maryland Practical Nursing License. Fifty-one hours of theory and seventy-two hours of clinical experience each term. Five credits. Five billable hours. Offered Summer term only.

NURS-225, Practical Nursing Concepts,

presents the following concepts of practical nursing: addiction behaviors, cognition, health/wellness/illness, infection, inflammation, intracranial regulation, metabolism, mood and affect, oxygenation, perfusion, reproduction, self, sexuality, violence, clinical decision making, collaboration, managing care, professional behaviors, accountability, advocacy, ethics, evidence-based practice, health care systems, health policy and informatics. Prerequisites: NURS-131, NURS-132, NURS-133, NURS-140. Ninety hours of lecture and forty-five hours of clinical experience each semester. Seven credits. Seven billable hours. Additional \$175 fee required. Offered Summer term only.

NURS-233, Nursing Concepts 3,

introduces the following concepts of nursing: collaboration, interdisciplinary teams and communication, acid-base imbalance, culture and diversity, elimination, grief and loss, immunity disorders, intracranial regulation, tissue integrity, addiction behaviors, cellular regulation, metabolism, reproduction, and sensory perception. Prerequisites: NURS-140. Seventy-five hours of lecture and one hundred fifty-two hours of clinical experience each

semester. Eight credits. Eight billable hours. Additional \$200 fee required. Offered Fall term only.

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NURS-242, Nursing Concepts 4,

facilitates the graduate's entry into nursing practice at the generalist level. This course provides intensive clinical opportunities for full integration and application of previously learned concepts and leadership skills in selected practice situations. The student functions in the role of a novice practitioner with supervision and guidance from faculty and an expert nurse preceptor. Prerequisites: NURS-233. Fifteen hours of lecture and two hundred seventy hours of clinical experience each semester. Seven credits. Seven billable hours. Additional \$175 fee required. Offered Spring term only.

☞ DIVERSITY/WORLD VIEW

Office Technology

OFFC-101, Keyboarding 1 for Computer Usage,

is a self-directed online course, using web-based software instruction which develops touch-typing skills used to operate a computer keyboard. Credit by examination is available. Prerequisite: exemption/completion of READ A-D. Self-paced. One credit. One billable hour.

OFFC-102, Keyboarding 2 for Computer Usage,

is a self-directed online course, using web-based software instruction for microcomputers. The course focuses on proper formatting techniques in the preparation of letters, tables, memos, and reports while continuing to develop keyboarding speed and accuracy. Credit by examination is available. Prerequisite: OFFC-101. Self-paced. Three credits. Three billable hours.

OFFC-201, Advanced Keyboarding,

is an online self-directed course, using web-based software instruction for microcomputers. The course teaches students how to prepare complex business documents using an in-basket environment to teach students how to make practical decisions about managing workflow. Prerequisite: exemption/completion of READ A-D and OFFC-102. Self-paced. Three credits. Three billable hours.

Physical Education

Some transfer institutions require one or more health, wellness or physical education courses as part of their requirements for graduation. Please see the receiving institution's requirements. (For example, UMBC has a two course physical education requirement and Salisbury University requires all students to take PHED-101.)

PHED-101, Lifetime Fitness and Wellness,

introduces the student to the fundamental relationship between physical fitness and a healthy lifestyle. The theoretical components of fitness, principles of training, individual pre/post assessments and prescription exercise programs are examined. Varied physical activity media are introduced to give the student practical experiences with the ultimate goal of self-directed lifetime wellness. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours. Additional \$50 fee.

☞ GENERAL EDUCATION

The one-credit activity courses, below, introduce the student to the basics of aerobic fitness as an important part of a wellness lifestyle. Students learn specific movement skills, use of proper equipment and principles for training for a safe and effective conditioning program. Prerequisite: placement into the reading modules. Two hours laboratory each week. One credit. One billable hour.

PHED-103, Aerobic Fitness, Offered Fall term.
PHED-107, Yoga, Offered Fall and Spring terms.
PHED-109, Strength Training
PHED-111, Meditative Tai Chi
PHED-117, Conditioning/Toning, Offered Spring term.
PHED-122, Core Strength Training, Offered Spring term.
PHED-126, Yoga 2

Philosophy

PHIL-101, Introduction to Philosophy, involves students in the critical and open activity of philosophical inquiry. Philosophy is an on-going conversation that explores who we are, what our world is, and how we are to act toward the world. Students will read and discuss some of the contributions to that conversation by classic and contemporary philosophers for the purpose of seeing how these people engaged questions that have real applications to us and to see how their thoughts shaped or prod at our lives today. Students will be expected to critique the contributions made by these philosophers and to critique their own ideas and worldviews. Prerequisite: exemption/completion of ENG A-E and READ A-F. Three hours lecture each week. Three credits. Three billable hours.
📖 GENERAL EDUCATION

PHIL-105, Ethics, explores values as they are applied to who we are and what we do. This class engages students in critically examining their systems of values through the careful exploration of the views of classic and contemporary moral philosophers. As we work with moral theory, we will explore a variety of moral issues including those that are well known and controversial and those that are often overlooked yet relevant. The overall goal is to raise awareness about, and to refine our capacity to act effectively in, our roles as moral agents. Prerequisite: exemption/completion of ENG A-E and READ A-F. Three hours lecture each week. Three credits. Three billable hours.
☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

PHIL-110, Practical Logic, explores the fundamentals of human reasoning with an emphasis on refining students skills in critical thinking in everyday situations. In this course, we will examine the elements of rational argument, the role of language and subjective factors in good (and poor) reasoning, and the requirements for cogent argument. Students will strengthen their skills in identifying fallacies in everyday arguments (such as those encountered in conversation, advertising, political campaigns, and media spin), in following a deductive path of inference, and in constructing arguments of their own. Prerequisite: exemption/completion of ENG A-E and READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Fall and Spring terms.

PHIL-115, Introduction to World Religions, is a comparative survey into human expression through a variety of religious traditions. Surveying various religious traditions around the world and through history, we will inquire into the nature of religion and religious experience and call into question some of the important beliefs, practices, questions, and effects of religious belief and practice. Critical comparisons will be drawn between major religious traditions of the world and between different expressions within those religious traditions. Prerequisite: exemption/completion of ENG A-E and READ A-D. Three hours lecture each week. Three credits. Three billable hours. Offered

Spring and Summer terms.
☞ DIVERSITY/WORLD VIEW

PHIL-120, World Philosophy, is a critical survey of some of the significant philosophical traditions outside the standard canon in Western philosophy. Students will explore Non-Western philosophical traditions (such as those originating in Africa, Latin America, the Middle East, Asia, and among Native Americans) and traditions that stand as alternatives to the standard Western canon (such as select African-American, feminist, gay/lesbian, post-modern, and poststructuralist philosophical approaches). Major themes in Western philosophy will be identified and compared to non-Western and alternative traditions in order to develop an awareness of different philosophical perspectives and to invite students into a critical exploration of their own worldviews and of contemporary global issues. Prerequisite: exemption/completion of ENG A-E and READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Fall and Spring terms.
☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

PHIL-201, Business Ethics, explores and challenges those qualities and ideals that are taken to define the ethical person in the context of modern business practice. Moral theory, analysis of contemporary topics in business, and case studies from real-life business practice will be brought together as students are encouraged to reflect on the difference between ethics and law, the challenge between profit and ethical responsibility, and their roles as moral agents in the business world. Students will be encouraged to expand their perspective on their own personal system of ethical values and to reflect on their visions of how they should act in business and what the business world can be. Prerequisite: exemption/completion of READ A-F and one of the following: ACCT-102, BUAD-101, or BUAD-205. Also offered as BUAD-201; credit will not be given for both. Three hours lecture each week. Three credits. Three billable hours. Offered Fall and Spring terms.
☞ DIVERSITY/WORLD VIEW

PHIL-203, Ethics in Literature, explores six major philosophical issues through literature: the nature of humankind, the problem of evil, the search for knowledge, self and society, freedom and fate, and the experience of love. Prerequisite: ENGL-102. Also offered as ENGL-203; credit will not be given for both. Three hours lecture each week. Three credits. Three billable hours.

PHIL-205, Criminal Justice Ethics, will provide the student with a historical perspective of the moral and ethical issues encountered in our criminal justice system and examines the consequences of ethical and legal transgressions by criminal justice practitioners. Topics will include police misconduct, attorney/client relationships, prosecutorial misconduct, and sentencing behavior. Prerequisite: CRIM-101. Three hours lecture each week. Three credits. Three billable hours. Also offered as CRIM-205; credit will not be given for both.

PHIL-210, Peace Studies, explores conflict and the possibility of its resolution into peace. Conflicts such as war, political and social oppression, interfaith dispute, violent crime, family abuse, and inner struggles all present obstacles to peace. A variety of disciplinary perspectives (including philosophy, religion, psychology, political science, sociology, geography, art and literature) will be used to consider central themes: the nature of peace, the nature of conflict, causes and types of conflict, transforming conflict into peace, and techniques for peaceful resolution. Prerequisite: ENGL-097 or ENG A-E and READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term. Also offered as PSL-210; credit not given for both.
☞ DIVERSITY/WORLD VIEW

PHIL-215, American Philosophy,

investigates the unique history of the American experience that has consistently been reflected in the writings and actions of its most prominent thinkers. The extent to which this occurs makes it possible to identify an American Philosophy-presenting a style, direction, and flavor characterized by the experiences of American people. This course will explore the variety and development of American thought. Emphasis will be placed on American philosophical writings and to the historical and cultural developments that helped shape some of these philosophical approaches. This course will also explore the ways in which these philosophical approaches may have influenced American history and culture. This study will lead to some consideration of the possible directions in which American philosophy-and America itself-may soon be going. Prerequisite: exemption/completion of ENG A-E and READ A-F. Three hours lecture each week. Three credits. Three billable hours.

☞ DIVERSITY/WORLD VIEW

PHIL-220, Ideas on Drugs,

emphasizes the use of critical analysis and honest scholarship to examine how the use of currently demonized and illegal drugs have influenced the history of ideas. What would the world look like without these drugs or the people who used them? Are there “good” drugs and “evil” drugs? Are drug-induced thoughts and ideas always suspect, or do they sometimes allow us to view the world through different or better lenses? Drugs declared dangerous and deadly by contemporary society have influenced many of the world’s greatest thinkers and their ideas, and rejecting them would mean the rejection of world history. The Bible, Sigmund Freud, and the Declaration of Independence might not have our interest without the drugs we call dangerous. We know that drugs have played various roles in our world because they work, but exactly what work do we expect them to do? Prerequisite: exemption or completion of ENG A-E and READ A-F. Offered Spring term. Three hours lecture each week. Three credits. Three billable hours.

☞ DIVERSITY/WORLD VIEW

PHIL-225, Philosophy and Cancer,

explores an understudied aspect of the experience of cancer and other life-altering, life-threatening conditions. People with cancer face a distinctly philosophical task: seeking meaning when one’s world has been torn apart. This class explores the task of seeking meaning in the midst of the crisis of loss of personal and social identity, self-blame, isolation, depersonalization, cultural myths that stigmatize, possible disability, distress from disease, the menace of recurrent disease and mortality, and unexpected challenges of survivorship. The focus of the class will be geared toward people who have experienced cancer and those who care for them professionally and personally, no personal experience on the part of students will be assumed. Prerequisite: exemption/completion of READ A-F. Three credit hours lecture each week. Three credits. Three billable hours.

Physical Science

(Other science courses are available. See also Biology, Chemistry, Forensic Science, Geoscience, and Physics.)

PHSC-100, General Physical Science,

is a one-term course designed for the non-science major and is well suited for students who plan to teach at the elementary and middle school levels. This is a conceptual course encompassing fundamental principles of physics and chemistry. Emphasis is placed on the scientific method, the history of ideas and the interrelationship among various areas of scientific inquiry. Content is based on topics recommended by the National Science Education Content Standards Document and those of the National Council for Accreditation of Teacher Education. These topics include the phenomena of matter, chemical reactions, motion, force, energy, sound, electricity, magnetism, and light. The laboratory component

provides students the opportunity to apply concepts learned with hands-on activities and experiments. Prerequisite: exemption/completion of READ A-F and MAT-099 (which may be taken concurrently) with C grades or better. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

☞ GENERAL EDUCATION

Physics

(Other science courses are available. See also Biology, Chemistry, Forensic Science, Geoscience, and Physical Science.)

PHYS-101, Fundamentals of Physics 1,

is a first-semester course in the basic principles of physics for students who do not intend to major in either engineering or the physical sciences. It is an introduction to the phenomena, concepts, and theories of classical and modern physics, including: Newtonian mechanics, kinematics, dynamics, momentum, energy, and heat energy. The course demands a mathematical knowledge of algebra and trigonometry. Prerequisite: exemption/completion of READ A-F and MATH-123 or MATH-128 with a C grade or better. Students will not receive credit for both PHYS-101 and PHYS-111. Three hours lecture, three hours laboratory each week. Four credits. Four billable hours.

☞ GENERAL EDUCATION

PHYS-102, Fundamentals of Physics 2,

is a second-semester course in the basic principles of physics for students who do not intend to major in either engineering or the physical sciences. It is an introduction to the phenomena, concepts, and theories of classical and modern physics, including the following topics: electricity, magnetism, E-M waves, geometric and wave optics, relativity, and selected topics from atomic physics. The course demands a mathematical knowledge of algebra and trigonometry. Prerequisite: exemption/completion of READ A-F and PHYS-101 with a grade of C or better. Students will not receive credit for both PHYS-102 and PHYS-212. Credit by exam available. Three hours lecture, three hours laboratory each week. Four credits. Four billable hours.

☞ GENERAL EDUCATION

PHYS-111, Physics 1 for Scientists and Engineers,

is the first semester of a three-semester calculus-based physics course intended for physics, physical science, engineering and related science majors. The course will enable the student to solve problems for the major concepts in mechanics and particle dynamics including: measurement, vector concepts, kinematics, dynamics, statics, gravitation, energy, momentum, rotation dynamics, and fluids. The student will interpret and apply the experimental laws and fundamental principles of physics to describe the behavior of the physical world. In the laboratory program, the student will develop the ability to collect, appraise, use, and interpret data in order to express mathematically or explain the physical phenomena observed. Credit will not be given for both PHYS-101 and PHYS-111. Prerequisite: MATH-135 with a grade of C or better and concurrent enrollment in MATH-136. Three hours lecture, three hours laboratory each week. Four credits. Four billable hours.

☞ GENERAL EDUCATION

PHYS-212, Physics 2 for Scientists and Engineers,

is the second semester of a three-semester calculus-based physics course. The course will enable the student to solve problems, using calculus methods when applicable, for the major concepts in physics to include: kinetic theory, heat and thermodynamics, electrostatics, electricity through the fundamentals of DC and AC circuits, magnetic and induction, and EM waves. The student will interpret and apply the experimental laws and fundamental principles of physics to describe the behavior of the physical world. In the laboratory, the student will develop the ability to collect, appraise, use, and interpret data in order to express mathematically

and/or explain the physical phenomena observed. Prerequisite: PHYS-111 and MATH-136, both with C grades or higher. Three hours lecture and three hours laboratory each week. Four credits. Four billable hours.

📖 GENERAL EDUCATION

PHYS-213, Physics 3 for Scientists and Engineers,

is the third semester of three-semester calculus-based physics courses. The course will enable the student to solve problems, using calculus methods when applicable, for the major concepts in physics to include: waves and wave mechanics, electromagnetic waves, physical and geometric optics, relativity, atomic and molecular structure, nuclear physics and radioactivity, and introduction to quantum mechanics. The student will interpret and apply the experimental laws and fundamental principles of physics to describe the behavior of the physical world. In the laboratory, the student will develop the ability to collect, appraise, use, and interpret data in order to express mathematically and/or explain the physical phenomena observed. Prerequisite: PHYS-212 and MATH-136, both with C grades or higher and concurrent enrollment in MATH-205. Three hours lecture, three hours laboratory each week. Four credits. Four billable hours.

Political Science/Legal Studies

PSLS-100, American Government,

examines the principles, structures, and decision-making processes at the national government level in the United States with the patterns in other nations. The course centers on the role of government, political parties, pressure groups, and individuals in shaping the policies which affect society. Emphasis is placed on contemporary political issues (formerly offered as POLS-101; credit not awarded for both). Prerequisite: exemption/completion of READ A-F. Credit by exam available. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

PSLS-101, Introduction to Law,

is designed to provide a general perspective of American law and the system within which it operates. The course provides both theoretical and practical bases for understanding the intricacies of the legal system and its development. Students will be introduced to the major areas of law practice and the legal principles that apply. Prerequisite: READ A-F. (Formerly offered as LGST-101; credit not given for both.) Three credits. Three billable hours.

PSLS-110, Criminal Law,

examines pertinent aspects of substantive criminal law in America, including statutory and common law. Basic elements of law and specific issues of interest to law enforcement, including constitutional law are presented and discussed. Prerequisite: exemption/completion of READ A-F. Three credits. Also offered as CRIM-110 (and formerly as LGST-110); credit will not be given for both.

PSLS-111, Criminal Evidence and Procedure,

examines the principles and techniques of criminal procedure employed during trials to determine the admissibility of physical and testimonial evidence. An analysis of laws and court decisions relating to admissibility is emphasized. Also offered as CRIM-111; credit will not be awarded for both. Prerequisite: exemption/completion of READ A-F. (Also offered as CRIM-111 (and formerly as LGST-111); credit not given for both.) Three hours lecture each week. Three credits. Three billable hours.

PSLS-125, Constitutional Law,

provides a foundation for understanding Constitutional Law including an overview of the historical setting and legal system of the United States. The course provides understanding of the constitutional guarantees of civil rights and liberties and the basic freedoms of the amendments and the constitutional amendments'

influences on the criminal justice system. Also offered as CRIM-125 (and formerly as LGST-125); credit not awarded for both. Prerequisite: exemption/ completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

PSLS-205, Business Law,

acquaints students with the legal principles involved in the conduct of business. Topics covered include an overview of the legal system, crimes, torts, contracts, sales (including, where applicable, provisions of the Uniform Commercial Code), agency, legal forms of business, consumer law, environmental law, labor and employment law, and business ethics. Prerequisite: exemption/ completion of READ A-D. CLEP accepted. Three hours lecture each week. Three credits. Three billable hours. Also offered as BUAD-205 (and formerly as LGST-205); credit will not be given for both.

PSLS-210, Peace Studies,

explores conflict and the possibility of its resolution into peace. Conflicts such as war, political and social oppression, interfaith dispute, violent crime, family abuse, and inner struggles all present obstacles to peace. A variety of disciplinary perspectives (including philosophy, religion, psychology, sociology, geography, art and literature) will be used to consider central themes: the nature of peace, the nature of conflict, causes and types of conflict, transforming conflict into peace, and techniques for peaceful resolution. Prerequisite: exemption/completion of ENG A-E and READ A-F. Three hours lecture each week. Three credits. Three billable hours. Also offered as PHIL-210 (formerly POLS-210); credit will not be given for both.

🌐 DIVERSITY/WORLD VIEW

Psychology

PSYC-101, General Psychology,

introduces the methods and theories of psychology, as well as findings in the areas of biological, cognitive and social processes. Topics may include: the brain, intelligence, thinking learning, social relationships and psychological disorders and treatments. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

PSYC-107, Positive Psychology,

examines the empirical findings and related practices and policies that help people of all ages live productive and satisfying lives. Topics include the characteristics of effective individuals, families, educational systems, workplaces, and communities. Students are encouraged to use course information to facilitate positive development in their own lives and the lives of others. Prerequisite: exemption/completing of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

PSYC-175, Psychology of Aging,

introduces the normal psychological changes that occur during the life span with an emphasis on late adulthood. Emphasis is placed on behavior patterns and the changing needs of older adults and the elderly. The course includes study of adaptive processes, intervention techniques, strategies and availability of services. Major topics include: Changes in memory and cognition; Selective Optimization with Compensation; Personality (five factors); Psychopathologies found in late life, such as dementia; psychosocial changes related to changing levels of care; and caregiving issues. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

PSYC-195, Death and Dying,

takes an in-depth and interdisciplinary approach to the study of death and dying. Students will have an opportunity to explore this final stage of development from various perspectives, cultures, and spiritual realms. The course will focus on the dying process, death rituals, the grieving process, bereavement practices, and

theories and beliefs regarding the afterlife. Prerequisite: exemption/ completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

PSYC-201, Abnormal Psychology,

is a study of the nature, etiology, diagnosis, prognosis, treatment and possible prevention of mental disorders. The current systems of classifications and nomenclature of mental disorders are discussed. Prerequisite: PSYC-101. Three hours lecture each week. Three credits. Three billable hours.

PSYC-205, Social Psychology,

examines social influences on individual and group behavior. Topics include perception of people and events, attitudes and persuasion, social relationships, altruism, and aggression. Prerequisite: PSYC-101 or SOC-101. Three hours lecture each week. Three credits. Three billable hours.

PSYC-211, Human Development through the Life Span,

is a survey of the biological, psychological, and social changes which accompany the developmental process. The content includes a study of the physical, intellectual, emotional, and social development of the individual from conception to death. Prerequisite: PSYC-101. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

PSYC-215, Human Sexuality,

is an individually oriented discussion course, designed to explore the multi-disciplinary scope of one's sexual nature. Basic information regarding the physiological, psychological, and sociological aspects of sexuality will be explored in historical and contemporary cultural perspective. Prerequisite: exemption/ completion of READ A-F. Also offered as HLTH-215; credit is not given for both. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term only.

PSYC-235, Introduction to Helping and Counseling,

teaches the skills that are essential for those who wish to help others better manage their problems and develop their unused abilities/aptitude. Included are effective helping and counseling skills, (i.e., listening and empathy skills, verbal and nonverbal symbolic language, effective interpersonal relating, reflecting, challenging, goal-setting and solution skills, crisis intervention skills, the helping process, etc.). Emphasis is on the practical application of skills for helping professionals, such as mental health and substance abuse counselors, nurses, police officers, teachers, clergy, etc. Prerequisite: PSYC-101. Three hours lecture each week. Three credits. Three billable hours.

Physical Therapist Assistant

PTA-099, Neuromuscular Anatomy Skills and Palpation,

serves as a foundation for the development of skill and proficiency in anatomical and neuromuscular locations, actions, origins, and insertions and innervations. Topics include upper and lower extremity, trunk and head muscular origins and insertions, innervations and actions, location and palpation of these structures, and their relation to function. Prerequisite: Admission to the PTA Program, or permission of the program director. No credit. Three billable hours. Offered Winter Term only. This course is optional and is intended for students needing instruction prior to taking the PTA Neuromuscular examination.

PTA-101, The Role of the Physical Therapist Assistant,

gives the student a broad overview of the health care industry-needs, issues, resources, cost, legislation, and the role and function of those involved in the provision of health care services. The student will have an opportunity to acquire general knowledge and basic understanding of physical therapy and of the educational backgrounds, roles, and responsibilities of the physical therapist

assistant and the physical therapist. It also includes a study of the problem-oriented medical record, an intensive examination of the SOAP Note format, health care ethical and legal issues, an orientation to the administrative framework, departments, personnel, and procedures in various clinical settings. This course will also include an orientation to the occupation of physical therapy, including history, APTA, and scope of practice. Prerequisite: exemption/completion of READ A-D, admission to the program, and permission of the program director. Three hours lecture each week. Three credits. Three billable hours. Additional \$295 fee required.

🌐 DIVERSITY/WORLD VIEW

PTA-111, Clinical Science 1,

gives the student an understanding of the basic principles of physics as applied in physical therapy. It will consist of an intensive introduction to functional anatomy and kinesiology, including palpation skills. Students will also gain knowledge and understanding of the physical and physiological principles which govern the therapeutic application and the physiological effects of massage. To successfully fulfill the course purpose, this course will also include basic clinical skills and assessments required in the field of physical therapy for the well-being and comfort of the patient. Prerequisite: admission to the program and permission of the program director. Two hours lecture, eight hours laboratory each week. Six credits. Six billable hours. Additional \$150 fee required.

🌐 DIVERSITY/WORLD VIEW

PTA-113, Modalities,

is designed to develop and refine knowledge and understanding of the physical and physiological principles, which govern the therapeutic application of thermal agents, electrotherapy, and hydrotherapy as they are used in a clinical setting. Students will demonstrate skill in the application of modalities based upon knowledge of human anatomy and the physiological effect of each particular modality as well as effects, parameters, indications, and contraindications for each modality. Students will discuss and explain indications for modalities as related to specific signs, symptoms, and disease processes. Three credits. Three billable hours. Additional \$75 fee required. Offered Winter term only.

PTA-121, Neuroanatomy and Neurophysiology,

provides an overview of the normal anatomy and physiological function of the human nervous system. Discussion of pathological conditions as well as trauma to the neurological system and resultant rehabilitation considerations are included. Additionally, the development and implementation of appropriate clinical treatment programs for the neurologically involved patient are included in the coursework. Prerequisite: exemption/completion of READ A-D, admission to the program, and permission of the program director. Three hours lecture each week. Three credits. Three billable hours. Additional \$75 fee required.

PTA-212, Clinical Science 2,

continues as an examination of applied physics, theory, anatomy, physiology, and application of selected physical therapy treatment procedures. Special attention will be given to goniometric measurement, gross muscle testing, and joint mobilization including traction. Introduction to gait, assistive devices (including lower extremity orthotics), electrical stimulation, and therapeutic exercise will also be included in this course. Prerequisite: exemption/completion of READ A-D, admission to the program, and permission of the program director. Two hours lecture, eight hours laboratory each week. Six credits. Six billable hours. Additional \$150 fee required.

🌐 DIVERSITY/WORLD VIEW

PTA-213, Treating Special Populations,

examines the nature, pathology, and rehabilitation of the spinal cord injured population, traumatic brain injured population, and the cardiorespiratory impaired population. In considering

treatment of these populations, an in-depth investigation of intermediate and advanced therapeutic exercise techniques will take place. Students will participate in the study of case study scenarios to maximize integrations and critical thinking skills. Prerequisite: exemption/completion of READ A-D, admission to the program, and permission of the program director. Two hours lecture, eight hours laboratory each week. Six credits. Six billable hours. Additional \$150 fee required.

☞ DIVERSITY/WORLD VIEW

PTA-221, Pain and Pathology,

examines the disease process of various pathological conditions affecting the neuromusculoskeletal systems, immune system, endocrine system, cardiovascular system, and the respiratory system. This course will also examine the physiology of pain as it affects movement dysfunction. Prerequisite: exemption/completion of READ A-D, admission to the program, and permission of the program director. Three hours lecture each week. Three credits. Three billable hours. Additional \$75 fee required.

PTA-231, Overview of Special Populations,

presents a normal and pathological overview of the aging process as well as the involvement of physical therapy in the treatment of the geriatric, burn, amputee, and acute care populations. This course will also introduce the student to the importance of wound care in rehabilitation and the field of orthotics. Prerequisite: exemption/completion of READ A-D, admission to the program, and permission of the program director. Three hours lecture each week. Three credits. Three billable hours. Additional \$75 fee required.

☞ DIVERSITY/WORLD VIEW

PTA-241, Clinical Arts 1,

provides students with a clinical experience under the direction of a licensed physical therapist in a private practice, rehabilitation center, hospital, nursing home, or other appropriate setting. The clinical experience is enhanced through online interaction and student presentations. Prerequisite: exemption/completion of READ A-D, admission to the program, and permission of the program director. Part-time clinic placement. Four credits. Four billable hours. Additional \$100 fee required.

PTA-242, Clinical Arts 2,

provides students with a clinical experience under the direction of a licensed physical therapist in a private practice, rehabilitation center, hospital, nursing home, or other appropriate setting. The clinical experience is enhanced through online interaction and student presentations. Prerequisite: exemption/completion of READ A-D, admission to the program, and permission of the program director. Full-time clinic placement. Four credits. Four billable hours. Additional \$100 fee required.

PTA-243, Clinical Arts 3,

provides students with a clinical experience under the direction of a licensed physical therapist in a private practice, rehabilitation center, hospital, nursing home, or other appropriate setting. The clinical experience is enhanced through online interaction and student presentations. Prerequisite: exemption/completion of READ A-D, admission to the program, and permission of the program director. Full-time clinic placement. Four credits. Four billable hours. Additional \$100 fee required.

Reading

READ-100, Vocabulary Strategies for College Success,

is designed for students who would like to improve their vocabulary skills for college level coursework. The course provides instruction on building and improving vocabulary through a variety of instructional strategies, including the use of context clues, word parts, and metacognitive strategies. Readings from various disciplines as well as high frequency words will also be

used to expand vocabulary. Prerequisites: exemption/completion of READ A-C (or READ-091). One hour lecture each week. One billable hour. One credit.

READ-AMOD, Critical Reading Skills for college,

provides individualized instruction for students whose scores fall between 36 and 78 on the reading of the Accuplacer placement test and whose scores fall below 10 on one or all of the five reading competencies evaluated by the Accuplacer Reading Diagnostic test. The course is composed of five one credit modules B-F. Each module is individualized to meet the student's learning needs, and each covers critical reading skills essential for college level reading. READ-AMOD is a required module for any student placing into the course. There will be no curriculum and no charge for READ-AMOD. READ-B-F emphasize reading competencies, such as main idea, supporting details, inferences, author's tone and purpose, sentence relationships, argument evaluation, vocabulary building strategies, and active reading strategies. Successful completion of the required modules satisfies the reading prerequisites for credit level classes. Prerequisite: Score of 36-78 on the reading component of the Accuplacer placement test; enrollment in READ-B-F as indicated by the Accuplacer Diagnostic test; pre- or corequisite: COL-099. Four hours lecture each week. No credit. No charge for READ-AMOD (one billable hour will be charged for each of the required content modules, READ-B,C,D,E, and /or F).

READ-B, Developing College Reading Skills - Main Idea,

is required for any student who, on the basis of the reading diagnostic, needs improvement in identifying the main idea of a passage, distinguishing the main idea from supporting ideas, or determining the central focus of a passage even when it is not explicitly stated. Students will also work on developing vocabulary for improved reading comprehension. Students required to take this module, must also register for READ AMOD. Successful completion of the required modules identified on the diagnostic test satisfies the reading pre-requisite for credit level classes. Reading Modules are scheduled to meet four hours each week. No credit. One billable hour.

READ-C, Developing College Reading Skills - Supporting Detail,

is required for any student who, on the basis of the reading diagnostic, needs improvement in comprehending specific information in a passage and identifying key ideas that support the main idea. Students will also work on developing vocabulary for improved reading comprehension. Students required to take this module, must also register for READ-AMOD. Successful completion of the required modules identified on the diagnostic test satisfies the reading pre-requisite for credit level classes. Reading Modules are scheduled to meet four hours each week. No credit. One billable hour.

READ-D, Developing College Reading Skills - Inference,

is required for any student who, on the basis of the reading diagnostic, needs improvement in the ability to comprehend details and ideas conveyed implicitly in a passage, and to understand connections and implications. Students will also work on developing vocabulary for improved reading comprehension. Students required to take this module, must also register for READ-AMOD. Successful completion of the required modules identified on the diagnostic test satisfies the reading prerequisite for credit level classes. Reading Modules are scheduled to meet four hours each week. No credit. One billable hour.

READ-E, Developing College Reading Skills - Author's Purpose and Rhetorical Strategies,

is required for any student who, on the basis of the reading diagnostic, needs improvement in the ability to recognize the purpose of a passage, how the author uses language to achieve that purpose, the author's tone and rhetorical strategies. Students will also work on developing vocabulary for improved reading comprehension. Students required to take this module, must also

register for READ-AMOD. Successful completion of the required modules identified on the diagnostic test satisfies the reading prerequisite for credit level classes. Reading Modules are scheduled to meet four hours each week. No credit. One billable hour.

READ-F, Developing College Reading Skills - Relationships and Critical Reading,

is required for any student who, on the basis of the reading diagnostic, needs improvement in understanding the relationships between sentences, how they relate to each other, perceiving patterns of organization and logical relationships required for critical reading. Students will also work on developing vocabulary for improved reading comprehension. Students required to take this module, must also register for READ-AMOD. Successful completion of the required modules identified on the diagnostic test satisfies the reading prerequisite for credit level classes. Reading Modules are scheduled to meet four hours each week. No credit. One billable hour.

Sociology

SOC-101, Introduction to Sociology,

examines the patterns by which people interact with each other in society. Topics typically included are methods of sociological research, the nature of culture, the influences of others on the development of the individual, conformity and deviance, female and male roles, relations between groups, social inequality, institutions and change. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

SOC-105, Marriage and the Family,

applies sociological concepts, theories, research, and cross-cultural perspectives toward understanding the American courtship, marriage, and family institutions. Topics examined include love, sex, marital adjustment, parenting, family disorganizations, changing gender roles, alternative lifestyles, and family variations by social class, ethnic group, and race. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

☞ DIVERSITY/WORLD VIEW

SOC-110, Social Problems,

examines various causes of societal concern both globally and in the United States. Problems explained and addressed include poverty, economic and political inequality; ageism, racism, sexism; prostitution, pornography and crime; physical, mental health and substance abuse; the changing nature of intimate relationships and the family; and, population growth, international immigration and environmental degradation. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.

☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

SOC-125, Introduction to Aging Studies (Social Gerontology),

examines the social processes encountered in adulthood and old age, using socio-cultural perspective. This course will explore current concepts and controversies in broad areas of aging, such as health care, retirement, socio-economic trends, as well as the impact of ageism and societal attitudes regarding the elderly. Prerequisite: exemption/completion of ENG A-E and READ A-F (successful completion of ENGL-101 recommended). Three hours lecture each week. Three credits. Three billable hours.

☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

Spanish

SPAN-101, Elementary Spanish 1,

is basic Spanish for students with little or no knowledge of the language. The course provides a solid foundation in the four language skills: listening, reading, writing and speaking, as well as grammar. Prerequisite: exemption/completion of READ A-D. Three hours lecture each class. Three credits. Three billable hours. Offered Fall, Spring, and Summer terms.

☞ DIVERSITY/WORLD VIEW

SPAN-102, Elementary Spanish 2,

is a continuation of SPAN-101 with emphasis on listening, speaking, reading, and writing skills as well as developing cultural awareness. Prerequisite: exemption/completion of READ-A-D and SPAN-101. One year of high school Spanish will meet the prerequisite with an academic advisor's approval. Three hours lecture each week. Three credits. Three billable hours. Offered Fall, Spring, and Summer terms.

☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

SPAN-201, Intermediate Spanish 1,

is a continuation of SPAN-102. It includes review and expansion of the four language skills as well as grammar. Writing and speaking will be improved through composition and class, discussions of cultural/contemporary issues. The course is conducted in Spanish. Prerequisite: SPAN-102; two years of high school Spanish will meet the prerequisite with an academic advisor's approval. Three hours lecture each week. Three credits. Three billable hours. Offered Fall, Spring, and Summer terms.

☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

SPAN-202, Intermediate Spanish 2,

is a continuation of SPAN-201. It includes review and expansion of the four language skills as well as grammar. Writing and speaking will be improved through composition and class, discussions of cultural/contemporary issues. The course is conducted in Spanish. Prerequisite: SPAN-201; three years of high school Spanish will meet the prerequisite with an academic advisor's approval. Three hours lecture each week. Three credits. Three billable hours. Offered Summer term only.

☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

SPAN-204, Advanced Intermediate Spanish,

emphasizes further development of skills in reading, writing, speaking and listening in Spanish. Grammatical concepts introduced in elementary and intermediate classes will be reexamined with the intention of expanding them for use. Students will work with short stories and film as a basis for skill development. Prerequisite: SPAN-202 or 4 years high school Spanish with an advisor's approval. Three hours lecture each week. Three credits. Three billable hours.

☞ DIVERSITY/WORLD VIEW

SPAN-205, Advanced Spanish Conversation,

emphasizes fluency in speaking and writing in Spanish. Readings in texts and assigned outside sources serve as basis for classroom discussion in Spanish as well as for advanced composition. Includes readings in Spanish and/or Latin-American literature. Prerequisite: SPAN-202; four years of high school Spanish will meet the prerequisite with an academic advisor's approval. Three hours lecture each week. Three credits. Three billable hours.

☞ DIVERSITY/WORLD VIEW

STEM

STEM-101, STEM Scholars' Professional Development,

focuses on various aspects of professional growth and career advancement in the STEM (Science, Technology, Engineering, and Mathematics) fields. Topics include resume development, interview

skills, scholarship/transfer/internship application completion, and professional presentation skills. Prerequisite: acceptance to the STEM Scholar Program. One hour lecture every two weeks. 0.5 credit. 0.5 billable hours. Offered Fall term only.

STEM-102, STEM Scholars' Guest Speakers Series, provides the opportunity to engage with successful workforce leaders in science technology. Conference participation and travel to regional organizations and academic institutions is planned. Prerequisite: acceptance to the STEM (Science, Technology, Engineering, and Mathematics) Scholar Program. One hour lecture every two weeks. 0.5 credit. 0.5 billable hours. Offered Spring term only.

STEM-103, STEM Scholars' Road Trips, features trips to both academic institutions and Science, Technology, Engineering, and Mathematics organizations. Students will explore academic transfer, internship, and/or job opportunities. Friday travel to various local and/or regional organizations and academic institutions is planned. Prerequisite: acceptance to the STEM Scholar Program. One hour lecture every two weeks, plus 4-6 Friday field trips, 0.5 credit. 0.5 billable hours. Offered Fall term only.

STEM-104, STEM Scholars' Research Lab, provides students with the opportunity to conduct a literature review and participate in comprehensive hands-on lab projects in one or more disciplinary areas within STEM (Science, Technology, Engineering, and Mathematics). Students will present their research findings at Carroll and/or at a regional conference. Prerequisite: acceptance to the STEM Scholars' Program. Five hours practicum/lab every week. Two credits. Two billable hours. Offered Spring term only.

Theatre

THTR-101, Theatre Appreciation, is designed to prepare the student for greater understanding and enjoyment of the theatrical arts, with attention to critical, aesthetic, and practical aspects. The course concentrates on various dramatic forms, historical background, and contemporary practices in the staging, directing, and performing of theatrical productions. Prerequisite: exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours.
☞ DIVERSITY/WORLD VIEW 📖 GENERAL EDUCATION

THTR-105, Stage Makeup, is an elective course, which introduces students to the basic principles of stage makeup design and application. Through a combination of reading assignments, lecture, demonstration and supervised practice sessions; students will explore the relationship between the theatre makeup artist and dramatic characters. Prerequisite: exemption/completion of READ A-D or permission of the Chair of Performing Arts. Two hours lecture each week. Two credits. Two billable hours. Offered Fall term.

THTR-110, Acting for Non-Majors, studies the theory and basic principles of the creative processes of acting. Emphasis is given to the development and understanding of the practical application of acting through physical, vocal and creative exercises, improvisation, monologue, and scene work. Other activities include play analysis, character analysis, and written assignments. No prior acting experience necessary. Prerequisite: READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.
📖 GENERAL EDUCATION

THTR-115, Stagecraft, surveys the history and practice of the technical aspects of theatre, from ancient Greece to modern day Broadway. Topics include set construction methods, stage lighting, painting techniques, stage

properties, costuming, and sound implementation. Prerequisite: exemption/completion of READ A-D. Students will work at least 2 (lab) hours each week as arranged with instructor. Three hours lecture and two hours of lab each week. Four credits. Four billable hours. Offered Spring and Fall terms.

THTR-120, History of Theatre 1, is an elaboration on the overview of theatre presented in THTR-101, detailing in greater depth the development, evolution, and cultural context of the theatre from its origins to 1600. Prerequisite: THTR-101 and assessment for placement in ENGL-101. Three hours lecture each week. Three credits. Three billable hours.
☞ DIVERSITY/WORLD VIEW

THTR-121, History of Theatre 2, is an elaboration on the overview of theatre presented in THTR-101, detailing in greater depth the development, evolution, and cultural context of the theatre from the late 1500's to present day, including the emergence of new theatrical media. Prerequisite: THTR-101 and assessment for placement in ENGL-101. Three hours lecture each week. Three credits. Three billable hours.
☞ DIVERSITY/WORLD VIEW

THTR-125, Theatre Practicum 1, is designed to allow students to participate in Carroll Community College's Theatre, either on stage or behind the scenes. Students will attend weekly production meetings and rehearsals, as well as participate in strike and a post-production evaluation session. Prerequisite: Permission of the Chair of Performing Arts. Forty-five hours of participation required per credit. One to three credits. One to three billable hours.

THTR-126, Theatre Practicum 2, is designed to allow students to participate in Carroll Community College's Theatre, either on stage or behind the scenes. Students will attend weekly production meetings and rehearsals, as well as participate in strike and a post-production evaluation session. Prerequisite: THTR-125 and permission of the Chair of Performing Arts. Forty-five hours of participation required per credit. One to three credits. One to three billable hours.

THTR-127, Theatre Practicum 3, is designed to allow students to participate in Carroll Community College's Theatre, either on stage or behind the scenes. Students will attend weekly production meetings and rehearsals, as well as participate in strike and a post-production evaluation session. Prerequisite: THTR-126/permission of the Chair of Performing Arts. Forty-five hours of participation required per credit. One to three credits. One to three billable hours.

THTR-128, Theatre Practicum 4, is designed to allow students to participate in Carroll Community College's Theatre, either on stage or behind the scenes. Students will attend weekly production meetings and rehearsals, as well as participate in strike and a post-production evaluation session. Prerequisite: THTR-127/permission of the Chair of Performing Arts. Forty-five hours of participation required per credit. One to three credits. One to three billable hours.

THTR-130, Introduction to Theatre Design, will provide an introduction to the language and processes of design from concept to realization. Areas covered will include the following: design language and terminology, the design concept, script analysis in relation to design considerations, basic drafting, research techniques, and the designer/director relationship. Students are required to purchase basic art and drafting supplies for this class. Classes will include both lecture and design work. Prerequisite: THTR-115. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

THTR-135, Movement for the Actor,

allows the actor to develop and create movement skills that can be applied to theatrical performance. The goal of this course is to expose students to physical training for the stage through exercises in movement dynamics, centering, balance, yoga, clown/mime work, stage combat, and contact improvisation. Prerequisite: THTR-110. Three hours lecture each week. Three credits. Three billable hours. Offered Spring term.

THTR-136, Voice for the Actor,

is a required course for Theatre Performance students, which introduces students to vocal training for the stage through the varying techniques of vocal production and structuring. The course will include introduction to basic vocal anatomy, Linklater centering and release work, introduction to the International Phonetic Alphabet, dialect work, and monologue performance. Prerequisite: THTR-110. Three hours lecture each week. Three credits. Three billable hours. Offered Fall term.

THTR-137, Script Analysis,

studies play texts, from page to stage, with emphasis on critical analysis of structure, genre, theme, style, character, language, dramatic event, and point of view of the actor, director, critic, and audience. Students will also be introduced to theatre research methods. Prerequisite: exemption/completion of READ A-F and ENG A-E. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

📖 GENERAL EDUCATION

THTR-140, Improvisational Acting,

is designed to enhance and strengthen the student's range, imagination, and physical choices. The student is taught to interact spontaneously with fellow actors and to establish the foundations for a heightened sense of physical freedom. Prerequisite: READ A-D. Two hours lecture each week. Two credits. Two billable hours. Offered Spring and Fall terms.

THTR-145 Stage Management,

offers students an intensive introduction to the role of a professional Stage Manager during pre-production, blocking rehearsals, technical rehearsals and when running a show. This class explores Stage Management through script analysis, communication techniques, collaboration techniques, generating and implementing necessary paperwork, and Stage Management exercises. Prerequisite: READ A-D. Three hours lecture each week. Three credits. Three billable hours.

THTR-200, Acting Fundamentals,

offers students intensive study in acting skills and basic performance vocabulary and fundamentals grounded in the language of western acting study. This class explores acting through body and voice work, performance exercises, improvisation, and text work. Prerequisite: THTR-110. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

THTR-205, Introduction to Costume Design,

is an elective course, which provides in-depth study into costuming research techniques, the and relationship of color, texture, and historical period to the script and production style. Half of the course is an introduction to costuming techniques including sewing techniques, patterning, fabrics, and costume shop equipment. The second half of the course is an introduction to the process of creating a conceptual design for a performance. Students will participate in costuming for Carroll Theatre productions. Prerequisite: THTR-130. Three hours lecture each week. Three credits. Three billable hours.

THTR-206, Sound Design,

is an elective course, which provides in-depth study into modern theatrical sound design. The course will focus on the sound design process and give practical understanding of tools and technology

of mounting a design. This class aims to highlight the importance of sound design for live theatre and introduces students to the creative possibilities of sound within the vocational performing environment. Prerequisite: THTR-130. Three hours lecture each week. Three credits. Three billable hours.

THTR-207, Scene Design,

provides in-depth study into the influence of acting, directing, audience, and aesthetics on the development of scenic design. Students receive introductory study into scenic design, by using imagination and research to develop designs for various periods and styles. Students study and apply techniques of rendering, while beginning to create designs for specific plays. Prerequisite: THTR-130. Three hours lecture each week. Three credits. Three billable hours.

THTR-208, Lighting Design,

introduces students to the skills necessary to become lighting designers. These include drafting light plots, creating wish lists, cueing and building lighting looks, and script analysis for the purpose of designing lights. In addition to a deeper understanding of lighting equipment, design theory, and design process in the theatre, students will participate in lighting labs and production hours on Carroll Community College Theatre productions. Prerequisite: THTR-130. Three hours lecture each week. Three credits. Three billable hours.

THTR-210, Advanced Acting,

is a continuation and elaboration of the skills learned in Acting Fundamentals. Included in the course are: Advanced scene study and script analysis, period acting styles, utilizing accents and alternative physicalities, and fundamentals of stage movement. Prerequisite: THTR-200 and exemption/completion of READ A-F. Three hours lecture each week. Three credits. Three billable hours. Offered Spring and Fall terms.

THTR-225, Theatre Practicum 5,

is designed to allow students to participate in Carroll Community College's Theatre, either on stage or behind the scenes. Students will attend weekly production meetings and rehearsals, as well as participate in strike and a post-production evaluation session. Prerequisite: Permission of the Chair of Performing Arts. Forty-five hours minimum commitment for each credit. One to three credits. One to three billable hours.

THTR-226, Theatre Practicum 6,

is designed to allow students to participate in Carroll Community College's Theatre, either on stage or behind the scenes. Students will attend weekly production meetings and rehearsals, as well as participate in strike and a post-production evaluation session. Prerequisite: THTR-225/permission of the Chair of Performing Arts. Forty-five hours of participation required per credit. One to three credits. One to three billable hours.

THTR-227, Theatre Practicum 7,

is designed to allow students to participate in Carroll Community College's Theatre, either on stage or behind the scenes. Students will attend weekly production meetings and rehearsals, as well as participate in strike and a post-production evaluation session. Prerequisite: THTR-226/permission of the Chair of Performing Arts. Forty-five hours of participation required per credit. One to three credits. One to three billable hours.

THTR-228, Theatre Practicum 8,

is designed to allow students to participate in Carroll Community College's Theatre, either on stage or behind the scenes. Students will attend weekly production meetings and rehearsals, as well as participate in strike and a post-production evaluation session. Prerequisite: THTR-227/permission of the Chair of Performing Arts. Forty-five hours of participation required per credit. One to three credits. One to three billable hours.

THTR-245, Production Management, familiarizes students with the techniques and skills required to be a Production Manager. Production Managers provide direction and oversight in relation to objectives, organization, planning, personnel and all other relevant elements that collaborate for presenting events. Topics will include management theory, initiating events, collaboration, communication, and budget management. Prerequisite: THTR-145. Three hours lecture each week. Three credits. Three billable hours.

Carroll Community College Foundation, Inc.

Carroll Community College Foundation, Inc.

Mission

The Carroll Community College Foundation is a non-profit corporation dedicated to the development of financial resources for the College to support the educational needs of all students, businesses, and the entire community.

The Foundation is a separate not-for-profit 501(c)3 corporation, chartered to provide financially for the educational needs of Carroll Community College. The Board of Directors, all volunteers, generously give of their time, talent and resources to support the Foundation. They have strong and close ties to the Carroll County community.

If you would like to make a gift to the Foundation or need assistance with your charitable gift plans, please call the Foundation Office at 410-386-8150.

How to Contribute

There are a number of ways to contribute to the Carroll Community College Foundation and thus contribute to the vitality of Carroll Community College and the community it serves.

Cash Donations: Gifts of cash are available for immediate use by our Foundation and are usually fully deductible for donors who itemize deductions, meaning your actual out of pocket expenses is less because of the allowable tax deduction. Checks should be made payable to the Carroll Community College Foundation. Payments are also accepted through all major credit cards.

Stocks and Bonds: Gifts of appreciated mutual funds, stocks, and certain bonds may enable donors to contribute a larger gift at less cost. Transferring gifts of securities, stocks, and bonds to the CCC Foundation is easy and can provide significant tax benefits through income tax deduction as well as elimination of capital gains taxes! Please instruct your broker to contact us to ensure that crediting of the gift is handled effectively and efficiently.

Real Estate: A gift of appreciated real estate can provide a charitable tax deduction and elimination of capital gains tax. The Carroll Community College Foundation will liquidate gifts of real estate immediately. Please contact our Executive Director if you are considering this method of giving. You should also consult your tax advisor.

Planned Giving: Planned giving refers to the process of making a charitable gift of estate assets to the Foundation. A planned gift requires consideration and planning in light of your overall estate plan. Planned gifts are usually deferred. For example, a person could include a provision in his or her will to make a bequest to the Carroll Community College Foundation. Additional planned gift vehicles include life insurance policies, real property, appreciated securities, charitable remainder trusts, charitable lead trusts, and charitable gift annuities. Such gifts may offer alternatives and solutions to tax liabilities and may reduce probate fees. Because of the size and potential impact of such gifts, a donor should consult with his or her professional advisors before completing the process.

Please contact our Executive Director at 410-386-8150 to discuss your charitable gift plans as they relate to the mission of the College.

1. Annual Giving Program

Even the modest annual tuition charged by Carroll Community College is beyond the reach of many students without financial assistance. Books, childcare, transportation all add to the total cost of financing an education. Scholarships are needed to guarantee that educational opportunities are within the reach of all Carroll Countians. Your gifts of \$100, \$500, \$1,000, or more to the annual fund will provide unrestricted support in areas of highest need within the college by the President of the College.

2. Give to the Cause

This year we celebrate the newest of programs of study – Cybersecurity. You can help to get this program off the ground with a donation that will be used to purchase specialized servers needed in our classrooms. Our learning experiences are enhanced when our students learn in a state of the market environment.

3. Paving the Way to a Stronger Foundation Campaign

Become a permanent part of Carroll Community College with an engraved brick in the College's main courtyard. Your \$100 donation will impact the life of a student at Carroll and you will be a part of Carroll's rich heritage.

A personally engraved brick can serve as a tribute to a graduate, a family member or friend, a special occasion, a favorite instructor, a memorial to a loved one, or to simply let the community know that you value the role that Carroll Community College plays in our community.

4. Online Giving

Establish a giving plan that best suits you through either a one-time gift or a recurring gift plan through an online gift at www.carrollcc.edu. Choose "Make a Gift" and then select "Donate Now." You may direct the gift to the area that is most important to you from the convenience of your own home or office.

5. How to Become Involved... Volunteer!

There are a number of ways to get involved with the Foundation and have an impact on our students and our community. The Foundation is always looking for volunteers to help with a variety of events, campaigns and activities. There are two major fundraising events each year that require a large volunteer base to be successful. Volunteers are needed to serve on committees, work in the office and participate the day of an event. There are also fundraising campaigns that require volunteers to help distribute materials, serve on committees, and be advocates for the campaign in the community and on campus. If you are interested in volunteering in a rewarding environment or would like more information, please contact Steve Wantz at 410-386-8154.

For information, please visit our web site at www.carrollcc.edu/about-us/charitable-giving/brick-campaign/ or call us at 410-386-8154.

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College Regulations and Policies

College Regulations and Policies

SECTION ONE: ACADEMIC REGULATIONS

Please note: College Regulations and Policies are subject to change. The website will always contain the most up-to-date information.

I. RULES FOR EVALUATION OF COLLEGE TRANSCRIPTS

- A. Courses for which a grade of D has been earned will be accepted in transfer according to the Maryland transfer policy. Refer to particular programs for exceptions.
- B. Carroll Community College will accept credits for those courses that fit the curriculum in which the student is enrolled and for which there is an equivalent course listed in the College catalog. Elective credits may be given for other courses if the Carroll Community College curriculum in which the student is enrolled makes provision for electives.
- C. Transfer credit (including credit earned via credit by exam or the College Level Examination Program/ CLEP) will be accepted in transfer even if the course has been attempted at Carroll and may improve the student's Carroll Community College grade point average. A course taken at Carroll Community College, but repeated at another institution, will be removed from calculation of the student's Carroll Community College cumulative GPA if the grade for the Carroll Community College course is lower than the grade earned for the accepted transfer course. Consult with an academic advisor for additional details.
- D. Courses designated by another Maryland institution as General Education courses will be accepted in transfer provided the student has earned a "D" grade or higher.
- E. Courses are evaluated without preference to national or regional institutional accreditation, nor course mode of delivery. Students may be required to provide syllabi for course evaluation.
- F. Non-General Education courses cannot be substituted where General Education courses are required.
- G. Students must earn 25% of the credit for a degree or certificate from Carroll Community College to meet the College's residency requirement.
- H. Carroll Community College follows COMAR 13B with regard to appeal of transfer evaluation. Faculty chairs evaluate course syllabi as needed with appeals directed through the reporting structure (faculty department chair to division chair to vice president of academic and student affairs).
- I. The English translated version of international high school records is required. All foreign college-level transcripts must be evaluated by World Education Services (www.wes.org/fees/evaltypes.asp) at the student's expense before the transferability of foreign credits can be determined. Students must also provide translated syllabi.

II. CLASSIFICATION OF STUDENTS

All students enrolled in the College are classified into one or a combination of the following categories:

- A. Freshman or Sophomore
 1. Matriculated students who have received credits for 30 or more term hours are classified as sophomores.
 2. Matriculated students with less than 30 credits are classified as freshman.
- B. Full-Time or Part-Time
 1. Full-time students are those who are enrolled for 12 or more billable hours.
 2. Part-time students are those who are enrolled for less than 12 billable hours.
- C. Regular
An applicant planning to work towards the Associate's Degree or Certificate as either a full-time or part-time student will be admitted as a regular student, if he/she has a high school diploma or its recognized equivalent (i.e. G.E.D.).
- D. Special
Special students are those who are taking coursework for

personal enrichment, or do not have a high school diploma or its recognized equivalent (i.e. G.E.D.).

- E. Transient
Persons enrolled at other collegiate institutions can be enrolled as transient students, usually for a summer or other single term.
- F. Released Time/Dual Enrollment
Students currently enrolled in a local secondary school and planning to enroll as a part-time student at the College. He/she must submit, in addition to the Enrollment Application and official high school transcript, written authorization for "released time," including any course selection requirements, from a high school official.
- G. Early Admission
An Early Admission student chooses to by-pass the traditional senior year of high school. An "early admission" student is expected to show an above average achievement record, typically defined as a "B" grade point average. An individual considering "early admission" should discuss his/her intention with a high school official in the junior year. To apply as an "early admit," a student must submit an Enrollment Application, official high school transcript together with SAT/ACT scores, if available, and written authorization for a "waiver" from a high school official, including course selection requirements.
- H. Program Restrictions
The College retains the responsibility and right to restrict a student's program of study and to limit the number of credits attempted in order to improve the student's learning skills. The College may limit the first term credit load, suggest remedial courses, and/or require certain placements in the following cases:
 1. When the student does not offer a pattern of high school courses which contains satisfactory prerequisites for the specific curriculum he/she elects at the College.
 2. When a student intending to study full time does not present evidence of satisfactory academic achievement and does not present satisfactory evidence of strength on the college placement examination (SAT or ACT).
 3. When a student applying under the "early admission" plan (i.e., students waiving the entire senior year of high school) does not present evidence of above average high school achievement and/or other factors related to successful management of college work.
 4. When a student has been academically dismissed from another institution of higher education.

III. CREDIT FOR PRIOR LEARNING

Academic course credit for prior learning will be awarded to students of the College who have proven competency (by licensure, credential, etc.) equivalent to learning achieved in certain courses offered by the College. Credits awarded for prior learning will be posted on the student's permanent record when the credit is awarded.

- A. General Regulations and Procedures
 1. Students who think their prior learning is equivalent to the knowledge or skill outcomes of certain college courses should contact the Advising and Transfer Center, room A102. This procedure is strongly recommended so that an advisor and the student may explore the appropriateness of the student's interest, the college courses most closely related to the student's prior learning, and the specific procedures to be followed.
 2. Students must complete an application for credit for prior learning and submit the application to the chairperson (or his/her representatives) of the department in which the course is assigned. The chairperson or representatives will conduct an initial screening of the applicant's request to determine if the student has acquired sufficient prior learning to attempt credit by examination with a reasonable expectation of being successful.
 3. Individual departments will decide and inform the Records Office of courses in which credit for prior learning is available. Obtain the Credit for Prior Learning form from Records.
 4. Credits awarded for prior learning may not be accepted as

- transfer credit by other institutions.
5. Students who request credit for prior learning will be charged a fee of half of the tuition for the course (payable prior to the assessment of learning activity).
 6. Students must complete 25% of the credits for a certificate or degree at Carroll Community College.
 7. Credits awarded for prior learning do not count towards satisfying the College residency requirements for graduation.
 8. Credits awarded for prior learning will appear on the permanent record with the notation "Credit for Prior Learning by Examination" or "Credit for Prior Learning by CLEP," as appropriate.
 9. No letter grade will be assigned for credits awarded for prior learning. Thus, the student's GPA will not include performance demonstrated in the achievement of credit for prior learning.
 10. Notification of credit awarded for prior learning for a course will be submitted to the Records Office on the appropriate form by the chairperson of the department in which the course is assigned. Residual material such as tests, test portfolios, or CLEP score answer sheets must be retained by the Records Office or the department chairperson.
 11. Each department may set its own guidelines as far as the number of times a student is allowed to attempt to take a course through credit by examination.
 12. For the purpose of GPA calculation, transfer credit (including credit earned via credit by exam or the College Level Examination Program) will be accepted in transfer even if the course has been attempted at Carroll.
 13. The appropriate academic department will send the Credit for Prior Learning form to the Records Office regarding the outcomes of all attempts to receive credit for prior learning. The Records Office will send official notice of the outcome to the student.
 14. Students may either receive credit for prior learning in a course or may receive credit by completing a course in the traditional manner, but not both.

B. Examination Content

1. Examinations, whenever possible, should be based on nationally recognized standardized tests.
2. Where appropriate, examinations will be constructed and administered by the department responsible for the course.
3. Oral examinations, portfolios, practical application tests, or performances may be used in addition to or in place of written examinations. A portfolio may include books, articles, written reports, representative works (painting, sculpture, computer programs, musical compositions, etc.)
4. Identification of the courses in which credit by examination is available will be the decision of the individual departments concerned. Each department will determine the kind of evidence and the mode of evaluation it requires for the granting of credit.
5. The evaluation is based on the objectives of the courses offered at Carroll Community College and their comparability to the learning gained through the student's prior experiences.

C. Credit by Exam

The College participates in a credit by exam program and awards credit according to the following chart. Students interested in earning credit via the credit by exam program should meet with the appropriate department chair or academic advisor. As with all in-house testing, these credits may not be recognized by other institutions.

<i>Carroll Community College Course</i>	<i>Credit Awarded</i>
BIOL-101 Fundamentals of Biology	4
BIOL-210 Human Anatomy and Physiology 1	4
BIOL-211 Human Anatomy and Physiology 2	4
ECE-101 Child Growth and Development	3
ECE-104 Methods and Materials	3
ECE-105 Infants and Toddlers: Development and Care	3
ECE-115 School Age Care	3

CIS-101 Introduction to Computer Information Systems	3
HIST-101 Western Civilization 1	3
HIST-102 Western Civilization 2	3
HIST-105 History of the United States to 1876	3
HIST-106 History of the United States from 1876	3
HIT-111 Medical Terminology	3
MATH-115 Introduction to Statistical Methods	4
MATH-121 Introduction to College Mathematics	3
MATH-123 Precalculus, Part 1	4
MATH-124 Precalculus, Part 2	3
MATH-130 Precalculus	5
MATH-135 Calculus 1	4
OFFC-101 Keyboarding 1 for Computer Usage	1
OFFC-102 Keyboarding 2 for Computer Usage	3

D. Credit by Portfolio

Credit by Portfolio is available for the following courses. See an academic advisor for information.

- ENGL-110, Introduction to Creative Writing (3 credits)
ENGL-219, Writing Creative Non-Fiction (3 credits)

E. Credit by CLEP

The College Level Examination Program (CLEP) is a national program of credit by examination. CLEP has its own fee schedule. Individual departments will determine which courses students may be awarded credit via CLEP. Students must submit official copies of their examination results to the Records Office for evaluation and posting (Carroll does not charge an additional fee to post credits). See the CLEP chart for a list of currently identified test/course equivalents.

F. Credit by Advanced Placement Exams

The College participates in the Advanced Placement Examination Program, which is administered by the College Entrance Examination Board and is coordinated through the high schools. Students must submit an official copy of their examination results to the Records Office for evaluation and posting. Credit is awarded in accordance to the following table.

G. Non-Traditional Credit

A student who applies for admission with credit for non-traditional learning must prove competency equivalent to learning achieved in certain courses offered by the College. Students must earn 25% of the credits for a certificate or degree at Carroll.

H. Credit for Licensure

Upon paying the appropriate credit for prior learning fee (½ the tuition of the course) and upon providing evidence of current licensure or certification, students who are licensed medical professionals, such as LPN, RN, EMT P (Paramedic), OT, OTA, PT, PTA, etc., will be granted credit for HLTH-101, Science and Theory of Health and Wellness (satisfies General Education Emerging Issues requirement). If there is a question regarding the student's appropriate health care background, the Vice President of Academic and Student Affairs will be final arbiter.

I. Credit for Apprenticeship Training

Students who have satisfactorily completed a formal apprenticeship training program approved by the Apprenticeship Training Council, the Federal Bureau of Apprenticeship and Training or the College may receive credits to apply toward graduation. (The College approval will be determined by the appropriate department of the College.) Credit is generally granted at a rate equivalent to six credits per year of apprenticeship. General elective credits will be granted unless equivalent courses are offered by the College, as determined by the appropriate academic department.

J. Police Academy

Graduates of entrance-level police training programs approved by the Maryland State Police and Correctional Training Commissions approved training programs may receive credits from Carroll Community College or as determined by the faculty coordinator (revised 8/13/14; see the coordinator for restrictions and requirements, including completion of 15 Carroll credits prior to award of these credits):

<i>Carroll Community College Course</i>	<i>Credit Awarded</i>
CRIM-101 Introduction to the Criminal Justice System	3
CRIM-110 Criminal Law	3
CRIM-111 Criminal Evidence and Procedure	3
CRIM-114 Constitutional Law for Police	3
CRIM-203 Written Communications for Police	3
CRIM-205 Criminal Justice Ethics	3
CRIM-215 Patrol Operations	3
CRIM-220 Basic Criminal Investigation	3
CRIM-225 Motor Vehicle Collision Investigation	3
CRIM-230 Police Administration	3
Total	30

K. Career Connections/Carroll County Public Schools Career and Technology Program Articulations.

Carroll Community College maintains several articulation agreements with Carroll County Public Schools. These agreements are updated annually. Currently, students who have completed and met grade requirements for programs in Accounting or Financial Services; Administrative Assistant; Early Childhood Education; Computer Technology; Drafting; and Print Production may articulate courses to the College as follows:

CCPS Accounting or Financial Services programs may be articulated as:

ACCT-101, Financial Accounting 1 (3 credits)
(Total Carroll credits awarded: 3)

CCPS Computer Science

CIS-105, Game Programming (3 credits)
CIS-132, Principles of Programming (4 credits)
(Total Carroll credits awarded: 7)

CCPS Administrative Assistant/Secretarial Science may be articulated as:

Up to 21 credits in Office Technology courses with proficiency testing

CCPS Early Childhood Education will be articulated as:

ECE-101, Child Growth and Development (3 credits)
ECE-104, Methods and Materials in Early Childhood Education (3 credits)
(Total Carroll credits awarded: 6)

CCPS Teacher Academy of Maryland (TAM) will be articulated as:

EDUC-120, Introduction to Education (3 credits)
EDUC-121, Field Experience for Introduction to Education (1 credit)
(Total Carroll credits awarded: 4)

CCPS Computer Technology will be articulated as:

CIS-120, Introduction to Visual Basic (4 credits)
CIS-132, Principles of Programming (4 credits)
(Total possible Carroll credits awarded: 8)

CCPS Drafting will be articulated as:

CAD-101, Introduction to Computer Aided Design (3 credits)
(Total Carroll credits awarded: 3 credits)

CCPS Print Production will be articulated as:

CGR-105, Introduction to Computer Graphics (3 credits)
(Total Carroll credits awarded: 3 credits)

L. International Baccalaureate (IB) Credits

Carroll Community College awards credit for International Baccalaureate (IB) exams. To receive credit, students must send an official transcript to the Records Office. The requirements for acceptance of IB exam credits varies greatly depending on the institution. Credits accepted by Carroll may not transfer to other 2 or 4 year institutions. Please check with your future potential transfer colleges. Credit may be awarded for additional IB exams other than those listed below. The transcript evaluator in Records will query the appropriate chairperson for a decision upon receiving official transcripts.
(HL=Higher Level SL=Standard Level)

<i>Carroll Equivalent</i>	<i>Credits Awarded</i>	<i>Carroll IB Exam</i>	<i>Minimum Score</i>
BIOL-101/ BIOL-102	8	Biology HL	4
BIOL-100	4	Biology SL	4
ENGL-103	3	English HL	5
Not Accepted	0	English SL	N/A
MATH-GENED	3	Math HL or SL	3
SPAN-101	3	Spanish SL	3

M. Credit for Industry Certification

A student who holds a current industry-recognized certification may be granted credit. Note residency requirements require 25% of the coursework in a program to be completed at Carroll. The following equivalents have been identified. Please contact the discipline faculty chair for consideration of other credentials.

<i>Carroll Equivalent</i>	<i>Credits Awarded</i>	<i>Credential</i>
CYBR-106/CYBR-107	6	CompTIA A+ Certification
CYBR-121	3	CompTIA Network+ Certification
CYBR-122	3	CompTIA Security+ Certification
CYBR-151/CYBR-152	6	Cisco CCENT Certification
CYBR-181	3	Microsoft MCP Certification (Windows Server)
CYBR-182	3	CompTIA Linux+ Certification
CYBR-241	3	Certified Ethical Hacker Certification
HES-200	4	ACE Personal Trainer Certification
HES-230	3	ACE Health Coach Certification

CLEP Equivalents

Effective July 1, 2001, students who score 50 or higher on any computerized CLEP exam (except where another score is indicated below), will be granted credit if applicable to the program of study. Credit may be granted for additional CLEP exams other than those listed below. See the appropriate department chairperson for assistance.

<i>Carroll Community College Course</i>	<i>Carroll Credits Awarded</i>	<i>CLEP Exam</i>
ACCT-101	3	Financial Accounting
BIOL-101/-102	8	Biology
BUAD-205	3	Business Law, Introductory
CHEM Elective	3	Chemistry
CIS-101	3	Information Systems and Computer Applications
ECON-100	3	Micro Economics, Principles of
ECON-102	3	Macro Economics, Principles of
EDUC-125	3	Educational Psychology
FREN-101/-102	6	French Level 1 (score of 50)
FREN-101/-102/-201/-202	12	French Level 2 (score of 59)
GERM-101/-102	6	German Level 1 (score of 50)
GERM-101/-102/-201/-202	12	German Level 2 (score of 59)
HIST-101	3	Western Civilization I: Ancient Near East to 1648
HIST-102	3	Western Civilization II: 1648 to the Present
HIST-105	3	History of the U.S. I: Early Colonization
HIST-106	3	History of the U.S. II: 1865 to the Present
HIST Elective	3	African American History
HUMT Elective	3	Humanities (Fine Arts only)
MATH General Education	3	College Algebra
MATH-121	3	College Mathematics
MATH-130	5	Precalculus
MATH-135	4	Calculus
MKTG-201	3	Marketing, Principles of
PSLS-100	3	American Government
PSYC-101	3	Psychology, Introductory
PSYC-211	3	Psychology, Human Growth and Development
Science Elective	6	Natural Sciences
SOC-101	3	Sociology, Introductory
SPAN-101/-102	6	Spanish Level 1 (score of 50)
SPAN-101/-102,-201,-202	12	Spanish Level 2 (score of 63)

Advanced Placement Examination Program

<i>Carroll Community College Course</i>	<i>Carroll Credits Awarded</i>	<i>AP Exams</i>	<i>Minimum Score</i>
ART-101	3	Art-2D	3
ART-110	3	Art-3D	3
ART-120	3	Art Studio-Drawing	3
ART-135; ART-136	6	Art History	3
BIOL-101, BIOL-102	8	Biology	4
CHEM-105, CHEM-106	8	Chemistry	4
ECON-100	3	Micro Economics	3
ECON-102	3	Macro Economics	3
ENGL-101	3	English Language	4
ENGL-102	3	English Literature	4
ENV-100	3	Environmental Science	4
FREN-101, FREN-102	6	French	3
HIST-101	3	History, World	3
HIST-102	3	History, European	3
HIST-105, HIST-106	6	History, American	3
MATH-115	4	Statistics	4
MATH-135	4	Calculus AB	4
MATH-135	4	Calculus BC	3
		with Calculus AB subscore	4
MATH-135 and MATH-136	8	Calculus BC	4
MUSIC-105	3	Music Theory	3
MUSIC-105 and MUSIC-110	6	Music Theory	4
MUSIC-110 and MUSIC-111	6	Music Theory	5
MUSIC-112	1	Music Aural Sub Score	4
MUSIC-112 and MUSIC-113	2	Music Aural Sub Score	5
PSLS-101	3	Government and Politics	3
PHYS-101	4	Physics1	4
PHYS-102	4	Physics 2	4
PHYS-111	4	Physics-C Mechanics	4
PHYS-212	4	Physics: Electricity and Magnetism	4
PSYC-101	3	Psychology	3
SPAN-101, SPAN-102	6	Spanish	3

Types of Non-Traditional Learning

Sources	Credit?	Type of Credit	Grades/Scores
AP Program (CEEB)	Yes	Elective & required	See AP list (above)
CLEP	Yes	Elective & required	See CLEP list
DANTES	Yes	Elective & required	Same as CLEP
Military Credit	Yes	Elective & required	
High School Articulation	Yes	Elective & required	
Other Articulation Agreements (Proprietary, Public Agencies)	Yes	Elective & required	
Apprenticeship	Yes 1, 2	Elective & required	

1. Must be evaluated by department chair in which credit is awarded
2. Only upon confirmation of successful completion of full apprenticeship program

IV. ACADEMIC COURSE LOAD

Students may not be registered for more than 18 credits during the fall or spring term, or more than 7 credits during any summer or winter term without permission from the Director of Advising, Transfer and Student Pathway Planning or designee.

V. CURRICULUM CHANGES

Changes in curriculum may be made at any time by submitting to the Records Office a change of curriculum form signed by a college advisor.

VI. GRADES AND GRADE REPORTS

Paper grade reports are not issued; students should check WebAdvisor at the end of each term to verify final grades. If a paper grade report is needed, you may contact the Records Office during the term and a copy will be mailed after grades are posted.

- A. The scale of grades for the official record is as follows, and all College course syllabi must reflect this grading scale:
- | Grades | Quality Points |
|--------------------------|----------------|
| A Excellent work | 4.000 |
| B+ 87% to 89% | 3.500 |
| B Good work | 3.000 |
| C+ 77% to 79% | 2.500 |
| C Satisfactory work | 2.000 |
| D+ 67% to 69% | 1.500 |
| D Poor work, but passing | 1.000 |
| F Unsatisfactory work | 0.000 |

The following grades are also awarded for courses.
No quality point value is assigned to these grades.

- AT Registered for audit
- I Incomplete (See paragraph "D" below)
- S Satisfactory
- T Transfer
- TD Transfer with D Grade
- U Unsatisfactory
- W Withdrew (See Section IX)

- B. Students may or may not receive transfer credit for a grade of "D," depending on the course. Students should consult with an advisor.
- C. Any challenge to a student's final grade must be presented to the instructor no later than 30 days after the end of final exams for the term. If the instructor is unavailable or the student wishes to appeal decision of the instructor, s/he should contact department/division chairperson (see the appeal process for specific time lines). Grade challenges will not be considered after that time.
- D. The grade "I" is issued when a student, because of illness or unavoidable circumstances corroborated by the instructor, has not completed the course objectives and has requested to do so by contracting with the instructor and arranging to complete the outstanding portion of the work. The student must complete the outstanding course objective(s) within 30 days of the end of the term. At the end of 30 days, if the outstanding work has not been completed, the instructor will change the "I" to the grade the student earned.
- E. If a student repeats a course, only the highest grade and its credits

will be used in computing the Grade Point Average. All courses taken will become part of the student's permanent record.

- F. A student who registers as an audit will not receive credit for the course. The student is expected to attend class sessions and participate fully in the course. However, completion of examinations and other course assignments is not required. All current tuition and fee charges are applicable. Students who are auditing courses must meet course prerequisites and are not eligible to receive tutoring. Audited courses do not satisfy prerequisite requirements for other courses. Audited courses are noted on the transcript with the final grade of AT. The AT grade is not calculated in the cumulative GPA.
- During registration, a student may register for a course on an audit basis as long as prerequisites are met. After registration, a student will be allowed to audit a course only with the prior approval of the instructor of the course. An Audit Form is to be submitted to the Records Office. A student will have until the end of the withdrawal period (60% of the course—generally, until the ninth week of the course during the fall and spring terms or until the end of the second week of the course during the winter and summer terms) to change to audit.
- G. Students who do not report for the final examination and do not contact the instructor within 24 hours or have made no other arrangements with the instructor will be given an "F" on the exam. An appeal to make up the examination may be made through the department/division chairperson.
- H. The Grade Point Average is determined by multiplying the term hours of each course by the number of quality points corresponding to the term grade for the course. The total of all such points for the period is divided by the number of term hours attempted for the period. This average is computed only for credit courses. A student is expected to maintain a scholastic average that will indicate a level of competent achievement in his/her courses and qualify the student for graduation.

VII. SCHOLASTIC HONORS

- A. Dean's List
The Dean's List announces those students who have achieved outstanding scholastic success during each term. To qualify, a student must meet the following conditions: have earned a grade point average of 3.500 or better, have completed six credits or more during that academic term, and not have been subject to any academic action.
- B. Graduation with Honors
Students who qualify for the Associate of Arts, Associate of Fine Arts, Associate of Science, Associate of Applied Science, Associate of Applied Science in Engineering, or Associate of Arts in Teaching degrees and whose cumulative grade point average is 3.500 to 3.749 will be graduated Cum Laude (with honors); those with a grade point average from 3.750 to 3.899 will be graduated Magna Cum Laude (with high honors); and those with a grade point average from 3.900 to 4.000 will be graduated Summa Cum Laude (with highest honors). With regard to the commencement ceremony, the GPA at the end of the winter term prior to the commencement ceremony will determine whether a student is recognized as graduating with honors during the ceremony. Final GPAs will be calculated prior to diploma preparation and diplomas will be marked with official honor distinctions.

VIII. WITHDRAWAL AND COURSE CHANGES

- A. A student wishing to withdraw from classes should understand that this action is not complete until he/she has officially withdrawn. Official withdrawal requires completion of a Registration/Schedule Change form (accepted in person, by mail or fax). A student may drop a course by completing a Registration/Schedule Change form, have the form signed by an advisor or his/her instructor, and then submit the form to the Records Office. (If unable to submit the form in person, a student may mail or fax a written request to drop course(s) to the Records Office no later than the official deadline. See the web, www.carrollcc.edu/refund for the deadline dates.) Courses dropped (deleted) during the refund period of the term (7% of the instruction time) will not be posted on the student's academic record. Any student who stops attending a course or withdraws from the College without following the prescribed procedures will not be eligible for refund of tuition and the grade the student earns will appear on the student's academic record.
- B. An administrative withdrawal is defined as a withdrawal initiated by the administration for disciplinary reasons or because extenuating circumstances prevent the student from physically completing the withdrawal process in person.

IX. WITHDRAWAL/REFUND DATES

Withdrawal has two implications. Students should be concerned about possible refunds as well as grades. Note that winter and summer terms are short (2 days allowed for refund). For specific term information, consult www.carrollcc.edu/refund. In general, the refund period for fall and spring terms is the first seven calendar days of the term.

Action	Timing for Full-Term Courses	Grade	Refund
Refund	Prior to/during the first calendar week of the term (7% of the class)	No Grade	Full Refund
Withdrawal	After the first week until 60% of the class	W Grade	No Refund
Graded	After the 60% point and until the end of the class	Earned Grade	No Refund

Short courses, including winter and summer terms, follow the same pattern, but the timeline is condensed:

1. Instruction during summer and winter terms is accelerated (15 calendar weeks of instruction are condensed into 4 – 10 calendar weeks.)
2. When courses are scheduled to run less than the full 15 week term, the refund period will be 7% of the instruction time and the withdrawal period will be 60% of the instruction time for the course, per the following chart.

Duration of course (in weeks)	Refund Date Calculation (days from start of course)
15	7 days from the start of the term
13 – 14	7
11 – 12	6
10	5
7 – 9	4
5 – 6	3
3 – 4	2
1 – 2	1

Students are encouraged to contact the Records Office, A112, for assistance in confirming dates and logistics for withdrawing from a course(s). To qualify for a refund, a student must officially drop a course via WebAdvisor or by forwarding a Registration/Schedule Change form to the Records Office within the time period cited above. A student who withdraws during the withdrawal period continues to be financially responsible for courses. A student who stops attending or does not follow prescribed withdrawal procedures is not only financially responsible for tuition and fees, but will receive the final grade earned for the course, usually an F.

A student who misses a refund or withdrawal deadline and wishes to request special consideration by the appeals committee should email details of his/her situation, including appropriate documentation, to studentaffairs@carrollcc.edu. The appeals committee meets monthly to review such requests.

X. REFUND PROCESS

- A. Students who drop courses prior to the starting date of a term and through the first 7% of the term are eligible for a 100% refund of tuition and related fees. After this time, no refund will be granted. (See www.carrollcc.edu/refund for term specific information.) To qualify for a refund, a student must officially drop a course(s) online (if eligible) or by submitting a Registration/Schedule Change form to the Records Office within the time period as cited in the paragraph above. A student who fails to attend a course(s), or stops attending a course(s), but who does not formally delete a course(s) in writing or via WebAdvisor, will continue to be financially responsible for all tuition and fees related to the course(s) and will receive the grade earned, usually an "F," for the course(s). This refund policy applies to all students who have registered for courses, including financial aid recipients. A student who has any outstanding debt to the College will first have the refund applied to the payment of the debt.
- B. Course cancellations or changes in schedules caused by College action will entitle the student to full refund.
- C. Any student who stops attending a course(s) without taking the necessary official action will be ineligible for a refund.
- D. Students with extenuating circumstances may contact the appeals committee, studentaffairs@carrollcc.edu, to request special consideration.

XI. STANDARDS OF ACADEMIC PROGRESS

A student is expected to achieve success during any academic term in which he/she is enrolled at the College. A student who is not making satisfactory academic progress is subject to academic action.

- A. Academic Probation
A student who does not maintain a 2.000 cumulative GPA will be placed on academic probation. A notation of academic probation will be posted to a student's transcript for any fall/spring term in which the cumulative GPA falls below 2.000. A student who is placed on academic probation is required to meet with a member of the advising staff to review grades and educational goals and may be subjected to a restricted course load.

A student will continue on probation as long as his/her cumulative GPA remains below 2.000. To be removed from academic probation, a student must achieve the minimum cumulative GPA of 2.000. A student placed on academic probation, who is not making satisfactory academic progress according to the academic standards stated above, will be notified in writing that continued poor performance may result in academic suspension.

B. Academic Suspension

A student who is placed on academic probation for any three (3) fall or spring terms, and does not make satisfactory academic progress according to the standards stated below, as determined by the total credit hours attempted and cumulative GPA earned, will be academically suspended from the College for one (1) calendar year. The suspension shall begin following the end of the fall or spring term in which the student was suspended. In addition, the notation of academic suspension will be posted to the student's transcript.

<i>Total Credit Hours Attempted</i>	<i>Minimum Cumulative GPA</i>
1 – 12	1.500
13 – 29	1.750
30 and above	2.000

An academically suspended student may submit an appeal in writing to be re-admitted, citing extenuating circumstances. See Readmission Policy, below.

A student who has been academically suspended will be eligible to return to the College according to the following schedule:

<i>Academic Term Suspension Imposed</i>	<i>Eligible to Return</i>
2016 spring term	2017 summer term
2016 fall term	2018 winter term
2017 spring term	2018 summer term
2017 fall term	2019 winter term
2018 spring term	2019 summer term
2018 fall term	2020 winter term

- C. A student who is academically suspended a second time will separate from the College for a period of three (3) calendar years. Any student suspended more than two (2) times must seek approval for readmission from the appeals committee by writing to studentaffairs@carrollcc.edu. The committee meets monthly. *(Revisions approved by Academic Council, December 2012)*

XII. READMISSION POLICY

- A. Students who withdraw from the College will be eligible for readmission at any time.
- B. A student academically suspended from the College for the first time because of unsatisfactory academic performance will be eligible for readmission twelve months after the end of the term in which he or she was suspended. An academically suspended student desiring immediate readmission must appeal in writing to the suspension appeals committee at studentaffairs@carrollcc.edu at least two weeks prior to the first day of the academic term for which the student seeks readmission. Readmission will be reviewed with the possibility of a limit placed on the number of credits to be attempted. Under exceptional circumstances, immediate readmission with restrictions may be granted by the committee. The College reserves the right to deny readmission and/or admission to individual curricula.
- C. Students who are suspended from Carroll occasionally enroll at other institutions during the suspension period. Please note that transfer credit (including credit earned via credit by exam or the College Level Examination Program/CLEP) will be accepted in transfer even if the course has been attempted at Carroll, and may improve the student's Carroll Community College grade point average.
- D. Students who do not enroll for two consecutive years must follow the requirements in effect when they re-enroll.

XIII. REPEATED COURSES

Policy

No course may be taken more than twice without the approval of the division/ department chairperson or a designated representative. When a student repeats a course, the highest grade awarded and corresponding credits will be used in computing the grade point average. All courses taken will become part of the student's academic record. Please note that transfer credit, including credit earned via credit by exam or the College Level Examination Program, (CLEP), will be accepted in transfer even if the course has been attempted at Carroll. The grade earned for a course taken at another institution will not be counted in the student's Carroll Community College grade point average. The grade earned for a course taken at Carroll Community College, but repeated at another institution, will be removed from calculation of the student's Carroll Community College cumulative GPA if the grade for the Carroll Community College course is lower than the grade earned for the accepted transfer course. Consult with an academic advisor for additional details.

Procedure

This policy is especially important for students seeking to repeat transitional courses. To repeat a transitional English or reading course (ELL-092, ELL-095, ENG Modules A-F, or the READ Modules A-F) for the third time or more, submit a letter of appeal along with any supporting documentation to Ms. Susan Sies, the Chairperson for Transitional Studies and Academic Services, c/o the Academic Center/ room L-288, no later than two (2) weeks before the beginning of a term. To repeat a transitional mathematics course (MAT-091, -097, or -099) for the third time or more, submit a letter of appeal along with any supporting documentation to Ms. Maria Burness, Chairperson, Mathematics, c/o room K302, no later than two (2) weeks before the beginning of a term.

XIV. ATTENDANCE POLICY

A student is fully accountable for performing on schedule all tasks necessary to fulfill the objectives of each course, and he/she may expect that such performance may consist of classroom, laboratory, or conference participation and experience. Completion of course objectives is the chief criterion used by the College to govern attendance. The attendance policy of Carroll Community College is as follows:

- A. The purpose of an attendance policy at Carroll is the encouragement of class session attendance, in the belief that students who work consistently with their instructors learn more and have higher academic achievement than those who do not.
- B. Guidelines for expected attendance in each course are approved at the departmental level and are published in the course syllabus and distributed in writing during the first week of the term by instructors.
- C. Students are expected to attend all class sessions except in case of emergency (e.g., illness, death in the family, religious holidays (the observances of which requires restriction of daily activity; see paragraph D.), or when participating in official College functions, e.g. field trips). In these cases notification or verification if requested, will be given to the instructor by the student. In the case of absence for special personal reasons, other than those mentioned above, it is the student's responsibility to confer with the instructor about whether the absence is to be considered as excused. When determining whether to consider an absence as excused, the instructor may require such evidence as seems appropriate. When a student's unexcused absences have exceeded the number of class sessions per week, the instructor issues a written warning to the student with a copy forwarded to the Director of Advising, Transfer, and Student Pathway Planning.
- D. Religious observance: Students shall be allowed, whenever practicable, to make-up assignments, quizzes, or exams that are missed due to religious observances. It is the student's responsibility to contact each instructor and arrange for make-up assignments or examinations. The student is responsible for providing written notification to the instructor(s) within the first two weeks of the term and must identify the religious holiday(s) and the date(s). The written notification will be handed to the instructor(s) personally, understanding that such requests shall

be treated confidentially. Students will be limited to no more than two absences per term for religious observance.

- E. A student who thinks this policy is being applied unfairly may file a complaint following the Complaint Process for Students.

XV. FINAL EXAMINATION POLICY

The Final Examination Policy as stated in the Faculty Handbook is as follows: A final examination week is maintained apart from the designated weeks of instruction and some form of final evaluation must occur during the designated final examination week. An exemption may be granted when the department chairperson decides it is warranted. The individual instructor, however, is responsible for the scope, format, and appropriateness of the final evaluation. The final exam may not count more than 40%, nor less than 10%, of the final grade. The Final Examination Schedule is available on the college website at www.carrollcc.edu/examweek. It should be consulted as the student determines his/her course schedule if the student wishes to plan for examinations which are spaced evenly throughout the examination week. Students who do not report for the final examination and do not contact the instructor within 24 hours will be given a failing grade for the examination.

XVI. GRADUATION REQUIREMENTS

Requirements for the Associate of Arts, Associate of Fine Arts, Associate of Sciences, and Associate of Applied Sciences Degrees

1. Complete at least 60 term-hour credits;
2. Complete a given curriculum as set forth by the College;
3. Complete 15 credits at Carroll Community College;
4. Complete not less than 30 credits of General Education courses, the prerequisites for which are exemption from or completion of Reading; (Associate of Arts)
5. Complete not less than 28 credits of General Education courses, the prerequisites for which are exemption from or completion of Reading, for the Associate of Science;
6. Complete at least 18 credits of General Education courses. The prerequisite for each of these courses is exemption from or completion of Reading; (Associate of Applied Science; Associate of Fine Arts)
7. Achieve a cumulative grade point average of 2.000 ("C" average);
8. File application with the Records Office by May 1 for May graduation. For December graduation, apply by December 1. For August graduation, apply by August 1. Students who have questions about graduation requirements are urged to discuss them with an academic advisor;
9. Carroll Community College is committed to improving the learning experience or all students. As a result, we will need the assistance of the students. Graduation candidates will be required to complete student learning outcomes assessments outlined in the Carroll Community College comprehensive assessment plan prior to the date of graduation. Students will be made aware of any assessments that are required. The results of these assessments will NOT be included on the student's academic record.
10. Complete a three credit course designated as a Diversity/World View course (marked with ☞)

Requirements for the Associate of Science in Engineering Degree

To be eligible for an Associate of Science in Engineering degree, a student must meet the following requirements:

1. Complete at least the minimum number of credits as specified by the program;
2. Complete the curriculum as set forth by the College;
3. Complete 30 credits at Carroll Community College;
4. Complete not less than 30 credits of General Education courses, the prerequisites for which is exemption from or completion of Reading; Candidates for the Associate of Science in Engineering degree are required to take ENGL-101. Another General Education course may be substituted for ENGL-102. A course from the Emerging Issues category of General Education courses is not required;
5. Achieve a cumulative grade point average of 2.500 ("C" average);
6. Earn at least a "C" grade in all physics, chemistry, math, computer science, and engineering courses;

7. File an application with the Records Office by May 1 for May graduation (by March 1 to attend the ceremony). For December graduation, apply by December 1. For August graduation, apply by August 1. Students who have questions about graduation requirements are urged to discuss them with an academic advisor;
8. Carroll Community College is committed to improving the learning experience for all students. As a result, we will need the assistance of the students. Graduation candidates may be required to complete student learning outcomes assessments outlined in the Carroll Community College comprehensive assessment plan prior to the date of graduation. Students will be made aware of any assessments that are required. The results of these assessments will NOT be included on the student's academic record.
9. Complete a three credit course designated as a Diversity/World View course (marked with ☞)

Requirements for the Associate of Arts in Teaching Degree

1. Complete the minimum number of credits as specified by the program;
2. Complete the curriculum as set forth by the College;
3. Complete 15 credits at Carroll Community College;
4. Complete not less than 30 credits of General Education courses, the prerequisites for which are exemption from or completion of Reading;
5. Achieve a cumulative grade point average of 2.750;
6. Achieve a passing score on the Praxis Core exam or qualifying scores on the SAT, ACT, or GRE as determined by the Maryland State Department of Education. Students are encouraged to take the Praxis Core at the completion of 24 credits. It is the student's responsibility to ensure that official, qualified test scores are sent to the Records Office at Carroll Community College;
7. File application with the Records Office by May 1 for May graduation. For December graduation, apply by December 1. For August graduation, apply by August 1. Students who have questions about graduation requirements are urged to discuss them with an academic advisor;
8. Carroll Community College is committed to improving the learning experience or all students. As a result, we will need the assistance of the students. Graduation candidates will be required to complete student learning outcomes assessments outlined in the Carroll Community College comprehensive assessment plan prior to the date of graduation. Students will be made aware of any assessments that are required. The results of these assessments will NOT be included on the student's academic record.
9. Complete a three credit course designated as a Diversity/World View course (marked with ☞)

GENERAL EDUCATION COURSES

Students who enroll in a degree program at Carroll Community College will complete a core of courses referred to as General Education. This course distribution is intended to ensure that students have met the General Education Learning Goals. These General Education courses are transferable to all two and four year public institutions (and many private institutions) in Maryland and are guaranteed so in the Maryland State Transfer Policies (see page 240).

Students are expected to be familiar with computers and to use technology within their courses. Students are encouraged to complete CIS-101, Introduction to Computer Information Systems, to gain these skills.

****It is strongly recommended that all students complete both a mathematics and English course within their first 12 credit hours. To ensure maximum success, mathematics and English courses should be taken during consecutive terms until the sequence is completed. All degree seeking students must complete their English and mathematics General Education courses by completion of their first 24 credit hours or registration will be blocked.**

****English Composition and Literature***(choose 2 courses, 6 credits)*

- ENGL-101 College Writing 1 (Composition) and
ENGL-102 Writing About Literature (Literature) ☞

Biological and Physical Sciences*(choose 2 courses, 1 of which must be a lab course, 7-8 credits)**Content of BIOL-100 and BIOL-101 is similar; this combination will not fulfill the Science requirement*

- BIOL-100 General Biology
BIOL-101 Fundamentals of Biology 1
BIOL-102 Fundamentals of Biology 2
BIOL-105 Human Biology
BIOL-107 Introduction to Evolution (no lab)
BIOL-210 Human Anatomy and Physiology 1
CHEM-101 Introductory Chemistry
CHEM-105 Principles of General Chemistry 1
CHEM-106 Principles of General Chemistry 2
FSCI-210 Forensic Science (no lab)
GEOSC-100 Earth and Space Science
GEOSC-103 Environmental Stability (no lab)
GEOSC-105 Oceanography
GEOSC-110 Physical Geography
GEOSC-121 Physical Geology
GEOSC-123 Historical Geology
GEOSC-201 Meteorology
GEOSC-210 Astronomy: Introduction to the Cosmos
PHSC-100 General Physical Science
PHYS-101 Fundamentals of Physics 1
PHYS-102 Fundamentals of Physics 2
PHYS-111 Physics 1 for Scientists and Engineers
PHYS-212 Physics 2 for Scientists and Engineers

Arts and Humanities*(choose 2 courses from 2 different areas, 6 credits)***Fine and Performing Arts Area**

- ART-125 Art Appreciation ☞
ART-135 History of Art 1 ☞
ART-136 History of Art 2 ☞
COMM-120 Introduction to Film ☞
FPA-101 Introduction to the Arts ☞
MUSIC-101 Music Appreciation
MUSIC-102 The History of Rock and Roll
MUSIC-103 History of Classical Music
MUSIC-104 World Music ☞
MUSIC-105 Fundamentals of Music
MUSIC-106 History of Jazz
MUSIC-110 Theory of Music 1
THTR-101 Theatre Appreciation ☞
THTR-110 Acting for Non-Majors
THTR-137 Script Analysis

Humanities Area

- ENGL-102 Writing About Literature** ☞
ENGL-201 Classic World Writers ☞
ENGL-202 Modern World Writers ☞
ENGL-205 Southern Writers ☞
ENGL-211 Introduction to American Literature ☞
ENGL-225 Classical Mythology
ENGL-240 British Literature since 1798
HIST-101 Western Civilization 1
HIST-102 Western Civilization 2
HIST-105 History of U.S. to 1876
HIST-106 History of U.S. from 1876
HIST-130 Latin American History ☞
PHIL-101 Introduction to Philosophy
PHIL-105 Ethics ☞
PHIL-120 World Philosophy ☞

Languages and Communication Area

- COMM-105 Introduction to Speech Communication
FREN-102 Elementary French 2 ☞
FREN-201 Intermediate French 1
FREN-202 Intermediate French 2
GERM-102 Elementary German 2 ☞
GERM-201 Intermediate German 1

- GERM-202 Intermediate German 2
SPAN-102 Elementary Spanish 2 ☞
SPAN-201 Intermediate Spanish 1
SPAN-202 Intermediate Spanish 2

ENGL-102 may count as a Humanities General Education course in programs that do not require six credit hours for the Composition and Literature requirement.Mathematics***(choose 1 course, 3-5 credits)*

- MATH-111 Fundamentals of Geometry and Measurement
MATH-115 Introduction to Statistical Methods
MATH-121 Introduction to College Mathematics
MATH-123 Precalculus, Part 1
MATH-124 Precalculus, Part 2
MATH-130 Precalculus
MATH-132 Applied Calculus
MATH-135 Calculus of a Single Variable 1

Social and Behavioral Sciences*(choose 2 courses from 2 different disciplines, 6 credits)*

- ANTH-101 Introduction to Cultural Anthropology ☞
ANTH-201 Anthropology of American Culture ☞
CRIM-101 Introduction to Criminal Justice System
CRIM-105 Criminology
ECON-100 Principles of Micro Economics
ECON-102 Principles of Macro Economics
ENGR-100 Introduction to Engineering: Professional, Social, Ethical Dimensions ☞
GEOG-105 Human Geography ☞
GEOG-201 Regional Geography and Global Awareness ☞
PSLS-100 American Government
PSYC-101 General Psychology
PSYC-211 Human Development through the Life Span
SOC-101 Introduction to Sociology ☞
SOC-110 Social Problems ☞

Emerging Issues*(choose 1 course, 3 credits)*

- DVTY-115 Diversity in the US: Living in a Multicultural Society
FN-100 Personal Finance
HLTH-101 The Science and Theory of Health and Wellness
HLTH-201 Women's Health
PHED-101 Lifetime Fitness and Wellness
SOC-125 Introduction to Aging Studies

*☞ Indicates a Diversity/World View course;
3 credits required within a degree.*

Students are expected to be familiar with computers and to use technology within their courses. Students are encouraged to complete CIS-101, Introduction to Computer Information Systems.

XVII. CERTIFICATE REQUIREMENTS

A Certificate is awarded to students in certain designated occupational areas. To be eligible for a Certificate, the student must meet the following requirements:

- A. Complete the sequence of courses listed in the program.
- B. Have a minimum grade point average of 2.000 ("C" average) in the applicable courses.
- C. Take a minimum of 25% of the courses required in the certificate program at Carroll Community College.
- D. Any student expecting to receive the Certificate in May should file application with the Records Office by March 1; for December, apply by December 1; for August, apply by August 1.

XVIII. LETTER OF RECOGNITION REQUIREMENTS

A Letter of Recognition is awarded to students in certain designated occupational areas. To be eligible for a Letter, a student must meet the following:

- A. Complete the sequence of courses listed in the program.
- B. Have a minimum grade point average of 2.000 ("C" average) in the applicable courses.

- C. Take a minimum of 25% of the courses required in the program at Carroll Community College.
- D. Any student expecting to receive the Letter of Recognition should file an application for the Letter of Recognition with the Records Office in the term in which the student expects to complete the requirements.

XIX. MHEC DESIGNATED STATEWIDE AND HEALTH SHORTAGE PROGRAMS

Maryland Higher Education Commission
6 North Liberty Street, Baltimore, MD 21201
Phone: (410) 767-3300 | Toll Free: (800) 974-0203

Visit the Maryland Higher Education Commission website for information about Statewide programs: mhec.state.md.us/higherEd/HEPrograms.asp

SECTION TWO: RELEASE OF STUDENT RECORDS (Buckley Amendment)

Carroll Community College adheres to a policy of compliance with the Family Educational Rights and Privacy Act (Buckley Amendment) as amended. As such, it is the policy of the college (1) to permit students to inspect their education records, (2) to limit disclosure to others of personally identifiable information from education records without students' prior written consent, and (3) to provide students the opportunity to seek correction of their education records where appropriate.

Definitions

- A. "Student" means an individual who is or who has been enrolled at Carroll Community College.
- B. "Education records" include those records that contain information directly related to a student and that are maintained as official working files by the College. The following are not education records:
 1. records about students made by faculty and administrators for their own use and not shown to others;
 2. campus security records kept separate from the education records described above and not shown to others;
 3. employment records, except where a currently enrolled student is employed as a result of his/her status as a student;
 4. records of a physician, psychologist or other recognized professional or paraprofessional made or used only for treatment purposes and available only to persons providing treatment. However, these records may be reviewed by an appropriate professional of the student's choice;
 5. records that contain only information relating to a person's activities after that person is no longer enrolled at the College.
- C. "Personally Identifiable Information" includes but is not limited to the following types of information: (a) name; (b) address; (c) name of student's parents or other family members; (d) a personal identifier, such as Social Security Number, Student ID Number, or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, or mother's maiden name; (f) any other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances to identify the student with reasonable certainty; and (g) information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the educational record relates. The term "biometric records" is defined as a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual like fingerprints, voiceprints, handwriting, or facial characteristics.

Right of Access

Each student has a right of access to his/her education records. Carroll Community College informs students of their right of access under the Family Educational Rights and Privacy Act by publishing its policy in the College catalog.

Types and Locations of Education Records, Titles of Records Custodians

(Please note that all requests for access to records should be routed through the Registrar.)

- A. Admissions: Applications, transcripts from institutions previously attended, GED® results; Registrar, Records Office.
- B. Registration: All ongoing academic records; Registrar, Records Office.
- C. Departments: Miscellaneous records kept and vary with each department; Department/Division Chairpersons (check first with Registrar).
- D. Instruction and Student Learning: Miscellaneous records; Vice President, Academic and Student Affairs, Office of Academic Affairs.
- E. Title IX: Miscellaneous records; Title IX Coordinator, Office of the President.
- F. Testing Center: Placement test results; Registrar, Records Office.
- G. Advisors: Summaries of conversations with students; Director of Advising, Transfer, and Student Pathway Planning, Advising and Transfer Center.
- H. Financial Aid: Student Aid Reports, verification documents, award letters; Director of Financial Aid; Financial Aid Office.
- I. Student Accounts: All student accounts, records of students' financial charges; Executive Vice President of Administration, Administration Office.

Procedure to be followed:

Requests for access should be made in writing to the Registrar, c/o the Records Office. The College will comply with a request for access within a reasonable time, at least within 30 days. In the usual case, arrangements will be made for the student to read his or her records in the presence of a staff member. A student may obtain copies of his/her records by paying reproduction costs. The fee for copies is 10 cents per page. The College will not provide copies of any transcripts in the student's records other than the student's current College transcript. Official College transcripts (with College seal) will be provided at a higher charge as specified in the College catalog and schedule of courses (\$2.00/copy as of the 2016 fall term).

Limitations and Exclusions to Disclosure

It is the policy of the College to limit disclosure of personally identifiable information from education records unless it has the student's prior written consent, subject to the following limitations and exclusions.

- A. Directory Information: The following categories of information have been designated directory information:
 1. Name
 2. Dates of attendance
 3. Enrollment status (i.e. full-time or part-time),
 4. Major field of study
 5. Participation in College recognized activities and intramural sports
 6. Degrees and awards received
 7. Home town
- B. This information may be disclosed even in the absence of consent unless the student files written notice requesting the College not to disclose any or all of the categories. This notice must be filed annually to avoid possible automatic disclosure of directory information. The notice should be filed with the Registrar, c/o the Records Office.
- C. The College will give annual public notice to students of the categories of information designated as directory information.
- D. Directory information may appear in public documents and otherwise be disclosed without student consent unless the student objects as provided above.
- E. All requests for non-disclosure of directory information will be honored as reasonably as is possible.
- F. The College will use its best efforts to maintain the confidentiality of those categories of directory information that a student properly requests not be publicly disclosed. The College makes no guarantees, warranties or representations that directory information designated for non-disclosure will not appear in public documents.

Prior Consent will not be required for Disclosure of Education Records to the Following Parties:

- A. School officials of Carroll Community College who have been determined to have legitimate educational interests.
 1. A school official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff) who are or may be in a position to use the information in furtherance of a legitimate objective. Included in this definition is a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, collection agent and mental health provider). A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her responsibilities for the College.
 2. Current students and/or community members are considered "school officials" while serving on and performing their responsibilities as a member of an official College committee.
 3. "Legitimate educational interests" include those interests directly related to the academic environment.
- B. Officials of other schools in which a student seeks or intends to enroll or is enrolled. Upon request, and at his or her expense, the student will be provided with a copy of the records that have been transferred;
- C. Authorized representatives of the Comptroller General of the U.S., the Secretary of Education, and state and local educational authorities, but only in connection with the audit or evaluation of federally supported education programs, or in connection with the enforcement of or compliance with Federal legal requirements relating to these programs. Subject to controlling Federal law or prior consent, these officials will protect information received so as not to permit personal identification of students to outsiders and destroy such information when it is no longer needed for these purposes;
- D. Authorized persons and organizations that are given work in connection with a student's application for, or receipt of, financial aid, but only to the extent necessary for such purposes as determining eligibility, amount, conditions, and enforcement of terms and conditions;
- E. Organizations conducting educational studies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction. The studies shall be conducted so as not to permit personal identification of students to outsiders, and the information will be destroyed when no longer needed for these purposes;
- F. Accrediting organizations for purposes necessary to carry out their functions;
- G. Appropriate parties in connection with an emergency, where knowledge of the information is necessary to protect the health or safety of the student or other individuals;
- H. In response to a court order or subpoena, the College will make every effort to notify the student before complying with the court order or subpoena unless the disclosure is in compliance with a federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed or the disclosure is in compliance with any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.
- I. An alleged victim of any crime of violence, as that term is defined in Section 16 of Title 18 of the United States Code, of the results of any disciplinary proceeding conducted by the College against the alleged perpetrator of that crime with respect to that crime. The final results of the disciplinary proceeding shall include only the name of the student, the violation committed, and any sanction imposed by the College on that student. The name of any victim or witnesses may only be disclosed with prior written consent.
- J. Disclosures concerning sex offenders and other individuals

required to register under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994 and the information was provided to the educational agency or institution under 42 U.S.C. 14071 and applicable Federal guidelines.

Prior Consent Required

In all other cases, the College will not release personally identifiable information in education records or allow access to those records without prior consent of the student. Unless disclosure is to the student himself or herself, the consent must be written, signed, and dated, and must specify the records to be disclosed, the identity of the recipient, and the purpose of disclosure. A copy of the record disclosed will be provided to the student upon request and at his or her expense.

Record of Disclosures

The College will maintain with the student's education record a record for each request and each disclosure indicating all persons, agencies, or organizations which have requested or obtained access to a student's education records maintained by the College and indicating the legitimate interest such entity had in obtaining the records, except for the following:

- A. disclosures to the student himself or herself;
- B. disclosures pursuant to the written consent of the student (the written consent itself will suffice as a record);
- C. disclosures to instructional or administrative officials of the College.

Carroll Community College will provide students the opportunity to correct their education records.

- A. Request to Correct Records: A student who believes that information contained in his or her education records is inaccurate, misleading, or violation of privacy or other rights may submit a written request to the Registrar specifying the document(s) being challenged and the basis for the complaint. The request will be sent to the person responsible for any amendments to the record in question. Within a reasonable period of time of receipt of the request, the College will decide whether to amend the records in accordance with the request. If the decision is to refuse to amend, the student will be so notified and will be advised of the right to a hearing.
- B. Right to a Hearing: Upon request by a student, the College will provide an opportunity for a hearing to challenge the content of the student's records. A request for a hearing should be in writing and submitted to the Senior Director of Enrollment development. Within a reasonable time of receipt of the request, the student will be notified in writing of the date, place, and time reasonably in advance of the hearing.
 1. Conduct of the Hearing: The hearing will be conducted by a College official who does not have a direct interest in the outcome. The student will have a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his or her choice at his or her own expense.
 2. Decision: Within a reasonable period of time after the conclusion of the hearing, the College will notify the student in writing of its decision. The decision will be based solely upon evidence presented at the hearing and will include a summary of the evidence and the reasons for the decision. If the College decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the College will amend the records accordingly.
 3. Right to Place an Explanation in the Records: If, as a result of the hearing, the College decides that the information is not inaccurate, misleading, or otherwise in violation of the student's rights, the College will inform the student of the right to place in his or her record a statement commenting on the information and/or explaining any reasons for disagreeing with the College's decision. Any such explanation will be kept as part of the student's record as long as the contested portion of the record is disclosed.

Right to File Complaint

A student alleging College noncompliance with the Family Educational Rights and Privacy Act may file a written complaint with the Family Policy Compliance Office, Department of Education, Switzer Building, 400 Maryland Avenue, S.W., Washington, D.C. 20202-5901.

SECTION THREE: MARYLAND HIGHER EDUCATION COMMISSION CODE OF MARYLAND REGULATIONS: GENERAL EDUCATION AND TRANSFER

Reverse Transfer and Graduation

Maryland educators are working to encourage students to complete degrees. Students who transfer prior to completing a Carroll degree may send back credits to complete outstanding requirements. The Carroll transcript request form has space to indicate interest in this program, authorize Carroll staff to request the student's transfer college transcript in a future term, and apply to graduate with a Carroll degree. See the Records Office for assistance.

General Education and Transfer

COMAR Title 13B

Subtitle 06 GENERAL EDUCATION AND TRANSFER

Chapter 01 Public Institutions of Higher Education

Authority: Education Article, (11-201 - 11-206, Annotated Code of Maryland)

.01 Scope and Applicability.

This chapter applies only to public institutions of higher education.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

- (1) A.A. degree means the Associate of Arts degree.
- (2) A.A.S. degree means the Associate of Applied Sciences degree.
- (3) 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 Science degree.
- (7) "A.S.E. degree" means the Associate of Science in Engineering degree.
- (8) "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.
- (9) "Cumulative grade point average" means the average of grades received for completed coursework at all institutions attended.
- (10) English composition courses means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.
- (11) "General education" means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.
- (12) "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.
- (13) "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life.
- (14) "Mathematics" means courses that provide students with numerical, analytical, statistical, and problem-solving skills.

- (15) "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.
- (16) "Parallel program" means the program of study or courses at one institution of higher education which has comparable objectives as those at another higher education institution, for example, a transfer program in psychology in a community college is definable as a parallel program to a baccalaureate psychology program at a 4-year institution of higher education.
- (17) "Receiving institution" means the institution of higher education at which a transfer student currently desires to enroll.
- (18) "Recommended transfer program" means a planned program of courses, both general education and courses in the major, taken at a community college, which is applicable to a baccalaureate program at a receiving institution, and ordinarily the first 2 years of the baccalaureate degree.
- (19) "Reverse transfer agreement" means a statewide agreement whereby up to 45 credits that a student earns at any public four-year 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.
- (20) "Sending institution" means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.
- (21) "Social and behavioral sciences" means courses that are concerned with the examination of society and the relationships among individuals within a society.
- (22) "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 and Programs.

- (1) A student attending a public institution who has completed an Associate's degree may not be denied direct transfer to another public institution if the student attained a cumulative grade point average of at least 2.0 on a 4.0 scale or its equivalent in parallel courses, provided there is space available and, where applicable, the student has met any additional program admission requirements. The receiving institution shall publish application and admission data from the most recent admission cycle on the institution's website.
 - (a) If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be:
 - i. Based on criteria developed and published by the receiving public institution; and
 - ii. Made to provide fair and equal treatment for native and transfer students.
 - (b) A receiving public institution may require higher performance standards for admission to some programs if the standards and criteria for admission to the program:
 - i. Are developed and published by the receiving public institution; and
 - ii. Maintain fair and equal treatment for native and transfer students.
 - (c) If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, admission decisions shall be:
 - i. Based on criteria developed and published by the receiving public institution; and
 - ii. Made to provide fair and equal treatment for native and transfer students.
- (2) A student attending a public institution who has not completed an Associate's degree or who has completed fewer than 56 semester hours of credit, is eligible to transfer to a public institution regardless of the number of credit hours earned if the student:

- (a) Satisfied the admission criteria of the receiving public institution as a high school senior; and
 - (b) Attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent, and
 - (c) Where applicable, the student has met any additional program admission requirements.
- (3) A student attending a public institution who did not satisfy the admission criteria of a receiving public institution as a high school senior, but who has earned sufficient credits at a public institution to be classified by the receiving public institution as a sophomore, shall meet the stated admission criteria developed and published by the receiving public institution for transfer.
- B. 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 that 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) and aligned with the Middle States Commission on Higher Education Standards for Accreditation.
- B. Each core course used to satisfy the distribution requirements of paragraph (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 paragraph (A) of this regulation, a public institution may include up to 8 semester hours in coursework outside the five areas-examples include, but are not limited to health, diversity, and computer literacy. These courses may:
 - (a) Be integrated into other general education courses or may be presented as separate courses; and
 - (b) Include courses that:
 - (i) Provide an interdisciplinary examination of issues across the five areas, or
 - (ii) Address other categories of knowledge, skills, and values that lie outside of the five areas.
 - (2) Public institutions may not include the courses in this section in a general education program unless they provide academic content and rigor equivalent to the areas in paragraph (A)(1) of this regulation.
- E. General education programs leading to the A.A.S. or A.F.A. 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. or A.F.A. degree shall include at least one 3-semester-hour course from each of the five areas listed in ((A)(1) of this regulation.
 - F. A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.
 - G. A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.
 - H. Composition and literature courses may be placed in the arts and humanities area if literature is included as part of the content of the course.
 - I. Public institutions may not include physical education skills courses as part of the general education requirements.
 - J. General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.
 - K. Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting general education requirements.
 - L. Public institutions shall incorporate general education knowledge and skills required by the Middle States Commission on Higher Education Standards for Accreditation.
 - M. Notwithstanding paragraph (A)(1) of this regulation, a public 4-year institution may require 48 semester hours of required core courses if courses upon which the institutions curriculum is based carry 4 semester hours.
 - N. Public institutions shall develop systems to ensure that courses approved for inclusion on the list of general education courses are designed and assessed to comply with the requirements of this chapter.

.04 Transfer of General Education Credit.

- A. A student transferring to one public institution from another public institution shall receive general education credit for work completed at the students sending institution as provided by this chapter.
- B. A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.
- C. Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.
- D. The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation .03 of this chapter at a public institution for any general education courses successfully completed at the sending institution.
- E. Except as provided in Regulation .03M of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more

than 10-18 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.

- F. A Maryland community college will accept 28 - 36 credits of general education as defined in COMAR 13b .06.01.03C 1-5 as completion of the general education requirements at the Community College, without further review or the need for a course-by-course match.
- G. All public institutions 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.
- H. A.A.S. and A.F.A. Degrees.
 - (1) While there may be variance in the numbers of hours of general education required for A.A., A.S., A.A.S. and A.F.A. degrees at a given institution, the courses identified as meeting general education requirements for all degrees shall come from the same general education course list and exclude technical or career courses.
 - (2) An A.A.S. or A.F.A. student who transfers into a receiving institution with fewer than the total number of general education credits designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in Regulation .03M of this chapter, the total general education credits for baccalaureate degree-granting public receiving institutions may not exceed 46 semester hours.
- I. Student Responsibilities. A student is held:
 - (1) Accountable for the loss of credits that:
 - (a) Result from changes in the students selection of the major program of study,
 - (b) Were earned for remedial course work, or
 - (c) Exceed the total course credits accepted in transfer as allowed by this chapter; and
 - (2) Responsible for meeting all requirements of the academic program of the receiving institution.

.05 Transfer of Other Credit.

- A. Transfer to Another Public Institution.
 - (1) 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.
 - (2) A student earning an A.A.S. or A.F.A. degree will have his/her credits evaluated in a manner that maximizes the transfer of articulated and elective credit.
 - (3) 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.
 - (4) 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.
 - (5) If the Community College has a request and signed waiver from the student for Reverse Transfer, the 4 year institution must provide an official electronic transcript to the Community College at the College's request with no charge

to the student or institution.

- B. Unless otherwise specified in an articulation agreement, credit earned in or transferred from a community college is limited to:
 - (1) 1/2 the baccalaureate degree program requirement, but may not be more than 70 semester hours; and,
 - (2) The equivalent of the first half of the undergraduate education experience.
 - C. Nontraditional Credit.
 - (1) The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the State minimum requirements.
 - (2) Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis 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, including course credit awarded by articulation with Maryland public secondary schools;
 - i. To facilitate the transfer of credits, articulation agreements should be developed in collaboration with all public institutions.
 - (c) Credit awarded for clinical practice or cooperative education experiences;
 - (d) Credit awarded for life and work experiences; and
 - (e) Credit awarded for military training, coursework, and education.
 - (3) The basis for the awarding of the credit shall be indicated on the student's transcript by the receiving institution.
 - (4) The receiving institution shall inform a transfer student of the procedures for validation of course work for which there is no clear equivalency. Examples of validation procedures include ACE recommendations, portfolio assessment, credit through challenge, examinations, and satisfactory completion of the next course in sequence in the academic area.
 - (5) The receiving baccalaureate degree-granting institution shall use validation procedures when a transferring student successfully completes a course at the lower division level that the receiving institution offers at the upper division level. The validated credits earned for the course shall be substituted for the upper division course.
- D. Program Articulation.
 - (1) Recommended transfer programs shall be developed through consultation between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan for seamless transfer. These programs constitute freshman/sophomore level course work to be taken at the community college in fulfillment of the receiving institutions lower division course work requirement.
 - (2) Recommended transfer programs in effect at the time that this regulation takes effect, which conform to this chapter, may be retained.
- #### **.06 Academic Success and General Well-Being of Transfer Students.**
- A. Sending Institutions.
 - (1) Community colleges shall encourage their students to complete the associate degree 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 at 4-year colleges;

- (b) Transmit information about transfer students who are capable of honors work or independent study to the receiving institution; and
- (c) Promptly supply the receiving institution with all the required documents if the student has met all financial and other obligations of the sending institution for transfer.

B. Receiving Institutions.

- (1) Admission requirements and curriculum prerequisites shall be stated explicitly in institutional publications.
- (2) A receiving institution shall admit transfer students from newly established public colleges that are functioning with the approval of the Maryland Higher Education Commission on the same basis as applicants from regionally accredited colleges.
- (3) A receiving institution shall evaluate the transcript of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results 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 students 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.

.07 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.

.08 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 are to be representative of the public four-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.

.09 Appeal Process.

- A. Notice of Denial of Transfer Credit by a Receiving Institution.
 - (1) Except as provided in (A)(2) of this regulation, a receiving institution shall inform a transfer student in writing of the denial of transfer credit not later than mid-semester of the transfer students 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 students 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 paragraph (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 institutions 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 writing decision in paragraph (C) (2) of this regulation constitutes the receiving institutions final decision and is not subject to appeal.

D. Appeal to Sending Institution.

- (1) If a student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on the student's behalf by contacting the transfer coordinator of the sending institution.
- (2) A student shall make an appeal to the sending institution within 10 working days of having received the decision of the receiving institution.

E. Consultation between Sending and Receiving Institutions.

- (1) Representatives of the two institutions shall have 15 working days to resolve the issues involved in an appeal.
- (2) As a result of a consultation in this section, the receiving institution may affirm, modify, or reverse its earlier decision.
- (3) The receiving institution shall inform a student in writing of the result of the consultation.
- (4) The decision arising out of a consultation constitutes the final decision of the receiving institution and is not subject to appeal.

.10 Periodic Review.

A. Report by Receiving Institution.

- (1) A receiving institution shall report annually the progress of students who transfer from 2-year and 4-year institutions within the State to each community college and to the Secretary of the Maryland Higher Education Commission.
- (2) An annual report shall include ongoing reports on the subsequent academic success of enrolled transfer students, including graduation rates, by major subject areas.
- (3) A receiving institution shall include in the reports comparable information on the progress of native students.

- B. Transfer Coordinator. A public institution of higher education shall designate a transfer coordinator, who serves as a resource person to transfer students at either the sending or receiving campus. The transfer coordinator is responsible for overseeing the application of the policies and procedures outlined in this chapter and interpreting transfer policies to the individual student and to the institution.

- C. The Maryland Higher Education Commission shall establish a permanent Student Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed. The Student Transfer Advisory Committee shall address issues of interpretation and implementation of this chapter.

.11 Exemption from Payment of Nonresident Tuition for Certain Armed Forces Personnel, Spouses, Dependents and Veterans

- A. An individual who is an active duty member of the United States Armed Forces, the spouse of an active duty member of the

United States Armed Forces or a financially dependent child of an active duty member of the United States Armed Forces who registers as an entering student in a public institution of higher education in the State is exempt from paying nonresident tuition at the institution if the active duty member of the United States Armed Forces is stationed in this State, resides in this State or is domiciled in this State.

- B. A spouse or financially dependent child of an active duty member of the United States Armed forces who enrolls as an entering student in a public institution of higher education in the State and is exempt from paying nonresident tuition under section A. of this regulation shall continue to be exempt from paying nonresident tuition if the active duty member of the United States Armed Forces no longer meets the requirements of section A. of this regulation and the spouse or financially dependent child remains continuously enrolled at the institution.
- C. An honorably discharged veteran of the United States Armed Forces who registers as an entering student in a public institution of higher education in the State is exempt from paying nonresident tuition at the institution if, within one year after the veterans discharge, the veteran presents the institution with documentation evidencing that the veteran attended a public or private secondary school in this State for at least three years and that the veteran graduated from a public or private secondary school in this State or received the equivalent of a high school diploma in this State.

SECTION FOUR: GENERAL EDUCATION LEARNING GOALS ACROSS THE CURRICULUM

Mission

The General Education Program at Carroll Community College introduces students to the fundamental knowledge, skills, and values essential to the further exploration of academic disciplines; encourages intellectual curiosity and the pursuit of life-long learning; and fosters personal and social responsibility in a diverse, complex, and changing world.

General Education Learning Goals

The General Education Learning Goals should be interpreted within the context of the College's Mission, Vision, and Values. As such, the Learning Goals encourage students to value diversity, including but not limited to race, ethnicity, religious or sexual preference; cultivate global awareness; and explore new ways of thinking and learning.

Carroll's General Education Learning Goals are achieved through completion of the general education core course requirements combined with further coursework in programs and majors and in concert with engaging and innovative academic and co-curricular experiences. In meeting the General Education Learning Goals, students will gain fundamental skills and core knowledge considered basic to all college-level work.

1. Communication

Students will communicate effectively in writing and in speech, and interpret the written and oral expression of others. Toward attaining this goal, students will:

- Assess and address a specific audience to accomplish a goal
- Craft an arguable thesis statement and support it with evidence
- Explore and respond to differing perspectives
- Use standard English in academic and professional settings

2. Critical Thinking

Students will practice analytical and evaluative thinking with a view toward continuous improvement. Toward attaining this goal, students will:

- Independently identify problems and pose questions
- Gather, read, evaluate, and integrate relevant information
- Explore alternative perspectives and their implications
- Draw well-reasoned conclusions

3. Quantitative and Scientific Reasoning

Students will apply mathematical and scientific concepts and theories to identify and analyze problem solving situations. Toward attaining this

goal, students will:

- Apply models and methods to define, represent, and solve mathematical and scientific problems
- Make observations, identify problems, formulate questions and hypotheses
- Collect and interpret data in order to draw valid conclusions and identify logical relationships
- Distinguish scientific arguments from non-scientific arguments

4. Information & Technology Literacy

Students will research, create, and communicate information through appropriate technology or media. Toward attaining this goal, students will:

- Select appropriate search methods for gathering information
- Evaluate the authority, reliability, accuracy, and currency of information sources
- Demonstrate an awareness of the ethical, legal, and cultural issues and responsibilities in the uses of information and technology
- Design, develop, and produce media that effectively communicate information and ideas

5. Creativity

Students will explore and appreciate the creative processes that shape the human experience. Toward attaining this goal, students will:

- Appreciate creative expression as a reflection of culture and history
- Identify how creative processes lead to discovery and innovation
- Define and analyze stylistic nuances in artistic forms
- Examine a significant work of art or great idea and its cultural influence

6. Global Awareness

Students will acknowledge and comprehend the beliefs, behaviors, and values of diverse populations within a global environment. Toward attaining this goal, students will:

- Analyze and evaluate the significance of cultures and societies from a variety of perspectives
- Explain the impact of economic, political, and technological changes on diverse cultures
- Examine the interdependence of humanity
- Appreciate the commonalities and the differences among world cultures

7. Personal Development and Social Responsibility

Students will recognize and engage in personal and social behaviors responsible for the wellness of self and community. Toward attaining this goal, students will:

- Develop a framework for ethical decision making and personal responsibility
- Examine how personal behaviors affect self and others
- Collaborate with others to achieve a common goal
- Participate in and reflect on personal learning experiences

SECTION FIVE: ACCEPTABLE USE POLICY TECHNOLOGY RESOURCES

Access to Carroll Community College's computing facilities, telecommunications and network services, internet, social media platforms/accounts, servers, equipment, software, applications, information resources, printing and scanning (collectively, "technology resources") is a privilege provided to all college users (students, faculty, staff, community users). Use of technology resources must comply with the College's Standards for Acceptable Use of Technology Resources as well as all local, state, and federal laws relating to copyright, security, harassment and other statutes regarding electronic media. Access to information technology resources may be revoked if misused, abused, or if the College's policies are violated by the user. Abuse of these privileges will result in appropriate disciplinary or legal action.

(Approved, Board of Trustees, May 19, 2010)

(Revision Approved, Board of Trustees, December 17, 2014)

Standards for Acceptable Use of Technology Resources

The following standards apply to anyone using College property and facilities including but not limited to computing facilities, telecommunications and network services, internet, social media

platforms/accounts, servers, equipment, software, applications, information resources, printing and scanning (collectively, “technology resources”)

Users of technology resources must conform to the College’s Standards of Student Conduct, College Regulations and Policies, as stated in the College catalog, all applicable College policies, and all local, state, and federal laws relating to copyright, security, harassment and other statutes regarding electronic media.

Carroll Community College’s technology resources are to be used for College related activities. The right to use the college’s technology resources can be revoked if misused, abused, or if this policy is violated by the user. Abuse of these privileges will result in appropriate disciplinary or legal action whether the misuse occurs on or off campus. Because information on electronic networks appears, disappears, and changes without notice, it is impossible to control all materials. Carroll Community College is not responsible for the accuracy or quality of the information obtained via information systems or the Internet. Since it is impossible to anticipate every possible violation, it is incumbent upon the user to weigh his/her actions against the purpose and examples provided in this document and to know what constitutes a violation. The following list of violations is by way of illustration only and intended to provide a framework for activities that fall into the category of unacceptable use. Violations include, but are not limited to:

- Using college resources for personal commercial purposes or financial or other gain, or for partisan political purposes, such as using electronic mail to circulate advertising for products or political candidates;
- Endorsing, on behalf of the college, any product, service or organization except in accordance with legitimate college purposes, including course-related activities;
- Knowingly violating intellectual property rights, including Federal copyright law (including peer-to-peer file sharing), trademark, patent, trade secret or software licensing, such as pirating installing, copying, distributing, or using digital content such as software, music, text, images or video without appropriate license or as qualified under “Fair Use”. Using technology resources to obtain unauthorized access to records, data, or other forms of information owned, used, possessed by, or pertaining to the College or individuals;
- Transmitting confidential or proprietary information about the College, students, faculty, staff, alumni, and donors, including student information and/or academic records protected by FERPA, personally identifiable information (PII) about any current or former student, faculty, staff, and donor except in accordance with college responsibilities for legitimate college purposes;
- Engaging in any activity that might be purposefully harmful to systems or to any information stored thereon, such as creating or propagating viruses, disrupting services, damaging files or making unauthorized modification to college data. Knowingly sending or posting unsolicited and/or inappropriate mass email messages without proper authorization i.e. spam junk email, chain letter, pyramid schemes, or other commercial advertising;
- Impersonating another user or otherwise falsifying a user name in email;
- Downloading, storing, creating, transmitting, and/or displaying threatening, obscene (including material as defined in Title 11, Section 203 of the Criminal Law of Maryland Annotated Code*), pornographic, racist, sexist, or harassing material, including broadcasting unsolicited messages or repeatedly sending unwanted mail, unless legal and for the purposes of specifically meeting course learning objectives. Knowingly circumventing security software or hardware;
- Theft including identity theft of personal information or personal financial business, including credit card numbers and other information;
- Port scanning or security scanning unless prior approval has been granted;
- Executing any form of network monitoring which will intercept data not intended for your host, except in accordance with college responsibilities for legitimate college purposes;
- Share logins, usernames, or passwords

Acceptable use also includes making economical and wise use of limited and shared technology resources including the wireless network. Users of Carroll Community College’s technology resources should refrain from monopolizing systems, overloading networks, or excessive printing. Carroll Community College supports learning activities that adhere to high academic standards. Users are the first line of enforcement and should understand the consequences of their actions. Use of the College’s technology resources serves as an additional source for College-related communications. It should be noted that communications via the College’s information systems and/or the Internet including electronic mail (e-mail), are not secure or private, and there should be no expectation of privacy when utilizing College resources. The College reserves the right to monitor and record usage of technology resources at any time and to retrieve documents as deemed necessary. Violators of these standards are subject to disciplinary and/or legal action.

§110203. “Obscene” means:

- That the average adult applying contemporary community standards would find that the work, taken as a whole, appeals to the prurient interest;
- That the work depicts sexual conduct specified in subsection (b) of this section in a way that is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material;
- That the work, taken as a whole, lacks serious artistic, educational, literary, political, or scientific value.

Report violations immediately to the Director of IT, Room C169C.

The user agrees to indemnify and hold harmless Carroll Community, College, its Board of Trustees, and college employees from and against any claim, lawsuit, cause of action, damage judgment, loss, expense, or liability resulting from any claim, including reasonable attorney’s fees, arising out of or related to the use of the College’s hardware, software, and network facilities. This indemnity shall include without limitation, those claims based on trademark or service mark infringement, trade name infringement, copyright infringement, defamation, unlawful discrimination or harassment, rights of publicity, and invasion of privacy.

SECTION SIX: CODE OF INTEGRITY FOR ACADEMIC AND BEHAVIORAL STANDARDS

Mission and Purpose

An institution of higher learning can make its maximum contribution to society by upholding the highest standards of integrity, honesty, and ethical behavior among its students, faculty and staff. All individuals in the College community are expected to obey the law, show respect for one another and properly constituted authority, perform contractual obligations, maintain integrity and high standards in academic work, and observe a standard of conduct appropriate while at the College.

In response to this belief and ideal, Carroll Community College has adopted a Code of Integrity for Academic and Behavioral Standards (the Code) to foster and promote a sense of respect and consideration of others, and to uphold certain standards of academic honesty and social conduct. The Code adopts five fundamental values for Integrity as framed by the Center for Academic Integrity and embraced by more than 200 educational institutions nationwide. These five fundamental values are Honesty, Trust, Fairness, Respect, and Responsibility; and they serve as the foundation for understanding and abiding by the Code at Carroll Community College.

Honesty

The commitment to honesty is the core pursuit. Cheating, lying, fraud, theft, and other dishonest behaviors undermine the rights, welfare, and worth of the academic community. Honesty is expected of all members of the College community: students, faculty, staff, and administrators.

Trust

Consistent and reciprocal honesty creates trust among individuals. Faculty must provide clear expectations and evaluations of students’ work, and students must perform this work honestly and diligently.

Fairness

All members of the College have a right to be treated fairly. Fairness implies predictability, clear expectations, and a consistent application of policies and procedures. A violation by one member of the community affects the entire community and will not be tolerated.

Respect

All members of the College community must respect each other as individuals, as all are entitled to their beliefs, opinions, culture, traditions, and property. All members should take others' ideas seriously and recognize all as individuals. Rudeness, demeaning or disruptive behavior is the antithesis of respectful conduct.

Responsibility:

Each member of the College community must understand his/her role in creating institutional integrity. Upholding high standards of individual scholarship and conduct are pivotal to the learning environment.

Student Responsibilities

Students are responsible for meeting academic expectations, being on time, paying attention, participating in online and in-class discussions, listening to other points of view, being prepared, making thoughtful contributions, meeting academic deadlines, and performing to the best of their ability. It is expected that each student should discourage and seek to prevent academic dishonesty by others. This may be as simple as covering one's own answers during a test or as difficult as reporting a friend for cheating.

Faculty Responsibilities

It is the responsibility of faculty members to ensure the academic rigor of their courses; that the content of their courses is consistent with the description of the courses in the college catalog; make all reasonable efforts to deter academic dishonesty and report academic dishonesty when it occurs. Faculty should provide clear expectations, give full and honest feedback; value and encourage student aspirations and goals.

Institutional Responsibilities

It is the responsibility of all members of the College community to uphold the integrity of the learning environment and to take action against those who violate the Code. Representatives of the College (administrators, staff, and faculty) have the responsibility to provide an environment conducive to learning and fostering academic integrity, and to treat all individuals on campus with respect and in a manner consistent with the Code. They must also ensure that procedures for due process are provided for students alleged to have violated the Code, and for students who believe they have not been treated fairly. Regardless of the circumstances, members of an academic community must not tolerate or ignore misconduct or academic dishonesty.

Cultivating an academic environment that values individuals whose actions reflect integrity is both challenging and uplifting. Being a person of integrity requires demonstrating both small and large acts of courage on a daily basis. The personal value to believe in and act in ways that live up to a higher ideal is the cornerstone of academic responsibility. The tenet behind the Code is that the College is only as strong as the members who comprise its community, and each individual member must have a sense of community, personal integrity, and honesty.

Student Involvement

The Code places an emphasis on student involvement in its judicature. Within the Code, an Integrity Council has been established to function as both the judicial and legislative body which maintains the Code.

Student Rights

Students at Carroll Community College, regardless of race, color, religion, sex, national origin, age, disability, or sexual orientation have equal access to all services, programs, activities and facilities of the College as determined by their student status (Credit or Continuing Education). The College endorses the American Association of University Professors Joint Statement, Rights and Freedom of Students, (online at aaup.org/AAUP/pubsres/policydocs/contents) which makes it clear that students should have the right to freedom of expression and proper academic evaluation.

Students at Carroll are entitled to the following:

Protection of Freedom of Expression: Students should be free to take reasoned exception to the data or views offered in any course of study and reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study in which they enroll.

Protection against Improper Academic Evaluation: Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course.

Protection against Improper Disclosure: information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisors, and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

Honor Pledge

All credit students and continuing education students, as deemed appropriate, must sign a pledge to uphold the Code at Carroll Community College. The pledge reads: "I pledge on my personal honor to uphold and abide by the Code as long as I am enrolled at Carroll Community College." An instructor may ask that all major academic work submitted by students have an additional pledge that shall read: "I pledge that this work is entirely my own and I have neither given nor received any unauthorized help in its completion. In addition, I will adhere to campus policies and demonstrate behavior that does not disrupt the learning environment." The instructor may authorize students to sign an abbreviated pledge for certain work that is submitted. This abbreviated pledge, which symbolically represents the complete pledge, shall read: "Academic Honesty Pledge." Although students may refuse to sign a pledge, this refusal does not absolve students from abiding by the Code.

Criminal and Civil Laws

The Code does not deal with violations of criminal and civil laws. Students who violate criminal or civil laws while on campus, while attending College-sponsored or supervised functions, or while representing the College, will be subject to prosecution and punishment by the civil authorities. In addition, a student who violates the Code may be subject to College disciplinary proceedings.

Integrity Council

Students, faculty, and staff are asked to assume positions of responsibility within the College's disciplinary process in order that they might contribute their skills and insights to the resolution of cases brought before the Integrity Council. Final authority in disciplinary matters, however, is vested in the College administration and in the Board of Trustees.

The Integrity Council serves as the judicial body charged with the responsibility to determine whether an individual student or student group has violated the Code. A student who has allegedly violated the Code has the option to appear before the Integrity Council after following established protocol as outlined in this document. All Integrity Council proceedings are closed to the public. Formal rules of evidence shall not be applicable, nor shall deviations from prescribed procedures necessarily invalidate a decision or proceeding.

The Integrity Council has the responsibility to uphold the Code and make modifications to the implementation and administration of the Code. These revisions are sent to the Vice President of Academic and Student Affairs, the Vice President of Continuing Education and Training, and the Integrity and Judicial Affairs Advocate for approval. The Integrity Council meets regularly during the academic year to discuss procedures and issues related to the Code.

Membership

The membership of the Integrity Council shall include representation

from the following areas: students, faculty, continuing education, administration, academic affairs, student affairs, and planning, marketing and assessment.

Student Representatives: at the beginning of each academic year, five (5) student representatives, who have accumulated at least twelve (12) credits, and are in good academic standing, will be designated for the Integrity Council by the President of the Student Government Organization with advice and consent of the Student Government Organization Governance Board.

Faculty: before the beginning of each academic year, the Vice President of Academic and Student Affairs will designate two credit faculty members from each division.

Continuing Education: before the beginning of each academic year, the Vice President of Continuing Education and Training will designate two staff or faculty members.

Student Affairs: before the beginning of each academic year the Vice President of Academic and Student Affairs, in consultation with the Integrity and Judicial Affairs Advocate, will designate two staff members.

Administration; Planning, Marketing and Assessment; and Academic Affairs: before the beginning of each academic year, the Executive Vice President of Administration, the Vice President of Planning, Marketing and Assessment, and the Vice President of Academic and Student Affairs will designate two members total to represent these three respective areas.

Integrity Council Chairperson(s)

The Chairperson or Chairperson(s) of the Integrity Council will be appointed from the faculty, continuing education, academic affairs (non-teaching), or student affairs staff by the Vice President of Academic and Student Affairs, the Vice President of Continuing Education and Training with the concurrence of the Integrity and Judicial Affairs Advocate. It is the responsibility of one of the Co-Chairpersons to conduct the Integrity Council hearing. Both Co-Chairpersons may attend a hearing of the Integrity Council but only one Co-Chairperson will preside during the hearing. The Chairperson presiding during the hearing will vote only in the case of a tie. Responsibilities of the other attending Co-Chairperson will be to coordinate supporting functions of the hearing process.

Responsibilities of the Integrity Council

- hear cases regarding alleged violations of the Code.
- consider all viewpoints presented.
- decide on the merits of the charge(s) based on the evidence presented.
- render a decision relative to whether a violation(s) of the Code has occurred and recommend a sanction(s) as deemed necessary.
- maintain confidentiality.

THE CODE STANDARDS

Standards of Academic Honesty:

Academic honesty means using one's own thoughts and materials in writing papers, taking exams, and participating in other classroom-related activities. Academic honesty also includes the proper citation of sources of information. Students are expected to give full credit for the borrowed words and ideas of others. Intentional or unintentional use of another's works, or ideas without acknowledgement of the source (author) constitutes plagiarism. Likewise, a student found to have knowingly aided another student(s) in the commission of an act of academic dishonesty is considered equally responsible for violations of academic dishonesty. All credit courses are subject to the provisions of the Standards of Academic Honesty. In addition, these provisions are applicable to those continuing education courses for which continuing education units (CEU's) are awarded and require a final grade, or the demonstration of minimum skill accomplishment, or attendance.

Violations of academic honesty fall into four categories:

Cheating: Intentionally using or attempting to use unauthorized material,

information, or aids in any academic exercise.

Examples:

- dishonestly obtaining, using or possessing copies of an exam, or receiving information contained therein, even if it is from a different section of the same course.
- receiving any aid during the taking of an exam or quiz, such as looking on another student's paper, or using an unauthorized "cheat sheet", or stored information in a calculator's memory.
- allowing someone other than the student him/herself to take an exam. Submitting a research or term paper, or essay that was written by someone other than the student (including from a print service or an online/Internet provider)
- submitting the same work more than once for credit in a different course(s) without the instructor's permission.
- submitting a lab report that is a copy of a report prepared by another student. Students must adhere to the guidelines stated by the instructor in performing laboratory experiments and written reports. Unless otherwise noted by the instructor, students may work together on laboratory exercises and written reports, as long as each member of the group contributes to and understands the work completed.
- submitting an assignment that is a copy of the work completed by someone other than the student him/herself. Unless stipulated otherwise by the instructor, students may work together on homework assignments provided that the work is not copied verbatim and that all students involved understand the work completed.
- not following the instructions or adhering to restrictions specified by the take-home exams and quizzes, such as obtaining unauthorized assistance.

Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Examples:

- Altering actual data obtained in an experiment. The data recorded must be the actual data obtained while performing the exercise and cannot subsequently be changed, unless approved by the instructor.
- Making up a source to use as a citation in a paper.
- Resubmitting altered graded work for a grade reevaluation, unless the instructor is aware of the alterations.
- Faking an illness to avoid an exam or test.
- Willfully altering the laboratory work of another student and submitting it as one's own work.

Facilitation: Intentionally helping or attempting to help another student commit an act of academic dishonesty.

Examples:

- Giving another student one's homework so that it can be copied.
- Letting another student copy answers during an exam.
- Completing an exam in the name of another student.
- Giving exam information/answers to students in other sections of the same course, or to students who have not yet taken the exam.

Plagiarism: Representing the words or ideas of another as one's own in any academic exercise, whether intentionally or unintentionally.

Examples:

- From A Writer's Reference, 4th edition by Diana Hacker, 1999: "Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words."
- Merely rearranging words, substituting only a synonym, or closely following an author's sentence pattern would be considered plagiarism.
- Submitting another's project, written or otherwise, and passing it off as one's own.

Innocent behavior can sometimes appear suspicious and can attract unintended attention from an instructor. A student should take precautions to avoid the mere appearance of academic dishonesty while taking an exam or quiz.

For example:

- a student should not fidget during the exam and should keep his/her eyes fixed on his/her work and not look around toward other

students.

- a student should not talk to other students during an exam or quiz.
- a student should not wear a hat or sunglasses during the exam and should not rearrange clothing while taking an exam.
- a student should not take study notes, textbooks, cell phones, pagers, and unauthorized calculators to the test site; any personal belongings should be kept clearly out of sight.
- a student should not reach into his/her personal belongings without first asking for permission by the instructor.
- a student should avoid asking to use the bathroom during the exam; but if necessary, the exam should be given to the instructor before leaving the room.

Standards of Student Conduct:

Carroll Community College has a responsibility to clarify standards of behavior which are considered essential to its function as an education institution. Students are expected to obey the law, show respect for properly constituted authority, perform contractual obligations, and observe a standard of conduct appropriate for the College.

A student who violates criminal or civil laws while on campus, attending a College-sponsored or supervised function or representing the College will be subject to prosecution and punishment by the civil authorities. In addition, the student may be subject to disciplinary proceedings by the College.

The College reserves the right to take immediate action should the presence of the student on campus be considered a serious threat to the operation of the College or to the welfare of the College community.

Student groups and organizations may be charged with conduct violations. A student group or organization and its officers may be held collectively and individually responsible when violations by those associated with the group or organization have received the consent or encouragement of the group leaders or officers to violate the Standards of Student Conduct. The officers or leaders or any identifiable spokesperson for a student group or organization may be directed by the Integrity and Judicial Affairs Advocate to take appropriate action to prevent or end conduct violations by the group or organization. Failure to make reasonable efforts to comply with the Integrity and Judicial Affairs Advocate's directive shall be considered a violation of the Standards of Student Conduct.

Persons not enrolled officially in the College, who by their actions on campus violate their status as invited guests, are subject to the relevant sanctions of the Criminal Law Article of the Maryland Code. Although it is the intent of the College to leave disciplinary action with respect to off-campus offenses of students to civil authorities, if an off-campus offense poses a serious threat to the College community, the College reserves the right to take appropriate action. While on campus, prospective students shall adhere to the same standard of conduct as current students or be denied admission to the College.

Disciplinary action will be taken when any student or group of students:

1. fails to observe the general standards of conduct or any specific policy, rule, regulation or College procedure adopted by the College.
2. acts in a manner not in the best interest of the College community.

The following shall constitute unacceptable behavior on campus, off campus at College leased or owned facilities, while attending College sponsored activities or any activities which are initiated, authorized or supervised by Carroll Community College, or while representing the College, and subject offenders to disciplinary action:

Disruptive Behavior

1. Disrupting, obstructing or interfering with College or College sponsored activities including, but not limited to teaching, research, study, administration, cultural events, fire, police or emergency services or other College functions. An instructor

or Continuing Education and Training Director acting on behalf of an instructor has the right to dismiss a student from a class session for behavior that is disruptive to the teaching and learning processes. This instructor or director must refer the incident to the Integrity and Judicial Affairs Advocate, within twenty-four hours, and complete the document, Reporting a Violation of the Standards of Student Conduct, for appropriate and prompt action by the Integrity and Judicial Affairs Advocate.

A copy of the report will be given to the student by the Integrity and Judicial Affairs Advocate. A dismissed student will not be allowed to return to class until the conflict is resolved by the Integrity and Judicial Affairs Advocate, or Continuing Education and Training Director when applicable, or the instructor involved. The Integrity and Judicial Affairs Advocate's action will adhere to the procedures and protection contained in the American Association of University Professors Joint Statement (American Association of University Professors, Policy Documents and Reports, 10th ed., 206, online at aaup.org/AAUP/pubsres/policydocs/contents). It should be noted that several provisions of the Code of Maryland, Education Article, may also be applicable to a resolution of the situation, and might be invoked independently of any campus procedures. Note: The above cited procedures for classroom dismissal will take precedence over the procedures cited for other conduct violations.

1. Conducting or expressing one's self in a manner which is disorderly, lewd or obscene.
2. Intentionally and substantially interfering with the freedom of expression of others on College grounds or at College sponsored activities.
3. Improper behavior that offends, demeans, injures, or interferes with the ability of another individual to enjoy the right to fully participate in the life of the College.

Falsification of Information

1. Furnishing false information to the College or to members of the College community who are acting in the exercise of their official duties.
2. Forging, unauthorized altering, falsifying or unauthorized use of any College documents, records, keys or instruments of identification.

Failure to Comply

1. Failing to comply with the reasonable directions of authorized College officials, including campus security personnel, such as refusing to furnish identification or failure to leave College buildings or grounds after being requested to do so by an authorized employee of the College.
2. Knowingly violating the terms of any disciplinary sanction imposed in accordance with the Code.
3. Committing an act of academic dishonesty (previously described).

Gambling

1. Engaging in unauthorized activities and games of chance for money or other stakes.

Abuse of Facilities and Equipment

1. Entering or using College property without authorization.
2. Stealing or attempting to commit theft of College property, services, personal property of a member of the College community or campus visitor, or knowingly possessing such stolen property.
3. Using College facilities and/or equipment (including, but not limited to, the telephone system, mail system and computer system) without authorization, in a fraudulent manner, or for any illegal act.
4. Littering, damaging, defacing or destroying College property or property under its jurisdiction or the property of a member of the College community or campus visitor.
5. Violating fire or safety regulations, including the misuse or damage of fire safety equipment.
6. Using sound amplification equipment, system or device, except as provided by College regulations.

7. Committing theft or abuse of computer time, including, but not limited to the following: unauthorized entry into a file to use, read, copy, change or destroy the contents, or for any other purpose; unauthorized transfer of a file; use of computing facilities to send obscene or abusive messages; or use of the computing facilities to interfere with the normal operation of the College computing system.

Abuse of Drugs, Alcohol and Tobacco

1. Using, possessing, manufacturing, selling or distributing illegal or controlled drugs or substances, including alcohol.
2. Attending any College-sponsored activity while under the influence of alcohol or any controlled or intoxication substance, including inhalants.
3. Smoking, vaping, and/or the use of any tobacco products; refer to the Smoking and Tobacco Use Policy.

Assault and Harassment

1. Possessing and/or using of any “weapon”, i.e. object or substance designed to inflict a wound, cause injury, or incapacitate, including, but not limited to, all firearms, explosives, pellet guns, slingshots, martial arts devices, brass knuckles, knives, daggers, switchblades and chemicals. A harmless instrument designed to look like a firearm, explosive or weapon that is used by a person to cause reasonable apprehension of harm or to assault another person is expressly included within the meaning of weapon.
2. Intentionally or recklessly causing physical harm to any person on College grounds or at College sponsored activities, or intentionally or recklessly causing reasonable apprehension of such harm.
3. Engaging in any form of forcible or non-forcible sexual offense. (See College website for full College Policy)
4. Molesting, assaulting, physically and/or psychologically abusing, threatening, or harassing of any member of the College community or visitor to the College, or threatening or endangering the health or safety of any such person.
5. Committing acts of harassment that stigmatize or victimize an individual, except those acts that are constitutionally protected speech. In instances of alleged sexual harassment, the College’s Sexual Harassment Policy and Procedure takes precedence. (For further information, go to carrollcc.edu)

Reporting Violations of the Code

Because a violation of the Code is a violation against all the members of the College community, anyone who witnesses a violation committed by another should report the violation. Procedures for reporting a violation of the Code vary depending on the nature of the violation. A student facing a disciplinary charge(s) shall be granted due process in the form of the following rights.

Please note: A student who withdraws from the College or drops a course(s) prior to being formally charged with an alleged violation(s) of either the Standards of Student Conduct and/or Standards of Academic Honesty may still be subject to disciplinary action as determined by the Integrity and Judicial Affairs Advocate. Should the Advocate determine it necessary to proceed with disciplinary action against the accused student, the matter will be handled according to the following procedures. In addition, a student who is charged with an alleged violation of either the Standards of Student Conduct and/or Standards of Academic Honesty and then refuses to participate in the process as outlined below may be found responsible of any charge(s) placed against him or her and sanctioned accordingly.

Reporting a Violation of the Standards of Academic Honesty

A minor violation(s) of academic dishonesty may be handled by a faculty member and a sanction given without the faculty member completing the document, Reporting a Violation of the Standards of Academic Honesty, as long as the violation is not serious enough to make it impossible for the student to pass the course. Examples of sanctions include but are not limited to: giving a zero on a homework assignment or quiz, giving a lower grade on an assignment, or permitting a student to rewrite a paper with the understanding that the student would receive a lower grade.

If the violation would be serious enough as to make it impossible for the student to pass the course, then the faculty member is required to complete the document, Reporting a Violation of the Standards of Academic Honesty. The completion of this document provides the necessary documentation and allows for more formal and consistent review throughout the adjudication process. If a claim of academic dishonesty is alleged by a student against another student, the student alleging the violation must inform the faculty member. Once reported to the faculty member, it is the faculty member’s responsibility to investigate and determine whether a violation has occurred. If it is determined that a serious violation has occurred, the faculty member must complete the document, Reporting a Violation of the Standards of Academic Honesty. The following procedures are to be adhered to:

Initial Procedures

The faculty member speaks to the student alleged to have committed an act of academic dishonesty and one of the following actions will occur:

1. The faculty member determines that no serious violation of the Standards of Academic Honesty has occurred and no further action is taken.
2. The faculty member determines and can substantiate that a serious violation of the Standards of Academic Honesty has occurred. The faculty member completes the document, Reporting a Violation of the Standards of Academic Honesty, and one of the following actions will occur:
 - a. The student agrees that a violation has occurred. The faculty member provides a copy of the document to the student and immediately forwards a copy to the Integrity and Judicial Affairs Advocate for determination as to whether the incident is the first, second, or third violation of the Standards of Academic Honesty. If it is the first or second violation, the Integrity and Judicial Affairs Advocate determines the sanction(s). If it is the third violation, the student will be referred to the Integrity Council which will determine and recommend a sanction(s). The student will retain the right to appeal the sanction to the appropriate Vice President. The student will be notified in writing by the Integrity and Judicial Affairs Advocate regarding the violation and subsequent sanction(s).
 - b. The student does not agree that a violation has occurred and wishes to appeal to the Department Chair/Continuing Education and Training Director (hereby referred to as “Chair” and “Director”). The faculty member provides a copy of the document, Reporting a Violation of the Standards of Academic Honesty, to the student and immediately forwards a copy to the Chair/Director. The student is advised by the faculty member to prepare and submit a written rebuttal to the Chair/Director within five (5) working days. Upon receipt of the student’s rebuttal, the Chair/Director will contact the student within five (5) working days and arrange for a meeting.
3. The Chair/Director meets with the student regarding the alleged violation and one of the following actions will occur:
 - a. The Chair/Director determines that no serious violation of the Standards of Academic Honesty has occurred. The document, Reporting a Violation of the Standards of Academic Honesty, is nullified and returned to the Integrity and Judicial Affairs Advocate. No further action is taken.
 - b. The Chair/Director determines that a serious violation has occurred. The Chair/Director completes his/her portion of the document, Reporting a Violation of the Standards of Academic Honesty, and one of the following actions will occur:
 - i. The student agrees that a violation has occurred. The Chair/ Director provides a copy of the document to the student and immediately forwards a copy to the Integrity and Judicial Affairs Advocate for determination as to whether the incident is the first, second, or third violation of the Standards of Academic Honesty. If it is the first or second violation, the Integrity and Judicial Affairs Advocate determines the sanction(s). If it is the third violation, the student will be referred to the Integrity Council which will determine and

recommend a sanction(s). The student will retain the right to appeal the sanction to the appropriate Vice President. The student will be notified in writing by the Integrity and Judicial Affairs Advocate regarding the violation and subsequent sanction(s).

- ii. The student does not agree that a violation has occurred. The student is then informed by the Chair/Director that the alleged violation can be appealed to the Vice President of Academic and Student Affairs or Vice President of Continuing Education and Training, or to the Integrity Council (refer to Integrity Council Hearing Process).

*Appeal to the Vice President of Academic and Student Affairs or Vice President of Continuing Education and Training

The decision of the Vice President of Academic and Student Affairs or Vice President of Continuing Education and Training relative to the alleged violation of the Standards of Academic Honesty is final. The Chair/Director provides a copy of the document, Reporting a Violation of the Standards of Academic Honesty, to the student and immediately forwards a copy of the report and a copy of the student's rebuttal to the appropriate Vice President. The Vice President meets with the student regarding the alleged violation and one of the following actions will take place:

1. The Vice President determines that no serious violation has occurred. The document, Reporting a Violation of the Standards of Academic Honesty, is nullified and returned to the Integrity and Judicial Affairs Advocate. No further action is taken.
2. The Vice President determines that a serious violation has occurred. The Integrity and Judicial Affairs Advocate is contacted for determination as to whether the incident is the first, second, or third violation of the Standards of Academic Honesty. If it is the first or second violation, the Integrity and Judicial Affairs Advocate determines the sanction(s). If it is the third violation, the student will be referred to the Integrity Council which will determine and recommend a sanction(s). The student will retain the right to appeal the sanction to the appropriate Vice President. The student will be notified in writing by the Integrity and Judicial Affairs Advocate regarding the violation and subsequent sanction(s).

Reporting a Violation of the Standards of Student Conduct

An alleged student conduct violation may be reported by any member of the College community. To report a student conduct violation the document, Reporting a Violation of the Standards of Student Conduct, must be completed and submitted in a timely manner to the Integrity and Judicial Affairs Advocate who will promptly investigate the incident. Copies of this document are available in the Compliance Office, administrative offices, and on the portal for faculty and staff. An alleged violation of a criminal or civil law, however, should be reported immediately to the Office of the Executive Vice President of Administration.

The Integrity and Judicial Affairs Advocate may:
Dismiss the allegation(s) as being unfounded or irrelevant; or
Request a conference with the student within five (5) working days after receiving notice that the student may have committed a student conduct violation. After conferring with the student, the Integrity and Judicial Affairs Advocate may dismiss the allegation or proceed with disciplinary action. It is the responsibility of the Integrity and Judicial Affairs Advocate to identify the specific charge(s) that will be brought against the student(s) involved.

1. If the student fails to respond to the Integrity and Judicial Affairs Advocate's request for a meeting within the time frame established, the Advocate may institute any of the sanctions outlined in this document.
2. If the Integrity and Judicial Affairs Advocate finds sufficient cause to believe that a student has committed a serious conduct violation, the Advocate will proceed with disciplinary action against the student.
3. The student will be informed of the choice to have the conduct violation disposed of administratively by the Integrity and

Judicial Affairs Advocate, or via a hearing before the Integrity Council.

4. If the student consents to the administrative disposition of the conduct violation(s), the student shall sign a statement that he/she understands the violation(s), the waiver to request a hearing before the Integrity Council, the sanction(s) imposed, and his/her waiver of the right to appeal.
5. If the student refuses administrative disposition of the conduct violation(s), the student will be scheduled to appear before the Integrity Council. The Integrity Council has the responsibility to render a decision relative to whether a student has committed a conduct violation and to recommend the sanction(s). The student will retain the right to appeal the sanction only to the Vice President of Academic and Student Affairs or the Vice President of Continuing Education and Training. The Vice President retains the right to review the sanction(s) as recommended by the Integrity Council and if deemed necessary, may overrule the sanction(s). The Vice President may refuse to grant an appeal if the Vice President determines the accused student's request for an appeal is without substance. The decision of the Vice President is final.
6. All written correspondence will be sent by mail (special handling, delivery confirmation) and the timetable for response determined by the date the student receives the letter.

Emergency Disciplinary Procedure-Interim Suspension

If in the opinion of the Integrity and Judicial Affairs Advocate or Continuing Education and Training Director, and with the concurrence of the appropriate area vice president or their designee, the presence of the student on campus is considered to be an apparent immediate danger to the health or safety of members of the College community or the public, or involves serious disruption of normal College operations, the student may be suspended from attending class sessions or coming onto campus grounds as an interim measure. In addition, this matter may be referred to the CARE Team. During this period of suspension, the student is responsible for any outstanding financial obligation and/or is subject to any academic consequences as a result of missed class time.

Integrity Council Hearing Process

A student charged with committing an alleged violation of the Code may request a hearing before the Integrity Council. The Integrity and Judicial Affairs Advocate shall notify the student by mail (special handling, delivery confirmation) of the date, time, and location of the hearing. The hearing shall be scheduled no more than fifteen (15) working days and no less than five (5) working days following the student's decision to appear before the Integrity Council. During the winter and summer terms, it may be necessary to alter the time table to ensure student representation on the Integrity Council. All reasonable measures to contact the student will have been made. The Integrity and Judicial Affairs Advocate will ensure that the student is:

1. Provided with a written statement of the violation(s);
2. Provided with a list of potential witnesses against him/her and the nature of their proposed testimony, unless it is determined that providing the names of the witnesses might be a threat to the welfare of the witnesses;
3. Advised of the right to appear alone or with a College advocate; the advocate may be a Carroll faculty or staff member or another Carroll student; the role of the advocate shall be limited to consultation with the student; the advocate may not address those present at the hearing or question witnesses; legal representation is not permitted during Integrity Council hearings unless the student faces concurrent criminal charges or the institution proceeds through counsel; the role of the legal advisor shall be limited to consultation with the student; the legal advisor may not address those present at the hearing or question witnesses;
4. Allowed to examine, in advance, any written evidence or exhibit(s) which the College plans to submit; the accused student(s) will have the option to submit written evidence and/or exhibit(s), in advance, for review by the Integrity Council. See Hearing Procedures below.
5. Advised of the right to argue in his/her behalf and to present

evidence and witnesses; also that he/she must inform the Council of such witnesses at least one day before the hearing;

6. Advised of the right to hear and question adverse witnesses. The College reserves the right to exclude witnesses from the hearing proceedings if it is determined that a threat exists to the welfare of the witnesses;
7. Advised of the right to appeal* to the Vice President of Academic and Student Affairs or Vice President of Continuing Education and Training the sanction(s) only, as recommended by the Integrity Council.

* Refer to the following documents: Reporting a Violation of the Standards of Academic Honesty/Standards of Student Conduct.

Hearing Quorum

The Chairperson presiding during the hearing has the duty to ensure a quorum of Integrity Council members. A quorum of the Integrity Council consists of a minimum of seven (7) Council members comprised of four (4) students, and any three(3) Council members from the other constituency areas, ensuring that at least one credit or continuing education faculty or staff member is present in the event that the accused is a credit or continuing education student.

When the Chairperson is notified of the need to convene the Integrity Council, the Chairperson will likewise be notified of the need to ensure credit or continuing education representation on the Integrity Council.

Alternate Integrity Council Members

In the event that a Council member is not available to fulfill his/her role on the Integrity Council, an "alternate" will be called to ensure a quorum so that a hearing may proceed. The Chairperson presiding during a hearing of the Integrity Council reserves the right to appoint alternates from the College community as needed.

Hearing Impartiality

A Council member may recuse him/herself from a hearing if he/she thinks it would be difficult to maintain impartiality. Any party, including the accused, may request of the Chairperson that a Council member be disqualified on the grounds of personal bias. The Chairperson will conduct a vote, by secret ballot, to determine whether a Council member will be disqualified. A Council member will be disqualified from a hearing upon a simple majority vote of the remaining Council members.

Hearing Procedures

The hearing shall be closed to the public. The Chairperson presiding during a hearing of the Integrity Council shall have the duty of maintaining order at the hearing and, therefore, shall have the right to exclude any disruptive party or witnesses from the hearing. The hearing shall be conducted if the student charged with allegedly violating the Code fails to appear, provided adequate advance notice of the hearing time, date and location has been given. All meetings of the Integrity Council will be audio taped or transcribed. An hour prior to the beginning of the hearing, the Chairperson will share with the Integrity Council members a briefing file stating: the name(s) of the accused student(s); nature of the violation(s) and charge(s); date(s) and location(s) of the incident(s); and written evidence and/or exhibit(s) to be introduced by the College and accused student(s), if any.

1. Order of presentation:
 - a. opening statements of accuser and accused, if desired by each
 - b. presentation of evidence by accuser, then accused
 - c. closing statements by each side
 - d. private deliberation by the Integrity Council
2. The student will have an opportunity to review in advance any evidence, including oral testimony of witnesses, who will be introduced at the hearing.
3. Any party may request the privilege of presenting witnesses subject to the right of cross-questioning by other parties. A list of witnesses is to be submitted to the Chairperson prior to the hearing.
4. Witnesses will be excluded from the hearing room and brought in individually before the Council.
5. Council members may ask questions of the witnesses.
6. At the close of all testimony and after admission of all evidence, each side shall be allowed a closing statement.

7. The burden of proof shall rest on the party bringing the charge. The Council shall not be bound by formal rules of evidence. The Council shall determine credibility and other factual issues. "A preponderance of the evidence" should be established to find a student responsible of a violation. Evidence shall include oral testimony of witnesses and tangible objective evidence.
8. The Chairperson will convene the Council for deliberation immediately after all testimony has been given. The Council will deliberate until a decision is reached.
9. The Chairperson reserves the right to call a recess(es) during the hearing when deemed necessary.
10. A simple majority vote of the Council shall determine whether the student is responsible or not responsible of the violation.
11. If the student is found responsible of violating the Code, the sanction shall be determined relative to whether the violation is the first, second, or third. In the case of a third violation, the Council will recommend the sanction to be suspension or expulsion. Any existing disciplinary record (active or inactive) will be made available and taken into consideration during the sanctioning phase of the adjudication of a violation of the Code. The Integrity and Judicial Affairs Advocate will provide notification to the Council as to whether prior violations are on file.
12. It is the Chairperson's responsibility to communicate in writing, to the Integrity and Judicial Affairs Advocate, the findings of the Integrity Council. The Advocate will in turn communicate the findings of the Integrity Council first to the Vice President of Academic and Student Affairs or Vice President of Continuing Education and Training, and then to the accused student.
13. The Vice President retains the right to review the sanction(s) as recommended by the Integrity Council and if deemed necessary, may overrule the sanction(s).
14. The accused student may appeal the sanction(s) to the appropriate Vice President. The Vice President may refuse to grant an appeal if the Vice President determines the accused student's request for an appeal is without substance.

Disciplinary Sanctions

Sanctions may be imposed for violations of the Code or other College policy, rule, or regulation. Severity of the sanction(s) will be recommended commensurate with the severity of the violation(s) and will take in account prior violations. Any existing disciplinary record (active or inactive) will be made available and taken into consideration during the sanctioning phase of the adjudication of a violation of the Code. This procedure will be followed whether the adjudication is handled by administrative disposition or through the Integrity Council process. Multiple sanctions may be imposed as deemed necessary. Additionally, the following actions with the approval of the appropriate Vice President may be taken pending final resolution of a disciplinary matter:

1. delay awarding/posting of a degree and/or certificate
2. hold temporarily the release of a transcript(s)
3. deny participation in the Commencement Ceremony
4. impose an administrative block to prevent a course(s) from being dropped
5. revoke a degree and/or certificate

Academic Dishonesty Sanctions

An act of academic dishonesty is considered to be a violation of the Code. Academic Dishonesty sanctions progress in severity relative to whether the violation is the first, second, or third. Although there are prescribed sanctions for acts of academic dishonesty (see below), additional sanctions may be imposed based on previous violations of the Code.

First Academic Dishonesty Violation

Credit course – a written reprimand or failing grade for the exam or assignment.

Continuing Education course – a written reprimand or "NG" grade (No Grade) for the exam or assignment.

Second Academic Dishonesty Violation

Credit Course – an “F” grade for the course (same or other) in which the second violation occurred.

Continuing Education course – a “NG” grade (No Grade) for the course (same or other) in which the second violation occurred.

Third Academic Dishonesty Violation

Credit Course – an “F” grade for the course (same or other) in which the third violation occurred and suspension or expulsion as recommended by the Integrity Council.

Continuing Education course – a student may be prohibited from enrolling in a course in the same content area as recommended by the Integrity Council.

Other Code of Integrity Sanctions

The Integrity Council may recommend more severe sanctions for incidents in which it was determined that an accused student intentionally committed an act that violated the College’s Code while motivated by consideration of race, religion, color, disability, sexual orientation, gender, national origin, age, or ancestry.

The following disciplinary sanctions may be imposed for a violation(s) of the Code, (both conduct and/or academic dishonesty violations). A student found responsible of committing both conduct and/or academic dishonesty violations may be subject to multiple sanctions (see below). Students found responsible of violations and given sanctions, may not be permitted to participate in Student Life programs and/or events.

1. Disciplinary reprimand, verbal or written, notifies the student that the behavior resulting in the reprimand is unacceptable and is a violation of the Code, or other College policy, rule or regulation. Continuation or repetition of this conduct will result in further disciplinary action.
2. Disciplinary warning, always a written notice, indicates that (a) serious violation has occurred, or (b) a repeated violation has occurred. Further violations could result in additional disciplinary action.
3. Disciplinary Probation- indicates that (a) an extremely serious violation has occurred, or (b) a violation has occurred after the issue of a reprimand or warning.
4. Suspension indicates that (a) a critical violation has occurred or (b) the conditions of disciplinary probation have been violated. Suspension prohibits the student from participating in College-related activities, continuing to attend courses, registering for credit or continuing education courses, or coming on to campus except in response to an official summons by a College official. Suspension shall not exceed two (2) years.
5. Expulsion, the most serious of all sanctions, indicates that a most serious violation, or repeated serious violations, has occurred. Expulsion results in an indefinite separation from the College. After three (3) years, an expelled student may submit a written statement to the Vice President of Academic and Student Affairs requesting readmission to the College.
6. Educational project or community service assignment – a project or assignment on campus or in the community which will provide the student with an opportunity to observe and learn specific valued human behaviors related to his/her own conduct (e.g., participation in a leadership seminar, alcohol/drug seminar, personal development course.) Evidence of satisfactory completion will be required.
7. Completion of an appropriate rehabilitation program.
8. Restitution requires the student repair damages or reimburse the afflicted for damage to (or misappropriation of) property. This may take the form of monetary payment or payment of time and services.

In certain circumstances, a student may be referred for specialized help (i.e., psychological assistance, parents, counselors, social services agencies) in lieu of the aforementioned penalties. Students will be expected to meet with the Integrity and Judicial Affairs Advocate to periodically review his/her progress.

Denial of re-admission may be imposed upon a student who has violated the Code and has withdrawn from the College prior to or during disciplinary proceedings.

Disciplinary Files and Records

Academic dishonesty and/or conduct case referrals may result in the establishment of a disciplinary file in the name of the accused, which shall be voided if the accused is found not responsible of the charge(s). Voided files will be so marked, shall not be kept with active disciplinary records, and shall not leave any student with a disciplinary record. The file of a student found responsible of any charge(s) against him/her will be retained as an active disciplinary record for five (5) years from the date of the letter providing notice of final disciplinary action. Any sanction(s) resulting from disciplinary action shall not be recorded on the academic transcript. This practice is in keeping with professional standards promulgated by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Active disciplinary records may be reported to third parties, in accordance with College regulations. The existence of an inactive file will be confirmed to third parties; the contents of the file will not be disclosed unless permission is granted by the student.

Disciplinary records may be voided by the Integrity Council for good cause upon written request of the student to the Integrity and Judicial Affairs Advocate. Factors that will be considered in review of such petitions shall include:

1. present demeanor of the student
2. the conduct of the student subsequent to the violation
3. the nature of the violation and the severity of any damage, injury or harm resulting from it

SECTION SEVEN: FORMAL COMPLAINT PROCESS FOR STUDENTS

Introduction

The purpose of the Formal Complaint Process for Students is to provide a method of recourse to both credit and Continuing Education students who think that a particular action on the part of a College staff or faculty member has violated accepted or stated institutional practices and standards. Resolution should first be attempted through informal discussion among the parties involved.

Student concerns appropriate to this process include, but are not necessarily limited to: contesting of grades assigned for exams, written assignments or other projects; any disagreement relative to a student’s academic progress; concerns regarding ethical and professional behaviors of staff or faculty; arbitrary application of current College policies by staff or faculty members; and perceived violations by staff or faculty members of accepted rights of students in institutions of higher learning such as the right to free expression, the right to assemble, etc. This process is intended to be investigative rather than adversarial and is not to be used when the complaint involves an alleged violation of the student Code of Integrity for Academic and Behavioral Standards (refer to College Regulations and Policies: Code of Integrity for Academic and Behavioral Standards) or an alleged violation of gender-based or sexual misconduct (refer to College Regulations and Policies: Gender-Based and Sexual Misconduct Policy and Sexual Misconduct Reporting, Investigation, Decision, Sanctions, and Appeals Policy Procedures). A supervisor may be a coordinator, department or division chair, director, or vice president.

Procedures

Preceding any discussion, it may be helpful for the student to consult with the Integrity and Judicial Affairs Advocate or designee to clarify the issues involved. Students are asked to adhere to the following procedures as outlined below:

Step 1: The student and staff or faculty member involved in the complaint should try to resolve the dispute through discussion.

Step 2: If resolution is not reached at the Step 1 level, the student must complete a “Complaint Form” (supplied by immediate supervisor) and submit it to the staff or faculty member’s immediate supervisor within five (5) working days of the complaint. The supervisor will acknowledge

the complaint within three (3) working days. The supervisor and student will then meet to discuss the complaint.

Step 3. After discussion with the immediate supervisor, if the complaint is not resolved within five (5) working days, the student may have his/her complaint heard by the immediate supervisor's supervisor. It will be the immediate supervisor's responsibility to forward the complaint file to his/her supervisor. The supervisor will acknowledge the complaint within three (3) working days. The supervisor will then review the matter and make a final decision regarding the complaint. Resolution of the complaint will be attained within ten (10) working days of the appeal.

Step 4. All records of student complaints, evidence of processes completed to resolve student complaints, and student complaint resolutions should be sent to the office of the Integrity and Judicial Affairs Advocate to be kept on file.

SECTION EIGHT: STUDENT RIGHTS AND RESPONSIBILITIES

Equal Access and Opportunity: Your Rights/Responsibility

Students at Carroll, regardless of race, color, religion, sex, national origin, age, disability, or sexual orientation have equal access to all services, programs, activities and facilities of the College. Specifically, all students have equal access to the following:

- A. Student Activities: Students are allowed equal access to or membership in any student activity.
 1. Membership requirements for student groups must be the same for all students, regardless of race, color, religion, sex, national origin, age, disability, or sexual orientation.
 2. All members of the organization must be allowed to participate equally and may not be assigned or denied office or benefits on the basis of race, color, religion, sex, national origin, age, disability, or sexual orientation.
- B. Financial Aid: Students should have equal opportunity to receive financial aid—scholarships, grants, work-study opportunity and other student employment.
 1. The College may not give an undue proportion of scholarships to one race, color, religion, sex, national origin, age, disability, or sexual orientation.
 2. Students are to be allowed equal access to all student employment and subsequent raises and promotions.
 3. Benefits for student employees must be provided equally, regardless of race, color, religion, sex, national origin, age, disability, or sexual orientation.
- C. Career Development: Students should receive non-discriminatory treatment in personal or academic counseling and in placement services regardless of their race, color, religion, sex, national origin, age, disability, or sexual orientation.
 1. The College is to make all services available to all students regardless of race, color, religion, sex, national origin, age, disability, or sexual orientation.
 2. Comparable services must be made available to all students on a non-discriminating basis.
- D. Classroom Equality: The College endorses the AAUP's Joint Statement on Rights and Freedoms of Students. (Copies are available in the Office of the Integrity and Judicial Affairs Advocate and in the Library.) The College endorses and encourages free discussion, inquiry and expression in the classroom. Evaluation is to be based solely on academic performance.
- E. Violations: Students who have experienced violations of any of the rights described above should follow the guidelines described in the section titled Formal Complaint Process for Students.
- F. The Law: Title VI and VII of the Civil Rights Act of 1964 are federal laws designed to eliminate race, color, national origin, or age discrimination. Title IX of the Educational Amendments of 1972 is a federal law designed to eliminate sex discrimination from all educational programs and activities. The College is in compliance with these federal statutes, as well as the Equal Pay Act of 1963, Titles VII and VIII of the Public Service Act and Executive Orders 11246/11375 of the Civil Rights Statutes.

Community colleges receiving federal funds are required to comply with the law in the admission, treatment, and employment of their students. The enforcement responsibility of this law rests with the Department of Education and with the Department of Labor, which have the power to

withhold federal funds from any educational institution which practices discrimination based on race, color, religion, sex, sexual orientation, national origin, age, or disability. Specifically, these equal opportunity laws prohibit race, color, religion, sex, national origin, age, disability, or sexual orientation discrimination in:

- Academic advisement
- Admission to Carroll Community College
- Admission to any career or transfer program
- Access to course offerings
- Access to and participation in student activities programs
- Access to and participation in athletics
- Career development services
- Financial aid and student employment
- Health services
- Personal and educational counseling
- Treatment in the classroom

For additional information, copies of the federal statutes can be acquired by contacting the U. S. Department of Education, Information Office, Office of Civil Rights, 330 Independence Avenue, S.W., Washington, DC 21001. Students who have experienced Equal Access and Opportunity violations or ADA and Section 504 of the Rehabilitation Act violations should follow the guidelines described in the section titled Formal Complaint Process for Students.

SECTION NINE: STUDENT GOVERNMENT ORGANIZATION CONSTITUTION

Preamble

Students of Carroll Community College, in the belief that the college experience offers many and varied opportunities for students to develop an awareness of their rights and responsibilities as members of the community, do hereby establish this constitution for the Student Government Organization.

Article I. Name

The name of the organization, for all official intents and purposes, shall be the Carroll Community College Student Government Organization, hereafter referred to as the SGO.

Article II. Membership

1. Every regularly enrolled student of Carroll Community College, both full and part time, shall be a member of the SGO without regard to sex, sexual orientation, race, ethnic background, national origin, age, disability, or religion.
2. For the purpose of participation in SGO, those students who have completed a total of 24 or more term credit hours at any accredited undergraduate institution shall be considered sophomores. Those students who have completed fewer than 24 term credit hours shall be considered freshmen.

Article III. Objectives

The primary objectives of the SGO and its appointed members are to:

1. Insure the privileges, rights, and responsibilities of all students as stipulated in the Student Bill of Rights.
2. Acknowledge and support student clubs and organizations on campus that present themselves to the SGO for approval.
3. Provide leadership and guidance to committees and clubs so they may organize and direct meetings and events that comply with the objectives of the organization's constitution.
4. Assist in explaining administrative views and policies to the student body.
5. Seek problem areas in which student views and feedback can be represented either to faculty or administration.
6. Actively encourage student involvement in all clubs, organizations, and activities and foster volunteerism both on and off campus.
7. To develop a degree of professionalism in its members.

Article IV. Constitutional Authority

This constitution shall be the fundamental law governing the actions of the entire student body; this includes the student government as well as any and all student clubs and organizations.

Article V. Organization

The affairs of the SGO shall be managed by a Governance Board, which will act as the principal student governing board of Carroll Community College, with all other student organizations subsidiary to it.

1. The Governance Board of the SGO shall consist of ten elected members, five returning students and five new students. Returning students shall be comprised of five students currently attending Carroll in either freshmen or sophomore standing and shall be elected in the spring term for the following school year. Their roles as student leaders shall begin officially on July 1 of that year. New students will be students new to Carroll for the given school year and may be either incoming freshman or transfer students, regardless of credits earned. If there are any vacant positions in the fall after the new student elections are held, any interested student may apply for an SGO Board representative position.
 - a. These members shall be chosen by free election by the student body, as described in the Constitutional By-Laws.
 - b. All students who have completed college credits must have a minimum cumulative GPA of 2.500 and carry a minimum of 6 credits per term in order to be eligible for positions on the SGO Governance Board.
 - c. Any board member who is absent three meetings throughout the term is immediately suspended. A clarification of cause of an absence must be decided by majority vote of the Governance Board. A two-thirds majority vote is required for the overturning of a suspension. Any result less than a two-thirds vote, the suspension is permanent, although the member may run for office the following election. Three times of unexcused tardiness or early departures shall be regarded as one unexcused absence. Any appeal by the suspended member will be heard one week after suspension. After two absences, a member of SGO will be notified in writing.
2. The SGO Governance Board shall elect a qualified person to fill any vacancy in membership. Notification of any vacancy must be made public to the student body immediately, and the Governance Board will vote two weeks following the opening. Any candidate for the vacancy is under the same guidelines as other members of the SGO Governance Board. A candidate for any vacancy must complete an Application for Candidacy Form, including a petition and signatures of at least 10 members of the student body. An application for any vacancy will be available from the Student Life Office.
3. Executive Officers of the Governance Board will be: President, Vice President, Secretary, and Treasurer. The duties of these officers shall be as stated below unless otherwise agreed upon by the Governance Board. All officers are to provide leadership in their respective positions.

President:

1. Presides over all meetings of the SGO.
2. Acts as official representative for all necessary functions or appoints any board member in his or her place.
3. Creates provisional committees.
4. Appoints provisional committee heads and members.
5. Schedules Governance Board meeting time for the present term.
6. Calls emergency Governance Board meetings.
7. May cancel/reschedule meetings.
8. Executes and enforces the provisions of the Constitution.
9. Serves as SGO representative to the Board of Trustees.

Vice-President:

1. Shall preside over Governance Board meetings in President's absence.
2. Assumes powers of the President following dismissal, resignation, or impeachment of the President.
3. Acts as head of the Constitutional Committee, and appoints its members.
4. Serve as SGO representative to the Academic Council

Treasurer:

1. Maintains accurate accounting of SGO funds.
2. Serves as vice-chair of the Student Activities Finance Board.
3. Presents Governance Board with a report from the Student Activities Finance Board once a month.
4. Serves as the SGO representative to the Carroll Community

College Foundation.

Secretary:

1. Records and distributes all minutes of the Governance Board meetings.
2. Responsible for ensuring proper publicity for SGO related memorandums, announcements, calendars, meetings, activities, or events by either taking responsibility or appointing another board member to do so.
3. Responsible for generating a list of members of SGO which would include their names, addresses, and phone numbers.
4. Shall be responsible for ordering flowers, cards, or the appropriate action in case of death or serious illness of any student, faculty, or staff within the college community.
5. Serves as the SGO representative to the College Senate.

The President and Vice President must be of returning student standing and their positions shall be filled by the second meeting following the spring elections. The positions of Treasurer and Secretary may be either a returning or new student and shall be filled by the second meeting following the fall elections. The positions of President and Vice President will be determined by a vote of the existing ten board members. The Treasurer and Secretary will be decided by plurality vote of the five members from the spring election and the five new members with the officials assuming their executive responsibilities immediately following the vote.

For each Executive Officer, the term of office will run through the academic year.

All members may hold any Executive position as long as reelections make that possible.

The Governance Board shall meet weekly, its time and date as determined by the President.

Meetings over the summer shall be held at least once.

The President has the authority to cancel or reschedule meetings, however, he or she cannot cancel two consecutive meetings.

For each meeting, a quorum of one-half of the voting Governance Board plus one member must be present in order for voting on any issue to take place.

A SGO Board member may not present a budget request for any group other than the SGO.

Article VI. Student Activities Finance Board

The Student Activities Finance Board, hereafter referred to as the SAFB, is subsidiary to the SGO Governance Board. The SAFB allocates funds to clubs and organizations for budget requests which have been determined to be programmatically appropriate by the SGO Governance Board.

1. The membership of the Student Activities Finance Board shall be:
 - a. Chair (non-voting): Senior Director of Student Engagement and Completion
 - b. Vice Chair (voting): Treasurer of SGO Governance Board
 - c. One Student Member (voting): One member of the SGO Board
 - d. Non-Student Members (voting): The following members shall be self nominated.
 - i. Faculty Representative – Any regular full-time or part-time teaching professional.
 - ii. Administrative Representative – Any professional staff member employed under an administrative contract.
 - iii. Classified Representative – Any staff member employed under a classified contract.
 - iv. Other members of the Student Affairs team may be offered a position on the SAFB, at discretion of the Senior Director of Student Engagement and Completion
 - e. Secretary (non-voting): The SAFB shall request secretarial support through the Senior Director of Student Engagement and Completion.
2. The SAFB shall be responsible for the following:
 - a. Yearly Budgeting Process-The SAFB shall coordinate the budgeting process each spring term and the Senior Director of Student Engagement and Completion shall monitor the budget throughout the year.
 - b. Monthly reports will be given to club representatives by the vice chair (Treasurer of SGO).
3. Quorum for the SAFB shall be at least five voting members.

4. Meetings
 - a. The SAFB shall hold budget hearings each spring term.
 - b. Additional requests for additional funds will be presented to the SGO Board and will be voted on as action items during SGO meetings.
 - c. The meetings of the SAFB shall be open to the college community.
5. SAFB By-Laws. The SAFB may review the by-laws and propose changes to the SGO Governance Board as necessary. Any changes made to the SAFB By-Laws shall require a majority vote of the SGO Governance Board.

Article VII. Campus Organizations

A club or special interest organization may be formed provided that it coincides with the objectives of Carroll Community College for the general benefit of the student body. All clubs and organizations recognized by the SGO must be open to all students without regard to sex, sexual orientation, race, ethnic background, national origin, age, disability, or religion.

1. Any new organization that requests recognition from the SGO must meet the following criteria: a representative of the organization must present the Governance Board:
 - a. At least three members that will act as a temporary steering committee and a consenting faculty or staff advisor.
 - b. A written constitution that includes: the official name, purpose, membership, structure and organization, elections, duties of officers, finances (if applicable), affiliation (if applicable), and procedures for amendment. This constitution is to be revised and resubmitted annually.
 - c. A Budget Request Form detailing funds requested from the available Student Activities Fees for the remainder of the current academic year.
2. The organization shall be officially recognized by a simple majority of the SGO Governance Board.
3. Existing campus clubs and organizations that have previously been approved operate under the following regulations:
 - a. Officers of campus organizations must possess and maintain a cumulative GPA of 2.000
 - b. The ability to fund a particular organization rests on the decisions of Student Activities Finance Board in accordance with the by-laws established by the SGO. Any organization can request funds generated by student activities fees at an SAFB meeting, provided the SGO Governance Board has approved the conceptual appropriateness of the request.
 - c. A member of the SGO Board who is also a club/organization president or a steering committee member for a club or organization must abstain from voting on issues which would directly benefit that club or organization.

Article VIII. Amendments

1. Any amendments to this Constitution, its By-Laws, or the Student Bill of Rights, may be introduced by any member of the Governance Board following Constitution Committee approval.
2. Any amendment to the Constitution or Student Bill of Rights must be approved by the student body in a referendum two weeks following its introduction to the student body. A simple majority vote will allow the proposed amendment to pass to the Governance Board for approval.
3. Any amendment must be ratified by a two-thirds majority vote by the members of the Governance Board.
4. Any amendment to the By-Laws may be approved by a two-thirds majority of the Governance Board without referendum.

Article X. Ratification

Ratification of this Constitution for the Carroll Community College Student Government Organization, its By-Laws, and the Student Bill of Rights, shall be established by a simple majority vote by the present SGO members, followed by a referendum majority vote of the student body.

Student Government Organization By-Laws

Impeachment

Impeachment procedures of members are initiated by any member of the

Governance Board, and any member in question may be ousted by a two-thirds vote after the member in question faces his/her charges before the Governance Board.

Student Election Guidelines

The Elections Committee is the sole operating entity of all SGO elections, referendums, and polls of the student body. The following guidelines are to be followed:

SGO Governance Board Elections

- All persons interested in running for office have three weeks in order to campaign; two before the week of elections, and the week during elections.
- All candidates may use flyers, posters, and other advertising material on the campus grounds, provided they are approved by the SGO Board. Candidates may not advertise at election booths.
- Elections will be run on the SGO Blackboard site during the week of elections, 9:30 AM Monday through 7:00 PM Thursday.
- Candidates for office cannot operate as Election Committee members in any capacity.
- Returning students who wish to run for SGO Executive Board may participate in elections the week prior to finals during the spring term. New students who wish to run for SGO Executive Board may participate in elections during the third full week of the fall term.
- Applications for Candidacy shall be available in the Student Life Office four weeks prior to elections week.
- All applications will be reviewed by the Election Committee members and the Senior Director of Student Engagement and Completion. Eligible candidates will be interviewed and selected by the Election Committee two weeks prior to elections week.
- Criteria for selection includes: demonstrated commitment to support the best interests of the student body at Carroll Community College, emerging leadership skills, integrity and enthusiasm. The Elections Committee shall seek Executive Board members with diverse experiences, areas of study, and points of view.

Requests

Any presentation made to the SGO must be presented in writing with each SGO Board member receiving a copy of the proposed idea. No request will be considered without written copies distributed and presented by a member of the group requesting consideration.

Budget Guidelines

1. Memberships to any club or organization financed through the Student Government Organization must be open to all students at all times. Club meetings must be also open to all students at all times.
2. The entire credit-seeking student body is eligible to participate in any activity financed through the SGO.
3. Clubs and organizations are not eligible for allocation from the SGO if their membership or philosophy implies bias in race, creed, color, or religion.
4. Any activities, programs, or clubs that do not abide by the SGO policies will not receive funds, and will be automatically cut off from using funds already received.
5. All budget requests submitted to SGO must be signed by the club president and the club advisor.
6. Clubs and organizations may request supplemental funds of the SGO at any time.
7. Decisions on monies allotted by the SGO will be given within a two-week period.
8. All activities financed through the SGO and held on campus will be free of charge and open to all Carroll Community College students who have paid an activity fee. Exceptions may be made on petition to the SGO.
9. Funds presently available for allocation to student organizations consist solely of student activity fees. All income derived from outside sources by organizations receiving allocations from SGO must be deposited into the organization's SGO account.
10. Monies generated through outside sources must be allocated to those activities that fall within the constitutional and budget

guidelines of SGO.

11. Transfer of money from one account or organization to another must be approved by the SGO. The SGO reserves the right to disapprove any such transfer.
12. Each club or organization receiving funds should maintain separate and detailed records of its expenditures for each event.
13. A portion of the total student activity fee will be placed into a contingency fund to pay for items and events not already budgeted.
14. All requests for funds must be submitted in writing to the SGO Board president for distribution to SGO Board and SAFB members. Requests not submitted in writing and/or distributed to each SGO Board member present will not be considered.
15. No SGO monies shall be spent on alcohol.
16. No club or organization shall receive monies for refreshments at club meetings. Funding for banquets or refreshments for other activities/events shall be considered a low-priority item and will be approved at the discretion of the SGO Board.
17. Money will not be budgeted for equipment, supplies, or programs whose primary use is for classroom instructional purposes.
18. Advisors and students will not be paid from student activity fees for contracted services rendered for the normal operation of student clubs and organizations.
19. Contracted personnel must have advanced approval from the Senior Director of Student Engagement and Completion prior to SGO approval of contracts for services to student clubs and organizations. All contracts must go through the Office of Student Life, who will forward them to the Office of Risk Management for review and approval. All contracts must be signed by appropriate college officials. Students do not have the authority to sign contracts on behalf of the SGO or the College under any circumstances, no exception.
20. No person using SGO funds shall have any interest in, or derive any profit from, any contract or purchase from such funds.
21. Guests will pay the full cost of an event unless approved otherwise by the SGO.
22. Fees collected from guests must be deposited in the club's deposit account established for that event.
23. All completed receipts for expenditures incurred during the event must be submitted to the Senior Director of Student Engagement and Completion immediately upon completion of the event.
24. No money shall be reimbursed to individuals or groups without a receipt and/or prior approval.
25. No money shall be refunded to anyone who signed up for an event and did not participate in that event unless a refund is granted by a two-thirds majority vote of the SGO. The unused money is forfeited and goes toward payment of that event.

Mileage Expenses

Every effort should be made to reserve campus cars or vans for SGO business. If using personal vehicles, expenses shall be reimbursed by the SGO to the person responsible for the transportation of the materials documented via a Monthly Expense Voucher (available in the Administration Office). The current mileage reimbursement amount shall be paid to the person for every mile driven, starting location being Carroll Community College for reimbursement purposes.

Fund Raisers

Clubs and Organization may have fund-raisers provided they comply with the following:

1. A Fund-Raising Form must be completed and presented by a member of the club or organization at a SGO meeting before a fund-raiser can be approved.
2. Monies generated must be used to benefit a club/organization activity or event in which the nature of the event/activity was approved by the SGO, but sufficient funds were not available or supplied,
3. Monies generated will go to a charitable organization.
4. Security must be notified, using the Campus Events Form for Money Exchange on Campus, and be present for any money exchange on campus.

Appeals Process

1. Appeal original action to the Student Activities Finance Board.
2. Appeal secondary action to the Student Government Organization Governance Board.
3. Appeal the decision of the SGO Governance Board to the Senior Director of Student Engagement and Completion.
4. Appeal the decision of the Senior Director of Student Engagement and Completion to the Vice President of Academic and Student Affairs.
5. In the appeals process, members of the SGO Finance Board, SGO Board, and appellant are to be present.

SECTION TEN: STUDENT EMPLOYMENT

- A. All available student employment positions will be listed with the Financial Aid Office to ensure that all students interested in on-campus student employment will have equal opportunity to apply for these jobs. These positions do not include any benefits.
- B. To be eligible for employment, the student must be enrolled in at least six credits at the College during the term that he/she will work, and must be in good academic standing. Student workers hired for the winter or summer must either be enrolled for at least three billable hours in the session in which they will work or must be preregistered for at least six billable hours for the following term. As part of the college's commitment to maintaining a campus free of sexual discrimination and harassment, including sexual violence, Carroll Community College has scheduled mandatory Title IX awareness training for all Federal Work-Study students. This training must be completed before students can begin working as a Work-Study student.
- C. The financial need (as evidenced by the Free Application for Federal Student Aid) of the student will be a consideration for employment and will determine the student's eligibility for Federal Work-Study.
- D. Student employees may work no more than 20 hours per week during periods of instruction. During winter and summer terms, a student may be eligible to work more than 20 (but no more than 29) hours per week. Approval to work more than 20 hours per week will be determined by the Director of Financial Aid.
- E. When interviewing a student for a position, the potential supervisor should communicate to the student the duties of the position and the hours per week that the student would be expected to work. Students may not work during their scheduled class session times, unless there is documentation that the session did not meet as regularly scheduled.
- F. Student employees are appointed for a specified period of time, as indicated on the Student Employee Agreement, but for no longer than six months at a time. Re-appointment to a subsequent period is not automatic and is at the discretion of the supervisor.
- G. If the student is terminated before the end of the agreement period for a reason other than gross misconduct, he/she will be given one week's notice. Similarly, if the student wishes to resign, he/she should give one week's notice to the supervisor. A student who wishes to appeal his/her dismissal may discuss the issue with the Director of Human Resources.
- H. A student who is terminated for gross misconduct is not normally considered for re-hire into any subsequent position at the College.
- I. As of January 31, 2015, the current rate of pay per hour for student employees is \$9.00.

SECTION ELEVEN: HEALTH AND SAFETY ACCESSIBILITY NOTICE

The Americans with Disabilities Act applies to Carroll Community College and its programs, services, and activities. If you have any questions or require services, please call the Director, Disability Support Services, at 410-386-8329. Questions or concerns related to the facilities may be directed to the Facilities Management Office at 410-386-8490.

AIDS AND HIV EDUCATION POLICY

Education

The College supports education about HIV and AIDS as the most effective means of combating this disease. All employees and students will be strongly encouraged to participate in AIDS educational efforts, and the time for such participation will be provided.

PROTECTION OF RIGHTS

HIV positive employees or students will be handled in accordance with Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination against disabled individuals. The Justice Department [1075.c.ct. 1123 (1987)] ruled that Section 504 covers all people infected with the HIV, including asymptomatic carriers.

FIRE EVACUATION PROCEDURES:

In the event of fire or other life-threatening emergency, pull the fire alarm immediately to notify occupants, and promptly exit the building using the established evacuation route or evacuation maps that are located in all classrooms and all bulletin boards throughout the College. As quickly as possible after safely exiting the building, notify a member of the administration staff or security to inform them of the location and type of emergency by dialing 410-386-8123.

When the fire alarm sounds

All faculty, staff, and students must exit the building immediately. All alarms should be acknowledged as an emergency situation requiring the immediate evacuation of the building. Walk--do not run--to the nearest exit and assemble at the assembly points on the evacuation maps. Remain at least 200 feet beyond all buildings. For a bomb threat, remain at least 500 feet from all buildings.

Handicapped persons

It will be the responsibility of the instructor, in the case of a student, and office staff, in the case of an employee, to ensure handicapped persons are transported to safety. Individuals confined to a wheelchair, who are located on the second or third floor during a fire emergency, should be escorted to the nearest stairwell signed "Stair Area of Rescue Assistance."

Note: Stairwells are "safe havens" and all handicapped persons who cannot safely take the stairs should be escorted in the nearest stairwell until emergency personnel arrive. The individual escorting this person should then exit the building and report the location of any handicapped person(s) to an administrator or security. The administrator or security officer will report the location of any handicapped person(s) to emergency personnel immediately upon their arrival. In the event the handicapped person is in imminent danger, the instructor or staff person shall seek assistance to have the individual removed from the area and taken to safety. Please remember that stair wells indicated as "safe havens" are protected by fire rated doors and are deemed to be extremely safe by Life Safety Code standards. A handicapped person should not be moved or carried unless imminent danger is evident.

CARROLL COMMUNITY COLLEGE DRUG-FREE SCHOOLS AND COMMUNITIES ACT AND DRUG-FREE WORKPLACE ACTS

Policy Notification to Students, Faculty, and Staff

Carroll Community College is concerned about the adverse effects that drugs and alcohol can have upon society, families and education. To that end, Carroll Community College is committed to establishing and promoting a campus environment free from the use and abuse of illegal drugs and alcohol. The College can accomplish a drug-free campus through the distribution of a policy statement, development of awareness and educational programs, and the establishment of a counseling and referral program for campus members.

Carroll Community College subscribes to the Network of Drug-Free Colleges and Universities Statement of Standards (1988) which states, "American society is harmed in many ways by alcohol abuse and drug-use – decreased productivity, serious health problems, breakdown of the

family structure, and strained societal resources. Problems of abuse have a pervasive impact upon many segments of society—all socioeconomic groups, all age levels and even the unborn. Education and learning are especially impaired by drug use and alcohol abuse. Abuse among college students inhibits their educational development and is a growing concern among our nation's institutions of higher education."

As an institution concerned with drug use and alcohol abuse and as an institution receiving federal funds, Carroll Community College has established a drug and alcohol policy and will enforce and support both the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. These laws require the College to notify campus members about such items as policies, legal and disciplinary sanctions, health risks, and available sources for counseling, treatment, or rehabilitation.

Carroll Community College's substance use policy declares that the College will not tolerate the manufacture, possession, use, distribution, dispensation, or sale of controlled, dangerous substances, illegal drugs of any kind, or associated paraphernalia on any of its locations, within any of its facilities or vehicles, or any College-sponsored or supervised activity on or off campus. Students, faculty, or staff who violate this policy may be suspended and subject to dismissal, criminal prosecution under local, state, or federal law and/or participation in a drug education/rehabilitation program. Irresponsible or illegal use or distribution of alcohol will be subject to penalties set forth in individual campus policy.

The usual penalty for drug distribution, manufacture, and dispensing will be dismissal, while use or possession may incur a lesser penalty, to include successful completion of an approved drug education/counseling component. Punishment could be up to 30 years in jail or a \$250,000 fine, or both, under federal law for manufacture, distribution, dispensation, or possession of a controlled, dangerous substance is punishable by a prison sentence up to 20 years or a fine up to \$25,000, or both. Under the Drug-Free Workplace Act of 1988, should an employee be convicted of a criminal drug statute violation occurring in the workplace, it is that employee's obligation to notify the appropriate vice president no later than five (5) days after such conviction. While it could be assumed because of the size and organizational structure of the College, that the College administration may be aware of the conviction, it does not relieve the employer of his/her responsibility to notify the appropriate federal agency within ten (10) days after the receipt of such notice from the employee. Within 30 days of receipt, it is the College's responsibility to take the appropriate personnel action.

The College provides referral and resource services for anyone confronted with a problem of drug and/or alcohol abuse. If you suspect that you, a colleague, or a friend might be experiencing drug or alcohol-related problems, you are encouraged to contact the appropriate College office (Human Resources, Counseling, or Student Life) or the Integrity and Judicial Affairs Advocate, 410-386-8412.

As required by the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act Amendments of 1989 and as a condition of employment and enrollment at Carroll Community College, each student, faculty, and staff member is required to abide by the terms of this policy. Carroll Community College will continue to make a good faith effort to maintain a pleasant working and learning environment. We ask that you do your part to help make our campus drug free.

SMOKE AND TOBACCO-FREE CAMPUS POLICY

Carroll Community College is a smoke and tobacco-free environment. Smoking, vaping, and/or tobacco use is prohibited in College-owned or leased buildings and off-campus sites operated by the College; all College property including parking lots, athletic fields, and amphitheater; and College-owned vehicles. Tobacco and smoking products restricted from use include, but are not limited to, cigarettes, cigars, pipes, bidi, clove cigarettes, dip, chew, snuff, snus, and electronic cigarettes. Policy approved by the Board of Trustees of Carroll Community College on September 17, 2008 and effective as of January 2, 2009. Revised November 6, 2012

Enforcement of Smoke and Tobacco-Free Campus Policy

The College Smoke and Tobacco-Free Campus Policy relies on the thoughtfulness, consideration, and cooperation of tobacco users and non-tobacco users for its success. It is the responsibility of the College community, as well as visitors to the college, to observe the policy and to not use tobacco and smoking products on campus.

Employees

Employees who fail to comply with the College's Smoke and Tobacco-Free Campus policy will be issued a written warning for violating the policy and provided with an information card regarding the policy and options for assistance. In addition, a copy of the violation will be provided to the employee's supervisor and to the Director of Human Resources to determine the proper action to take with respect to the college's Employee Handbook.

Students

Students who fail to comply with the College's Smoke and Tobacco-Free Campus policy will be advised of the policy, provided with an information card regarding the policy and options for assistance, and requested to comply with the policy. If a student refuses to comply upon request, the student will be issued a written warning from Security and asked to leave College property. The written warning of the incident will be provided to the Integrity and Judicial Affairs Advocate. The Integrity and Judicial Affairs Advocate will review the violation and determine the proper action to take with respect to the College's Code of Integrity for Academic and Behavioral Standards which outlines the Standards of Student Conduct. If a student refuses to comply or leave, Security will contact local law enforcement to assist in removing the student from College property.

Visitors

Visitors to the College who fail to comply with the College's Smoke and Tobacco-Free Campus policy will be provided by Security with an information card regarding the policy and options for assistance and asked to comply with the policy. If a visitor refuses to comply upon request of Security, the visitor will be issued a written warning from Security and asked to leave College property. If a visitor refuses to comply or leave, Security will contact local law enforcement to assist in removing the visitor from College property.

Reporting Violations

College Security, as a part of their normal responsibilities, will provide enforcement support for the College's Smoke and Tobacco-Free Campus policy by informing individuals of the policy and proper compliance; by reporting violations when an individual refuses to comply with the policy; and by responding appropriately when called to a situation that may warrant their added involvement. Individuals who observe violations of this policy may contact Campus Security via the Information Center at 410-386-8000 (dial "0" from a campus phone).

Gender-Based and Sexual Misconduct Policy and Gender-Based and Sexual Misconduct Reporting, Investigation, Decision, Sanctions, and Appeal Policy Procedures

GENDER-BASED AND SEXUAL MISCONDUCT POLICY

Adapted from model policy provided by
THE NCHERM GROUP, LLC PARTNERS:
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INTRODUCTION

Members of the Carroll Community College community, guests and visitors have the right to be free from all forms of gender and sex-based discrimination, examples of which can include acts of sexual violence, sexual harassment, domestic violence, dating violence, and stalking.

All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of

others. The College believes in a zero tolerance policy for gender-based misconduct. When an allegation of misconduct is brought to an appropriate administrator's attention, and a respondent is found to have violated this policy, serious sanctions will be used to reasonably ensure that such actions are never repeated. This policy has been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. This policy is intended to define community expectations and to establish a mechanism for determining when those expectations have been violated.

OVERVIEW OF POLICY EXPECTATIONS WITH RESPECT TO PHYSICAL SEXUAL MISCONDUCT

The expectations of our community regarding sexual misconduct can be summarized as follows: In order for individuals to engage in sexual activity of any type with each other, there must be clear, knowing and voluntary consent prior to and during sexual activity.

Consent is sexual permission. Consent can be given by word or action, but non-verbal consent is not as clear as talking about what you want sexually and what you don't.

Consent to some form of sexual activity cannot be automatically taken as consent to any other form of sexual activity. Silence, without actions demonstrating permission, cannot be assumed to show consent.

Additionally, there is a difference between seduction and coercion. Coercing someone into sexual activity violates this policy in the same way as physically forcing someone into sex. Coercion happens when someone is pressured unreasonably for sex.

Because alcohol or other drug use can place the capacity to consent in question, sober sex is less likely to raise such questions. When alcohol or other drugs are being used, a person will be considered unable to give valid consent if they cannot fully understand the details of a sexual interaction (who, what, when, where, why, or how) because they lack the capacity to reasonably understand the situation. Individuals who consent to sex must be able to understand what they are doing. Under this policy, "No" always means "No," and "Yes" may not always mean "Yes." Anything but a clear, knowing and voluntary consent to any sexual activity is equivalent to a "no."

OVERVIEW OF POLICY EXPECTATIONS WITH RESPECT TO CONSENSUAL RELATIONSHIPS

There are inherent risks in any romantic or sexual relationship between individuals in unequal positions (such as teacher and student, supervisor and employee). These relationships may be less consensual than perceived by the individual whose position confers power. The relationship also may be viewed in different ways by each of the parties, particularly in retrospect. Furthermore, circumstances may change, and conduct that was previously welcome may become unwelcome. Even when both parties have consented at the outset to a romantic or sexual involvement, this past consent may not remove grounds for a later charge of a violation of applicable sections of the faculty/staff handbooks. The College does not wish to interfere with private choices regarding personal relationships when these relationships do not interfere with the goals and policies of the College. For the personal protection of members of this community, relationships in which power differentials are inherent (faculty-student, staff-student, administrator-student) are discouraged.

Consensual romantic or sexual relationships in which one party maintains a direct supervisory or evaluative role over the other party are unethical. Therefore, persons with direct supervisory or evaluative responsibilities who are involved in such relationships must bring those relationships to the timely attention of their supervisor, and will likely result in the necessity to remove the employee from the supervisory or evaluative responsibilities, or shift the student out of being supervised or evaluated by someone with whom they have established a consensual relationship. While no relationships are prohibited by this policy, failure to self-report such relationships to a supervisor as required may result in disciplinary action for an employee.

All members of the College Community may report incidents of potential

gender-based or sexual misconduct and are referred to the Gender-Based and Sexual Misconduct Reporting, Investigation, Decision, Sanctions, and Appeal Policy Procedures - found on page 259 of this document.

SEXUAL VIOLENCE -- RISK REDUCTION TIPS

Risk reduction tips can often take a victim-blaming tone, even unintentionally. With no intention to victim-blame, and with recognition that only those who commit sexual violence are responsible for those actions, these suggestions may nevertheless help you to reduce your risk experiencing a non-consensual sexual act. Below, suggestions to avoid committing a non-consensual sexual act are also offered:

1. If you have limits, make them known as early as possible.
2. Tell a sexual aggressor “NO” clearly and firmly.
3. Try to remove yourself from the physical presence of a sexual aggressor.
4. Find someone nearby and ask for help.
5. Take affirmative responsibility for your alcohol intake/drug use and acknowledge that alcohol/drugs lower your sexual inhibitions and may make you vulnerable to someone who views a drunk or high person as a sexual opportunity.
6. Take care of your friends and ask that they take care of you. A real friend will challenge you if you are about to make a mistake. Respect them when they do.

Any incidents of potential gender-based or sexual misconduct may be reported by students; faculty and staff are required to report. Incidents are to be reported to the Title IX Coordinator following the Gender-Based and Sexual Misconduct Reporting, Investigation, Decision, Sanctions, and Appeal Policy Procedures.

SEXUAL ENGAGEMENT -- RISK REDUCTION TIPS

If you find yourself in the position of being the initiator of sexual behavior, you owe sexual respect to your potential partner. These suggestions may help you to reduce your risk for being accused of sexual misconduct:

1. Clearly communicate your intentions to your sexual partner and give them a chance to clearly relate their intentions to you.
2. Understand and respect personal boundaries.
3. DON'T MAKE ASSUMPTIONS about consent; about someone's sexual availability; about whether they are attracted to you; about how far you can go or about whether they are physically and/or mentally able to consent. If there are any questions or ambiguity then you DO NOT have consent.
4. Mixed messages from your partner are a clear indication that you should stop, defuse any sexual tension and communicate better. You may be misreading them. They may not have figured out how far they want to go with you yet. You must respect the timeline for sexual behaviors with which they are comfortable.
5. Don't take advantage of someone's drunkenness or drugged state, even if they did it to themselves.
6. Realize that your potential partner could be intimidated by you, or fearful. You may have a power advantage simply because of your gender or size. Don't abuse that power.
7. Understand that consent to some form of sexual behavior does not automatically imply consent to any other forms of sexual behavior.
8. Silence and passivity cannot be interpreted as an indication of consent. Read your potential partner carefully, paying attention to verbal and non-verbal communication and body language.

In College investigations, legal terms like “guilt,” “innocence” and “burdens of proof” are not applicable, but the College never assumes a student, faculty, or staff member is in violation of College policy. College investigations are conducted to take into account the totality of all evidence available from all relevant sources. When a complaint of sexual misconduct is made the College will use a preponderance-of-the-evidence (i.e., more likely than not) standard in any Title IX proceedings, including any fact finding and investigation.

The College reserves the right to take whatever measures it deems necessary in response to an allegation of sexual misconduct in order to protect students', faculty, and staff rights and personal safety. Such

measures include, but are not limited to, interim suspension from campus pending an investigation, and reporting the matter to the local police with alleged victim's consent. Not all forms of sexual misconduct will be deemed to be equally serious offenses, and the College reserves the right to impose different sanctions, ranging from verbal warning to expulsion or termination of employment, depending on the severity of the offense. The College will consider the concerns and rights of both the complainant and the person accused of sexual misconduct.

Bystander Intervention

Important to the prevention and intervention of sexual misconduct at Carroll Community College is the response of individuals who are bystander observers or witnesses to the sexual misconduct. Individuals who observe or witness any misconduct, while not directly involved, have the choice to act by intervening directly, e.g., asking if the person perceived to be in trouble is okay or initiating action (verbal or nonverbal) to attempt to stop the offender, dialing 911 to contact law enforcement, dialing 8123 on campus to reach college public safety, and/or contacting other persons of authority at the College. Help protect your friends and colleagues by intervening as appropriate for the situation. If you observe or witness sexual or other misconduct, please say something. If you believe that it is not safe for you to directly intervene in a situation, at a minimum, immediately dial 911, 8123 on campus, or contact the appropriate College authorities. All Carroll Community College students and employees are expected to be aware of and abide by the College security procedures and practices in this document and the College encourages students and employees to be responsible for their own safety and the safety of others.

Bystander Intervention, according to federal regulations, means safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault, or stalking. Bystander intervention includes recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene.

SEXUAL MISCONDUCT OFFENSES INCLUDE, BUT ARE NOT LIMITED TO:

- Sexual Harassment
- Non-Consensual Sexual Contact (or attempts to commit same)
- Non-Consensual Sexual Intercourse (or attempts to commit same)
- Sexual Exploitation
- Sexual Harassment

Sexual Harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's participation in College programs
- submission to or rejection of such conduct by an individual is used as a basis for decisions affecting such individual
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive environment

Examples of Harassment:

1. Not all workplace or educational conduct that may be described as “harassment” affects the terms, conditions or privileges of employment or education. For example, a mere utterance of an ethnic, gender-based or racial epithet which creates offensive feelings in an employee or student would not normally affect the terms and conditions of their employment or education.
2. A professor insists that a student have sex with him/her in exchange for a good grade. This is harassment regardless of whether the student accedes to the request.
3. A student repeatedly sends sexually oriented jokes around on an email list s/he created, even when asked to stop, causing one recipient to avoid the sender on campus.
4. Explicit sexual pictures are displayed in an instructor's office, on the exterior of an office door or on a computer monitor in a

- public space.
- 5. Two supervisors frequently ‘rate’ several employees’ bodies and sex appeal, commenting suggestively about their clothing and appearance.
- 6. An instructor engages students in discussions in class about their past sexual experiences, yet the conversation is not in any way germane to the subject matter of the class. She probes for explicit details, and demands that students answer her, though they are clearly uncomfortable and hesitant.
- 7. An ex-girlfriend widely spreads false stories about her sex life with her former boyfriend to the clear discomfort of the boyfriend, turning him into a social pariah on campus
- 8. A student grabbed another student by the hair, then grabbed her breast and put his mouth on it.

Three Types of Sexual Harassment—Legal Constructs

1. Hostile Environment includes any situation in which there is harassing conduct that is sufficiently severe, pervasive and objectively offensive that it alters the conditions of employment or limits, interferes with or denies educational benefits or opportunities, from both a subjective (the alleged victim’s) and an objective (reasonable person’s) viewpoint.

The determination of whether an environment is “hostile” must be based on all of the circumstances present in the situation. Some of these circumstances could include:

- a. The frequency of the conduct;
- b. The nature and severity of the conduct;
- c. Whether the conduct was physically threatening;
- d. Whether the conduct was humiliating;
- e. The effect of the conduct on the alleged victim’s mental or emotional state;
- f. Whether the conduct was directed at more than one person;
- g. Whether the conduct arose in the context of other discriminatory conduct;
- h. Whether the conduct unreasonably interfered with the alleged victim’s educational or work performance;

Examples include: an attempt to coerce an unwilling person into a sexual relationship; to repeatedly subject a person to egregious, unwelcome sexual attention; to punish a refusal to comply with a sexual based request; to condition a benefit on submitting to sexual advances; sexual violence; intimate partner violence, stalking; gender-based bullying.

2. Quid pro quo sexual harassment exists when there are:
 - a. unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and
 - b. submission to or rejection of such conduct results in adverse educational or employment action
3. Retaliatory harassment is any adverse employment or educational action taken against a person because of the person’s participation in a complaint or investigation of discrimination or sexual misconduct.

Non-Consensual Sexual Contact

Non-Consensual Sexual Contact is:

- any intentional sexual touching,
- however slight,
- with any object,
- by a man or a woman upon a man or a woman,
- that is without consent and/or by force.

Sexual Contact includes:

Intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of by breasts, buttocks, groin, genitals, mouth or other orifice.

Non-Consensual Sexual Intercourse

Non-Consensual Sexual Intercourse is:

- any sexual penetration,
- however slight,

- with any object,
- by a man or woman upon a man or a woman,
- that is without consent and/or by force. Intercourse includes: vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

Sexual Exploitation

Occurs when an individual takes non-consensual or abusive sexual advantage of another person for the initiator’s own favor or benefit, or for the benefit or favor of a third party, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

- Invasion of sexual privacy;
- Prostituting another student, faculty, or staff member;
- Non-consensual video or audio-taping of sexual activity;
- Going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- Engaging in voyeurism;
- Knowingly transmitting an Sexual Transmitted Infection (STI) or Human Immunodeficiency Virus (HIV) to another student, faculty, or staff member;
- Exposing one’s genitals in non-consensual circumstances; inducing another to expose her/his genitals;
- Sexually-based stalking and/or bullying may also be forms of sexual exploitation

ADDITIONAL APPLICABLE DEFINITIONS:

Consent: Consent is clear, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) sexual activity.

Consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity.

Previous relationships or prior consent cannot imply consent to future sexual acts.

Force: Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and coercion that overcome resistance or produce consent (“Have sex with me or I’ll hit you. Okay, don’t hit me, I’ll do what you want.”).

Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

There is no requirement that a party resists the sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is by definition non-consensual, but non-consensual sexual activity is not by definition forced.

There is a rebuttable presumption that a person under age 18 cannot give effective consent. If a person under age 18 is involved in any matter where consent is an issue, capacity to give effective consent will be determined in accordance with Maryland law.

Sexual activity with someone who one should know to be -- or based on the circumstances should reasonably have known to be -- mentally or physically incapacitated (by alcohol or other drug use, unconsciousness or blackout), constitutes a violation of this policy.

Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to

understand the “who, what, when, where, why or how” of their sexual interaction).

This policy also covers a person whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the taking of rape drugs. Possession, use and/or distribution of any of these substances, including, but not limited to, Rohypnol, Ketomine, Gamma-hydroxybutyric Acid (GHB), Burundanga, etc. is prohibited, and administering one of these drugs to another student, faculty or staff member is a violation of this policy. More information on these drugs can be found at <http://www.911rape.org/>

Use of alcohol or other drugs will never function as a defense for any behavior that violates this policy.

The sexual orientation and/or gender identity of individuals engaging in sexual activity is not relevant to allegations under this policy.

OTHER AREAS COVERED UNDER THIS POLICY AND PROCEDURES

A. Dating Violence

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim, and the existence of such a relationship shall be determined based on the reporting person’s statement, with consideration of length of the relationship, type of relationship, and frequency of interaction between the persons involved in the relationship. Dating Violence does not include acts covered under domestic violence

B. Domestic Violence

Federal Definition: A felony or misdemeanor crime of violence committed-

- By a current or former spouse or intimate partner of the victim
- By a person with whom the victim shares a child in common
- By a person who is cohabitating with or has cohabitated with the victim as a spouse or a partner
- By a person similarly situated to a spouse of the victim under the domestic violence laws of the jurisdiction in which the crime of violence occurred, or
- By any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Maryland Law: One of the following occurs between family or household members:

- Assault
- Fear of imminent harm
- Rape or sexual offense or Attempts
- Stalking
- False Imprisonment
- Economic Abuse
- Psychological Abuse

Stalking

Engaging in a course of conduct, directed at a specific person that would cause a reasonable person to fear for the person’s safety or the safety of others; or suffer substantial emotional distress. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means – follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person’s property. Emotional Stress does not require medical or other professional treatment. Stalking includes unwanted, intrusive, or frightening communications by phone, mail, texting, social media and email.

SANCTION STATEMENT

Any student, faculty, or staff member found responsible for violating the policy on Non-Consensual or Forced Sexual Contact will likely receive a sanction ranging from probation to expulsion or termination of employment, depending on the severity of the incident, and taking into account any previous campus conduct code violations or employment

violations.*

Any student, faculty, or staff member found responsible for violating the policy on sexual exploitation or sexual harassment will likely receive a recommended sanction ranging from verbal warning to expulsion or termination of employment, depending on the severity of the incident, and taking into account any previous campus conduct code or employment violations.*

* The College investigators, Title IX Coordinator, and College Appeal officers reserve the right to broaden or lessen any range of recommended sanctions in the case of serious mitigating circumstances or egregiously offensive behavior. None of the College investigators, Title IX Coordinator, or College Appeal officers will deviate from the range of recommended sanctions unless compelling justification exists to do so.

OTHER MISCONDUCT OFFENSES (WILL FALL UNDER TITLE IX WHEN SEX OR GENDER-BASED)

- A. Threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers the health or safety of any person;
- B. Discrimination, defined as actions that deprive other members of the community of educational or employment access, benefits or opportunities on the basis of gender;
- C. Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another;
- D. Hazing, defined as acts likely to cause physical or psychological harm or social ostracism to any person within the College community, when related to the admission, initiation, pledging, joining, or any other group-affiliation activity;
- E. Bullying, defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally (that is not speech or conduct otherwise protected by the 1st Amendment);
- F. Violence between those in an intimate relationship to each other;
- G. Stalking, defined as repetitive and/or menacing pursuit, following, harassment and/or interference with the peace and/or safety of a member of the community; or the safety of any of the immediate family of members of the community.

Examples of Sexual Misconduct Situations

1. Amanda and Bill meet at a party. They spend the evening dancing and getting to know each other. Bill convinces Amanda to let him drive her home after the party. On the way to her house, Bill parks on the campus parking lot after hours so that they can continue talking. From 11:00 pm until 3:00 am, Bill uses every line he can think of to convince Amanda to have sex with him, but she adamantly refuses. He keeps at her, and begins to question her religious convictions, and accuses her of being “a prude.” Finally, it seems to Bill that her resolve is weakening, and he convinces her to give him a “hand job” (hand to genital contact). Amanda would never had done it but for Bill’s incessant advances. He feels that he successfully seduced her, and that she wanted to do it all along, but was playing shy and hard to get. Why else would she have agreed to let him drive her home after the party? If she really didn’t want it, she could have said no. Bill is responsible for violating the College Non-Consensual or Forced Sexual Contact policy. It is likely that College investigators and Title IX Coordinator would find that the degree and duration of the pressure Bill applied to Amanda are unreasonable. Bill coerced Amanda into performing unwanted sexual touching upon him. Where sexual activity is coerced, it is forced. Consent is not effective when forced. Sex without effective consent is sexual misconduct.
2. Jiang is a sophomore at the College. Beth is a freshman. Beth invites some of her friends, including Jiang, over to her house one evening to watch a movie. Beth’s parents are away on vacation. Jiang and Beth are attracted to each other. After the movie, everyone leaves, and Jiang and Beth are alone. They hit it off, and are soon becoming more intimate. They start to make out. Jiang verbally expresses his desire to have sex with Beth. Beth, who was abused by a baby-sitter when she was five, and has not had

any sexual relations since, is shocked at how quickly things are progressing. As Jiang takes her by the wrist over to the bed, lays her down, undresses her, and begins to have intercourse with her, Beth has a severe flashback to her childhood trauma. She wants to tell Jiang to stop, but cannot. Beth is stiff and unresponsive during the intercourse. Is this a policy violation? Jiang would be held responsible in this scenario for Non Consensual Sexual Intercourse. It is the duty of the sexual initiator, Jiang, to make sure that he has mutually understandable consent to engage in sex. Though consent need not be verbal, it is the clearest form of consent. Here, Jiang had no verbal or non-verbal mutually understandable indication from Beth that she consented to sexual intercourse. Of course, wherever possible, students should attempt to be as clear as possible as to whether or not sexual contact is desired, but students must be aware that for psychological reasons, or because of alcohol or drug use, one's partner may not be in a position to provide as clear an indication as the policy requires. As the policy makes clear, consent must be actively, not passively, given.

- Kevin and Robert, two faculty members, are attending a weekend College sponsored conference in New York City. The first night they attend a social event held for the group at their hotel where alcohol is being served. Kevin is not sure how much Robert has been drinking, but he is pretty sure it's a lot. After the event, he walks Robert to his room, and Robert comes on to Kevin, initiating sexual activity. Kevin asks him if he is really up to this, and Robert says yes. Clothes go flying, and they end up in Robert's bed. Suddenly, Robert runs for the bathroom. When he returns, his face is pale, and Kevin thinks he may have thrown up. Robert gets back into bed, and they begin to have sexual intercourse. Kevin is having a good time, though he can't help but notice that Robert seems pretty groggy and passive, and he thinks Robert may have even passed out briefly during the sex, but he does not let that stop him. When Kevin runs into Robert the next day, he thanks him for the wild night. Robert remembers nothing, and decides to make a complaint to the Title IX Coordinator when he returns to campus. This is a violation of the Non-Consensual Sexual Intercourse Policy. Kevin should have known that Robert was incapable of making a rational, reasonable decision about sex. Even if Robert seemed to consent, Kevin was well aware that Robert had consumed a large amount of alcohol, and Kevin thought Robert was physically ill, and that he passed out during sex. Kevin should be held accountable for taking advantage of Robert in his condition. This is not the level of respectful conduct expected of employees.

All members of the College Community must report incidents of potential gender-based or sexual misconduct and are referred to the Gender-Based and Sexual Misconduct Reporting, Investigation, Decision, Sanctions, and Appeal Policy Procedures in this document.

CONFIDENTIALITY, PRIVACY AND REPORTING POLICY

Institutions must clearly articulate who are "responsible employees" under Title IX for purposes of initiating notice and/or investigation, and those who have more discretion on how they act in response to notice of gender-based discrimination. Different people on campus have different reporting responsibilities and different abilities to maintain confidentiality, depending on their roles at the College and upon College policy.

When consulting campus resources, all parties should be aware of confidentiality, privacy, and mandatory reporting in order to make informed choices. On campus, some resources can offer you confidentiality, sharing options and advice without any obligation to tell anyone unless you want them to. Other resources are expressly there for you to report crimes and policy violations and they will take action when you report your victimization to them. Most resources on campus fall in the middle of these two extremes. Neither the College nor the law requires them to divulge private information that is shared with them except in certain circumstances, some of which are described below. A victim may seek assistance from these College officials without starting a formal process that is beyond the victim's control, or violates her/his privacy.

To Report Confidentially

If one desires that details of the incident be kept confidential, they should speak with designated on-campus personnel (Please refer to next section: Reporting to those who can maintain the privacy of what you share), campus health service providers through the College's Student Assistance Program, or off-campus rape crisis resources who can maintain confidentiality. In addition, you may speak on and off-campus with members of the clergy and chaplains, who will also keep reports made to them confidential.

Reporting to those who can maintain the privacy of what you share
You can seek advice from certain College staff members who are not required to tell anyone else your private, personally identifiable information unless there is cause for fear for your safety, or the safety of others.

The College has designated the following on-campus personnel as confidential reporting resources for students, faculty, and staff:

- Ms. Dena Ruby, Human Resources (for staff),
druby@carrollcc.edu 410-386-8033
- Ms. Anna Alexander, Assistant Professor, Nursing,
aalexander@carrollcc.edu 410-386-8251
- Ms. Kimberly McShane, Admissions Counselor,
kmcshane@carrollcc.edu 410-3868406
- Mr. Don Hoepfer, Associate Professor, Philosophy,
dhoepfer@carrollcc.edu 410-386-8227
- Dr. Jody Nusholtz, Professor, English
jnusholtz@carrollcc.edu 410-386-8221
- Dr. Hugh Warner, Academic Advisor.
hwarner@carrollcc.edu, 410-386-8421
- Ms. Kathy Mayan, Director of Lifelong Learning
kmayan@carrollcc.edu 410-386-8110
- Ms. Beth Lee, Coordinator of Special Events and
Student Support Services, blee@carrollcc.edu 410 386-8096

These are individuals who the College has not specifically designated as "responsible employees" for purposes of putting the institution on notice and for whom mandatory reporting is required, other than in the stated limited circumstances. If you are unsure of someone's duties and ability to maintain your privacy, ask them before you talk to them. They will be able to tell you, and help you make decisions about who can help you best. Some of these resources will be instructed to share incident reports with their supervisors, but they will not share any personally identifiable information about your report unless you give permission, except in the rare event that the incident reveals a need to protect you or other members of the community. If you're personally identifiable information is shared, it will only be shared as necessary with as few people as possible, and all efforts will be made to protect your privacy.

Amnesty for Students who Report Sexual Misconduct

In an effort for Carroll Community College to encourage reporting of alleged sexual misconduct, relationship violence, and stalking violations, neither complainants nor witnesses will face referrals for action under the College's Standards of Student Conduct if they personally engaged in the unlawful or prohibited use of alcohol or drugs during the incident when the alleged violation occurred. Amnesty is a limited opportunity given to survivors and witnesses who in good faith come forward and report allegations of sexual misconduct. The College does not want the fear of receiving disciplinary charges and/or a disciplinary sanction to prevent a student from reporting an incident of sexual misconduct. Amnesty does not extend to a person who violates this Sexual Misconduct Policy, or to any other person whose participation is not in good faith. Please note that amnesty applies only to the personal use of alcohol or drugs and does not extend to other potential violations of the Standards of Student Conduct that may have been committed, even if the student may have been under the influence of alcohol or drugs at the time the alleged violations were committed. (Pending Board of Trustee Approval, September 2015.)

NON-CONFIDENTIAL REPORTING OPTIONS

You are encouraged to speak to officials of the institution to make formal reports of incidents of sexual misconduct. All faculty and staff at the

College, except for those designated as confidential on-campus personnel, are considered responsible employees, who have a responsibility to report sexual misconduct incidents as quickly as possible to the Title IX Coordinator. Notice to them is official notice to the institution. You have the right and can expect to have incidents of sexual misconduct to be taken seriously by the institution when formally reported, and to have those incidents investigated and properly resolved through administrative procedures.

Federal Statistical Reporting Obligations

Certain campus officials have a duty to report sexual assault, domestic violence, dating violence and stalking for federal statistical reporting purposes (Clery Act). All personally identifiable information is kept confidential, but statistical information must be passed along to campus law enforcement regarding the type of incident and its general location (on or off-campus, in the surrounding area, but no addresses are given) for publication in the annual Campus Security Report. This report helps to provide the community with a clear picture of the extent and nature of campus crime, to ensure greater community safety. Mandated federal reporters include: student/conduct affairs, campus law enforcement, local police, student life staff, human resources staff, advisors to student organizations and any other official with significant responsibility for student and campus activities. The information to be shared includes the date, the location of the incident (using Clery location categories) and the Clery crime category. This reporting protects the identity of the victim and may be done anonymously.

Federal Timely Warning Reporting Obligations

Victims of sexual misconduct should also be aware that College administrators must issue immediate timely warnings for incidents reported to them that are confirmed to pose a substantial threat of bodily harm or danger to members of the campus community. The College will make every effort to ensure that a victim's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the danger. The reporters for timely warning purposes are exactly the same as detailed at the end of the above paragraph.

COMMONLY ASKED QUESTIONS AND ANSWERS

Here are some of the most commonly asked questions regarding College's sexual misconduct policy and procedures.

1. Does information about a complaint remain private?
The privacy of all parties to a complaint of sexual misconduct must be respected, except insofar as it interferes with the College's obligation to fully investigate allegations of sexual misconduct. Where privacy is not strictly kept, it will still be tightly controlled on a need-to-know basis. Dissemination of information and/or written materials to persons not involved in the complaint procedure is not permitted. Violations of the privacy of the complainant or the accused individual may lead to conduct action by the College.

In all complaints of sexual misconduct, all parties will be informed of the outcome. In some instances, the administration also may choose to make a brief public announcement of the nature of the violation and the action taken, without using the name or identifiable information of the alleged victim. Certain College administrators are informed of the outcome within the bounds of student privacy (e.g., the President of the College, Chief of Campus Safety and Security). If there is a report of an act of alleged sexual misconduct to a Title IX Coordinator or Chief of Campus Safety and Security of the College and there is evidence that a felony has occurred, local police will be notified. This does not mean charges will be automatically filed or that a victim must speak with the police, but the institution is legally required to notify law enforcement authorities. The institution also must statistically report the occurrence on campus of major violent crimes, including certain sex offenses, in an annual report of campus crime statistics. This statistical report does not include personally identifiable information.

2. Will my parents be told?
No, not unless you tell them. Whether you are the complainant or the accused individual, the College's primary relationship is to the student and not to the parent. However, in the event of major medical, disciplinary, or academic jeopardy, students are strongly encouraged to inform their parents. College officials will directly inform parents when requested to do so by a student, in a life-threatening situation, or if an accused individual has signed the permission form to release information to parents which allows such communication.
3. Will the accused individual know my identity?
Yes, if you file a formal complaint. Sexual misconduct is a serious offense and the accused individual has the right to know the identity of the complainant/alleged victim. If there is an investigation requiring both parties, the College may provide options for questioning without confrontation, including closed-circuit testimony, FaceTime, Skype, using a room divider, or using separate rooms.
4. Do I have to name the perpetrator?
Yes, if you want formal disciplinary action to be taken against the alleged perpetrator. No, if you choose to respond informally and do not file a formal complaint (but you should consult the complete confidentiality policy above to better understand the College's legal obligations depending on what information you share with different College officials). Victims should be aware that not identifying the perpetrator may limit the institution's ability to respond comprehensively.
5. What do I do if I am accused of sexual misconduct?
DO NOT contact the alleged victim. You may immediately want to contact someone who can act as your advisor; anyone may serve as your advisor. You may also contact the Title IX Coordinator (410-386-8524) or Student Integrity and Judicial Affairs Advocate (410-386-8412), who can explain the College's procedures for addressing sexual misconduct complaints. You may also want to seek other community assistance.
6. What about legal advice?
Victims of criminal sexual assault need not retain a private attorney to pursue prosecution because representation will be handled by the District Attorney's [Prosecutor's] office. You may want to retain an attorney if you are the accused individual or are considering filing a civil action. The accused individual may retain counsel at their own expense if they determine that they need legal advice about criminal prosecution and/or the campus investigation. Both the accused and the victim may also use an attorney as their advisor during the campus' grievance processes.

Other accommodations available to you might include:

- Assistance with or rescheduling an academic assignment (paper, exams, etc.);
 - Taking an incomplete in a class;
 - Assistance with transferring class sections;
 - Temporary withdrawal;
 - Assistance with alternative course completion options;
 - Other accommodations for safety as necessary.
7. What should I do about preserving evidence of a sexual assault?
Police are in the best position to secure evidence of a crime. Physical evidence of a criminal sexual assault must be collected from the alleged victim's person within 120 hours, though evidence can often be obtained from towels, sheets, clothes, etc. for much longer periods of time. If you believe you have been a victim of a criminal sexual assault, you should go to the Carroll Hospital Center Emergency Room, before washing yourself or your clothing. The Sexual Assault Nurse Examiner (a specially trained nurse) at the hospital is usually on call 24 hours a day, 7 days a week (call the Emergency Room if you first want to speak to the nurse; the Emergency Room will refer you). A College staff member from Security/Public Safety or from Student Affairs

can also accompany you to the Hospital and law enforcement or Security/Public Safety can provide transportation. Having the evidence collected in this manner will help to keep all options available to a victim, but will not obligate her or him to any course of action. Collecting evidence can assist the authorities in pursuing criminal charges, should the victim decide later to exercise it.

For the Victim: the hospital staff will collect evidence, check for injuries, address pregnancy concerns and address the possibility of exposure to sexually transmitted infections. If you have changed clothing since the assault, bring the clothing you had on at the time of the assault with you to the hospital in a clean, sanitary container such as a clean paper grocery bag or wrapped in a clean sheet (plastic containers do not breathe, and may render evidence useless). If you have not changed clothes, bring a change of clothes with you to the hospital, if possible, as they will likely keep the clothes you are wearing as evidence. You can take a support person with you to the hospital, and they can accompany you through the exam, if you want.

Do not disturb the crime scene — leave all sheets, towels, etc. that may bear evidence for the police to collect.

8. Will a victim be sanctioned when reporting a sexual misconduct policy violation if he/she has illegally used drugs or alcohol? No. The severity of the infraction will determine the nature of the College's response, but whenever possible the College will respond educationally rather than punitively to the illegal use of drugs and/or alcohol. The seriousness of sexual misconduct is a major concern and the College does not want any of the circumstances (e.g., drug or alcohol use) to inhibit the reporting of sexual misconduct. Please refer to the Amnesty for Students who Report Sexual Misconduct section of this policy.
9. Will the use of drugs or alcohol affect the outcome of a sexual misconduct complaint? The use of alcohol and/or drugs by either party will not diminish the accused individual's responsibility. On the other hand, alcohol and/or drug use is likely to affect the complainant's memory and, therefore, may affect the outcome of the complaint. A person bringing a complaint of sexual misconduct must either remember the alleged incident or have sufficient circumstantial evidence, physical evidence and/or witnesses to prove his/her complaint. If the complainant does not remember the circumstances of the alleged incident, it may not be possible to impose sanctions on the accused without further corroborating information. Use of alcohol and/or other drugs will never excuse a violation by an accused individual.
10. Will either party's prior use of drugs and/or alcohol be a factor when reporting sexual misconduct? Not unless there is a compelling reason to believe that prior use or abuse is relevant to the present complaint.
11. What should I do if I am uncertain about what happened? If you believe that you have experienced sexual misconduct, but are unsure of whether it was a violation of the institution's sexual misconduct policy, you should contact the Title IX Coordinator, Student Integrity and Judicial Affairs Advocate or Director of Human Resources. The institution provides non-legal advisors who can help you to define and clarify the event(s), and advise you of your options.

Other Resources:

Public Safety and Security, Carroll Community College; 410-386-8123

Title IX Coordinator, TitleIX@carrollcc.edu; 410-386-8524

Carroll County Domestic Violence Hotline; 443-865-8031

Rape Crisis Intervention Service www.rapecrisiscc.org 410-857-7322 410-

857-0900 V/TTY 224 N. Center street #102, Westminster, MD 21157

Maryland Coalition Against Sexual Assault (MCASA) mcasa.org

Carroll County Sheriff Office, 100 North Court Street, Westminster, Emergency: 911 410-386-2900

Maryland State Police Barrack G, 1100 Baltimore Boulevard, Westminster, Maryland 410-386-3000

Carroll Hospital Center, 200 Memorial Avenue, Westminster, MD 21157 410-386-3000; TTY: 410-386-7186

Sexual Assault Forensic Examiner (S.A.F.E.) Program www.Carrollhospitalcenter.org/adult-safe-program 410-876-6655

Gender-Based and Sexual Misconduct Reporting,
Investigation, Decision, Sanctions, and Appeal Policy Procedures

Members of the Carroll Community College community, guests, and visitors have the right to be free from all forms of gender and sex-based discrimination, examples of which can include acts of sexual violence, sexual harassment, domestic violence, dating violence, and stalking.

All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. The College believes in a zero tolerance policy for gender and sex-based misconduct. When an allegation of misconduct is brought to a Title IX Coordinator's attention, and a respondent is found to have violated this policy, serious sanctions will be used to reasonably ensure that such actions are never repeated.

REPORTING AND INVESTIGATION

All College faculty and staff are required to report gender-based and sexual misconduct to the Title IX Coordinator (410-386-8524) TitleIX@carrollcc.edu

Before discussing an incident with a potential victim the faculty or staff member must inform the person of their responsibility to report the incident to the Title IX Coordinator. The faculty or staff member may refer the potential victim to the designated confidential reporting resources indicated above. The faculty or staff member must inform the person of the opportunity to make a report of the incident to the College Public Safety personnel and to law enforcement if they would like to do so. The Title IX Coordinator, Public Safety, and the Compliance Office may all assist the individual in making a report to the College and to law enforcement.

The Title IX Coordinator, after having an incident reported to them, will determine whether an investigation is warranted and depending on the nature of the incident the necessity of informing College Public Safety and local law enforcement.

If warranted, the Title IX Coordinator will designate a team of two trained Title IX College investigators to work in tandem as neutral parties and available to both complainant and respondent to investigate the case, initiate initial interim sanctions, and inform all parties in writing regarding the investigation and interim sanctions.

Interim interventions and sanctions may include the following:

1. The Office of Public Safety on campus can offer personal escorts at any time, assign electronic panic alarms to be used on campus, reserve a parking space near classroom buildings, coordinate with local law enforcement for safety checks off campus, provide internal emergency phone contact numbers, and demonstrate proper use of Blue Light Emergency Call Boxes.
2. The Title IX Coordinator may immediately offer alternate course sections for the complainant and/or accused, temporarily suspend the accused, issue a no-contact order to both the complainant and/or accused, issue a no-trespassing order to the accused until the case is resolved.

The assigned investigators will conduct the investigation of the case. The Title IX Coordinator will inform all parties in writing of the progress of the investigation.

Following their investigation, the investigators will report to the Title IX Coordinator the findings of the investigation and render a decision regarding whether the respondent is responsible or not of gender-based or sexual misconduct. To reach a finding of responsible, the evidentiary standard of a preponderance of the evidence will be used.

The Title IX Coordinator, in consultation with the investigators, will determine whether gender-based or sexual misconduct has occurred. The Title IX Coordinator will inform all parties in writing of the decision and sanctions.

The complainant or respondent may accept the decision and sanctions of the Title IX Coordinator or appeal the decision or sanctions in writing to the appropriate College Administrator. See page 260, Appeal of Title IX Coordinator's Decision and Sanctions.

In order to achieve a balanced and fair process for resolving complaints of sexual misconduct, the following considerations will be afforded to both parties:

- During the investigation, the parties will not cross question each other. Questions will be submitted to the Title IX Coordinator or Investigator(s) for screening.
- No questions or evidence will be permitted about sexual history except for that between the parties.
- All proceedings will be concluded within 60 days after the initial notice of the complaint, except in the event of extenuating circumstances.
- All parties will be afforded the same opportunity to present witnesses and evidence.
- Adjudication of a complaint by the college will not be delayed because of concurrent criminal or civil investigation or action.
- Interim measures, such as course schedule adjustments, academic and/or mental health support, escort services, etc., will be provided to the complainant as necessary.
- The parties are permitted to have advisers of their choice at any stage of the proceeding, including legal representation.
- A "preponderance of evidence" will be the evidentiary standard used to determine a finding of responsible regarding a complaint of sexual misconduct.
- Both parties will be notified, in writing, about the outcome of both the complaint and any appeal.
- An appeal of the findings will be available to both the complainant and respondent.

APPEAL OF TITLE IX COORDINATOR'S DECISION AND SANCTIONS

An appeal must be made in writing within 14 days of receipt of the Title IX Coordinator's decision to the proper College Administrator. The reporting party and the complainant are each entitled to one appeal. For the different populations the appropriate administrator will be, for

1. College Personnel – the Executive Vice President for Administration
2. Students – the Vice President for Academic and Student Affairs or the Vice President of Continuing Education, as appropriate.

The appeal administrator will review all case information, prior decisions, sanctions imposed, and make a final determination.

The decision and sanctions determined by the appropriate appeal authority will be final. All parties will be informed in writing of the appeal, recommended decision, and recommended sanctions. The decision and sanctions decided by the President will be final. All parties will be informed in writing of the appeal, final decision, and final sanctions.

Approved – March 18, 2015
Revised – November 18, 2016

SECTION TWELVE: PARKING AND TRAFFIC REGULATIONS

It is everyone's responsibility to become familiar with the following information. The traffic rules and regulations apply to everyone who drives a motor vehicle on the Carroll Community College campus.

Traffic Regulations

All vehicles are subject to College traffic regulations while on the Carroll Community College campus. Regulations must be obeyed at all times.

- A. Faculty, staff, students, and visitors must park in lined spaces only.
- B. Vehicles must park in one space only.
- C. Parking is not allowed on the grass, construction areas, or any place that will mar the landscape of the campus.
- D. Any area on the campus which has been closed off shall not be entered by any vehicle.
- E. Faculty, staff, students, and visitors are prohibited from parking in the rear of the building near the receiving docks.
- F. Visitors are expected to obey the traffic regulations.
- G. Pedestrians in a designated crosswalk shall have the right of way at all times.
- H. The maximum speed on campus roads is 15 miles per hour.
- I. Any vehicle parked in violation of the College's regulations is subject to being fined.
- J. Any vehicle with unpaid parking tickets is subject to towing at the owner's expense.

Parking Availability

- A. All lots are clearly marked with signs indicating any restrictions.
- B. Students and visitors are not issued parking permits and may park in any lined spaces not reserved.
- C. Faculty and staff parking spaces are reserved for faculty and staff vehicles with permits only.
- D. Parking spaces are reserved for vehicles of individuals with disabilities; appropriate license plates or permits must be displayed.

Faculty and Staff Registration

- A. All faculty and staff motor vehicles must be registered with the Office of Facilities Management and have a valid parking permit displayed.
- B. Faculty and staff parking permits are available in the Office of Facilities Management, room A203.
- C. Parking permits must not be defaced or altered in any manner.
- D. The employee who registers a motor vehicle is responsible for all violations involving the motor vehicle.

Parking for Individuals with Disabilities

- A. Parking in spaces marked for disabled requires a Motor Vehicle Administration issued disabled license plate or permit. Temporary permits may be issued by the Office of Facilities Management, Room A203, with proper documentation. This permit will be issued for up to two calendar weeks and cannot be renewed.
- B. If the temporary disability is to exceed this two-week period, an application must be made and a temporary permit issued by the Motor Vehicle Administration.

Enforcement

Violators of campus traffic and parking regulations will be subject to the following penalties:

- A. Fines are \$10.00. Fines for parking in spaces reserved for persons with disabilities are \$25.00.
- B. All fines are payable at the Business Office within 14 calendar days from the issuance of the ticket.
- C. Fines not paid will be treated as any other College financial obligation.
- D. Vehicles with unpaid violations may be subject to towing at the owner's expense.
- E. For unpaid tickets, the MVA will be contacted for vehicle owner identification.
- F. If towing becomes necessary, the vehicle will be towed to:

Leckron's Towing, 164 Pennsylvania Avenue, Westminster, MD 21157. As required by State law, vehicles may be claimed 24 hours per day/7 days per week by calling 410-848-0100. \$250 fee for tow; \$50 storage fee per day will be assigned to the owner of the vehicle.

- G. Unpaid fines will result in the following: Fines will be attached to the student's account, resulting in the student not being permitted to register, to receive transcripts, or to graduate/obtain a diploma until all fines are paid in full.

Appeals

A member of the College community wishing to appeal a parking/traffic violation must obtain an appeals form from the Information Desk or the Administrative Offices, rooms A203 or A230. No appeal will be accepted unless filed within seven working days after the violation. All appeals will be reviewed by the College's Parking Appeals Committee. The result of the appeal will be written at the bottom of the appeals form and returned to the appellant. The Parking Appeals Committee will consist of two students, one faculty member, and one administrator.

SECTION THIRTEEN: OTHER COLLEGE REGULATIONS

SOLICITATION/DISTRIBUTION OF LITERATURE/PUBLIC ASSEMBLY

The college does not have an open forum for solicitations, distribution of literature, public assembly, signs, sales, or fundraising. Solicitations, distribution of literature, public assembly, signs, sales, and fundraising by external groups in any of Carroll Community College's facilities are strictly prohibited unless official permission is authorized by the president or his/her designee.

Solicitation, Distribution of Literature, Public Assembly by approved external persons/groups

Solicitation includes activities such as distributing literature, posting signs, engaging in or attempting to engage in conversation, or otherwise approaching an individual or individuals on college grounds with the purpose of petitioning, making a request regarding, endorsing, or making a plea for a product, cause, etc.

Procedures for Approval to Distribute Literature/Public Assembly:

- Distribution of Literature and/or public assembly will be permitted on college grounds only under certain conditions and subject to time, place, and manner; restrictions are noted below.
- All requests must be made at least two weeks but not more than six weeks prior to date of the proposed activity.
- After making a written request to the college administration, approved individuals will be permitted to distribute literature to individuals who desire such information.
- Groups or individuals may assemble at an outdoor spot designated by the college administration to make their information available to students, college employees, and visitors.
- The assigned location shall provide for the free flow of traffic and persons.
- Groups or individuals may display their information and respond to inquiries and comments by interested persons but may not actively approach or solicit CCC employees, students, or campus visitors.
- Distribution of printed materials or the initiation of specific conversation by means of accosting individuals is prohibited.
- The dissemination of information shall be permitted only during the time period designated by the college.
- The College reserves the right to refuse request, revoke permission, or cancel reservations if these policies and procedures are not complied with, or if the space requested is needed for college functions.
- Groups using college facilities that cause damage to college property will be held responsible for any damages incurred.
- All materials used must be removed at the conclusion of the activity. No commercial (or for-profit) sales may be conducted during the activity.

Solicitations within campus facilities by businesses as a means to recruit students for employment are an allowed activity provided that activity is

approved by the college administration.

Restrictions on Solicitation/Distribution of Literature:

Solicitation of the following materials is specifically not authorized by the college and may subject the sponsor to criminal prosecution or civil liability:

- Any advertising material designed to promote the sale of commercial products or services.
- Any advertisement of, or information concerning, any lottery, gift enterprise, or similar scheme offering prizes dependent in whole or in part on chance.
- Any unauthorized copyrighted material.
- Any obscene or indecent material.
- Any material or information that defames any race, ethnicity, gender, sexual orientation, age, disability, or religious group, or any individual member of such group.
- Any material advocating violence, or words that are designed to invoke violence.
- Any slanderous or libelous language or materials.
- Any deliberate misinformation that may result in harm to any individuals or group.
- Any noncompliance with applicable federal, state, and local laws and regulations.
- Any advertising materials left on cars, in buildings, or anywhere on campus. This restriction includes, but is not limited to, business, political affiliation, or religious group advertisements.
- The college reserves the right to restrict solicitation of materials or public assembly if it violates other college policies or procedures.

Approved Carroll County Attorney's Office 3/11/2013

Approved Carroll Community College Board of Trustees – May 15, 2013

SALES AND FUNDRAISING

Commercial sales, to include goods and merchandise, to students and staff on the College premises, is forbidden except through the Bookstore or other College-approved organizations or agencies. The solicitation of funds to support any activity or cause not sponsored by the College or the Student Government Organization is prohibited. Fundraising activities by students must be approved by the Director of Student Engagement and Completion.

The College prohibits alcohol-related advertising and promotions. It also bans any promotional sponsorship of campus events or activities by alcohol-related companies and businesses.

Approved Carroll County Attorney's Office 3/11/2013

Approved – Carroll Community College Board of Trustees – May 15, 2013

BULLETIN BOARD USAGE – ADVERTISING

All bulletin board notices must be approved and stamped by the Office of Student Life at least one week prior to an event, with the exception of notices for classroom bulletin boards and bulletin boards that are specific to and managed by a college department. Unapproved and non-college related postings will be removed.

All community postings must be stamped for approval by the Office of Student Life, who will post to appropriate bulletin boards. Display of College community postings will be limited to the bulletin board beside the ATM machine located in the main level of the "A" Building and the lower level of "A" Building near Room A015.

All posters, placards, and signs announcing activities and events of interest to and related to the student body must be stamped for approval by the Office of Student Life, who will post to bulletin boards found in common areas throughout the campus facilities (excluding classroom and departmental bulletin boards). At its discretion, Student Life may also place information on tables and study desks, or leave in mail boxes. After posters have become obsolete, they should be removed by the person or organization responsible. The College prohibits alcohol-related advertising and promotions. It also bans any promotional sponsorship of campus events or activities by alcohol-related companies and businesses.

At times, it is necessary for faculty and staff to display information to

students advising of class scheduling, instructor illness, assignments, etc. Understanding this need, please use the following guidelines to prevent damage to walls and doors:

- Use bulletin boards on classroom doors; do not tape messages to walls.
- Use window glass, if available; otherwise, use door frames.
- If not practical to use doorframes, information may be taped to doors but should be removed as soon as possible. The longer tape is on, the more difficult it is to get off.

Note: Restrooms, elevators, entrance glass doors to any building, and planters are not appropriate places for posting flyers.

Approved Carroll County Attorney's Office, March 11, 2013

COPYRIGHT COMPLIANCE STATEMENT

Carroll Community College recognizes and supports the full enforcement of copyright laws for the protection of intellectual property rights. All College faculty, staff, and students are expected to comply with federal laws regarding the use of copyright protected materials. As an institution of higher learning, Carroll Community College supports the fair use exemption, whereby copyrighted materials may be legally used and reproduced for the purposes of criticism, commentary, teaching, scholarship, and research as noted in the federal copyright law (17 U.S.C. 107 at copyright.gov/title17/92chap1.html)

NEWSPAPERS AND PERIODICALS ON CAMPUS

Placing free magazines, newspapers, and other periodicals on the campus of Carroll Community College is prohibited unless specifically approved by the College. The College will consider approval of periodicals of educational value and consistent with the mission of the College. Requests for approval are to be directed to the Office of Planning, Marketing, and Assessment.

If approved, it is the responsibility of the vendor to maintain the papers in a neat and orderly fashion in racks approved by the College. Old issues will be removed and new issues placed in the rack by the vendor. Publications are not to be left by the vendor, either inside or outside college buildings, for college staff to process. Failure by the vendor to properly maintain publications in the approved racks terminates the agreement, and further distribution on campus will be prohibited.

POLITICAL ACTIVITIES – FACILITY USE

College facilities cannot be used by candidates for campaign purposes. The College is a limited public forum for school sponsored events. College faculty and approved student organizations may sponsor events within the College's educational mission. These events must be nonpartisan, and require the prior approval of the appropriate Vice President and the President of the College. The College cannot appear to sponsor or endorse any candidate or political party.

During an election year, outside nonpartisan organizations may use specified College facilities to sponsor political forums or debates for the purposes of providing the community the opportunity to hear diverse political views. The Theater in the Scott Center may be rented on a space-available basis for this purpose by following all College Facility Use Guidelines and Theater Rental Guidelines, including but not limited to a Lease Agreement, Lease Rider, Application for Use, and Fee Schedule. The College will not charge fees for nonpartisan political forums or debates sponsored by the State of Maryland, the Federal Government or the Board of Carroll County Commissioners.

College classrooms are also eligible for use for this purpose on a space-available basis. The Great Hall in the A Building and the Conferencing Center in the K Building are not available for this purpose unless sponsored by Carroll Community College.

ANIMALS AND PETS

With the exception of service animals accompanied by their owners or trainers, animals are not permitted in buildings without proper authorization. Service animal owners and trainers must be aware of the college's policies before any service animals or service animals in training may enter a science lab. Requests for this accommodation must be made through the Office of Disability Services due to the hazards that

may be present in the laboratory environment. Every effort will be made to accommodate this request; however, for the safety of the dog and the college community standard precautions must be taken.

ANONYMOUS PUBLICATIONS

The organization or individual responsible for literature appearing on campus must be clearly identifiable within the publication. Literature which is not identifiable may not be distributed on campus.

CHILDREN ON CAMPUS

Children are invited to the Carroll Community College campus and warmly encouraged to participate in College events and activities suitable for children. They may also visit the campus on an exceptional basis, particularly when extenuating circumstances interfere with normal childcare. The presence of children shall always be subject to the following conditions:

- At all times children must be under the direct supervision of the adult bringing them on campus.
- Children may not disrupt the learning, business, or professional environment of the College.
- Unless as part of a recognized Carroll Community College activity under the supervision of a designated College official, children may not use Carroll Community College's parking areas, roadways, gymnasium, or amphitheater for riding bicycles, rollerblading, skateboarding, or for other recreational purposes.
- They may not enter any area of the College which may pose a health or safety risk or which contains expensive, fragile, or sensitive equipment.
- Children are not permitted in the Testing Center.

Parents, whether students, faculty, or staff, are not to bring their children to the College on a routine or regular basis. Only currently enrolled College students, employees, and officially invited College guests are permitted in classrooms and laboratories while classes and other educational activities are being conducted. Bringing children to class is discouraged due to the potential interruption of the learning environment. If an emergency situation requires that a child accompany a student to class, approval from the instructor is required. If an emergency situation requires an employee to bring a child to work, approval of his/her supervisor is required.

Carroll Community College accepts neither responsibility nor liability for injuries that may occur to a child or damages caused by the child while on the Carroll Community College campus. Responsibility for damages and any liability lie entirely and completely with the responsible parent or guardian.

In the event that any of the above conditions are violated, a responsible College official may request the removal of the child from campus. If a request to leave the campus is not honored, the responsible College official may undertake such lawful measures as may be deemed necessary to secure the child's removal.

(Approved by the President's Executive Team, November 5, 2002)

PROHIBITION OF INDIVIDUALS ON SEX OFFENDER REGISTRY

Carroll Community College is committed to offering accessible educational opportunities to our community. In support of that commitment, the College maintains an open door policy of admission. The college also provides learning opportunities for the younger learners and houses a Child Development Center. Therefore, the College prohibits the enrollment of Individuals listed on any State Services Sex Offender registry and/or Maryland Department of Public Safety and Correctional Services Sex Offender registry. This would include online classes, programs, or attending any college-sponsored events, on or off campus. Further, according to the Annotated Code of Maryland, Criminal Procedures §11-722, a registered sex offender may not enter the grounds or buildings of Carroll Community College for any reason.

TRESPASS POLICY

Denial of access to College grounds – In accordance with the Maryland Annotated Code, Education Article, Sections 26-102, the governing board, president, or any person designated in writing by the board or any of

these persons, may deny access to the building or grounds of the College to any person who:

- Is not a bona fide, currently registered student, or staff or faculty member at the College and who does not have lawful business to pursue at the College; or,
- Is a bona fide, currently registered student at the College and has been suspended or expelled from the College, for the duration of the suspension or expulsion; or,
- Is a registered sex offender listed on any State Services Sex Offender registry and/or Maryland Department of Public Safety and Correctional Services Sex Offender registry;
- Acts in a manner that disrupts or disturbs the normal educational functions of the College.
- Staff may demand identification – Administrative personnel and authorized employees of the College may demand identification and evidence of qualification from any person who desires to use or enter the premises of the institution.
- Agreement with law enforcement agencies – The governing board of the College may enter into an agreement with appropriate law enforcement agencies to carry out the responsibilities of this statute when:
 - College is closed; or,
 - The governing board, president, or any of their designees are not present in the buildings or on the grounds of the institution

Penalty – Any person violating this statute is guilty of a misdemeanor and on conviction is subject to a fine not exceeding \$1,000, imprisonment not exceeding 6 months or both if the person:

- Trespasses on the grounds of any public institution of higher education;
- Fails or refuses to leave the grounds of the institution after being requested to do so by an authorized employee of the institution; or
- Willfully damages or defaces any building, furnishing, statue, monument, memorial, tree, shrub, grass, or flower on the grounds of the institution.

Persons authorized to enforce the above statute are:

- President
- Executive Vice President, Administration
- Vice President, Academic and Student Affairs
- Vice President, Planning, Marketing & Assessment
- Vice President, Continuing Education and Training
- Integrity and Judicial Affairs Advocate
- Director, Facilities Management
- Director, Risk Management
- Chief, Public Safety and Security
- Security Officers (Carroll Community College employed)
- Or, any person authorized by the above named individuals

Revised: November 18, 2016

RESTROOM AND LOCKER ROOM USE

Carroll Community College provides separate facilities on the basis of sex at all campus buildings for restrooms and locker rooms. Transgender and gender nonconforming individuals are free to access these facilities consistent with their gender identity and are not required to use facilities indicative of their sex assigned at birth.

- Transgender or Trans describes a person whose gender identity does not correspond to their assigned sex at birth.
- Gender Nonconforming describes people whose gender expression differs from stereotypic expectations. The terms gender variant or gender atypical are also used. Gender nonconforming individuals may identify as male, female, some combination of both, or neither.
- Gender Identity refers to a person's deeply felt internal sense of being male or female, regardless of their sex assigned at birth.
- Sex Assigned at Birth refers to the sex designation, usually "male" or "female," assigned to a person when they are born.

FOOD AND BEVERAGE CONSUMPTION

At Carroll Community College, food and drink are permitted in designated areas only. Food and drink are not allowed in the Theatre, labs (i.e., computer, science, and art) or the Library.

INCLEMENT WEATHER PROCEDURES

Weather related closing information can be found on the Carroll Community College website at carrollcc.edu, Blackboard, or by calling our inclement weather line, 410-386-8457.

You may register with e2Campus, the College's Emergency Notification System, at carrollcc.edu/alerts in order to receive weather-related announcements through social media or by email or text message on your mobile devices. This service will also post the message on the College's website and Blackboard. Be sure to visit the College's website or your email for the complete announcement due to the limited size of text messaging capability. If no announcement is made, you may assume that the regular schedule is in effect.

The following radio and TV stations in and around the Carroll County/southern Pennsylvania area will carry the announcements for Carroll Community College:

Radio stations:

WBAL-1090AM, WYYY-98FM, WSOX-96.1FM, WTTR-1470AM

Television stations:

WMAR-2, WBAL-11, WJZ-13, WPMT-FOX 43 (Pennsylvania)

Announcements will be made, including weekends, beginning at approximately 6:30 a.m. through 9:00 a.m. for day classes/events and at approximately 4:00 p.m. or earlier for evening classes/events. When the College is closed, all activities will also be canceled unless an announcement is made to the contrary.

When the Carroll County Public School System closes for the day or during the day, credit and non-credit College classes being held in the public school facilities will be canceled. You may call 410-386-8457 and press 1 for information about non-credit courses.

Credit late opening/closings: If the College opens late, all credit class sessions starting prior to the scheduled opening time will be canceled. Credit Lab sections that begin after the opening time will be held even though the lecture component of that class may have been cancelled.

If a credit class session is cancelled or the college campus is closed for any reason, it is each student's responsibility to visit his or her course Blackboard site/s for announcements and/or assignments related to the canceled class sessions. If the student is unable to access the internet, he or she is to contact his or her instructor/s at the phone number on the course syllabus. It is strongly suggested that the student do this as soon as word is provided that a class session will be canceled or the college campus closed so that any alternative or makeup assignments may be completed prior to the next scheduled class meeting(s). Please note that a student's failure to access Blackboard or otherwise contact his or her instructors may result in an unexcused absence and lost credit for any work missed.

Continuing Education non-credit late openings/closings: Classes starting at the late opening time or later will meet as scheduled. Unless notified otherwise, full-day seminars and classes scheduled to run from morning into the afternoon WILL begin at the late opening time and continue until their regularly scheduled end time. All other continuing education classes are cancelled. Come to the next session as scheduled. If this is the last session, you will be contacted by college staff about a make-up class. When the College closes due to inclement weather, classes are canceled in all locations, including the Multi-Service Center and the public schools. You may call 410-386-8457 and press 1 for information about non-credit courses.

TAPING/PHOTOGRAPHING OF STUDENTS AND VISITORS

Because Carroll Community College is a public institution, photographs of students, staff, faculty, or visitors in common areas on campus or at public ceremonies or events can be used in printed and electronic public relations materials without their permission. The individual has no privacy rights in this instance and no model's release is required. However, every effort will be made by the photographer to notify individuals within the shoot area so that they may choose to exclude themselves from the photograph.

VEHICULAR ASSISTANCE

The Office of Public Safety and Security will provide assistance to faculty, staff, students, and patrons who need their vehicle battery recharged. If this service is required, contact the Information Center staff, who will notify Security of your need for assistance.

BIKING, ROLLER BLADING, SKATEBOARDING, HOVERBOARDS, UNMANNED AIRCRAFT SYSTEMS

Carroll Community College does not allow skateboarding, roller blading, bicycling, sidewalk scooters, or hoverboards on campus with the following exceptions: 1) a credit or noncredit program that may include their use while using proper personal equipment protection and in accordance with regulations and code; (2) as a method of transportation to and from work or instruction. These methods of transportation may only be used outside, and if brought inside, must be properly secured. Bicycles are to be kept outside in approved bike racks. Hoverboards must be stored outside as they are never allowed inside any building. NO EXCEPTIONS.

All unmanned aircraft systems (UAS), which includes drones and model aircraft are not permitted to be flown on college owned or leased grounds without first receiving College approval. This includes a credit or noncredit program that may include their use. Requests must be made by contacting the Office of Risk Management. Their use will be considered on a case-by-case basis, following all Federal Aviation Administration (FAA) regulations. UAS must never be flown inside buildings.

If a violation occurs, Campus Safety and Security will advise that these activities are against College policy and politely request that one refrain from the activity or leave campus.

Failure to respond to requests these requests may result in faculty, staff, or student disciplinary action or police action in the case of an individual who is not a faculty, staff, or student.

SECTION FOURTEEN: CRIME AWARENESS

This information is provided in response to the Student Right-To-Know and Campus Security Act, Public Law 101-542, as amended by the Higher Education Technical Amendment of 1991, Public Law 102-26. The College is required to report on the number of incidents of murder, rape, aggravated assaults, burglary, vehicle thefts, domestic violence, dating violence, stalking, crimes reportable under the Hate Crime Statistics Act, and arrests for campus violations of the Liquor Laws, drug possession/use and weapons possession.

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics (Clery Act), Carroll Community College is required to provide all students and employees, as well as prospective students and employees access to the College's Annual Security Report by October 1 of each year. This Report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by Carroll Community College; and on public property within, or immediately adjacent to and accessible from, the campus. The Report also includes institutional policies concerning campus security, such as policies concerning sexual assault, and other matters. You can obtain a hard copy of the Report by contacting the Office of Public Safety and Security, room A137, 410-386-8600; picking one up at the College's Information Center; or electronically by accessing the following website: carrollcc.edu/securityreport.pdf

Safety Tips for Work Areas

- Lock your office door whenever you leave, even if you are just going "out for a minute."
- Take care of your keys. Do not leave them in your "cubby" or other hiding places.
- Do not prop doors open. If you find a door propped open on campus, close it or report it to the Office of Public Safety and Security.

- Know where fire alarms and emergency exits are located.
- Observe the College's fire prevention regulations.
- If you smell smoke or see fire, pull the fire alarm and leave the building immediately.
- When a fire alarm sounds, leave the building immediately. Do not wait to see if it is a false/malfunctioning alarm.
- Notify the Office of Public Safety and Security immediately of any emergency, criminal activity, suspicious conditions, or suspicious subjects by calling 410-386-8123 or x8123 from a college phone.

Safety Tips for Campus Grounds

- Avoid taking shortcuts through isolated areas.
- Do not go for a "nature walk" through the woods alone.
- When walking, jogging, or running around the campus road after dark, wear reflective clothing and go in the opposite direction of traffic.
- Do not walk, jog, or run on campus alone after dark.
- Contact the Information Desk for an on-campus security escort to your car.

Property Security Tips

- Never leave your bag, wallet, purse, or other valuables unattended.
- Even if you are going to be gone for "just a minute," take your belongings with you.
- Do not leave easily stolen items, such as your wallet, checkbook, or jewelry in open view.
- Do not keep large sums of money in your office, classroom, or book bag/back pack.
- Engrave your driver's license number on valuables.

Parking and Vehicle Safety

- Have your keys ready when approaching your vehicle. Check for intruders before, and lock the door immediately after, getting into your vehicle.
- Close all windows (in addition to locking all doors) when leaving your vehicle, whether it is for a few minutes or several hours.
- Lock all valuables in the trunk. Do not leave them visible in your car.
- At night, park in well-lighted areas.
- Do not attach your name or license tag number to your key ring.
- Never pick up hitch hikers or hitchhike yourself.
- Always keep your gas tank at least half full.
- If your vehicle breaks down in an isolated area, raise the hood, lock the doors and stay inside. If someone stops to help, ask him/her to call the police. Sound the horn if you feel threatened. If you see a suspicious person or someone driving recklessly on campus, notify the Office of Public Safety and Security immediately.

Dating

- When you feel uncomfortable in a situation, trust your instincts.
- When you mean "no," say "NO." Do not allow room for misinterpretation by being ambiguous in your actions. Be FIRM. You should communicate your intentions and limits early.
- Do not immediately transfer your trust from an old friend to a new one. Remember, trust must be earned.
- Control the environment. You should be the one to choose or agree to the dating activity and location.
- Be alert to diminished awareness caused by alcohol and drugs. When you lose control because of impaired judgment, you give the advantage to the would-be assailant.
- Do not allow others to violate your personal space.
- When going out, let someone know with whom you are going, where you are going, and if possible, the approximate time of your return.

Enrolling at Carroll

Steps to Admission

1. Submit an Enrollment Application. New students are encouraged to submit applications early in April for fall enrollment or in November for spring enrollment, but admission is open and students can apply any time before a semester begins.
2. Submit educational transcripts. Send an official high school transcript together with SAT/ACT scores, GED® test scores and certifications, and/or college or university transcripts. Please send all prior to coming in to register for courses for your first time.
3. Apply for financial aid. Call 410-386-8437 for financial aid information.
4. Complete placement testing. Placement testing is available on a walk in basis, call the Admissions Office at 410-386-8430 for walk in hours or visit the website. If a student wishes to be assessed based on prior college coursework, he/she must contact the Admissions Office at 410-386-8430 or Advising and Transfer Center at 410-386-8435.
5. Placement testing exemptions are available SAT (560 on Evidence-Based Reading/Writing and 530 on SAT Math) or ACT (21+ in reading, writing, and math). Please call or present your standardized test scores for exemptions before testing. Many math courses require additional math placement testing before eligibility to register. Transfer students with 12+ earned credits will likely be exempt from some placement. Bring unofficial transcripts to the Admissions Office for review prior to testing.
5. Placement test results are available and given to the student immediately after testing is completed. Students will then be eligible to meet with an academic advisor in A-102 or an admissions counselor in A-101 to register for classes, and/or decide to re-test if appropriate.

Parents are welcome to attend meetings regarding test results and course registration. No appointment is required.

6. Register for courses. After their first term, students will meet with an academic advisor at milestones of 15, 30 and 45 credits to discuss goals and to assure satisfactory progress toward those goals before subsequent registrations.
7. Attend New Student Orientation in August or January. Programs are offered for new full-time students, new part-time students, and parents and families.

Registration forms are processed daily in the Records Office, room A112, Monday through Thursday, 8:30 a.m. – 7:00 p.m. and Fridays, 8:30 a.m. – 4:00 p.m. Tuition is always due three weeks before a term begins. After this deadline, payment is due immediately at the time of registration. Note that a tuition payment plan is available. For more information about the tuition payment plan, call the Business Office at 410-386-8040.

Prohibition of Individuals on Sex Offenders Registry

Carroll Community College is committed to offering accessible educational opportunities to our community. In support of that commitment, the College maintains an open door policy of admission. The college also provides learning opportunities for the younger learners and houses a daycare center. Therefore, the College prohibits the enrollment of individuals listed on any State Services Sex Offender registry and/or Maryland Department of Public Safety and Correctional Services Sex Offender registry. This would include online classes, programs, or attending any college-sponsored events, on or off campus.



CARROLL
COMMUNITY COLLEGE

1601 Washington Road | Westminster, MD 21157 | carrollcc.edu

External Transcript Request Form

Records Office · Room A-112

410-386-8440 · FAX 410-386-8446 · Toll Free 1-888-221-9748

Student Instructions

Complete this form in its entirety and submit to your High School Guidance Office. If you have attended another college or university, complete additional forms and submit them (together with any required transcript fees) to the Records Office at those institutions.

Personal Data

Legal Name: (Last) _____ (First) _____ (Middle) _____

Permanent Address: (Street) _____

(City) _____ (State) _____ (Zip) _____ (County) _____

Phone: (Home) _____ (Cell) _____ (Emergency) _____

Social Security Number: _____

Date of Birth: _____

Previous Institution Information (complete one form per institution)

Institution Attended: _____

Dates of Attendance: _____ to _____ **Date of Graduation:** _____

Student Authorization

Please send an official copy of my transcript to:

Carroll Community College
Records Office · Room A-112
1601 Washington Road
Westminster, MD 21157

Student Signature: _____ **Date:** _____

Parent Authorization

Parent/guardian must complete and sign the statement below if the student is under 18 years of age.

This is to authorize _____ **High School**
to forward my son's/daughter's official High School transcript to Carroll Community College.

Parent Signature: _____ **Date:** _____



Personal Data (Please Print Clearly)

Legal Name: (Last) _____ (First) _____ (Middle) _____

Permanent Address: (Street) _____

(City) _____ (State) _____ (Zip) _____ (County) _____

Phone: (Home) _____ (Cell) _____ (Emergency) _____

Social Security Number: (The submission of your Social Security Number (SSN) is optional. However, you must provide your SSN to apply for financial aid and/or to receive the 1098T tax document used for tax deduction. You may not access these services without providing your SSN). _____

Gender: Male Female

Date of Birth: _____

Maiden/Birth Name: _____ Former Name(s): _____

E-mail

E-Mail Address: _____

Carroll Community College uses e-mail addresses, as supplied by students, for official and confidential College communications. It is the student's responsibility to confirm that the e-mail address is correct.

Residency Status (✓ check one)

- In-County Out-of-County Out-of-State

Citizenship (✓ check one)

- USA Other than USA—Country of Origin: _____

Resident Alien Number:* _____ Type of Visa:* _____

* While you may enroll without documentation, you will be charged at the out-of-state rate. (If you possess official documentation, please present your documentation for copying when you submit your application.)

Race/Ethnicity

Colleges and universities are asked by many, including federal and state governments and national surveys, to describe the racial and ethnic backgrounds of our students and employees. You should answer both of the following questions:

- 1. Are you of Hispanic or Latino origin? Yes No
2. What is your race? Select one or more of the following categories:
 White
 Black or African American
 Asian
 American Indian or Alaska Native
 Native Hawaiian or Other Pacific Islander

Definitions:

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Black or African American: A person having origins in any of the black racial groups of Africa.
Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community attachment.
Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Military Status

- Veteran Type: Veteran Dependent Spouse
Military Status: Active Active Reserve Reserve
Branch: Air Force Army Coast Guard Marines National Guard Navy

For Office Use Only

ID Number: _____ Processed By: _____ Date: _____

Enrollment Year and Term

Year: _____ Term: Summer (June – August) Winter (4-week January Term) Fall (September – December) Spring (February – May)

Select an Area of Study (✓ check one)

Do you know what you want to study in College or are you still deciding? Either way, the Associate or Bachelor level degree you choose will align with a pathway below. Don't worry, you will meet with an academic advisor before you register for the classes that will best fit your degree and transfer requirements. You can make degree plan changes during this meeting!

For now, apply by selecting the Area of Study that best suits your interest:

- | | | |
|--|--|--|
| <input type="checkbox"/> BUSINESS <ul style="list-style-type: none"> • Accounting Pathways • Business Administration Pathways | <input type="checkbox"/> HEALTH CARE PROFESSIONS <ul style="list-style-type: none"> • Bioprocessing, Cardiovascular Technology, Dental Hygiene, Diagnostic Medical Sonography, Nuclear Medicine Technology, Radiography, Respiratory Care and Surgical Technology Pathways • Emergency Medical Services • Health Information Technology • Nursing • Physical Therapist Assistant | <input type="checkbox"/> SCIENCE, TECHNOLOGY, ENGINEERING, MATH AND HEALTH SCIENCES <ul style="list-style-type: none"> • Engineering and Math Pathways • Health Science and Exercise Science Pathways • Scientific Exploration Pathways • Technology Pathways |
| <input type="checkbox"/> CREATIVE ARTS <ul style="list-style-type: none"> • Performing Arts Pathways • Visual Arts Pathways | <input type="checkbox"/> HUMANITIES AND COMMUNICATION <ul style="list-style-type: none"> • English Pathways • Foreign Language Pathway • History Pathway • Philosophy Pathway | <input type="checkbox"/> SOCIAL SCIENCES <ul style="list-style-type: none"> • Aging Studies Pathways • Criminal Justice and Legal Studies Pathways • Political Science Pathways • Psychology Pathways • Sociology, Social Work and Anthropology Pathways |
| <input type="checkbox"/> EDUCATION <ul style="list-style-type: none"> • Early Childhood Education and Early Childhood Special Education Pathways • Elementary Education and Elementary Special Education Pathways • Secondary Education Pathways • Teacher Education Pathways | | |

Admission Status (✓ check one)

- | | |
|---|--|
| <input type="checkbox"/> RG: Regular Student
Student planning to work toward an Associate Degree or Certificate who has a high school diploma or its recognized equivalent (i.e., GED) | <input type="checkbox"/> EA: Early Admission Student
Student by-passing a semester of the 12th grade to attend Carroll Community College full-time (also called 8th semester waiver) |
| <input type="checkbox"/> RT: High School Student
Student currently attending high school while taking courses part-time at Carroll, including public, private, and home schooled students; concurrently enrolled students; and students taking classes outside of regular high school hours | <input type="checkbox"/> TR: Visiting Student
Student enrolled at another college or university taking Carroll courses to transfer back to the parent institution |
| | <input type="checkbox"/> SP: Non-Degree-Seeking Student
Student taking coursework for personal enrichment (not seeking a degree or certificate) or over 18 years of age who does not have a high school diploma or its recognized equivalent |

High School Information (✓ check one)

- Last High School/Homeschool Attended: _____ State: _____ Year of Graduation: _____
- General Education Diploma (GED): _____ State: _____ Year: _____

All Previous Colleges/Universities Attended (required)

College/University Attended:	City/State or Country:	Years Attended:
EXAMPLE: Towson University	Towson, MD	2013–2014
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Certification

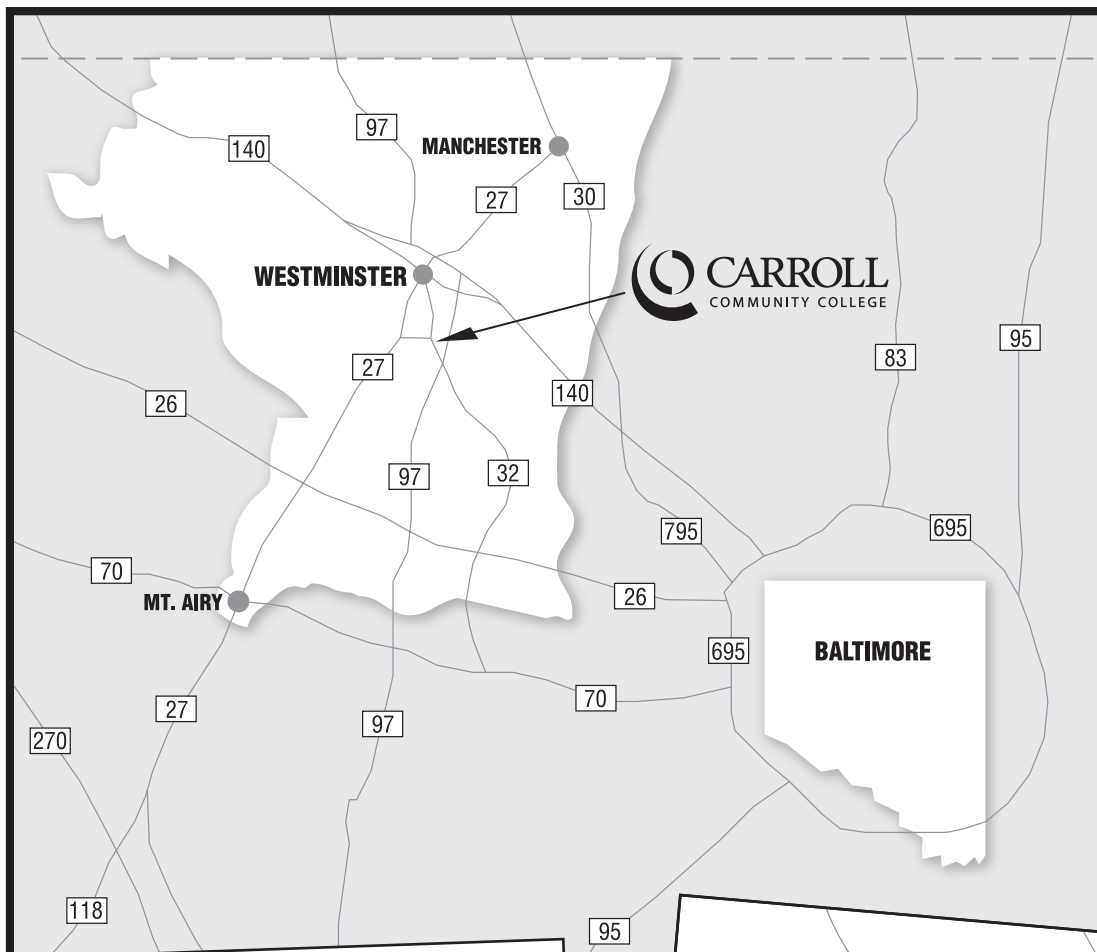
I certify that the statements made in this application are correct. I understand that failure to provide accurate information may result in the elimination of my application or, if admitted and enrolled, dismissal from the College. I agree to comply with all policies and regulations of Carroll Community College while I am a student. I agree to familiarize myself with and to abide by the policies and regulations of the Drug-Free Schools and Community Act, Drug-Free Workplace Act, Smoke/Tobacco-Free Campus Policy and the Code of Integrity for Academic and Behavioral Standards, which includes both personal conduct and academic integrity. (Found in the College Catalog and www.carrollcc.edu, About Carroll/College Policies/Code of Integrity)

The College prohibits the enrollment of individuals listed on any State Services Sex Offender registry and/or Maryland Department of Public Safety and Correctional Services Sex Offender registry. Off-site contract training for clients may be exempt.

Student Signature: _____ Date: _____

Parent Signature: (if student is under 18) _____ Date: _____

Getting Around Campus



Directions to Carroll Community College

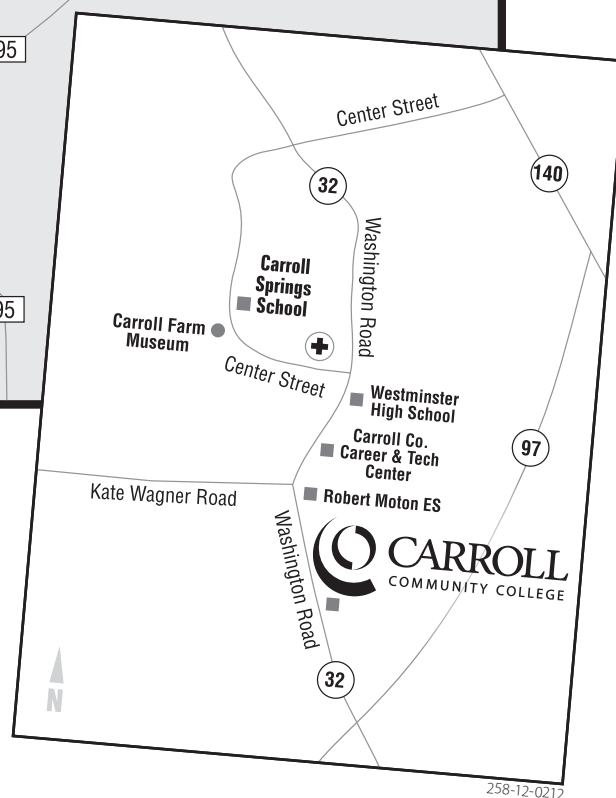
From Baltimore: Take I-695 (Baltimore Beltway) to Exit 19, I-795 North (Northwest Expressway). From I-795, merge onto MD-140 West via Exit 9B toward Westminister. Travel 10.4 miles on MD-140 West. Turn left onto MD-97 South. Travel 3.1 miles to Washington Road (MD-32). Turn right onto Washington Road. Carroll Community College is ½ mile on the right.

From Washington D.C.: From I-495 (Washington Beltway) exit onto I-270 North toward Frederick. Take Exit 16A, MD-27 toward Damascus. Follow MD-27 North through Damascus. Continue on MD-27 North for 21.2 miles to Kate Wagner Road. Take a right onto Kate Wagner Road. Road ends at the intersection with Washington Road (MD-32). Turn right onto Washington Road. Carroll Community College is ¼ mile on the left.

From Frederick: Take I-70 East to Exit 68 (MD-27). Turn left onto MD-27 North (Ridge Road) toward Mount Airy. Continue on MD-27 North for 15.8 miles to Kate Wagner Road. Take a right onto Kate Wagner Road. Road ends at the intersection with Washington Road (MD-32). Turn right onto Washington Road. Carroll Community College is ¼ mile on the left.

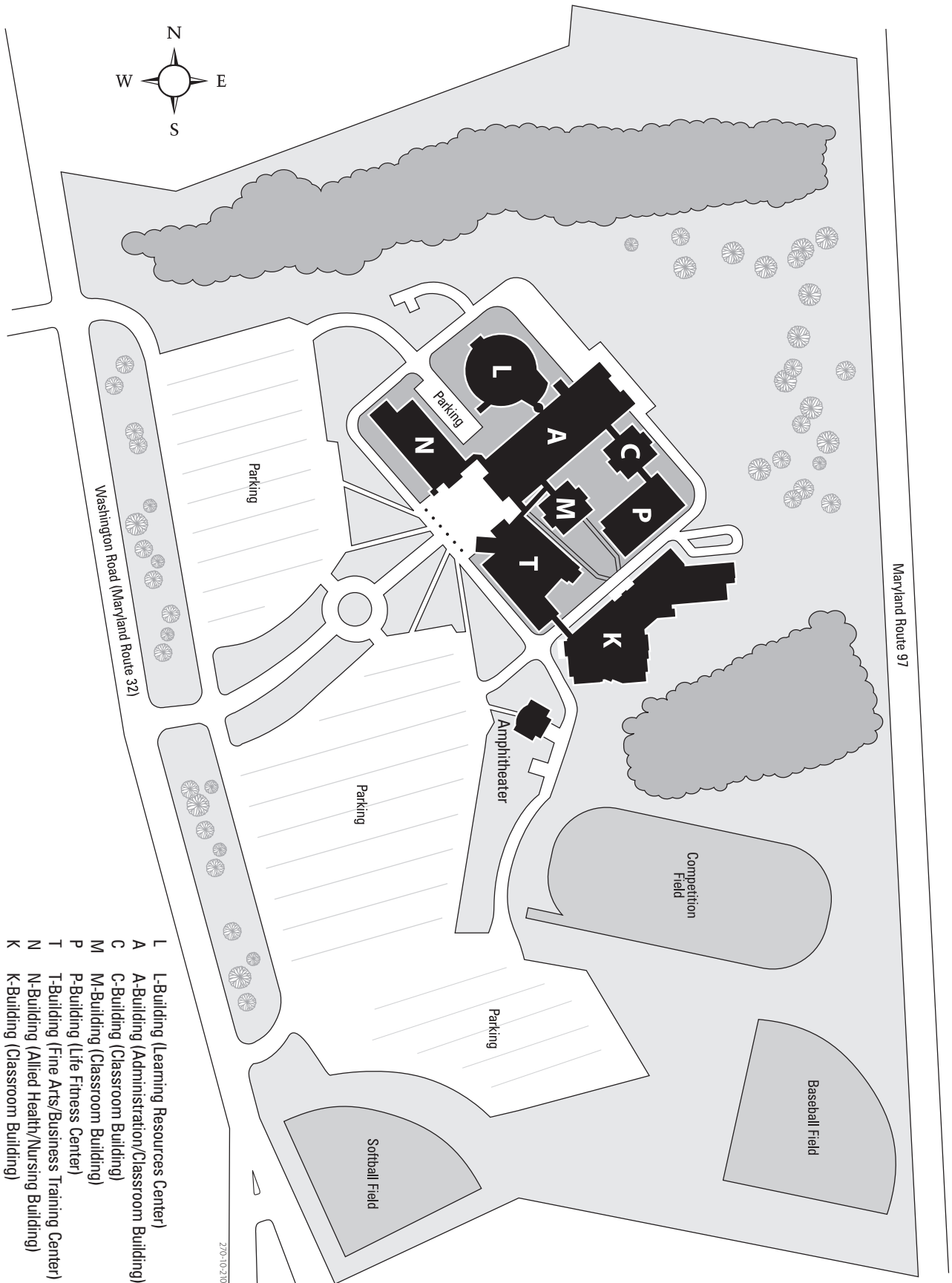
From Hanover, PA: Take PA-94 South. PA-94 becomes Hanover Pike (MD-30). Turn right onto MD-27 South and travel for 8.2 miles. Turn left onto MD-140 East toward Baltimore. Travel 1.5 miles on MD-140 East and turn right onto MD-97 South (Malcolm Drive). Travel 3.1 miles to Washington Road (MD-32). Turn right onto Washington Road. Carroll Community College is ½ mile on the right.

From Gettysburg, PA: Take PA-97 South into Maryland. PA-97 becomes MD-97. Continue on MD-97 South (Littlestown Pike). Merge onto MD-140 East toward Baltimore. Travel 2.5 miles on MD-140 East and turn right onto MD-97 South (Malcolm Drive). Travel 3.1 miles to Washington Road (MD-32). Turn right onto Washington Road. Carroll Community College is ½ mile on the right.



258-12-0212

Carroll Community College | Campus Site Plan



- L L-Building (Learning Resources Center)
- A A-Building (Administration/Classroom Building)
- C C-Building (Classroom Building)
- M M-Building (Classroom Building)
- P P-Building (Life Fitness Center)
- T T-Building (Fine Arts/Business Training Center)
- N N-Building (Allied Health/Nursing Building)
- K K-Building (Classroom Building)

2/10-10/2/10

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Carroll Community College | Calendar | 2017 – 2018

Fall Term 2017

Term begins Monday, August 28
Labor day Holiday (college closed)..... Saturday, September 2 – Monday, September 4
Classes end for Thanksgiving Recess 11 p.m. Tuesday, November 21
Thanksgiving Holiday (college closed)... Wednesday – Sunday, November 22 – November 26
Classes Resume Monday, November 27
Final Exam week..... Saturday – Friday, December 9 – 15
Term ends..... Friday, December 15
Winter recess (college closed)..... Tuesday – Monday, December 19 – January 1

Winter Term 2018

College reopens..... Tuesday, January 2
Term begins Wednesday, January 3
Martin Luther King Holiday (college closed) Saturday – Monday, January 13 – 15
Term ends..... Friday, January 26

Spring Term 2018

Term begins Monday, January 29
Spring Recess (college closed) Sunday – Sunday, March 25 – April 1
Classes resume Monday, April 2
Final exam week Saturday – Friday, May 12 – 18
Term ends..... Friday, May 18
Graduation (tentative) Wednesday, May 23
Memorial Day Holiday (college closed) Saturday – Monday, May 26 – 28

Summer Term 2018

Term begins Monday, June 4
Summer 1 (5 weeks) Monday, June 4 – Friday, July 6
Summer 2 (10 weeks)..... Monday, June 4 – Friday, August 10
Summer 3 (8 weeks)..... Monday, June 18 – Friday, August 10
Independence Day Holiday (college closed) Wednesday, July 4
Summer 4 (5 weeks)..... Monday, July 9 – Friday, August 10
Term ends..... Friday, August 10

Approved Board of Trustees May 20, 2015

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