

C A R R O L L C O M M U N I T Y C O L L E G E



CATAZOG

2006

2006

How to Reach Us

General Information	410-386-8000
General Information Toll Free Number	1-888-221-9748
Administration	410-386-8490
Admissions	410-386-8430
Advising and Counseling.....	410-386-8435
Billing Information	410-386-8040
Bookstore.....	410-840-8443
Career and Transfer Advising.....	410-386-8435
Cashier's Office	410-386-8040
Child Development Center	410-386-8470
Claims/Questions about Discrimination and Sexual Harassment	410-386-8435
Community Relations	410-386-8153
Continuing Education and Training.....	410-386-8100
Disabilities, Student Services and ADA Concerns.....	410-386-8329
Evening and Weekend Services.....	410-386-8000
Facilities Accessibility	410-386-3600
Faculty Offices	410-386-8200/8240/8300
Academic Services and Education	410-386-8300
Business and Management Information Systems.....	410-386-8242
Fine and Performing Arts.....	410-386-8320
Humanities and English.....	410-386-8202
Mathematics, Sciences, Health and Wellness.....	410-386-8226/8198/8571
Social Sciences and Legal Studies	410-386-8242
Technical Studies	410-386-8226
Financial Aid	410-386-8437
Foundation	410-386-8150
Human Resources	410-386-8030
Institutional Research.....	410-386-8229
Library and Media Center.....	410-386-8340
Online Courses	410-386-8419
Planning, Marketing, and Assessment	410-386-8163
President	410-386-8180
Records and Registration	410-386-8440
Security	410-386-8489
Student Activities	410-386-8408
Student Government.....	410-386-8460
Switchboard	410-386-8000
TDD Number.....	410-876-2419
Testing Center	410-386-8450
Tutoring.....	410-386-8300
TV Courses.....	410-386-8330
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. Faye Pappalardo 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.

Carroll Community College · 2006-2007 Catalog

Board of Trustees

Barbara H. Biller
David S. Bollinger
Barbara Charnock
R. Delaine Hobbs, Jr.
Ronald T. Hollingsworth
Donald E. Lippy
Michael L. Mason
Dr. Faye Pappalardo, Secretary -Treasurer
Julia W. Gouge, Ex-Officio

President

Faye Pappalardo, Ed.D.

Governor of the State of Maryland

Robert Ehrlich

Carroll County Commissioners

Julia W. Gouge, President
Dean L. Minnich, Vice President
Perry L. Jones, Jr., Secretary

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 Affirmative Action/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 2006.

Carroll Community College · Board of Trustees



David S. Bollinger



Barbara H. Biller



Barbara Charnock



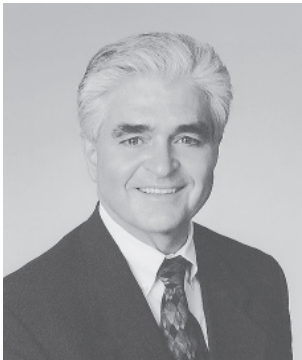
R. Delaine Hobbs, Jr.



Ronald T. Hollingsworth



Donald E. Lippy



Michael L. Mason



Julia W. Gouge
*Carroll County Commissioner
Ex-Officio*



Faye Pappalardo, Ed.D.
*Secretary/Treasurer
College President*

Message from the President



On behalf of the Board of Trustees, faculty, staff and administration, I welcome you. I am delighted that you have chosen to attend Carroll Community College to pursue your higher education.

Carroll provides a learning environment that puts students first. We will do all that is possible to assist you in accomplishing the goals that you have set for yourself. Our faculty and staff take great pride in their work. As you continue your studies with us, you will find that we are passionate about the education we provide to our students. Our philosophy is built on integrity and honesty. We believe that we do make a difference in the life of each student by providing you with the tools you need whatever stage you are in your life. We hope that you will pledge the same commitment that we pledge to you.

Oliver Wendell Holmes said, “The great thing in this world is not so much where we stand as in what direction we are moving.” Your decision to attend Carroll is evidence that you have focused on the path you have chosen to travel. I wish you much success and I hope that you will share your successes with me.

A handwritten signature in cursive script that reads "Dr. Faye Pappalardo". The signature is written in a light gray color.

Dr. Faye Pappalardo
President

Carroll Community College: Who We Are

Mission

Carroll Community College is an innovative center of learning that focuses on the intellectual and personal development needs of the learner; promotes effective teaching; responds to and embraces an increasingly diverse and changing world; establishes a sense of community for students and those who support the student; uses institutional resources effectively; and values and promotes lifelong learning.

Vision

Carroll Community College is Carroll County's premier learning community for convenient, affordable, state-of-the-market 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 is an organization that values, recognizes, and rewards just, humane, honest, and respectful human interaction; ethical and truthful representation of the college to students and the community; positive and collaborative problem-solving; and solutions-oriented action.

Purposes

Carroll Community College provides an environment that supports faculty, staff, and students in the transition to new technologies, new careers, and new ways of working and learning; prepares students for successful completion of the baccalaureate degree; meets individual and county workforce development needs; develops partnerships with business, industry, government, and nonprofit organizations to further economic development; assists county adults in acquiring literacy and other skills to become effective citizens; and serves as a resource for community enrichment.

Carroll Community College incorporates and maintains the advantages of computer-based and communications technology to enable the College to function as a model learning institution. The College continuously improves technology resources to support its students, faculty, and staff in their activities, including services from on campus as well as from any location and at any time.

Carroll Community College is committed to ongoing assessment and evaluation of its programs and services and to public documentation of institutional effectiveness to provide accountability to its stakeholders.

Table of Contents

Telephone Directory.....	Inside Front Cover
Board of Trustees.....	1-2
Welcome from President Pappalardo	3
Carroll Community College: Who We Are.....	4
Admissions	7
Tuition and Fees.....	18
Financial Aid.....	21
Academic Information.....	28
Programs of Study	37
Degrees, Certificates, and Letters.....	39
Distance Learning	103
Transfer Information	105
Continuing Education and Training (Non-Credit Adult Education Courses)	108
Services and Programs for Students	112
Facilities	119
Course Descriptions	121
Carroll Community College Foundation.....	163
Faculty and Staff.....	165
Regulations and Policies	176
Enrollment Application and Admissions Process	210
Campus Map	216
Index.....	218
Calendar	Inside Back Cover

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.

Carroll Community College offers a variety of pre-admission services to assist prospective students in their decision-making about 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 academic adviser 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. Services also include high school visits, spring and fall open house days, individual appointments, and other programs designed in conjunction with the high schools and their 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 open houses or general admissions, contact the Coordinator of Admissions at 410-386-8430 or by email at advise@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.
2. *Submit educational transcripts.* Order an official high school transcript together with SAT/ACT scores. 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.) Students who attended other colleges or universities must submit official transcripts.
3. *Apply for financial aid, if needed.* Obtain a copy of the Free Application for Financial Student Aid (FAFSA) from the Financial Aid Office, room A114. Federal processing takes four to six weeks. For maximum eligibility, apply before March 1. Call 410-386-8437 for financial aid information.

4. *Schedule 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 who have completed 12 or more credit hours in general education or academic courses which emphasize college-level reading, writing, and math skills
 - a. are exempt from the reading placement test.
 - 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.
 - SAT or ACT scores may also exempt students from reading and/or math placement tests. Students scoring 550 or above on the Math SAT or 21 or above on the ACT within the last two years will be eligible for introductory general education math courses (MATH-111, Fundamentals of Geometry and Measurement; MATH-115, Introduction to Statistical Methods; MATH-120, Introduction to College Mathematics; or MATH-128, College Algebra). Students scoring 550 or above on the Verbal SAT or 21 or above on the ACT will be reading exempt.
 - 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.

Prospective and currently enrolled students requiring assessment may call the Testing Center, 410-386-8450, to schedule placement tests. If a student wishes to be assessed based on prior college coursework, he/she must contact an academic adviser by calling the Admissions, Advising, and Counseling Center at 410-386-8430.

Students found deficient in entry-level skills 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 the 7th grade on these tests are required to complete and fulfill the exit requirement of the Academic Skills Enhancement program prior to enrolling in academic courses

(including developmental coursework) or utilize other community-based reading programs to reach this level.

Students placed in reading and transitional English courses are assessed on the first day of class and faculty may recommend adjustments to their reading and/or English placements.

5. *Attend a First Advising Session.* Placement test results for new students are given during weekly small group First Advising Sessions. The First Advising Session includes information about college procedures, campus resources, transfer, and registration. Placement test results are returned in confidence and explained, and an adviser will help with course selection.

Parents are welcome to attend First Advising Sessions.

Students who have transferred to Carroll Community College from other colleges or universities are not required to attend First Advising Sessions.

New students meet their advisers in the First Advising Session. Advisers are also available to meet with students throughout the term in the Admissions, Advising, and Counseling Center. See Academic Advising, page 112.

6. *Register for courses.* New students will obtain adviser approval for first-term courses in the First Advising Session. After their first term, students are encouraged, but not required, to schedule appointments with an adviser to discuss goals and to assure satisfactory progress toward those goals before subsequent registrations.
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 encounter 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 and 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).

Maryland Community College Skills Assessment Guidelines

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

- Tests will be valid for two years.
- Students who receive a Math/Critical Reading 550 on the SAT or 21 on ACT should be exempt from math/reading assessment.
- Students should be allowed to retest only one time, should not be allowed to retest sooner than 24 hours after the initial test, and will not be allowed to retest once enrolled in a developmental course sequence. (Retest fees apply.)
- High school grades alone will not determine placement.

Developmental 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 equipment so students may develop, by the most effective educational means, the specific skills required. The program is further designed so that students who learn at different rates of speed can remediate their skill deficiencies. Laboratory instruction is an integral part of the program that includes transitional courses.

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 math, reading, and English. Students must consult with faculty or advisers 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 Developmental Education Program. An Academic Skills Enhancement Program (ASE) is also available through the Office of Continuing Education and Training.

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

Selective and Unique Admission Programs

Concurrent Enrollment for Students Still in High School

To better prepare students for the workforce of the future, schools, businesses, and the community college have joined in partnership to form Mid-Maryland Career Connections. Students may be simultaneously enrolled in both high school and a post-secondary institution. With approval, students can earn credit at Carroll Community College by taking courses that support their overall educational plan and career interests and are a logical extension of their planned sequence of study. This Concurrent Enrollment (Released Time) program allows high school students to take Carroll courses while still in high school and get a head start on college. High school students interested in Concurrent Enrollment should:

- Request a Career Connections/Released Time Application from a high school guidance counselor. Parents must sign this form, and the high school guidance counselor must initial the three "yes" boxes to confirm eligibility for the program.
- Request that a high school transcript be forwarded to the Admissions Office at Carroll Community College.
- Complete a Carroll Community College Enrollment Application. A parent signature is required for applicants under the age of eighteen (18).
- Call the Carroll Testing Center at 410-386-8450 to schedule placement tests.

- Attend a First Advising Session to listen to a short group presentation, receive placement test results, and register for courses.
- Return the Career Connections/Released Time Application to the high school for final approval after course selection and registration.

Full-Time "Early Admission"

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.

Admission of Young Students

Highly qualified students under the age of sixteen (16) may enroll in credit courses under special conditions. Consult with the Coordinator of Admissions for details, 410-386-8430.

Admission with Transfer 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. 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.

Please note that transfer credit (including credit earned via credit by exam or the College Level Examination Program, CLEP) will not be awarded for courses previously attempted at Carroll Community College.

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 thirty credits may be awarded for prior learning. The amount of credit awarded for prior learning may be no more than half of the specialized courses in a career program. See the College Regulations, page 177, for more information.

Admission with Articulated Credit

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 Administrative Assistant; Early Childhood Education; Computer Technology; Drafting; Print Production; and Technical Support /Networking 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 Administrative Assistant/Secretarial Science may be articulated:

- for up to 27 credits in Office Technology courses, with proficiency testing

CCPS Child Care/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 Computer Technology will be articulated as:

- CIS-101, Introduction to Computers and Computing (3 credits)
- CIS-120, Introduction to Visual Basic (4 credits)
and possibly
- CIS-125, Beginning Programming using C (4 credits)

(Total possible Carroll credits awarded: 11)

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)

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 examination scores sent to the Records Office at Carroll Community College. See the College Regulations, page 177, for more information.

Admission to the Physical Therapist Assistant Program

The Application Process

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 academic adviser, 410-386-8435, to determine if placement tests are required. If placement tests are required, contact the Testing Center, 410-386-8450.

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. Acceptance into the program will be based upon the student's academic ability, aptitude for a career as a physical therapist assistant, and communication skills. 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.

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. (Must be current within the last three years.)
 - General Education mathematics course with a minimum grade of "B." (MATH-115, Introduction to Statistical Methods recommended).
 - College Writing 1 (ENGL-101) with a minimum grade of "B."
- 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.
- Complete a written PTA assignment in the College Testing Center between January 1 and May 1 of the application year. Call the Testing Center at 410-386-8450 for an appointment.
- Completion of an interview.
- 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:
 - Completion of the following titers or immunizations: Measles, Mumps, Rubella, Tetanus, Hepatitis B, a TB PPD test, and chickenpox.
 - Show proof of enrollment in a hospitalization insurance plan.
 - Current cardiopulmonary resuscitation certification for health-care providers.
 - Evidence of good health as verified by a physician completed physical exam form. (The form is available after admission to the program.)

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

Admission to the Nursing Program

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.

Admission Checklist for Associate Degree Program:

- Obtain and submit a College Enrollment Application.
- Obtain and submit a Nursing Application Packet by February 15 to Nancy Perry, Program Director. (The packets are mailed out Mid-December the year prior to admission.)
- Successfully complete the following pre-clinical program requirements prior to admission:
 - College Writing 1 (ENGL-101) or Advanced College Writing (ENGL-103) completed with a minimum grade of "C."
 - Human Anatomy and Physiology 1 and 2 (BIOL-210 and BIOL-211) completed within the past 5 years with a minimum grade of "C."
 - Microbiology (BIOL-215) completed within the past 5 years with a minimum grade of "C."
 - Human Development through the Life Span (PSYC-210) completed with a minimum grade of "C."
 - In addition, PSYC-210 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).
 - General Psychology (PSYC-101) completed with a minimum grade of "C."
 - Introduction to Sociology (SOC-101) completed with a minimum grade of "C."
 - Introduction to Statistical Methods (MATH-115) completed with a minimum grade of "C."
 - College Writing 2 (ENGL-102) or one 200 level English course. See p. 34, English Composition and Literature, for clarification.
 - Fine and Performing Arts (select one).
 - Humanities (select one).
 - Satisfy the Computer Literacy Requirement.
- Submit two recommendations.

Admission Checklist for the Practical Nursing Certificate Program:

- Obtain and submit a College Enrollment Application.
- Obtain and submit a Nursing Application Packet by February 15 to Nancy Perry, Program Director. (The packets are mailed out Mid-December the year prior to admission.)
- Successfully complete the following pre-clinical program requirements prior to admission:
 - College Writing 1 (ENGL-101) or Advanced College Writing (ENGL-103) completed with a minimum grade of “C.”
 - Human Anatomy and Physiology 1 and 2 (BIOL-210 and BIOL-211) completed within the past 5 years with a minimum grade of “C.”
 - Microbiology (BIOL-215) completed within the past 5 years with a minimum grade of “C.”
 - Human Development through the Life Span (PSYC-210) completed with a minimum grade of “C.”
 - In addition, PSYC-210 has the pre-requisite of General Psychology (PSYC-101); BIOL-210 and BIOL-211 have pre-requisites of Fundamentals of Biology 1 (BIOL-101) and Introductory Algebra (MAT-097).
 - General Psychology (PSYC-101) completed with a minimum grade of “C.”

Before Full Admission for all Programs:

Students selected for the Nursing programs are required to satisfy the following prior to August 15 of the year they are scheduled to enter the program:

- Evidence of good health as verified by a physician completed physical examination form (available after admission to the program).
- Demonstrated immunity for measles, mumps, rubella, varicella, and hepatitis B.
- Updated immunization for tetanus.
- No evidence of active TB.
- Proof of enrollment in a hospitalization insurance plan.
- Current cardiopulmonary resuscitation certificate for health care providers.

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

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.

Admission to the Radiography Program at Hagerstown Community College

The Application Process

The Radiography Program at Hagerstown Community College has selective (not open) admission. Class sizes are limited. To be considered, the student must:

- Submit application by the October 1 deadline. (Applications are considered once each year.)
- Submit official transcripts from other colleges attended.
- Achieve a grade point average of 2.000 or higher for all college course work.
- Graduate from high school or complete the GED.
- Some programs have minimum age requirements.
- Complete college placement tests in reading, English, and math (or complete appropriate prerequisite course work).
- Complete BIOL-210 and BIOL-211 (Human Anatomy and Physiology 1 and 2).
- All students must have current CPR certification. American Heart Association’s Health Care Provider course (not Heartsaver) is required. Carroll Community College offers approved CPR courses through the Office of Continuing Education and Training, 410-386-8100.

An interview will be scheduled with those who complete the above requirements by the deadline. Students who have been accepted for admission to the Radiography Program will be notified of the decision by mail. The offer of admission is for the specified year only. Hagerstown Community College is not responsible if an applicant fails to report a change of address. Students who do not gain admission must reapply the following year.

Transfer Students/Advanced Standing: Students requesting advanced standing must meet the academic requirements for admission, and will be evaluated on an individual basis. Students transferring from another similar program will be evaluated individually. Students should discuss their situation with the program coordinator.

Extra expenses will be incurred during the program. Students are required to purchase: uniforms, liability insurance, supplies, and a physical examination by their own healthcare provider. In addition, students enrolled in a health sciences program need to know that their courses and clinical schedules

will vary, and are likely to include evening and weekend hours. All students enrolled in health sciences programs are required to provide their own transportation to clinical experiences. Technical standards, i.e., motor and sensory abilities, exist for these programs. Any applicant who has been convicted of a misdemeanor or a felony should consult with the appropriate program director.

Hagerstown Community College has an academic amnesty policy for students who have not enrolled for a minimum of two years and have completed no more than 32 credits with a GPA less than 2.000. Those students may be eligible for academic amnesty. See the Hagerstown Community College Catalog for details.

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:

- Cardiovascular Technology: Howard C.C.
- Emergency Medical Services: Howard C.C. and Frederick C.C.
- Physical Therapist Assistant: Carroll C.C.
- Respiratory Therapy: Frederick C.C.
- Surgical Technician: Frederick C. C.

Additional programs may be available. For more information, contact the Coordinator of Admissions, in the Admissions, Advising, and Counseling Center, 410-386-8430, or advise@carrollcc.edu, or Judy Coen, Chairperson, Mathematics, Sciences, Health and Wellness, 410-386-8211, or jcoen@carrollcc.edu.

Health Manpower 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. The Maryland Higher Education Commission (MHEC) has designated the following certificate and degree programs at Carroll Community College as eligible programs:

- Health Information Technology, Certificate

- Nursing – Practical Nursing Track, Certificate
- Nursing – Registered Nurse Track, Associate of Science Degree
- Physical Therapist Assistant, Associate of Applied Sciences Degree

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

International Student Admission

Carroll Community College is committed to responding to the collective and individual educational needs of its community. Included in that community are individuals who have been granted permanent residence or similar status by U.S. immigration authorities. *This school is authorized under Federal law to enroll nonimmigrant students.*

Whereas its mission is directed primarily toward serving residents of Carroll County, the College recognizes the value of enrolling non-resident international students who could also benefit from the educational offerings of the institution. For purposes of this policy, foreign-born U.S. residents as well as non-residents will be called International Students, with differences in admissions procedures noted below. All international students must submit their Enrollment Application for admission along with proof of visa status to the Coordinator of Admissions.

Visa Types and Tuition Rates

Tuition rates for international students are based on visa type. Permanent residents, resident aliens, officially recognized refugees and asylees, 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 charged in-county tuition and fees. Students may enroll part-time or full-time. Verification of residence will be required. Students with temporary visa types, including F-1 and J-1, are considered “out-of-state” residents for tuition purposes.

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

The following items are needed before an I-20-A-B Form can be authorized by the College:

1. A completed Enrollment Application.
2. The English translated version of high school records. All foreign college-level transcripts must be evaluated by the AACRAO Foreign Education Credentials Service at the student’s expense before the transferability of foreign credits can be determined. Contact the Office of Admissions for details.
3. 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 or 213 on the computer-based test is required.

4. Official evidence of financial support for the coming year.
5. Local sponsorship by an individual in the community.
6. A personal interview with either the applicant or the local sponsor who will assume responsibility for the applicant.
7. 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-A-B Form to apply for an F-1 student visa. The College does not make the final decision on visa status. Only the Bureau of Citizenship and Immigration Services (BCIS) 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 BCIS.

The deadlines for completion of procedural requirements cited above are June 15 for the fall term and October 30 for the spring term.

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 and the Carroll Community College Credit Class Schedule for current policies and practices of the College. Students are expected to understand graduation requirements, to monitor their progress, and to consult with advisers as needed.

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 class sessions and other educational activities are being conducted. Bringing children to a class session 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.

Except for Carroll Community College activities open to children, Carroll Community College accepts neither responsibility nor liability for injuries that may occur to a child while on the Carroll Community College campus. Responsibility 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

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

If you have any 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. 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 hereby 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, major field of study, participation in College recognized activities and intramural sports, degrees and awards received. The College reserves the right to release the following additional information when requested by law enforcement authorities: date of birth; address; telephone number, and course schedule.

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 Records Office or from the Office of Planning, Marketing, and Assessment.

Accessibility Notice

The Americans with Disabilities Act applies to Carroll Community College and its programs, services, and activities. If you have questions or require assistance, please call the Coordinator of Disability Support Services at 410-386-8329.

Questions or concerns related to facilities accessibility may be directed to the Carroll County Government Americans with Disabilities Act Coordinator at 410-386-3600.

Student Health Insurance

The College does not administer a student medical insurance plan, but does make available upon request information regarding student insurance plans offered by third party insurance providers. For more information, please call 410-386-8435.

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)

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.

Policy Prohibiting Sexual Harassment/Sexual Assault

Sexual harassment will not be tolerated at Carroll Community College. A full statement of College policy can be found in the Regulations section of this catalog, pages 197-198. For information or assistance, please call 410-386-8435.

Crime Awareness and College Security Services

The Administration Office of Carroll Community College extends a welcome to all new and returning students, faculty, and staff. Your safety and protection as well as your academic pursuits are important to us. You may contact us by visiting room A230 or by phone at 410-386-8490. A College-employed campus security officer is 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 Administration Office, the Office of Campus Safety and Security, the Information Center, or the security officer on duty. All crimes and incidents will be investigated promptly for proper action by our Office of Campus Safety and Security. The Office of Campus Safety and Security will call the Maryland State Police 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 record of criminal investigative reports is maintained in the Office of Campus Safety and Security in an Investigative Reports Campus Security Binder for the public to review. Campus crime statistics are updated and published annually as per the requirements of the Student Right-to-Know and Campus Security Act.

Carroll Community College is an open campus welcoming many citizens to attend credit and continuing education courses, meetings, and activities. Faculty, staff, and students are issued identification cards. 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 activities in the buildings. The College's hours of operation are Monday through Thursday 7:30 a.m. to 11:30 p.m., Friday 7:30 a.m. to 4:30 p.m., and Saturday 8:00 a.m. to 5:00 p.m. Winter and summer term hours vary. On Sundays, the College is closed unless there is a planned special event or course. In these cases the doors nearest that event are opened 1/2 hour prior to the scheduled starting time and secured 1/2 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 once closed.

It is the policy of Carroll Community College to have a faculty adviser present at all off-campus student organization events. The faculty adviser is then responsible to report all criminal activity to the Special Assistant to the Vice President of Academic and Student Affairs and/or the Executive Vice President of Administration.

If a student should become a victim of a crime, confidential counseling service can be provided by qualified professionals. Counselors are located in room A102.

Emergency Phone Numbers

Information Center: extension 0

Administration: extension 8490

Emergency: 9-911

To report crimes: Administration, extension 8490, or Campus Safety and Security, extension 8489, or 410-967-5769 (Nextel #).

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 on or before the specified dates, as cited in the Credit Class Schedule, 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.

Note: Tuition and fees are subject to change by the Board of Trustees without prior notice. The tuition and fee schedule for the 2006-2007 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	\$92.00/billable hour
Maryland Resident (Outside Carroll County)	\$128.00/billable hour
Out-of-State and Foreign Resident	\$195.00/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 next column for a listing of other fees.

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

Tuition for Senior Adults

In the spring of 1974, the Maryland General Assembly passed legislation providing for tuition assistance for senior adults age 60 or older. Those who are Maryland residents 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 \$1,000.00 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:	\$50.00-\$100.00/course
Applied Music Lab Fee:	\$75.00/term per 1/2 hour lesson
College Service Fee:	15% of Tuition Cost
Credit by Exam Fee:	50% of Course Tuition
Library Processing Fee:	\$10.00
Non-Sufficient Funds Charge:	\$30.00
Physical Education Course Fees:	
• PHED-101, Lifetime Fitness and Wellness:	\$50.00
• PHED-114, Golf:	\$50.00
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.

Refund Policy

Students who drop courses prior to the starting date of a term, and through the first calendar week (seven days) of the term, are eligible for a 100% refund of tuition and related fees. After this time, no refund will be granted. For courses that begin after the first calendar week of a term, a 100% refund will be granted if the course is dropped prior to the second meeting of the course.

To qualify for a refund, students must officially drop courses by completing an Add-Drop/Withdrawal Form in the Records Office or by mailing or faxing a signed written request to the Records Office within the time 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 final grades of "F" for those courses. This refund policy applies to all students who have registered for courses, including financial aid applicants and recipients.

Students who have any outstanding debt to the college will first have their refunds automatically applied to the payment of the debt. Refunds will be credited against the original form of payment when applicable.

Collection Policy

Students with an outstanding balance at the end of the term will have their transcripts withheld. They will not be permitted to re-register until payment is made in full.

The College's policies regarding payments and collections

apply to payments directly to the College, as well as payments at the College bookstore and other auxiliary services.

Delinquent accounts will be assigned to 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.

Deferred Tuition Payment Plan (FACTS)

The College offers a deferred payment plan (interest free) that allows students to easily budget their tuition payment. In order to qualify for the program, a student must have a total tuition balance of \$200.00 or more. Continuing Education students with a total tuition balance of \$200.00 or more may also participate in the deferred payment plan. To enroll, pick up a FACTS application at the Cashier's Office, or call 410-386-8040, or apply on line at www.carrollcc.edu/billing

Payment of Tuition and Fees

Tuition and fees may be paid by cash, money order, personal check, credit card (Visa, MasterCard, or Discover), or online. To pay online, go to www.carrollcc.edu and click on "Apply and Register," then "Pay Your Bill." A WebAdvisor username and password are required. The web payment service is not available to first time students. For more information, please call the Cashier's Office, 410-386-8040.

Student Loans

Currently, Carroll Community College does not participate in any Federal Student Loan Programs. If you are interested in obtaining a private loan and are not sure whom to consult, contact the Financial Aid Office, 410-386-8437, or the Business Office, 410-386-8040, for a list of lending institutions. The list contains phone numbers and websites.

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.

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 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.

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 shall complete a new statement.
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 and submitting evidence to the Records Office.

A student may appeal a residency classification within thirty (30) days of the decision by filing an appeal with the Special Assistant to the Vice President of Academic and Student Affairs. Published procedures for addressing student complaints at Carroll Community College will prevail for adjudicating residency appeals.

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 College 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.

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 to assure that all information is current.

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 Financial Aid Programs, Maryland State Scholarship Programs, and Institutional Scholarship Programs.

Federal Financial Aid Programs

Students attending Carroll Community College may potentially access three 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 a GED, 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 programs. Please note that the College does not participate in any of the Federal Student Loan Programs.

The Federal Pell Grant Program (PELL)

This program provides grants to eligible undergraduate students who demonstrate exceptional financial need. The maximum grant amount for the 2006-2007 academic year is \$4,050. A student can apply for a Pell Grant by completing the Free Application for Federal Student Aid (FAFSA).

The Federal Supplemental Educational Opportunity Grant Program (FSEOG)

This program provides assistance to undergraduate students enrolled at least half-time (six billable hours) and who demonstrate exceptional financial need. Priority is given to Pell Grant recipients. Grants from this program 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 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 2.5 or higher and must meet the family income requirements established by the State. Recipients must be full-time. Awards range from \$400 to \$13,800, 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. Students should submit both the Free Application for Federal Student Aid (FAFSA) and the Guaranteed Access Grant application by March 1.

The Educational Assistance Grant Program

Recipients must enroll as full-time undergraduate students. Applicants must demonstrate financial need and file the Free Application for Federal Student Aid (FAFSA) by March 1. Awards range from \$400 to \$2,700 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 must demonstrate financial need and must file 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 1 or ACT. Awards range from \$400 to \$2,000 and some are automatically renewed if the student maintains satisfactory academic progress. Students must contact their Senator about renewal procedures.

The Delegate Scholarship

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.

The Child Care Provider Scholarship Program

This program assists undergraduate students in a child development program or early childhood education program. Recipients may enroll part-time, if they are working at least 15 hours per week in a child care or family day care center. The awards range from \$500 to \$2,000, are based on enrollment status, and have a service obligation. Applicants do not have to demonstrate financial need. Awards are automatically renewed if the student maintains both a 2.000 or higher cumulative grade point average and satisfactory academic progress. Students must complete the OSFA Child Care Provider Scholarship application by June 15.

Developmental Disabilities, Mental Health, Child Welfare, and Juvenile Justice Workforce Tuition Assistance Program

This program assists undergraduate and graduate students in a human services degree program. Students should visit

the MHEC website for more information on eligible degree programs and award amounts. Awards have a service obligation and are not based on financial need. Students should complete the OSFA Developmental Disabilities application by July 1.

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 \$3000 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.

NOTE: Distinguished Scholar Award recipients may also be eligible for the Distinguished Scholar Teacher Education Award. Students should visit the MHEC website for more information on the Distinguished Scholar Teacher Education Award.

State Nursing Scholarship

This program provides assistance to full-time or part-time students who have been accepted into their institution's nursing program. Applicants must have a cumulative high school or college grade point average of 3.000 or higher. Awards have a service obligation and are not based on need. The scholarship is awarded for tuition and mandatory fees up to \$3,000 per year. Awards are automatically renewed if the student meets the criteria set forth by MHEC. OSFA State Nursing Scholarship applications must be submitted by June 30.

NOTE: Students may also apply for the State Nursing Scholarship Living Expenses Grant, which is based on financial need and has a maximum of \$3,000 per year. Applicants must submit the Free Application for Federal Student Aid (FAFSA) by March 1.

Physical and Occupational Therapists and Assistants Grant Program

This program provides assistance to full-time students in a physical therapy, physical therapy assistant, occupational therapy or occupational therapy assistant program. Awards have a service obligation and are not based on financial need. The grant is a maximum of \$2,000 per year and can be automatically renewed if the student maintains satisfactory academic progress and remains enrolled in an eligible program. Students must submit the OSFA Physical and Occupational Therapists and Assistants Grant Program application by July 1.

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 MHEC website 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.

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 if you think you may qualify.

Part-Time Grant

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 \$1,000 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.

Institutional Scholarship Programs

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 scholarship programs 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 mail approximately one week after the Scholarship Committee meets.

Federal Educational Tax Benefits

The Hope Scholarship

The Federal Hope Scholarship is technically not a scholarship. It is a tax credit available to eligible students during their first two years of postsecondary education. The tax credit covers 100% of the first \$1,000 of tuition and fees and 50% of the second \$1,000 during the qualified period. A student must be enrolled at least half-time (six credits) in a degree or certificate program.

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 \$2,000 in tuition and fees and is available for an unlimited number of years. The student can be enrolled for less than half-time. The Carroll Community College Financial Aid Office will work with students to determine if they are eligible for this tax credit. However, students may need to consult with a tax adviser.

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 from a high school guidance counselor, from the Financial Aid Office at Carroll Community College, or online at www.fafsa.ed.gov.

For maximum consideration of need-based funds by the Maryland Higher Education Commission, submit the FAFSA by March 1. Many of the grant and scholarship programs that are offered through the Maryland Higher Education Commission 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 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 Financial Aid Programs, a student must be a U.S. Citizen or permanent resident of the United States; must have a high school diploma or a GED; must be enrolled or accepted for enrollment in an eligible program of study; and must be pursuing a credit degree or certificate. Each of the individual programs 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 financial aid must be making satisfactory academic progress in an eligible course of study, must not be in default on a Federal Title IV Student Loan, and must not owe a refund on Federal Title IV grants at any institution they have attended. Male students must also be registered with the selective service (or be exempt from registration according to Department of Education criteria).

Student Selection Procedures

Each institution is responsible for determining the eligibility of students participating in each Federal 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 Education 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

The Financial Aid Office will coordinate Federal Financial Aid awards with aid received by the student from other aid sources. If the student receives an award from a source other than a Federal Financial Aid Program after the initial aid package has been developed, adjustments may be made to the student's FSEOG and/or Federal Work-Study awards and a new award letter will be issued. If all disbursements of these awards have been made and adjustments are not possible, the student will be informed that an over-award situation exists, and the funds must be returned by the student for reallocation to the appropriate program(s).

Disbursements of Awards

Annual awards from PELL, 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 withdraws 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 regular term (fall and spring) or after the add-drop period has ended (summer 1) awards are adjusted to reflect actual enrollment at the time of posting.

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.

Financial Aid Award Refund Policy

Students receiving Federal Financial Aid funds are subject to a Federal Refund Formula. If a financial aid recipient withdraws or ceases attending courses during the term, the student may be required to return funds to the various financial aid programs included in the student's financial aid package. If

cash disbursements to a student exceed the institutional fixed costs of education, the amount disbursed for expenses not yet incurred will be considered an overpayment and must be returned by the student for reallocation to the appropriate program(s). Further information concerning the Federal Refund Formula may be obtained from the Financial Aid Office.

Verification Policy/Procedures

Students whose financial aid application 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 parents (if applicable). Failure to submit the required materials may result in the student being judged ineligible for federal 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 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 for Financial Aid

Students receiving any federal, state, or institutional financial aid must maintain Satisfactory Academic Progress (SAP) toward a degree or certificate in order to continue to receive financial aid. Satisfactory Academic Progress is reviewed at the end of each term and is determined by three criteria:

1. The percentage of credits completed;
2. Minimum cumulative grade point average for total credits attempted; and
3. Program completion within the specified time frame.

Satisfactory Academic Progress Standards for Financial Aid

1. In order to retain financial aid eligibility, the student must meet the following completion rate and minimum cumulative grade point average:

Total Credits Attempted (a)	Required Completion Rate (b)	Minimum GPA (c)
0 - 10	50% of total attempted	1.000
11 - 30	50% of total attempted	1.500
31 - 45	60% of total attempted	1.750
46+	70% of total attempted	2.000

- a. Credits attempted include developmental courses. See the Credit Class Schedule or College Catalog for the credit hour equivalent for developmental courses. Audited courses and repeated courses are also included in attempted credits.
 - b. Grades of Incomplete (I), Unsatisfactory (U), Audit (AT), Withdrawal (W), and Fail (F) do not count toward completed credits.
 - c. Developmental courses that do not show credit on the transcript will be assigned quality points based on the grade received and will be considered in the grade point average for financial aid SAP standards.
2. Students who fail to meet the SAP standards for financial aid will be placed on financial aid suspension and will be notified in writing. Students with extenuating circumstances will be given one chance to appeal their financial aid suspension status. Appeals require both a written explanation of the extenuating circumstances (with appropriate documentation of the circumstances) and a meeting with an academic adviser. If granted, the appeal may have conditions and require follow-up advising sessions.
 3. The following procedures apply to the financial aid suspension appeal process:
 - A. A student whose academic transcript contains only grades of F (or a combination of F and W) must take and pass with a grade of C or better at least one course at Carroll Community College. This course is at the student's expense. Once this has been accomplished, the student may file his/her one-time appeal by submitting a signed and dated letter and any applicable documentation to the Director of Financial Aid.
 - B. A student whose academic transcript contains only grades of W or some passing grades may file his/her one-time appeal immediately upon receiving written notification of financial aid suspension. The student

must submit a signed and dated letter and any applicable documentation to the Director of Financial Aid within two weeks of receiving financial aid suspension notification.

4. Federal financial aid programs allow a student to receive assistance for no more than 150% of the time frame that it normally takes to complete a degree or certificate program. Therefore, the following time frames apply:

Student Load	Degree	Certificate
Full-time terms (12 or more billable hours)	6	3
Three-quarter time terms (9-11 billable hours)	9	4
Half-time terms (1-8 billable hours)	12	6

Note: Some certificate programs have longer completion periods and will be given longer maximum time frames. Contact the Financial Aid Office for details.

5. Once the student has reached the allowable number of terms, the student cannot receive any further assistance from federal student aid programs. All enrolled terms count toward the total allowable terms, even if the student did not receive financial aid in one or more of those terms. The maximum time frame rule does not apply to state grant and scholarship programs, which have their own enrollment requirements.
6. Transfer students with no previous coursework at Carroll Community college are considered to be in good academic standing with respect to financial aid at the time they matriculate at Carroll. Transfer students must meet the SAP standards cited above for all coursework completed at Carroll Community College.

Veterans Information

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 eight to ten weeks for the initial claim. Therefore, the veteran should be prepared to pay his/her tuition and fees at the beginning of each term.

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.

Academic Information

Academic Information

In order to ensure student progress, the following academic standards and regulations have been established. The full text of these regulations appears at the back of this catalog. 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 17 or 18 credit hours in the first term. Other students planning to take more than 18 credit hours must obtain permission from the Director of Advising, Counseling, and Admissions. 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.

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

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 set and published by the division responsible for that course and distributed in writing during the first week of the term by instructors.
3. Students are expected to attend all class sessions except in cases of emergency (e.g., illness, death in family), religious holidays (the observance of which requires restriction of daily activity), 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 to consider an absence 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, Counseling, and Admissions.
4. If a student believes his/her instructor is placing a disproportionate emphasis on attendance, he/she may appeal to the chair person of the appropriate division. The student retains the right to further appeal to the Vice President of Academic and Student Affairs

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 division 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 printed at the beginning of each term in the Credit Class Schedule. 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.

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, examinations and other course assignments are not required to be completed. 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. 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 ninth week of the fall and spring terms, and until the end of the second week 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-five minute period a week for one term. In certain courses, two or three periods of laboratory or field work are equivalent to one lecture period.

The Grade Point Average (GPA) 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 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 scholastic average that will indicate a level of competent achievement in his/her courses and qualify the student for graduation. See graduation requirements, page 33.

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, to work together with faculty and staff in creating their most productive pathway.

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.

Developmental 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 7 under “Steps to Admission.”

Reading Literacy

All General Education courses require students to be exempt from or to have successfully completed READ-101. 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.

Every college course with the exception of some courses in office technology and health information technology carries a reading prerequisite. Entering students should check the prerequisite for the courses they may be interested in taking. The minimum reading prerequisite is completion of or exemption from ASE reading. Students desiring exceptions may meet with the Coordinator of Academic Services or the Chairperson, Academic Services, Education, and Fine Arts. Only OFFC-101, OFFC-105, OFFC-135, HIT-111, OFFC-160, OFFC-165 may be taken without having been exempted from or completed ASE Reading.

Core Competencies across the Curriculum

The College supports an environment conducive to academic preparedness and intellectual achievement. To that end, each student is expected to acquire both content and higher order skills as part of his/her educational experience. A solid foundation of learning practices will serve each student in applying knowledge in work and in life.

In the course of completing an academic degree, students will focus on developing competencies in the following core skill areas:

Technological Application: the ability to effectively use computer terminology, software, and hardware.

Information Literacy: the ability to recognize an information need and be able to locate, evaluate, and use effectively the retrieved information.

Oral Communication: the ability to effectively articulate verbal content formally or informally.

Written Communication: the ability to express ideas in writing.

Mathematics: the ability to assess the validity of mathematical information, to define, represent, and solve mathematical problems and to communicate mathematical reasoning symbolically and verbally.

Reading: the ability to “capture” ideas and facts from text.

Critical Thinking: abilities including any, or all, of the following core thinking skills: analysis, synthesis, evaluation, problem-solving, decision making, creative thinking, metacognition. It may also include: productive dispositions or habits of mind, a search for truth, clarity, and accuracy, ability to distinguish facts from opinions, a healthy skepticism about arguments and claims, ability to tolerate ambiguity, and ability to identify errors in logic and reasoning (Suskie, 2003).

Social and Cultural Awareness: to understand the influence of culture and the natural environment on the behavior of individuals and groups.

General Education Requirements

The College offers a comprehensive list (see pages 34-35) 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.

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 help students work through the writing process by assisting the students with the planning and writing of assignments.

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.

Learning Outcomes Assessment

Carroll Community College is committed to the assessment of student learning. This process will allow us to monitor the quality of our courses and programs of study and will

provide information that leads to improvement. Over the past decade, Carroll Community College has demonstrated an increased commitment to and understanding of learning outcomes assessment. Under the direction of the Learning Outcomes Assessment Committee, Carroll continues to refine its understanding of the meaning and purpose of learning outcomes assessment.

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 an Add-Drop/Withdrawal Form to the Records Office. A student may drop a course by completing an Add-Drop/Withdrawal Form, have the form signed by his/her instructor, and submit the form to the Records Office. (If there are extenuating circumstances, students may mail or fax written requests to drop courses(s) to the Records Office before the official deadline to drop courses. See the Credit Class Schedule for deadline dates.) Courses dropped during the first calendar week (7 days) of the fall and spring terms, and the first week of the winter and summer terms, will not be posted on the student's academic record. For courses that begin after the first calendar week of a term, if the course is dropped prior to the second meeting of the course, the course will not be posted to the student's academic record. Any student who drops a course 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 or for extenuating circumstances under which the student is physically unable to perform the withdrawal procedures in person.

Course additions may be made only during the first week of a term. Students must obtain the permission of the instructor after the course has met for the second time.

Anyone wishing to change curriculum should submit a Change of Curriculum Form, signed by an academic adviser, to the Records Office.

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

Official final grade reports are issued to students at the end of each term. These final grades are entered on the student's

academic record. 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:

<i>Grades</i>	<i>Quality Points</i>
A Excellent Work	4.000
B+	3.500
B Good Work	3.000
C+	2.500
C Satisfactory Work	2.000
D+	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.

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

Final Grade Challenge

Any challenge to a student's final grade must be presented to the instructor or division chair no later than the closing date of final exams for the subsequent fall/spring 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, if the outstanding work has not been completed, the instructor will change the "I" grade to an "F" grade.

Early Alert and Intervention Programs

In the early weeks of each term, faculty members begin discussing academic problems with students. As part of the College's Early Alert Program, faculty may also refer students directly to the Academic Center and/or the Admissions, Advising, and Counseling Center for additional services.

As part of the College's Intervention Program, advisers help students who are on academic probation to develop an individual strategy for academic improvement. In addition, students are made aware of other support services available to them.

Repeated Courses

No course may be taken more than twice without the approval of the division chair or a designated representative. When a student repeats a course, the highest grade and credits awarded will be used in computing the grade point average. All courses taken will become part of the student's academic record. Transfer credit (including credit earned via credit by exam or the College Level Examination Program, CLEP) will not be awarded for courses previously attempted at Carroll Community College.

Note: A student seeking to repeat a developmental education course(s) for the third time or more, must submit a letter of appeal along with any supporting documentation to the Chairperson, Academic Services and Education, c/o the Academic Center, no later than two (2) weeks before the beginning of a term. Consult with an academic adviser for additional details (approved: Academic Council, 2005).

Academic Standards and Progress

(currently under revision, check website for latest update)

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 student is not making satisfactory academic progress and is subject to academic action if the student: 1) has attempted 6-12 credit hours with a cumulative GPA of less than 1.500; 2) has attempted 13-29 credit hours with a cumulative GPA of less than 1.750; or has attempted 30 or more credit hours with a cumulative GPA of less than 2.000. For a full explanation of this regulation, please see page 180.

Credits Attempted	Minimum Cum. GPA
6 - 12 credits	1.500 GPA
13 - 29 credits	1.750 GPA
30 or more credits	2.000 GPA

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 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.

Graduation with Honors

Students who qualify for the Associate of Arts, Associate of Applied Sciences, Associate of Arts in Teaching or Associate of Sciences 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).

Honors Program

The Honors Program offers all students opportunities for enriched learning experiences during their term of study at the College. The intent of the Honors Program is to foster intellectual inquiry, critical thinking skills, and a passion for life-long learning. The Program emphasizes students and faculty working in an active learning community. The Honors Program is divided into two distinct pathways for students: The Hill Scholars Program and Smart Choices: Open-admission Honors Options.

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, Fine Arts, 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 associates 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.

Smart Choices: Open-admission Honors Options

Each term, a variety of honors opportunities is offered across the disciplines and will be recorded on the transcript with the Honors designation. In addition to encouraging independent, creative, and critical thinking, the small class size encourages active student participation and both oral and written presentation of student work.

- Certain courses are designed as Honors Courses and are open to all students who meet prerequisites.
- In addition, certain multi-sectioned non-honors courses offer an additional Honors Seminar for an honors designation (e.g., BIOL-101-HON). These seminars are open to any interested student from all sections of the course.
- Honors credits may also be earned through Honors Contracts as part of non-honors courses or independent studies. These require involvement of a faculty adviser and the approval of the Honors Program Director.
- Honors course and seminar offerings vary each term. Please check the most current Credit Class Schedule.

Certificate in Honors Study

To apply for a Certificate of Honors Study, students must make application to the Honors Program Director, providing a faculty recommendation and a required essay. For further information call Kristie Crumley, Honors Program Director, 410-386-8572.

Students who are admitted to the Honors Program will earn a Certificate of Honors Study upon graduation if they:

- Achieve a cumulative grade point average of 3.250;
- Successfully complete 12 credits in honors-designated courses/seminars/labs with a grade of "B" or better;
- Complete a 1-credit Honors Project/Presentation, prepared with a faculty adviser, with a grade of "B" or better, and;
- Participate in meetings of honors community and other specified service/learning experiences.

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.

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. Students are invited to join the Carroll chapter (called Alpha Psi Psi) when they have attained a 3.500 or better cumulative grade point average and have earned at least 24 credits at Carroll. Contact the Admissions, Advising, and Counseling Center, 410-386-8435 or advise@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 3.200 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.

Graduation Requirements

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 to fulfill the residency requirement for the second degree. Multiple degrees may be awarded within the same term.

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

To be eligible for an Associate of 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, but not more than 36 credits of General Education courses, the prerequisites for which are exemption from or completion of READ-101;
5. Complete at least 20 credits of General Education courses in order to accommodate specialized courses. The prerequisite for each of these courses is exemption from or completion of READ-101;

6. Achieve a cumulative grade point average of 2.000 ("C" average);
7. Successfully complete the Computer Literacy Test or any three or four credit course with a CAD, CGR, CIS, or MIS designator;
8. File an application with the Records Office by March 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 adviser;
9. Graduation candidates for certain years will be required to take a 120-minute Academic Profile Outcome Assessment Examination prior to the date of graduation. The scores on the exam will be used for statistical purposes measuring student progress. The scores will NOT be included on the student's academic record.

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 at least 62 term-hour credits;
2. Complete the curriculum as set forth by the College;
3. Complete 15 credits at Carroll Community College;
4. Complete not less than 30, but not more than 36 credits of General Education courses, the prerequisites for which are exemption from or completion of READ-101;
5. Achieve a cumulative grade point average of 2.750;
6. Achieve a passing score on the Praxis I exam. Students are encouraged to take the Praxis I at the completion of 24 credits. It is the student's responsibility to request (from the Educational Testing Services) Praxis I scores be sent to the Records Office at Carroll Community College;
7. Successfully complete the Computer Literacy Test or any three or four credit course with a CAD, CGR, CIS, or MIS designator;
8. File an application with the Records Office by March 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 adviser;
9. Graduation candidates for certain years will be required to take a 120-minute Academic Profile Outcome Assessment Examination prior to the date of graduation. The scores on the exam will be used for statistical purposes measuring student progress. The scores will NOT be included on the student's academic record.

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 program;
2. Have a minimum grade point average of 2.000 (“C” average);
3. Take a minimum of 25% of the courses required in the certificate program at Carroll Community College;
4. Any student expecting to receive the Certificate in May should file an application with the Records Office by March 1; for December, apply by December 1; for August, apply by August 1.

Requirements for the Letter of Recognition


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:

1. Complete the sequence of courses listed in the program;
2. Have a minimum grade point average of 2.000 (“C” average);
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.

Computer Literacy

All degree-seeking Carroll students are required to demonstrate computer literacy as a graduation requirement. Students can demonstrate computer literacy by taking a three or four credit course in CAD, CGR, CIS, MIS or a Computer Literacy Test. In order to take the test, the student must contact the Office Technology Lab (410-386-8179) to schedule an appointment. The Office Technology Lab has both day and evening hours and should accommodate most students’ scheduling constraints. At the time the test is scheduled, an exam summary and study guide will be given to the student. Exam results will be certified by the Office Technology Lab staff and communicated to the Records Office, who will post the results to the student record. There is no charge for taking the exam, but students are not allowed multiple attempts. Students who are unsuccessful on the Computer Literacy Test must demonstrate computer literacy by taking a three or four credit course in CAD, CGR, CIS, or MIS in order to satisfy the graduation requirement. (Please note: No credit is awarded for successful completion of the Computer Literacy Test. Please consult Credit by Exam regulations for information about testing for credit.)

General Education

Throughout this catalog, the book symbol  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. These courses will range from 20 credits to 36 credits depending on the program of study.

This course distribution is intended to ensure that students have mastered fundamental skills and have demonstrated a familiarity with a core knowledge considered basic to all college-level work. 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 186).

***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 begun their English and mathematics sequences by completion of their first 24 credit hours or registration will be blocked until the student meets with an academic adviser to see if exemption from this policy is in order.*

**English Composition and Literature

(2 courses, 6 credits; choose two)

ENGL-101	College Writing 1 AND
ENGL-102	College Writing 2
OR	
ENGL-103	Advanced College Writing AND
One 200-level English Course; Select from:	
ENGL-201	Literature of the Western World 1
ENGL-202	Literature of the Western World 2
ENGL-205	Southern Writers
ENGL-210	American Literature 1
ENGL-211	American Literature 2
ENGL-220	Intermediate Creative Writing
ENGL-225	Classical Mythology
ENGL-230	Major Figures
ENGL-235	Detective Fiction
ENGL-298	Special Topics

(Note: 200-level English courses that are taken to satisfy the English General Education Requirement for the sequential college writing course may not simultaneously fulfill the General Education Requirement for Humanities. Students who place into Advanced College Writing must take a 200-level English course from the above list and another Humanities course selected from the General Education list of Humanities courses.)

Biological and Physical Sciences

(2 courses from 2 different disciplines, 8 credits; choose two)

BIOL-100	General Biology
BIOL-101	Fundamentals of Biology 1
BIOL-105	Human Biology
BIOL-210	Human Anatomy and Physiology 1
CHEM-101	Introductory Chemistry
CHEM-105	Principles of General Chemistry 1
ENV-105	Introductory Environmental Science
GEOSC-100	Earth and Space Science
GEOSC-105	Oceanography
GEOSC-110	(or GEOG-110) Physical Geography
GEOSC-201	Meteorology
GEOSC-210	Astronomy: Introduction to the Cosmos
PHSC-100	General Physical Science
PHYS-101	Fundamentals of Physics 1

Fine and Performing Arts

(1 course, 3 credits; choose one)

ART-125	Art Appreciation
ART-135	History of Art 1
ART-136	History of Art 2
FPA-101	Introduction to the Arts
FPA-105	Introduction to Film
MUSC-101	Music Appreciation
THTR-101	Introduction to Theatre

Health and Wellness

(1 course, 3 credits; choose one)

HLTH-101	The Science and Theory of Health and Wellness
HLTH-201	Women's Health
PHED-101	Lifetime Fitness and Wellness

Humanities

(1 course, 3 credits; choose one)

ENGL-201	Literature of the Western World 1
ENGL-202	Literature of the Western World 2
ENGL-210	American Literature 1
ENGL-211	American Literature 2
FREN-102	Elementary French 2
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
PHIL-101	Introduction to Philosophy
SPAN-102	Elementary Spanish 2

**Mathematics

(1 course, 3-5 credits; choose one)

MATH-111	Fundamentals of Geometry and Measurement
MATH-115	Introduction to Statistical Methods
MATH-120	Introduction to College Mathematics
MATH-128	College Algebra
MATH-129	Trigonometry and Advanced Algebra
MATH-130	Precalculus
*MATH-135	Calculus of a Single Variable 1

* Students with higher test scores should take MATH-136 or MATH-205

Social and Behavioral Sciences

(2 courses from 2 different disciplines, 6 credits; choose two)

ANTH-101	Introduction to Cultural Anthropology
ANTH-201	Anthropology of American Culture
CRIM-101	Introduction to Criminal Justice System
CRIM-105	Criminology
ECON-102	Principles of Macro Economics
GEOG-105	Human Geography
GEOG-201	Regional Geography and Global Awareness
POLS-101	American Government
PSYC-101	General Psychology
SOC-101	Introduction to Sociology

Speech

(1 course, 3 credits; choose one)

SPCH-101	Fundamentals of Public Speaking
SPCH-105	Introduction to Interpersonal Communication

Credit Programs of Study

Credit Programs of Study

Selecting a Program of Study

Carroll Community College students may choose transfer programs or career programs in accordance with goals (see page 38). Undecided students who intend to transfer should select Arts and Sciences and meet with an academic adviser to assure appropriate course selection. Under the Arts and Sciences program, students may select courses to complete future baccalaureate-degree requirements. The General Studies program is designed for students who have many transfer credits or who are undecided about their degree goals. 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 adviser, who can help students select an appropriate program.

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: Cardiovascular Technology; Emergency Medical Services; Physical Therapist Assistant; Respiratory Therapy; Surgical Technician. Students will be advised at their home campuses, where they will also complete most, if not all, of their pre-clinical courses. Once accepted into a program, tuition at the transfer institution will be at the in-county rate.

Transfer Planning

A large percentage of students plan to transfer to four-year institutions after leaving Carroll Community College. From the time students select their first courses, they are making decisions that affect thorough transfer of credits. The Admissions, Advising, and Counseling Center has a variety of resources to help with transfer planning. A current Student Transfer Handbook and a library of college catalogs is accessible for student use, as well as applications and information files for area colleges. Students may access online information at www.carrollcc.edu/services and from ARTSYS, Maryland's transfer articulation system, at <http://artweb.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 some out-of-state schools (See page 105). Students may begin taking courses toward any baccalaureate degree. Carroll Community College credits transfer to almost all colleges and universities, and 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 majors not listed on page 39. Possibilities include majors or specializations in the following, and in many others:

Accounting; Anthropology; Art; Biology; Biotechnology; Chemistry; Communication; Computer Information; Economics; Environmental Science; Geography; Health Sciences; History; Law; Mathematics; Occupational Therapy; Philosophy; Political Science; Pre-Med; Psychology; Sociology.

The importance of consultation with an academic adviser before registering for each semester cannot be overstressed. Inquire in the Admissions, Advising, and Counseling Center for assistance in choosing courses.

Transfer Programs

Students may complete an Associate of Arts in Teaching degree (A.A.T.) in the following programs:

Early Childhood Education
Elementary Education
Secondary Education—Spanish

Students may complete an Associate of Arts degree (A.A.) in the following programs:

Arts and Sciences
Business Administration—General Business
Business Administration—International Business
Business Administration—Management Information Systems
Criminal Justice—Arts and Sciences
Dental Hygiene—Arts and Sciences
Forensic Studies—Arts and Sciences
General Studies
Health and Exercise Science—Arts and Sciences
Legal Studies—Arts and Sciences
Music—Arts and Sciences
Nursing—Arts and Sciences
Paralegal Studies—Arts and Sciences
Psychology—Arts and Sciences
Social Work—Arts and Sciences
Teacher Education
Theatre—Arts and Sciences
Visual Art—Arts and Sciences

Career Programs

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

Accounting
Administrative Assistant
Art History
Computer-Aided Design
Computer Graphics
Computer Information Systems
Criminal Justice
Early Childhood Education
Health Information Technology
Law Enforcement
Legal Secretary
Medical Records Coding
Medical Transcription
Music
Nursing, Practical (selective admissions)
Nursing, Registered (selective admissions)
Office Technology
Physical Therapist Assistant (selective admissions)
Visual Art—Studio

Programs of Study: Degrees, Certificates, and Letters of Recognition

Accounting, AAS	40
Accounting—CPA Exam Qualification, Certificate	41
Arts and Sciences, AA	42
Art History, Letter of Recognition	43
Business Administration—General Business, AA	44
Business Administration—International Business, AA	45
Business Administration—Management Information Systems, AA	46
*Cardiovascular Technology, AAS and Certificate	47-48
Computer-Aided Design, AAS, Certificate, and Letter of Recognition	49-50
Computer Graphics—Graphic Design, AAS, Certificate, and Letter of Recognition	51-52
Computer Graphics—Multimedia Design, AAS, Certificate, and Letter of Recognition	53-54
Computer Graphics—Web Design, AAS, Certificate, and Letter of Recognition	55-56
Computer Information Systems, AAS	57
Computer Information Systems—User Support Technology, Certificate and Letter of Recognition	58
Criminal Justice—Arts and Sciences, AA and Letter of Recognition	59-60
Dental Hygiene—Arts and Sciences, AA	61
*Emergency Medical Services, Emergency Medical Technician—Paramedic, AAS and Certificate	62-66
Forensic Studies—Arts and Sciences, AA	67
General Studies, AA	68
Health and Exercise Science, Exercise Science Track—Arts and Sciences, AA	69
Health and Exercise Science, Health Science Track—Arts and Sciences, AA	70
#Health Information Technology, Certificate	71
Medical Records Coding, Letter of Recognition	71
Medical Transcription, Letter of Recognition	81
Law Enforcement, AAS, Certificate	72-73
Legal Studies—Arts and Sciences, AA	74
Music—Arts and Sciences, AA	75
#Nursing—Practical Nursing Track, Certificate	77
#Nursing—Registered Nurse Track (RN), AS	78
Nursing—Registered Nurse Track for Licensed Practical Nurses, AS	79
Nursing—Arts and Sciences Track to BSN Transfer, AA	80
Office Technology, Certificate	81
Administrative Assistant, Letter of Recognition	82
Legal Secretary, Letter of Recognition	82
Paralegal—Arts and Sciences	83
#Physical Therapist Assistant, AAS	84
Psychology—Arts and Sciences, AA	86
**Radiography, AAS	87
*Respiratory Therapy, AAS	88
Social Work—Arts and Sciences, AA	89
*Surgical Technology, AAS and Certificate	90-91
Early Childhood Education, AA, AAS, AAT, and Letter of Recognition	92-95
Elementary Education, AAT	96
Teacher Education, AA	98
Secondary Education—Spanish, AAT	97
Theatre—Arts and Sciences	99
Visual Art—Arts and Sciences, AA	100
Visual Art—Studio, Letters of Recognition	101

* *Mid-Maryland Allied Healthcare Education Consortium; Degrees awarded by Frederick Community College or Howard Community College*

** *Degree awarded by Hagerstown Community College*

Health Manpower Shortage Program

Career Program

Accounting








Associate of Applied Science

Faculty Adviser: Kate Demarest

Phone: 410-386-8252

Email: kdemarest@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 32.

PROGRAM REQUIREMENTS		Credits
ACCT-101	Principles of Accounting 1	3
ACCT-102	Principles of Accounting 2	3
ACCT-201	Intermediate Accounting 1	4
ACCT-202	Intermediate Accounting 2	4
BUAD-205	Business Law	4
ECON-101	Principles of Micro Economics	3
MGMT-201	Principles of Management	3
MIS-101	Information Technology for Business	3
GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES	3
MATH-120	Introduction to College Mathematics, MATHEMATICS	3
ECON-102	Principles of Macro Economics, SOCIAL AND BEHAVIORAL SCIENCES	3
	SOCIAL AND BEHAVIORAL SCIENCES	3
SPCH-101	Fundamentals of Public Speaking, SPEECH	3
Total Credits		62

Computer Literacy requirement has been satisfied.

Career Program

Accounting CPA Exam Qualification

Certificate

Faculty Adviser: Kate Demarest

Phone: 410-386-8252

Email: kdemarest@carrollcc.edu

Candidates for the Maryland CPA Examination 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		Credits
ACCT-101	Principles of Accounting 1	3
ACCT-102	Principles of Accounting 2	3
ACCT-201	Intermediate Accounting 1	4
ACCT-202	Intermediate Accounting 2	4
ACCT-210	Principles of Taxation 1	3
ACCT-211	Principles of Taxation 2	3
ACCT-220	Cost Accounting	3
ACCT-230	Principles of Auditing	3
ACCT-241	Governmental and Not-for-Profit Accounting	1
BUAD-201	Business Ethics	3
BUAD-205	Business Law	4
ECON-101	Principles of Micro Economics	3
ECON-102	Principles of Macro Economics	3
ENGL-105	Written Communications for Business	3
MATH-115	Introduction to Statistical Methods	4
MGMT-201	Principles of Management	3
MGMT-215	Financial Management	3
MKTG-201	Principles of Marketing	3
SPCH-101	Fundamentals of Public Speaking	3
Total Credits		59

Transfer Program

Arts and Sciences

Associate of Arts

Adviser: Janenne Corcoran










Phone: 410-386-8444

Email: jcorcoran@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, <http://artweb.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 35-37 credits in highly transferable general education courses and 27 credits of electives, which should be selected to satisfy the student's bachelor's degree requirements. Using the resources in the Admissions, Advising, and Counseling 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 a great emphasis on helping students become independent learners, capable of exploring many subjects.

PROGRAM REQUIREMENTS		Credits
Electives	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	27
GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES	3
	MATHEMATICS	3-5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	SPEECH	3
Total Credits		62-64

Computer Literacy requirement must be satisfied.

Career Program

Art History

Letter of Recognition

Faculty Adviser: Maggie Ball

Phone: 410-386-8256

Email: mball@carrollcc.edu

A Letter of Recognition is available in Art History. The student is required to take three of 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		Credits
ART-135	Art History 1 (Pre-history to Renaissance)	3
ART-136	Art History 2 (Renaissance to Present)	3
ART-125 or ART-190	Art Appreciation or Art, Icons, and the Nature of Spirituality (Art of World Religions)	3
Total Credits		9

Transfer Program

Business Administration—General Business

Associate of Arts

Faculty Adviser: Kate Demarest









Phone: 410-386-8252

Email: kdemarest@carrollcc.edu

The Business Administration major 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 associates 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 on 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 classes 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. The third, 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 32.

PROGRAM REQUIREMENTS		Credits
ACCT-101	Principles of Accounting 1	3
ACCT-102	Principles of Accounting 2	3
BUAD-101	Introduction to Business	3
BUAD-205	Business Law	4
ECON-101	Principles of Micro Economics	3
MGMT-201	Principles of Management	3
MIS-101	Information Technology for Business	3
MKTG-201	Principles of Marketing	3
Program Elective	Any ACCT, BUAD, MKTG, MGMT course other than those listed above.	3

GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES	3
	MATHEMATICS	3-5
	SOCIAL AND BEHAVIORAL SCIENCES	3
ECON-102	Principles of Macro Economics, SOCIAL AND BEHAVIORAL SCIENCES	3
SPCH-101	Fundamentals of Public Speaking, SPEECH	3

Total Credits

63-65

Computer Literacy requirement has been satisfied.

Transfer Program

Business Administration—International Business

Associate of Arts







Faculty Adviser: Kate Demarest

Phone: 410-386-8252

Email: kdemarest@carrollcc.edu

The International Business major 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 32.

PROGRAM REQUIREMENTS		Credits
ACCT-101	Principles of Accounting 1	3
ACCT-102	Principles of Accounting 2	3
BUAD-101	Introduction to Business	3
BUAD-205	Business Law	4
ECON-101	Principles of Micro Economics	3
MGMT-201	Principles of Management	3
MIS-101	Information Technology for Business	3
MKTG-201	Principles of Marketing	3
BUAD-210	Culture and Diversity in the Workplace	3
GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
SPAN-102	Elementary Spanish 2, HUMANITIES	3
	MATHEMATICS	3-5
ANTH-101	Introduction to Cultural Anthropology, SOCIAL AND BEHAVIORAL SCIENCES	3
ECON-102	Principles of Macro Economics, SOCIAL AND BEHAVIORAL SCIENCES	3
SPCH-101	Fundamentals of Public Speaking, SPEECH	3
Total Credits		63-65

Computer Literacy requirement has been satisfied.









Transfer Program

Business Administration Management Information Systems

Associate of Arts

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

Business Administration—Management Information Systems combines study in the area of computer information systems with an understanding of business. Business majors with a 3.200 GPA may be eligible for membership in Alpha Beta Gamma. For more information, see page 32.

PROGRAM REQUIREMENTS		Credits
ACCT-101	Principles of Accounting 1	3
ACCT-102	Principles of Accounting 2	3
BUAD-101	Introduction to Business	3
CIS-129	Principles of Programming	4
CIS-229	Advanced Principles of Programming	4
CIS-257	Advanced Web Page Authoring	4
ECON-101	Principles of Micro Economics	3
MGMT-201	Principles of Management	3
MIS-101	Information Technology for Business	3
GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES	3
	MATHEMATICS	3-5
	SOCIAL AND BEHAVIORAL SCIENCES	3
ECON-102	Principles of Macro Economics, SOCIAL AND BEHAVIORAL SCIENCES	3
SPCH-101	Fundamentals of Public Speaking, SPEECH	3
Total Credits		65-67

Computer Literacy requirement has been satisfied.

Career Program

Cardiovascular Technology

Invasive Option

Associate of Applied Sciences

Mid-Maryland Allied Healthcare Education Consortium


A Combined Program with Howard Community College

Contacts: Admissions, Advising, and Counseling Center, CCC / Office of Admissions and Advising, HCC

Phone: 410-386-8430 / 410-772-4230

Email: advise@carrollcc.edu / alliedhealth@howardcc.edu

Cardiovascular Technologists assist physicians in diagnosing and treating patients who have or may have cardiac and/or peripheral vascular disease. Registered Cardiovascular Invasive Specialists (RCIS) are proficient in the use and application of analytical equipment. They prepare patients for diagnostic and interventional procedures and examine patients at the request or direction of the physician. Through sampling and recording, technologists provide a foundation of data from which precise anatomic and physiological diagnosis may be established. (The term RCIS is new. It was previously Registered Cardiovascular Technologist RCVT).

PRE-CLINICAL REQUIREMENTS TO BE COMPLETED AT CARROLL COMMUNITY COLLEGE		Credits
BIOL-101	Fundamentals of Biology 1	4
BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
ENGL-101 or ENGL-103	College Writing 1 or Advanced College Writing, ENGLISH COMPOSITION	3
SOC-101	Introduction to Sociology, SOCIAL AND BEHAVIORAL SCIENCES	3
SPCH-105	Introduction to Interpersonal Communication, SPEECH	3
	MATHEMATICS	3-5
CLINICAL REQUIREMENTS TO BE COMPLETED AT HOWARD COMMUNITY COLLEGE		
HEAL-110	The Health Care Professional	2
CARD-101	Cardiovascular Assessments	3
CARD-103	Physical Principles of Medicine	3
CARD-108	Advanced Anatomy Pathophysiology	3
CARD-115	X-Ray Theory	1
CARD-201	Cardiovascular Pharmacology	2
CARD-203	Medical Instrumentation	2
CARD-207	Diagnostic and Interventional Procedures	9
CARD-231	Applied Clinical Practicum	3
CARD-251	Advanced Interventional Procedures	5
CARD-261	Clinical Internship	4
PHYS-101	Technical Physical Science	4

Total

65-67

Degree 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

Contacts: Admissions, Advising, and Counseling Center, CCC / Office of Admissions and Advising, HCC

Phone: 410-386-8430 / 410-772-4230

Email: advise@carrollcc.edu / alliedhealth@howardcc.edu

Cardiovascular Technologists assist physicians in diagnosing and treating patients who have or may have cardiac and/or peripheral vascular disease. Registered Cardiovascular Invasive Specialists (RCIS) are proficient in the use an application of analytical equipment. They prepare patients for diagnostic and interventional procedures and examine patients at the request or direction of the physician. Through sampling and recording, technologists provide a foundation of data from which precise anatomic and physiologic diagnosis may be established. (The term RCIS is new. It was previously Registered Cardiovascular Technologist RCVT).

PRE-CLINICAL REQUIREMENTS TO BE COMPLETED AT CARROLL COMMUNITY COLLEGE		Credits
BIOL-101	Fundamentals of Biology 1	4
BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
ENGL-101 or ENGL-103	College Writing 1 or Advanced College Writing, ENGLISH COMPOSITION	3
CLINICAL REQUIREMENTS TO BE COMPLETED AT HOWARD COMMUNITY COLLEGE		
HEAL-110	The Health Care Professional	2
CARD-101	Cardiovascular Assessments	3
CARD-108	Advanced Anatomy Pathophysiology	3
Total Credits		23

Certificate 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

Computer-Aided Design

Associate of Applied Science

Faculty Adviser: Dr. Edward (Dick) Crook

Phone: 410-386-8228








Email: dcrook@carrollcc.edu

This program is designed to prepare the student for an entry-level position in the Computer-Aided Design (CAD) industry. 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 graduating with this degree may find employment working under the guidance of engineers and architects as CAD Operators, Engineering Technicians, CAD Detailers, and Design Assistants.

Upon completion of this degree the student should be able to: describe the principles, concepts, and advantages of CAD; operate CAD systems to create intelligent 2D and 3D graphic databases for design purposes; operate properly CAD-related hardware and plotters to generate output; operate application-specific CAD software; customize CAD software to increase productivity; perform 3D rendering and animation; organize and manage files.

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		Credits
CAD-101	Introduction to Computer-Aided Design/Drafting	3
CAD-105	Intermediate Auto CAD	3
CAD-110	Customizing CAD Software	3
CAD-201	Computer-Aided Design Applications	3
CAD-210	Advanced Auto CAD and Auto CAD 3-D	3
CAD-220	Introduction to Architectural Computer-Aided Design/Drafting	3
CAD-240	CAD Engineering Drawing	3
CAD-260	Computer-Aided Civil Applications	3
CAD-299	Internship in CAD	2
CGR-105	Introduction to Computer Graphics	3
CGR-252	Computer Illustration	3
CGR-254	3-D Computer Animation and Modeling	3

GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
ENGL-101 or ENGL-103	College Writing 1 or Advanced College Writing, ENGLISH COMPOSITION	3
	BIOLOGICAL AND PHYSICAL SCIENCES	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES	3
	MATHEMATICS	3-5
	SOCIAL AND BEHAVIORAL SCIENCES	3
SPCH-105	Introduction to Interpersonal Communications, SPEECH	3

Total Credits

64-66

Computer Literacy requirement has been satisfied.

Career Program

Computer-Aided Design

Certificate

Faculty Adviser: Dr. Edward (Dick) Crook

Phone: 410-386-8228

Email: dcrook@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 CAD Operators, CAD Technicians, Engineering Technicians, and Design Assistants in the design field. (See corresponding degree program for details.) Courses may be taken in any sequence as long as prerequisites are met.

CERTIFICATE REQUIREMENTS		Credits
CAD-101	Introduction to Computer-Aided Design/Drafting	3
CAD-105	Intermediate Auto CAD	3
CAD-110	Customizing CAD Software	3
CAD-201	Computer-Aided Design Applications	3
CGR-105	Introduction to Computer Graphics	3
CGR-252	Computer Illustration	3
CGR-254	3D Computer Animation and Modeling	3
Total Credits		21

Computer-Aided Design

Letter of Recognition

A Letter of Recognition is available for Computer-Aided Design. Contact the faculty adviser 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		Credits
CAD-101	Introduction to Computer-Aided Design/Drafting	3
CAD-105	Intermediate Auto CAD	3
Elective	Any CAD course	3
Total Credits		9

Career Program

Computer Graphics (CGR)—Graphic Design

Associate of Applied Science

Faculty Adviser: Scott Gore








Phone: 410-386-8467

Email: sgore@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 classes 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		Credits
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-233	Multimedia Communications	3
CGR-250	Publication Design on Computers	3
CGR-252	Computer Illustration	3
CGR-270	Portfolio and Career Development	2
Electives	Any CAD or CGR course	3

GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
ENGL-101 or ENGL-103	College Writing 1 or Advanced College Writing, ENGLISH COMPOSITION	3
	BIOLOGICAL AND PHYSICAL SCIENCES	8
ART-125	Art Appreciation, FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES	3
	MATHEMATICS	3-5
	SOCIAL AND BEHAVIORAL SCIENCES	3
	SPEECH	3

Total Credits

64-66

Computer Literacy requirement has been satisfied.

Career Program

Computer Graphics (CGR)—Graphic Design

Certificate

Faculty Adviser: Scott Gore

Phone: 410-386-8467

Email: sgore@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-120 and CGR-252) are strongly recommended before others as the skills developed in these courses are utilized and applied in the more advanced courses.

CERTIFICATE REQUIREMENTS		Credits
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-233	Multimedia Communications	3
CGR-250	Publication Design on Computers	3
CGR-252	Computer Illustration	3
CGR-270	Portfolio and Career Development	2
Electives	Any CAD or CGR course	3
Total Credits		35

Computer Graphics (CGR)

Letter of Recognition

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

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

Career Program

Computer Graphics (CGR)—Multimedia Design

Associate of Applied Science

Faculty Adviser: Scott Gore

Phone: 410-386-8467








Email: sgore@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.

PROGRAM REQUIREMENTS		Credits
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-230	Digital Video	3
CGR-231	Introduction to Motion Graphics	3
CGR-232	Multimedia Productions	3
CGR-233	Multimedia Communications	3
CGR-254	3D Computer Animation and Modeling	3
CGR-270	Portfolio and Career Development	2
Elective	CIS-105, Game Programming; CGR-120, Digital Photography; or CIS-129, Principles of Programming	3-4

GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
ENGL-101 or ENGL-103	College Writing 1 or Advanced College Writing, ENGLISH COMPOSITION	3
	BIOLOGICAL AND PHYSICAL SCIENCES	8
ART-125	Art Appreciation, FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES	3
	MATHEMATICS	3-5
	SOCIAL AND BEHAVIORAL SCIENCES	3
	SPEECH	3

Total Credits **67-70**

Computer Literacy requirement has been satisfied.

Career Program

Computer Graphics (CGR)—Multimedia Design

Certificate

Faculty Adviser: Scott Gore

Phone: 410-386-8467

Email: sgore@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 are strongly recommended before others as the skills developed in certain courses are utilized in others.

CERTIFICATE REQUIREMENTS		Credits
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-230	Digital Video	3
CGR-231	Introduction to Motion Graphics	3
CGR-232	Multimedia Productions	3
CGR-233	Multimedia Communications	3
CGR-254	3D Computer Animation and Modeling	3
CGR-270	Portfolio and Career Development	2
Elective	CIS-105, Game Programming; CGR-120, Digital Photography; or CIS-129, Principles of Programming	3-4
Total Credits		38-39

Computer Graphics (CGR)

Letter of Recognition

Letters of Recognition are available for Computer Graphics. Contact the faculty adviser 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		Credits
CGR-105	Introduction to Computer Graphics	3
CGR-110	Typography	3
CGR-115	Graphic Design 1	3
Total Credits		9

Career Program

Computer Graphics (CGR)—Web Design

Associate of Applied Science

Faculty Adviser: Scott Gore

Phone: 410-386-8467








Email: sgore@carrollcc.edu

The Web Design emphasis prepares students for entry-level positions in the design and development of web sites and online media publications. The curriculum stresses web design as both a creative and functional discipline in which students learn the effective principles of visual design in web-based applications. Throughout the students' journey, they learn how to create content for the web, design user-friendly site structures, and functional navigation systems. The program focuses on quality visual design and its application to both functionality and interactivity, and how they create an effective user experience.

Graduates can secure entry-level employment creating websites for corporations, organizations, and individuals that want to establish a presence on the Internet. 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 education.

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		Credits
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-157	Introduction to Web Page Authoring	3
CGR-224	Interactive Design	3
CGR-233	Multimedia Communications	3
CGR-252	Computer Illustration	3
CGR-257	Advanced Web Page Authoring	4
CGR-270	Portfolio and Career Development	2

GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
ENGL-101 or ENGL-103	College Writing 1 or Advanced College Writing, ENGLISH COMPOSITION	3
	BIOLOGICAL AND PHYSICAL SCIENCES	8
ART-125	Art Appreciation, FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES	3
	MATHEMATICS	3-5
	SOCIAL AND BEHAVIORAL SCIENCES	3
	SPEECH	3

Total Credits **65-67**

Computer Literacy requirement has been satisfied.

Career Program

Computer Graphics (CGR)—Web Design

Certificate

Faculty Adviser: Scott Gore

Phone: 410-386-8467

Email: sgore@carrollcc.edu

This certificate outlines a sequence of courses designed for artists and technicians working in the web page design field or those who would like to obtain employment as web authors and Internet/Intranet design specialists. See corresponding degree program for details. Although courses may be taken in any sequence as long as prerequisites are met, certain courses (CGR-252) are strongly recommended before others as the skills developed in these courses are utilized and applied in the more advanced courses.

CERTIFICATE REQUIREMENTS		Credits
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-157	Introduction to Web Page Authoring	3
CGR-224	Interactive Design	3
CGR-233	Multimedia Communications	3
CGR-252	Computer Illustration	3
CGR-257	Advanced Web Page Authoring	4
CGR-270	Portfolio and Career Development	2
Total Credits		36

Computer Graphics (CGR)—Web Design

Letter of Recognition

Letters of Recognition are available for Computer Graphics. Contact the faculty adviser 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		Credits
CGR-105	Introduction to Computer Graphics	3
CGR-110	Typography	3
CGR-115	Graphic Design 1	3
Total Credits		9

Career Program

Computer Information Systems

Associate of Applied Science










Faculty Adviser: Dr. Edward (Dick) Crook

Phone: 410-386-8228

Email: dcrook@carrollcc.edu

The Computer Information Systems program is designed to prepare students for a career in computer technology or to transfer to a 4-year institution to pursue a baccalaureate degree. The program provides the knowledge and skills needed to pursue a successful career in those areas of business, education, government, and other fields in which computers are routinely used for information processing. In particular, the Computer Information Systems program offers instruction for students interested in microcomputer-based hardware and software computer careers. The courses teach students how software and hardware interrelate to build a cohesive approach to solving problems.

By using the ARTSYS website, available in the Admissions, Advising, and Counseling Center, room A102, or at <http://artweb.usmd.edu>, students can plan a course of study that will transfer to computer-related programs at four-year institutions. Please note that this sequence is specifically designed to enable transfer to the University of Baltimore's Applied Information System program and may be useful as a guide for transfer to other programs or institutions; it is not designed for students interested in either computer science or computer engineering.

PROGRAM REQUIREMENTS		Credits
CIS-101	Introduction to Computers and Computing	3
CIS-129	Principles of Programming	4
CIS-139	Principles of Computer Technology	4
CIS-257	Advanced Web Page Authoring	4
Electives	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	12
GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES	3
	MATHEMATICS (MATH-120, Introduction to College Mathematics, or higher, recommended)	3-5
ECON-102	Principles of Macro Economics, SOCIAL AND BEHAVIORAL SCIENCES	3
	SOCIAL AND BEHAVIORAL SCIENCES	3
	SPEECH	3
Total Credits		62-64

Computer Literacy requirement has been satisfied.

Career Program

Computer Information Systems—User Support Technology

Certificate

Faculty Adviser: Dr. Edward (Dick) Crook

Phone: 410-386-8228

Email: dcrook@carrollcc.edu

This curriculum is designed to prepare students for entry-level positions that support the computer “end-users.” Students completing the Certificate or Letter of Recognition will be prepared to support the hardware, software, web, and networking demands of computers users in business, industry, and other computerized facilities. They will also be prepared to troubleshoot and maintain PC computers and other related peripherals. In addition to these technical skills, students will be prepared to work in a professional, service oriented manner which supports end-users of various skills and abilities.

Graduates of this curriculum may find entry-level employment opportunities as user support technicians, help desk assistants, microcomputer support technicians, data communications or network technicians, or software trainers, and computer services representatives. Courses in both the Letter of Recognition and the Certificate may be applied toward the requirements of Carroll Community College’s computer Information Systems A.A.S. degree. Students who plan to complete that degree should satisfy MATH requirements as early in their studies as possible. Students who select this curriculum and wish to transfer later to four-year institutions should check with that institution regarding transferability of credits. While many courses will transfer, certain specialized courses may not.

CERTIFICATE REQUIREMENTS		Credits
CIS-101 or MIS-101	Introduction to Computers and Computing or Information Technology for Business	3
CIS-114	Application Software Support	4
CIS-129	Principles of Programming	4
CIS-139	Principles of Computer Technology	4
CIS-165	Introduction to Data Communications	3
CIS-214	Computer User Support	4
CIS-231	Microcomputer Interfacing and Maintenance	4
CIS-299	Internship in CIS	2
Electives	Any CIS, CGR, CAD, or MATH courses	6-9
Total Credits		34-37

Computer Information Systems—User Support Technology

Letter of Recognition

LETTER REQUIREMENTS		Credits
CIS-101 or MIS-101	Introduction to Computers and Computing or Information Technology for Business	3
CIS-129	Principles of Programming	4
CIS-139	Principles of Computer Technology	4
Total Credits		11

Transfer Program

Criminal Justice—Arts and Sciences

Associate of Arts

Faculty Adviser: Steve Geppi









Phone: 410-386-8524

Email: sgeppi@carrollcc.edu

The Criminal Justice–Arts and Sciences transfer program 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 program 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 adviser and by using ARTSYS at <http://artweb.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.

PROGRAM RECOMMENDATIONS		Credits
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
Electives	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	15

GENERAL EDUCATION REQUIREMENTS *Please see pages 34-35 for General Education selections*

	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES (SPAN-102, Elementary Spanish 2, recommended)	3
	MATHEMATICS (MATH-115, Introduction to Statistical Methods, recommended)	3-5
	SOCIAL AND BEHAVIORAL SCIENCES (POLS-101, American Government; PSYC-101 General Psychology; or SOC-101, Introduction to Sociology; recommended)	6
	SPEECH	3

Total Credits **62-64**

Computer Literacy requirement must be satisfied.

Career Program

Criminal Justice

Letter of Recognition

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

Transfer Program

Dental Hygiene—Arts and Sciences










Associate of Arts

Faculty Adviser: Judy Coen

Phone: 410-386-8211

Email: jcoen@carrollcc.edu

The Dental Hygiene—Arts and Sciences transfer program 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.

PROGRAM RECOMMENDATIONS		Credits
BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
BIOL-215	Microbiology	4
BIOL-220	Nutrition	4
PSYC-101	General Psychology	3
SOC-101	Introduction to Sociology	3
Electives	Refer to ARTSYS and the receiving institution's catalog to select transferable courses. Potential transfer students to UMAB may consider taking Fundamentals of Organic and Biochemistry at Howard Community College or Essentials of Organic Chemistry at Frederick Community College.	5
GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES (BIOL-101, Fundamentals of Biology 1 and CHEM-105, Principles of General Chemistry 1, recommended)	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES	3
	MATHEMATICS (MATH-115, Introduction to Statistical Methods, recommended)	3-5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	SPEECH	3
Total Credits		62-64

Computer Literacy requirement must be satisfied.

Career Program

Emergency Medical Services

Emergency Medical Technician—Paramedic

Associate of Applied Sciences

Mid-Maryland Allied Healthcare Education Consortium


A Combined Program with Howard Community College

Contacts: Admissions, Advising, and Counseling Center, CCC / Office of Admissions and Advising, HCC

Phone: 410-386-8430 / 410-772-4856

Email: advise@carrollcc.edu / alliedhealth@howardcc.edu

Paramedics are healthcare providers who are normally dispatched to an emergency scene by a 911 operator. Once they arrive, they often work with police and fire department personnel to determine the nature and extent of a patient's condition while trying to ascertain whether the patient has pre-existing medical problems. Following strict procedures, they provide appropriate emergency care and transport the patient. Incidents as varied as motor vehicle crashes, heart attacks, drownings, childbirth, and gunshot wounds all require the immediate medical attention provided by paramedics.

PRE-CLINICAL REQUIREMENTS TO BE COMPLETED AT CARROLL COMMUNITY COLLEGE		Credits
BIOL-101	Fundamentals of Biology 1	4
BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
ENGL-101 or ENGL-103	College Writing 1 or Advanced College Writing, ENGLISH COMPOSITION	3
PSYC-101	General Psychology, SOCIAL AND BEHAVIORAL SCIENCES	3
SPCH-101	Fundamentals of Public Speaking, SPEECH	3
	MATHEMATICS	3-5
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, & 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
Total Credits		65-67

Current EMT-B certification (or completion of EMSP-100, Emergency Medical Technician Basic) is a prerequisite for enrollment in EMSP-160, along with proof of experience as an EMT-B as outlined by Code of Maryland (COMAR) regulations.

Degree 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

Emergency Medical Services

Emergency Medical Technician—Paramedic

Certificate

Mid-Maryland Allied Healthcare Education Consortium

A Combined Program with Howard Community College

Contacts: Admissions, Advising, and Counseling Center, CCC / Office of Admissions and Advising, HCC

Phone: 410-386-8430 / 410-772-4856

Email: advise@carrollcc.edu / alliedhealth@howardcc.edu

Paramedics are healthcare providers who are normally dispatched to an emergency scene by a 911 operator. Once they arrive, they often work with police and fire department personnel to determine the nature and extent of a patient's condition while trying to ascertain whether the patient has pre-existing medical problems. Following strict procedures, they provide appropriate emergency care and transport the patient. Incidents as varied as motor vehicle crashes, heart attacks, drownings, childbirth, and gunshot wounds all require the immediate medical attention provided by paramedics.

PRE-CLINICAL REQUIREMENTS TO BE COMPLETED AT CARROLL COMMUNITY COLLEGE		Credits
BIOL-101	Fundamentals of Biology 1	4
BIOL-210	Human Anatomy and Physiology 1	4
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, & 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
Total Credits		53

Current EMT-B certification (or completion of EMSP-100, Emergency Medical Technician Basic) is a prerequisite for enrollment in EMSP-160, along with proof of experience as an EMT-B as outlined by Code of Maryland (COMAR) regulations.

Certificate 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

Emergency Medical Services

Emergency Medical Technician—Paramedic

Associate of Applied Sciences

Mid-Maryland Allied Healthcare Education Consortium




A Combined Program with Frederick Community College

Contacts: Admissions, Advising, and Counseling Center, CCC / Beth Reilly, FCC

Phone: 410-386-8430 / 301-846-2471

Email: advise@carrollcc.edu / breilly@frederick.edu

Paramedics are healthcare providers who are normally dispatched to an emergency scene by a 911 operator. Once they arrive, they often work with police and fire department personnel to determine the nature and extent of a patient's condition while trying to ascertain whether the patient has pre-existing medical problems. Following strict procedures, they provide appropriate emergency care and transport the patient. Incidents as varied as motor vehicle crashes, heart attacks, drownings, childbirth, and gunshot wounds all require the immediate medical attention provided by paramedics. Certificates are also available; consult the Frederick Community College catalog.

PRE-CLINICAL REQUIREMENTS TO BE COMPLETED AT CARROLL COMMUNITY COLLEGE		Credits
BIOL-101	Fundamentals of Biology 1	4
BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
ENGL-101 or ENGL-103	College Writing 1 or Advanced College Writing, ENGLISH COMPOSITION	3
	SOCIAL AND BEHAVIORAL SCIENCES	3
	SPEECH	3
	MATHEMATICS	3-5
CLINICAL REQUIREMENTS TO BE COMPLETED AT FREDERICK COMMUNITY COLLEGE		
	PE/Health Elective	1
EMS-200	Introduction to Prehospital Environment	2
EMS-210	EMS Operations	3
EMS-211	Patient Assessment and Airway Management	4
EMS-212	Pharmacology	3
EMS-213	Trauma	5
EMS-214	Respiratory	3
EMS-215	Environmental	3
EMS-216	Cardiac	9
EMS-217	Metabolic	4
EMS-218	Special Consideration	4
EMS-219	Paramedical Clinical 1	1
EMS-220	Paramedical Clinical 2	1
EMS-221	Paramedical Clinical 3	1
EMS-222	Paramedical Clinical 4	1
EMS-223	Paramedical Clinical 5	1
EMS-224	Patient Care Scenarios	2
EMS-225	National Registry Exam Preparation	1
EMS-226	EMS Clinical Research Paper	1
Total Credits		74-76

Degree awarded by Frederick Community College.

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

Career Program

Emergency Medical Services

Emergency Medical Technician—Intermediate (EMT-I)

Certificate

*Mid-Maryland Allied Healthcare Education Consortium
A Combined Program with Frederick Community College
Contacts: Admissions, Advising, and Counseling Center, CCC / Beth Reilly, FCC
Phone: 410-386-8430 / 301-846-2471
Email: advise@carrollcc.edu / breilly@frederick.edu*

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

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

CLINICAL REQUIREMENTS TO BE COMPLETED AT FREDERICK COMMUNITY COLLEGE		Credits
EMS-200	Introduction to Prehospital Environment	2
EMS-211	Patient Assessment and Airway Management	4
EMS-212	Pharmacology	3
EMS-213	Trauma	5
EMS-214	Respiratory	3
EMS-215	Environmental	3
EMS-216	Cardiac	9
EMS-217	Metabolic	4
EMS-218	Special Consideration	4
EMS-219	Paramedical Clinical 1	1
EMS-220	Paramedical Clinical 2	1
EMS-224	Patient Care Scenarios	2
EMS-225	National Registry Exam Preparation	1
Total Credits		42

Certificate awarded by Frederick Community College.

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

Career Program

Emergency Medical Services

Emergency Medical Technician—Paramedic (EMT-P)

Certificate

*Mid-Maryland Allied Healthcare Education Consortium
A Combined Program with Frederick Community College
Contacts: Admissions, Advising, and Counseling Center, CCC / Beth Reilly, FCC
Phone: 410-386-8430 / 301-846-2471
Email: advise@carrollcc.edu / breilly@frederick.edu*

Provides the knowledge, skills, and clinical experience required to prepare the student for a career as an entry-level Emergency Medical Technician-Paramedic (EMT-P). Students may elect to take core courses leading to certification as an EMT-P or prepare for leadership and training positions in the EMS field through completion of the certificate or degree options.

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

CLINICAL REQUIREMENTS TO BE COMPLETED AT FREDERICK COMMUNITY COLLEGE		Credits
EMS-200	Introduction to Prehospital Environment	2
EMS-201	EMS Operations	3
EMS-211	Patient Assessment and Airway Management	4
EMS-212	Pharmacology	3
EMS-213	Trauma	5
EMS-214	Respiratory	3
EMS-215	Environmental	3
EMS-216	Cardiac	9
EMS-217	Metabolic	4
EMS-218	Special Consideration	4
EMS-219	Paramedical Clinical 1	1
EMS-220	Paramedical Clinical 2	1
EMS-221	Paramedical Clinical 3	1
EMS-222	Paramedical Clinical 4	1
EMS-223	Paramedical Clinical 5	1
EMS-224	Patient Care Scenarios	2
EMS-225	National Registry Exam Preparation	1
EMS-226	EMS Clinical Research Paper	1
Total Credits		49

***Certificate awarded by Frederick Community College.
Please refer to the Frederick Community College catalog for additional information.***

Transfer Program

Forensic Studies—Arts and Sciences

Associate of Arts











Faculty Advisers: Steve Geppi / Francois Derasse

Phone: 410-386-8524 / 410-386-8213

Email: sgeppi@carrollcc.edu / fderasse@carrollcc.edu

This program 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 Villa Julie College. The courses listed below are specifically for transfer to the University of Baltimore. Students who wish to transfer to other institutions should contact an adviser at that institution prior to taking courses at Carroll.

	PROGRAM RECOMMENDATIONS	Credits
CHEM-106	Principles of General Chemistry 2	4
CHEM-201	Organic Chemistry 1	4
CHEM-202	Organic Chemistry 2	4
CRIM-111	Criminal Evidence and Procedure	3
CRIM-210	Forensic Science	3
PHYS-101	Fundamentals of Physics 1	4
PHYS-102	Fundamentals of Physics 2	4

GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES (BIOL-101, Fundamentals of Biology, and CHEM-105, Principles of General Chemistry 1, recommended)	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES	3
	MATHEMATICS (MATH-115, Introduction to Statistical Methods, recommended)	3-5
	SOCIAL AND BEHAVIORAL SCIENCES (CRIM-101, Introduction to the Criminal Justice System, recommended)	3
	SOCIAL AND BEHAVIORAL SCIENCES	3
	SPEECH	3

Total Credits

62-64

Computer Literacy requirement must be satisfied

Transfer Program

General Studies










Associate of Arts

Adviser: Janenne Corcoran

Phone: 410-386-8444

Email: jcorcoran@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, in science, in mathematics, and in the social sciences. Students should consult an academic adviser for further information and career direction. By using the online ARTSYS program at <http://artweb.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.

	PROGRAM REQUIREMENTS	Credits
Electives	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	27
	GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>	
	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES	3
	MATHEMATICS	3-5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	SPEECH	3
	Total Credits	62-64

Computer Literacy requirement must be satisfied.

Transfer Program

Health and Exercise Science, Exercise Science Track—Arts and Sciences

Associate of Arts

Faculty Adviser: Judy Coen

Phone: 410-386-8211








Email: jcoen@carrollcc.edu

Upon completion of the Health and Exercise Science, Associate of Arts, Exercise Science track, an individual will possess the knowledge and tools to successfully design a safe and effective exercise prescription, construct an individual exercise program, conduct fitness testing, and present health education information to low-to moderate-risk individuals, individuals with controlled disease, and individuals within special populations (i.e. obesity, diabetes, heart disease, cancer, arthritis, etc.).

The student who successfully completes the Health and Exercise Science recommended pattern will be adequately prepared to transfer to a four-year, allied health (health and/or exercise science, athletic training, health education, HPE teacher education, sports management, etc.) bachelor's degree program. He/she will also be eligible to apply for the American College of Sports Medicine's Certified Personal Trainer and/or Health and Fitness Instructor certification examination and potentially pursue a career as a personal trainer, fitness consultant and/or a health and fitness professional. By consulting with an adviser and by using ARTSYS at <http://artweb.usmd.edu>, students can plan a course of study that will transfer seamlessly to a baccalaureate degree granting institution.

PROGRAM RECOMMENDATIONS		Credits
BIOL-211	Human Anatomy and Physiology 2	4
BIOL-220	Nutrition	4
HES-105	Introduction to Exercise Science	3
HES-110	Care and Prevention of Athletic Injuries	3
HES-215	Exercise Leadership	3
HES-220	Evaluating Health and Fitness	3
HLTH-101	The Science and Theory of Health and Wellness	3
Electives	HLTH or PHED recommended	4

GENERAL EDUCATION REQUIREMENTS Please see pages 34-35 for General Education selections

	ENGLISH COMPOSITION AND LITERATURE	6
BIOL-101	Fundamentals of Biology 1, BIOLOGICAL AND PHYSICAL SCIENCES	4
BIOL-210	Human Anatomy and Physiology 1, BIOLOGICAL AND PHYSICAL SCIENCES	4
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS (PHED-101, Lifetime Fitness and Wellness, recommended)	3
	HUMANITIES	3
	MATHEMATICS (MATH-115, Introduction to Statistical Methods, recommended)	3-5
	SOCIAL AND BEHAVIORAL SCIENCES (PSYC-101, General Psychology, and SOC-101, Introduction to Sociology, recommended)	6
	SPEECH (SPCH-101, Fundamentals of Public Speaking, recommended)	3

Total Credits

62-64

Computer Literacy requirement must be satisfied.

Transfer Program

Health and Exercise Science, Health Science Track—Arts and Sciences

Associate of Arts

Faculty Adviser: Judy Coen








Phone: 410-386-8211

Email: jcoen@carrollcc.edu

This program is designed to provide students with an assortment of lower-level coursework typically required for health majors at four-year institutions. However, because institutions vary in their requirements, students who know where they are transferring should check that institution's requirements. Typical majors include health education, HPE teacher education, nursing, respiratory therapy, physical therapy, occupational therapy, physician assistant, dietetics/nutritionist, and other health-related fields.

PROGRAM RECOMMENDATIONS		Credits
BIOL-211	Human Anatomy and Physiology 2	4
BIOL-220	Nutrition	4
HLTH-120	Introduction to Holistic Health and Complementary Medicine	3
HLTH-201	Women's Health	3
HLTH-215	Human Sexuality	3
HLTH-225	Stress Management and Tension Control	3
Electives	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	3

GENERAL EDUCATION REQUIREMENTS *Please see pages 34-35 for General Education selections*

	ENGLISH COMPOSITION AND LITERATURE	6
BIOL-101	Fundamentals of Biology 1, BIOLOGICAL AND PHYSICAL SCIENCES	4
BIOL-210	Human Anatomy and Physiology 1, BIOLOGICAL AND PHYSICAL SCIENCES	4
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS (HLTH-101, The Science and Theory of Health and Wellness, recommended)	3
	HUMANITIES	3
	MATHEMATICS (MATH-115, Introduction to Statistical Methods, recommended)	3-5
	SOCIAL AND BEHAVIORAL SCIENCES (PSYC-101, General Psychology, and SOC-101, Introduction to Sociology, recommended)	6
	SPEECH (SPCH-101, Fundamentals of Public Speaking, recommended)	3

Total Credits

62-64

Computer Literacy requirement must be satisfied.

Career Program

Health Information Technology

Certificate

Faculty Adviser: Kate Demarest

Phone: 410-386-8252

Email: kdemarest@carrollcc.edu

This 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 and will be eligible to sit for licensure examinations offered by the American Health Information Management Association.

CERTIFICATE REQUIREMENTS		Credits
BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
HIT-101	Introduction to Health Information Technology	3
HIT-111	Medical Terminology	3
HIT-121	Basic Medical Records Coding	3
HIT-221	Advanced Medical Records Coding	3
HIT-251	Professional Practice in Health Information Technology	3
MIS-101	Information Technology for Business	3
Total Credits		26

Medical Records Coding

Letter of Recognition

Medical Records Coding is the process of translating diagnoses and procedures described by doctors or other medical professionals into codes that are recognized and accepted by Medicare and other insurance programs. The process of medical records coding allows doctors and hospitals to be compensated for the services which they deliver and allows individuals to be reimbursed for medical expenses that they have incurred. The demand for Medical Records Technicians grew 56% through the year 2005. Upon completion of this Letter of Recognition, students will be eligible to sit for licensure examinations offered by the American Health Information Management Association.

LETTER REQUIREMENTS		Credits
HIT-111	Medical Terminology	3
HIT-121	Basic Medical Records Coding	3
HIT-221	Advanced Medical Records Coding	3
Total Credits		9

Career Program

Law Enforcement








Associate of Applied Science

Faculty Adviser: Steve Geppi

Phone: 410-386-8524

Email: sgeppi@carrollcc.edu

This program is designed to provide students with the opportunity to develop the basic theoretical and technical skills necessary for an entry-level position into various areas of the law enforcement profession. It is also intended to enhance the promotion and supervision opportunities of an in-service police officer. Students intending to enter law enforcement careers in Maryland must be aware that successful completion of a criminal justice program is not a guarantee of acceptance. Candidates must be able to pass a comprehensive background investigation to determine that they are mentally, physically, and emotionally fit to perform law enforcement duties. (Code of Maryland Regulations, Title 12, Subtitle 04, Chapter 01.) Credits awarded for prior learning may not be accepted as transfer credit by other institutions.

PROGRAM REQUIREMENTS		Credits
CRIM-106	Law Enforcement and the Community	3
CRIM-110	Criminal Law	3
CRIM-111	Criminal Evidence and Procedure	3
CRIM-114 or CRIM-125	Constitutional Law for Police or Constitutional Law	3
Choose seven of the following courses:		21
CRIM-102	Introduction to Corrections	
CRIM-104	First Responder	
CRIM-105	Criminology	
CRIM-115	Civil Rights and Liberties in Criminal Justice	
CRIM-120	Juvenile Justice	
CRIM-203	Written Communication for Police	
CRIM-205	Criminal Justice Ethics	
CRIM-215	Patrol Operations	
CRIM-220	Basic Criminal Investigation	
CRIM-225	Motor Vehicle Collision Investigation	
CRIM-230	Police Administration	
POLS-101	American Government	
SOC-101	Introduction to Sociology	
GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
	ENGLISH COMPOSITION AND LITERATURE	6
CRIM-210	Forensic Science, BIOLOGICAL AND PHYSICAL SCIENCES	3
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES	3
	MATHEMATICS	3-5
CRIM-101	Introduction to the Criminal Justice System, SOCIAL AND BEHAVIORAL SCIENCES	3
	SPEECH	3
Total Credits		60-62

Computer Literacy requirement must be satisfied.

Career Program

Law Enforcement

Certificate

Faculty Adviser: Steve Geppi

Phone: 410-386-8524

Email: sgeppi@carrollcc.edu

This Certificate is available only to those who have successfully graduated from a certified Maryland police academy. Credits will be awarded by articulation. These articulated credits may not be accepted as transfer credit by other institutions. Credit will be awarded for the following courses.

	CERTIFICATE REQUIREMENTS	Credits
CRIM-101	Introduction to the Criminal Justice System	3
CRIM-104	First Responder	3
CRIM-106	Law Enforcement and the Community	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-210	Forensic Science	3
CRIM-215	Patrol Operations	3
CRIM-220	Basic Criminal Investigation	3
CRIM-225	Motor Vehicle Collision Investigation	3
	Total Credits	33

Transfer Program

Legal Studies—Arts and Sciences










Associate of Arts

Faculty Adviser: Dr. Edward Ruch

Phone: 410-386-8212

Email: eruch@carrollcc.edu

The Legal Studies—Arts and Sciences transfer program provides a broad perspective of the legal system: legal procedures; evidence; investigation; litigation; legal research; ethics; torts; criminal law; Supreme Court decisions; and analysis of constitutional adjudication in the areas of separation of powers, federalism, and economic rights. Students who plan to apply to law schools typically select their major from several areas: Economics, History, Philosophy, or Political Science. By using the online ARTSYS program at <http://artweb.usmd.edu>, students can plan a course of study that will transfer to Pre-Law Bachelor's degree programs at Dickinson College, University of Maryland University College, University of Baltimore, Villa Julie, and many other colleges and universities.

PROGRAM RECOMMENDATIONS		Credits
CIS-101 or MIS-101	Introduction to Computers or Information Technology for Business	3
LGST-101	Introduction to Law	3
POLS-101	American Government	3
Electives	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	6
Choose four of the following seven courses:		12
BUAD-205	Business Law	
CRIM-110	Criminal Law	
CRIM-111	Criminal Evidence and Procedure	
HIST-105	History of the United States to 1876	
HIST-106	History of the United States from 1876	
LGST-102	Personal Law	
LGST-125	Constitutional Law	
GENERAL EDUCATION REQUIREMENTS  Please see pages 34-35 for General Education selections		
	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES (PHIL-101, Introduction to Philosophy, recommended)	3
	MATHEMATICS	3-5
	SOCIAL AND BEHAVIORAL SCIENCES (PSYC-101, General Psychology, and SOC-101, Introduction to Sociology, recommended)	6
	SPEECH (SPCH-101, Fundamentals of Public Speaking, recommended)	3
Total Credits		62-64

Computer Literacy requirement has been satisfied.

Transfer Program

Music—Arts and Sciences










Associate of Arts

Faculty Adviser: *Elijah Wirth*

Phone: 410-386-8537

Email: ewirth@carrollcc.edu

The Music—Arts and Sciences transfer program provides students with knowledge and skills related to the field of music. By consulting with an adviser and using ARTSYS at <http://artweb.usmd.edu>, students can plan a course of study that will transfer seamlessly to a baccalaureate degree-granting institution.

PROGRAM RECOMMENDATIONS (27 elective credits required for A.A.; 29 credits suggested)		Credits
MUSC-110	Theory of Music 1	3
MUSC-115	Theory of Music 2	3
MUSC-210	Theory of Music 3	3
MUSC-215	Theory of Music 4	3
MUSC-116	Class Piano 1	1
MUSC-117	Class Piano 2	1
MUSC-216	Class Piano 3	1
MUSC-217	Class Piano 4	1
MUSC-106	Musicianship 1	1
MUSC-107	Musicianship 2	1
MUSC-206	Musicianship 3	1
MUSC-207	Musicianship 4	1
MUSC-225-226	Applied Study	8
MUSC	Ensemble	1
GENERAL EDUCATION REQUIREMENTS  Please see pages 34-35 for General Education selections		
	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES	8
	FINE AND PERFORMING ARTS (MUSC-101, Music Appreciation, recommended)	3
	HEALTH AND WELLNESS	3
	HUMANITIES (HIST-101, Western Civilization 1, recommended)	3
	MATHEMATICS	3-5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	SPEECH	3
Total Credits		62-64

Computer Literacy requirement must be satisfied.

Career Program

Nursing

Faculty Adviser: Nancy Perry

Phone: 410-386-8231

Email: nperry@carrollcc.edu

Few of life's choices offer the satisfaction of a career in nursing. With a time-honored tradition as one of the "helping professions," nursing can offer rewarding opportunities.

A wide variety of employment opportunities exist for nurses. Within the acute care hospital, the nurse may specialize in medical, surgical, obstetrical, pediatric, emergency, psychiatric, rehabilitation, gerontologic, and critical care nursing. Other employment options include home health nursing, hospice nursing, skilled and long-term care nursing, medical office and clinic nursing. With additional education, opportunities exist in positions such as community health nurse, nurse practitioner, nurse midwife, nurse psychotherapist, nurse anesthetist, nurse educator, nurse manager/administrator, and nurse researcher. Presently, regional healthcare providers face widespread nursing shortages.

Carroll Community College offers nursing programs that allow students to enroll in an Associate Degree Nursing Program (RN) and/or the Practical Nursing Certificate Program (PN). Both programs have a selective admission process.

The clinical portion of the Associate Degree Nursing Program can be completed in two years (4 semesters) without a summer session. The clinical portion of the Practical Nursing Certificate Program can be completed in 3 semesters (fall, spring, and summer). Students may exit the nursing program as Practical Nurses and re-enter into the Associate Degree Nursing Program within two years from the date of Practical Nursing program completion.

Nursing is an expanding profession with a variety of options beginning with the two basic fields of licensed practical nurse (LPN) and registered nurse (RN).

Licensed Practical Nurses work in a team relationship with the registered nurse or physician in providing basic bedtime care based on knowledge, judgment, and skill within the scope of practice as outlined in the Maryland Nurse Practice Act. Registered Nurses may assume administrative functions and perform more specialized treatments and procedures than licensed practical nurses.

After completion of either the associate degree (two-year college) or the baccalaureate degree (four-year college) program, 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 BSN

After completion of the associate degree program, the RN may transfer to a baccalaureate degree (BSN) program at any of the four-year state colleges offering BSN 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.

Career Program

Nursing–Practical Nursing Track

Certificate

Faculty Adviser: 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 one year of clinical study. A grade of “C” or better 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 12 for admissions procedures and requirements.

The following plan of study prepares the student for the national licensure examination for practical nursing (NCLEX-PN).

PRE-CLINICAL REQUIREMENTS		Credits
*BIOL-210	Human Anatomy and Physiology 1	4
*BIOL-211	Human Anatomy and Physiology 2	4
*BIOL-215	Microbiology	4
ENGL-101 or ENGL-103	College Writing 1 or Advanced College Writing	3
PSYC-210	Human Development through the Life Span	3
CLINICAL REQUIREMENTS		
NURS-091	Dosage Calculations (optional)	0
NURS-101	Introduction to Clinical Nursing	6
NURS-210	Reproductive Health Nursing	3
NURS-211	Medical-Surgical Nursing 1	7
NURS-222	Nursing Throughout Developmental Stages	6
NURS-223	Issues in Practical Nursing	1
Total Credits		41

***Within the last 5 years.**

Career Program

Nursing–Registered Nurse Track

Associate of Science




Faculty Adviser: 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 (4) semesters of clinical study. Science courses must be completed within 5 years of entering the clinical courses. This program admits selectively. See page 11 for admission procedures and requirements.

This plan of study prepares the student for the national licensure examination for registered nursing (NCLEX-RN).

PRE-CLINICAL REQUIREMENTS		Credits
*#BIOL-210	Human Anatomy and Physiology 1	4
*#BIOL-211	Human Anatomy and Physiology 2	4
*#BIOL-215	Microbiology	4
#MATH-115	Introduction to Statistical Methods, MATHEMATICS	4
#PSYC-101	General Psychology, SOCIAL AND BEHAVIORAL SCIENCES	3
#PSYC-210	Human Development through the Life Span	3
#SOC-101	Introduction to Sociology, SOCIAL AND BEHAVIORAL SCIENCES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	FINE AND PERFORMING ARTS	3
	HUMANITIES	3
CLINICAL REQUIREMENTS		
NURS-091	Dosage Calculations (summer 1st year/optional)	0
NURS-101	Introduction to Clinical Nursing (fall 1st year)	6
NURS-210	Reproductive Health Nursing (spring 1st year)	3
NURS-211	Medical-Surgical Nursing 1 (spring 1st year)	7
NURS-212	Medical-Surgical Nursing 2 (fall 2nd year)	4
NURS-215	Nursing Care of Children (fall 2nd year)	3
NURS-213	Medical-Surgical Nursing 3 (spring 2nd year)	4
NURS-214	Psychiatric/Mental Health Nursing (spring 2nd year)	4
NURS-216	Preparation for Practice (spring 2nd year)	2
Total Credits		70

Computer Literacy requirement must be satisfied.

***Within the last 5 years.**

#Must have a minimum grade of C.

Career Program

Nursing—Registered Nurse Track for Licensed Practical Nurses

Associate of Science

Faculty Adviser: 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-200, Transition into Associate Degree Nursing course, in the summer before they begin the program of study. After successful completion of this course with a “C” or better, they will be awarded the credits for the first year of the program.

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 on 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-200 the summer before they begin the program of study.

	PRE-CLINICAL REQUIREMENTS	Credits
*#BIOL-210	Human Anatomy and Physiology 1	4
*#BIOL-211	Human Anatomy and Physiology 2	4
*#BIOL-215	Microbiology	4
#MATH-115	Introduction to Statistical Methods, MATHEMATICS	4
#PSYC-101	General Psychology, SOCIAL AND BEHAVIORAL SCIENCES	3
#PSYC-210	Human Development through the Life Span	3
#SOC-101	Introduction to Sociology, SOCIAL AND BEHAVIORAL SCIENCES	3
	ENGLISH COMPOSITION AND LITERATURE	6
	FINE AND PERFORMING ARTS	3
	HUMANITIES	3
	CLINICAL REQUIREMENTS	
NURS-200	Transition into Associate Degree Nursing	6
NURS-210	Reproductive Health Nursing (spring 1st year)	3
NURS-211	Medical-Surgical Nursing 1 (spring 1st year)	7
NURS-212	Medical-Surgical Nursing 2 (fall 2nd year)	4
NURS-215	Nursing Care of Children (fall 2nd year)	3
NURS-213	Medical-Surgical Nursing 3 (spring 2nd year)	4
NURS-214	Psychiatric/Mental Health Nursing (spring 2nd year)	4
NURS-216	Preparation for Practice (spring 2nd year)	2

Total Credits **70**

Computer Literacy requirement must be satisfied.

***Within the last 5 years.**

#Must have a minimum grade of C.

Transfer Program

Registered Nurse—Arts and Sciences

Baccalaureate Track









Associate of Arts

Faculty Adviser: Nancy Perry

Phone: 410-386-8231

Email: nperry@carrollcc.edu

Students wishing to directly pursue BSN 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. Asterisked (*) courses are required for all collegiate nursing programs. Some or all of the remaining courses may be required by external nursing programs. Students should plan their academic programs after checking the specific program requirements and procedures of the transfer institutions they expect to attend and conferring with the nursing adviser.

PROGRAM RECOMMENDATIONS		Credits
*BIOL-210	Human Anatomy and Physiology 1	4
*BIOL-211	Human Anatomy and Physiology 2	4
*BIOL-215	Microbiology	4
*PSYC-210	Human Development through the Life Span	3
Electives	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	12
GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
* 	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES	3
* 	MATHEMATICS	3-5
*SOC-101	Introduction to Sociology, SOCIAL AND BEHAVIORAL SCIENCES	3
*PSYC-101	General Psychology, SOCIAL AND BEHAVIORAL SCIENCES	3
	SPEECH	3
Total Credits		62-64

Computer Literacy requirement must be satisfied.

Career Program

Office Technology

Faculty Adviser: Mary Beth Graham

Phone: 410-386-8253

Email: mgraham@carrollcc.edu

These curricula prepare students for administrative careers in industry, government, medicine, and law. Each program 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-paced mode of instruction. Students may wish to take individual courses to meet personal or vocational goals, complete one or more Letters of Recognition, or earn a Certificate in Office Technology.

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		Credits
BUAD-101	Introduction to Business	3
BUAD-150	Human Relations	3
MIS-101	Information Technology for Business	3
OFFC-102	Keyboarding 2 for Computer Usage (self-paced course)	3
OFFC-105	Introduction to Word (self-paced course)	2
OFFC-135	Introduction to Excel (self-paced course)	3
OFFC-160	PowerPoint (self-paced course)	3
OFFC-165	Introduction to Access (self-paced course)	3
OFFC-205	Advanced Word (self-paced course)	3
OFFC-235	Advanced Excel (self-paced course)	3
Total Credits		29

Medical Transcription

Letter of Recognition

Transcription is the process of converting the spoken word to a written, digital format. Transcription is used extensively in the medical community. Many doctors and medical professionals make oral notations about patients, and depend upon medical transcriptionists to convert these oral notes into a format which may be included in the patient file. Medical transcription is a skill that is useful, if not essential, for medical office personnel. Many hospitals and institutional settings employ full-time transcriptionists to assist the maintenance of an accurate medical record. Additionally, medical transcription has been identified as a viable opportunity for a home based business.

LETTER REQUIREMENTS		Credits
HIT-111	Medical Terminology	3
OFFC-220	Machine Transcription	3
OFFC-240	Medical Transcription	3
Total Credits		9

Career Program

Administrative Assistant

Letter of Recognition

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		Credits
OFFC-102	Keyboarding 2 for Computer Usage	3
OFFC-105	Introduction to Word	2
OFFC-201	Advanced Keyboarding	3
OFFC-205	Advanced Word	3
Total Credits		11

Legal Secretary

Letter of Recognition

Legal secretaries may find employment in law firms; private law offices; federal, state, and local court systems; and in corporate legal departments. Legal secretaries perform a wide range of functions including transcription and preparation of legal documents and assisting in legal research.

LETTER REQUIREMENTS		Credits
OFFC-220	Machine Transcription	3
OFFC-230	Legal Typing and Transcription	3
BUAD-205	Business Law	4
Total Credits		10

The Microsoft Office Specialist Program

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 (Specialist and Expert)
- Microsoft Excel (Specialist and Expert)
- Microsoft PowerPoint (Specialist)
- Microsoft Access (Specialist)
- Microsoft Outlook (Specialist)
- Comprehensive Master Certification

Visit the Microsoft Office Specialist website at <http://www.microsoft.com/traincert/mcp/officespecialist> or <http://www.certiport.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 and evening courses are available in flexible formats. For more information, contact Mary Beth Graham, Program Coordinator, at 410-386-8253 or mgraham@carrollcc.edu.

Transfer Program

Paralegal Studies—Arts and Sciences










Associate of Arts

Faculty Adviser: Dr. Edward Ruch

Phone: 410-386-8212

Email: eruch@carrollcc.edu

This curriculum is designed for those students who plan to enter the job market immediately after completing an associate's degree as well as for those who intend to transfer into a four-year paralegal studies program. Students who intend to transfer should consult the catalogs and advisers of the desired receiving institution to ensure that the proper courses are selected. Courses may be taken in any sequence as long as prerequisites are met.

PROGRAM RECOMMENDATIONS		Credits
LGST-105	Introduction to Paralegal Studies	3
LGST-108	Torts and Personal Injury Law	3
LGST-125	Constitutional Law	3
POLS-101	American Government	3
Elective	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	3
Choose four of the following eight courses:		12-13
BUAD-205	Business Law	
CRIM-110	Criminal Law	
CRIM-111	Criminal Evidence and Procedure	
HIST-105	History of the United States to 1876	
HIST-106	History of the United States from 1876	
LGST-102	Personal Law	
LGST-107	Civil Procedure	
LGST-109	Estates and Trusts	
GENERAL EDUCATION REQUIREMENTS  Please see pages 34-35 for General Education selections		
	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES (PHIL-101, Introduction to Philosophy, recommended)	3
	MATHEMATICS	3-5
	SOCIAL AND BEHAVIORAL SCIENCES (PSYC-101, General Psychology, and SOC-101, Introduction to Sociology, recommended)	6
	SPEECH (SPCH-101, Fundamentals of Public Speaking, recommended)	3
Total Credits		62-64
Computer Literacy requirement has been satisfied.		

Career Program

Physical Therapist Assistant

Associate of Applied Sciences

Faculty Adviser: Sharon Main

Phone: 410-386-8259

Email: smain@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.

Certain Physical Therapist Assistant courses may not be transferable. Admission to the program is required before taking PTA courses. See pages 10-11 of this catalog and the current PTA brochure for the program admission requirements. Program Graduation Requirements are subject to change, please refer to the current PTA brochure. For information regarding the program or program requirements, please contact the Program Director at 410-386-8259.

*All General Education requirements must be completed prior to or concurrently with PTA-243.

PROGRAM REQUIREMENTS		Credits
BIOL-211	Human Anatomy and Physiology 2	4
PTA-101	The Role of the Physical Therapist Assistant	3
PTA-111	Clinical Science 1	6
PTA 121	Neuroanatomy and Neurophysiology	3
PTA-212	Clinical Science 2	6
PTA-213	Treating Special Populations	6
PTA-221	Pain and Pathology	3
PTA-231	Overview of Special Populations	3
PTA-241	Clinical Arts 1	4
PTA-242	Clinical Arts 2	4
PTA-243	Clinical Arts 3	4
Elective	Social and Behavioral Science Elective (PSYC-201, Abnormal Psychology, recommended)	3

GENERAL EDUCATION REQUIREMENTS  Please see pages 34-35 for General Education selections

	ENGLISH COMPOSITION AND LITERATURE	6
BIOL-210	Human Anatomy and Physiology 1, BIOLOGICAL AND PHYSICAL SCIENCES	4
	MATHEMATICS (MATH-115, Introduction to Statistical Methods, recommended)	3-5
PSYC-101	General Psychology, SOCIAL AND BEHAVIORAL SCIENCES	3

Total Credits

65-67

Computer Literacy requirement must be satisfied.

Career Program

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

Psychology—Arts and Sciences

Associate of Arts










Faculty Advisers: Laura Bittner/ Teresa Sawyer

Phone: 410-386-8257/ 410-386-8216

Email: lbittner@carrollcc.edu/ tsawyer@carrollcc.edu

The Psychology—Arts and Sciences transfer program 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 <http://artweb.usmd.edu>, students can plan a course of study that will transfer seamlessly to an upper division school of choice.

PROGRAM RECOMMENDATIONS		Credits
PSYC-201	Abnormal Psychology	3
PSYC-205	Social Psychology	3
PSYC-210	Human Development through the Life Span	3
PHIL-101	Introduction to Philosophy	3
HIST-102	Western Civilization 2	3
Electives	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	12

GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES (BIOL-101, Fundamentals of Biology 1, recommended)	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES (HIST-101, Western Civilization 1, recommended)	3
	MATHEMATICS (MATH-115, Introduction to Statistical Methods, recommended)	3-5
	SOCIAL AND BEHAVIORAL SCIENCES (PSYC-101, General Psychology, and SOC-101, Introduction to Sociology, recommended)	6
	SPEECH	3
Total Credits		62-64

Computer Literacy requirement must be satisfied.

Career Program

Radiography

Associate of Applied Sciences

Faculty Adviser: Judy Coen




Phone: 410-386-8211

Email: jcoen@carrollcc.edu

This Radiography Program, a cooperative effort involving Carroll Community College, Hagerstown Community College, and Carroll Hospital Center, will permit students to complete general education requirements at Carroll Community College. While students will travel to Hagerstown Community College to take the clinical courses, every attempt will be made to place students in Carroll County facilities for practicum courses.

Radiography is a health care career that specializes in the use of x-rays to image the body for medical diagnosis and offers excellent employment versatility and mobility. Hagerstown Community College's Radiography Program is a 24-month, selective admission program designed to provide students with the knowledge and skills necessary to practice as radiographers. The program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Students enrolled in the program receive their clinical education in a variety of health care facilities. Upon successful completion of the program, graduates are eligible to take the American Registry of Radiologic Technologists (ARRT) certification examination and pursue advanced education in medical imaging.

Human Anatomy and Physiology 1 and 2 are required for admission to the Radiography Program. It is suggested that students complete as many of the General Education courses as possible before admission to the program. See pages 12-13 of this catalog for more information.

PRE-CLINICAL REQUIREMENTS TO BE COMPLETED AT CARROLL COMMUNITY COLLEGE		Credits
BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
CIS-101	Introduction to Computers and Computing	3
	ENGLISH COMPOSITION AND LITERATURE	6
	HUMANITIES	3
	MATHEMATICS	3-5
PSYC-101	General Psychology, SOCIAL AND BEHAVIORAL SCIENCES	3

 **Please see pages 34-35 for General Education selections**

CLINICAL REQUIREMENTS TO BE COMPLETED AT HAGERSTOWN COMMUNITY COLLEGE		
BIO-202	Radiation Biology	3
PHY-106	Radiological Physics Theory	3
RAD-101	Radiography I	3
RAD-102	Radiography II	3
RAD-103	Radiographic Positioning I	4
RAD-104	Radiographic Positioning II	4
RAD-105	Radiographic Positioning III	3
RAD-106	Clinical Technique I	3
RAD-108	Clinical Technique II	3
RAD-110	Venipuncture for Radiographers	1
RAD-200	Clinical Practicum II	3
RAD-201	Medical Imaging I	3
RAD-202	Medical Imaging II	3
RAD-205	Clinical Technique III	3
RAD-211	Clinical Technique IV	3
RAD-212	Cross-Sectional Anatomy	3

Total Credits

74-76

Degree awarded by Hagerstown Community College.

Please see the Hagerstown Community College catalog for more information.

Career Program

Respiratory Therapy

Associate of Applied Sciences

Mid-Maryland Allied Healthcare Education Consortium

A Combined Program with Frederick Community College

Contacts: Admissions, Advising, and Counseling Center, CCC / Beth Reilly, FCC

Phone: 410-386-8430 / 301-846-2471

Email: advise@carrollcc.edu / breilly@frederick.edu

The Respiratory Therapist evaluates, treats, and cares for patients with breathing disorders. This program provides education to enable students to enter the profession of respiratory care. Patient-oriented hospital experience includes a variety of therapeutic and diagnostic cardiopulmonary procedures in the acute care, critical care and sub-acute care settings. The Respiratory Therapy program at Frederick Community College is a two-year course of study beginning the fall term of each year (five semesters, including the summer). Students are expected to meet the full-time demands of this program. Successful candidates are also prepared to take the CRT and RRT licensure examination.

PRE-CLINICAL REQUIREMENTS TO BE COMPLETED AT CARROLL COMMUNITY COLLEGE		Credits
BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
BIOL-215	Microbiology	4
PSYC-195	Death and Dying	3
ENGL-101 or ENGL-103	College Writing 1 or Advanced College Writing, ENGLISH COMPOSITION	3
PSYC-101	General Psychology, SOCIAL AND BEHAVIORAL SCIENCES	3
☐	SPEECH	3
☐	FINE AND PERFORMING ARTS	3
Elective	Any PHED course	1
☐	MATHEMATICS	3-5

 **Please see pages 34-35 for General Education selections**

CLINICAL REQUIREMENTS TO BE COMPLETED AT FREDERICK COMMUNITY COLLEGE		
RT-101	Fundamentals of Respiratory Therapy	3
RT-102	Respiratory Therapy Equipment Lab	1
RT-103	Gas Exchange Physiology	2
RT-104	Pharmacology	3
RT-105	Cardiopulmonary & Renal Anatomy & Physiology	3
RT-106	Clinical Practicum I	2
RT-107	Clinical Practicum II	2
RT-200	Respiratory Home Care	1
RT-201	Principles of Mechanical Ventilation	4
RT-202	Pediatric/Neonatal Respiratory Therapy	2
RT-203	Pulmonary Diagnostics	2
RT-204	Hemodynamic Monitoring	2
RT-205	Cardiac Diagnostics	2
RT-206	Pulmonary Rehabilitation	1
RT-207	Cardiopulmonary & Renal Pathophysiology	3
RT-208	Professional Seminar	2
RT-209	Clinical Practicum III	2
RT-210	Clinical Practicum IV	2

Total Credits

70-72

Degree awarded by Frederick Community College.

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

Transfer Program

Social Work—Arts and Sciences










Associate of Arts

Faculty Adviser: Dr. Mike Stovall

Phone: 410-386-8206

Email: mstovall@carrollcc.edu

The Arts and Sciences—Social Work program 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 program, students will be well-positioned to transfer to Hood College, McDaniel College, Salisbury University, or UMBC's social work programs. Students who intend to transfer to McDaniel may take SW2202 or 2214 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 adviser in the Admissions, Advising, and Counseling Center. By using ARTSYS at <http://artweb.usmd.edu>, students can plan a course of study that will transfer seamlessly to an upper division school of choice.

PROGRAM RECOMMENDATIONS		Credits
SOC-101	Introduction to Sociology	3
SOC-105	Marriage and the Family	3
PSYC-101	General Psychology	3
HIST-101	Western Civilization 1	3
SPAN or FREN	Foreign Language	6
Electives	Refer to ARTSYS and the receiving institution's catalog to select transferable courses.	9
GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES (BIOL-105, Human Biology, recommended)	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS (PHED-101, Lifetime Fitness and Wellness, recommended)	3
	HUMANITIES (HIST-102, Western Civilization 2, recommended)	3
	MATHEMATICS (MATH-115, Introduction to Statistical Methods, recommended)	3-5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	SPEECH	3
Total Credits		62-64

Computer Literacy requirement must be satisfied.

Career Program

Surgical Technology

Associate of Applied Sciences

Mid-Maryland Allied Healthcare Education Consortium






A Combined Program with Frederick Community College

Contacts: Admissions, Advising, and Counseling Center, CCC / Beth Reilly, FCC

Phone: 410-386-8430 / 301-846-2471

Email: advise@carrollcc.edu / breilly@frederick.edu

The Surgical Technologist is a member of the surgical team in the operating room. Surgical Technologists work for hospitals, ambulatory surgery centers, for independent surgeons and for organ procurement teams. The program prepares their graduates to assist the surgeon with surgical procedures and be responsible for preparation of equipment and supplies before, during, and after surgery. The Surgical Technology program at Frederick Community College is a ten-month course of study beginning in August of each year. Students are expected to meet the full-time demands of this program.

PRE-CLINICAL REQUIREMENTS TO BE COMPLETED AT CARROLL COMMUNITY COLLEGE		Credits
BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
BIOL-215	Microbiology	4
CIS-101	Introduction to Computers and Computing	3
ENGL-101 or ENGL-103	College Writing 1 or Advanced College Writing, ENGLISH COMPOSITION	3
	SOCIAL AND BEHAVIORAL SCIENCES (PSYC-101, General Psychology, or SOC-101, Introduction to Sociology, required)	3
	SPEECH	3
	FINE AND PERFORMING ARTS OR HUMANITIES	3
PHED	Elective	1
	MATHEMATICS	3-5
	FINE AND PERFORMING ARTS, HUMANITIES, MATHEMATICS, SOCIAL AND BEHAVIORAL SCIENCES, OR SPEECH	3
Elective		3

 **Please see pages 34-35 for General Education selections**

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-102	Fundamentals of Surgical Tech II	14

Total Credits **63-65**

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

Contacts: Admissions, Advising, and Counseling Center, CCC / Beth Reilly, FCC

Phone: 410-386-8430 / 301-846-2471

Email: advise@carrollcc.edu / breilly@frederick.edu

The Surgical Technologist is a member of the surgical team in the operating room. Surgical Technologists work for hospitals, ambulatory surgery centers, for independent surgeons and for organ procurement teams. The program prepares their graduates to assist the surgeon with surgical procedures and be responsible for preparation of equipment and supplies before, during, and after surgery. The Surgical Technology program at Frederick Community College is a ten month course of study beginning in August of each year. Students are expected to meet the full-time demands of this program.

PRE-CLINICAL REQUIREMENTS TO BE COMPLETED AT CARROLL COMMUNITY COLLEGE		Credits
BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
	SPEECH	3
	Please see pages 34-35 for General Education selections	
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-102	Fundamentals of Surgical Tech II	14
Total Credits		37

Certificate awarded by Frederick Community College.

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

Career Program

Early Childhood Education

Associate of Applied Sciences

Faculty Adviser: Marlene Welch









Phone: 410-386-8525

Email: mwelch@carrollcc.edu

This degree program is intended for those who seek responsible positions in the field of early childhood education. Graduates can expect to find employment in child care centers 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 adviser. Certain specialized courses may not be transferable to some four-year institutions. All students should meet with the faculty adviser 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, meets state requirements for 45 clock hours of training in school-aged care and together with ECE-210, Child Care Administration, meets state requirements for 90 clock hours of training in school-age care.

*PROGRAM REQUIREMENTS		Credits
ECE-101	Child Growth and Development	3
ECE-102	Introduction to Early Childhood Education	3
ECE-104	Methods and Materials in Early Childhood Education	3
ECE-105	Infants and Toddlers: Development and Care	3
ECE-115	School-Age Care	3
ECE-210	Child Care Administration	3
ECE-199	Directed Practicum in Early Childhood Education	2
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
EDUC-206	Materials for Teaching Reading	3
MIS-101	Information Technology for Business	3

GENERAL EDUCATION REQUIREMENTS Please see pages 34-35 for General Education selections

	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES (BIOL-100, General Biology, or GEOSC-100, Earth and Space Science, recommended.)	4
	FINE AND PERFORMING ARTS (MUSC-101, Music Appreciation, recommended)	3
	HEALTH AND WELLNESS (ECE-110, Nutrition, Health, and Safety in Early Childhood Education, recommended.)	3
	HUMANITIES (HIST-105, History of the United States to 1876, or HIST-106, History of the United States from 1876, recommended)	3
	MATHEMATICS (MATH-115, Introduction to Statistical Methods, recommended)	3-5
	SOCIAL AND BEHAVIORAL SCIENCES (PSYC-101, General Psychology, recommended)	3
	SPEECH (SPCH-101, Fundamentals of Public Speaking, recommended)	3

Total Credits

61-63

Computer Literacy requirement has been satisfied.

***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.**

Transfer Program

Teacher Education—Early Childhood











Associate of Arts

Faculty Adviser: Marlene Welch

Phone: 410-386-8525

Email: mwelch@carrollcc.edu

The Teacher Education—Early Childhood transfer program, leads to a career teaching children from birth to third grade. A comprehensive grounding in theories of child development and education prepares students to transfer to bachelor's degree programs in education, especially Early Childhood Education. Praxis I, an assessment of high school reading, writing, and math skills, should be taken once general education requirements in English and math are satisfied or at the completion of 24 credit hours. Students should meet with the faculty adviser at the beginning of their programs. Students transferring to a specific college should check with the Early Childhood faculty adviser for recommended transfer patterns.

*PROGRAM REQUIREMENTS		Credits
CIS-101	Introduction to Computers and Computing	3
ECE-101	Child Growth and Development	3
ECE-102	Introduction to Early Childhood Education	3
ECE-105	Infants and Toddlers: Development and Care	3
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	Process and Acquisition of Reading	3
MATH-110	Mathematical Concepts and Structures	4
MATH-111	Fundamentals of Geometry and Measurement	4
GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
	ENGLISH LITERATURE AND COMPOSITION	6
	BIOLOGICAL AND PHYSICAL SCIENCES (BIOL-100, General Biology, and GEOSC-100, Earth and Space Science, recommended)	8
	FINE AND PERFORMING ARTS (MUSC-101, Music Appreciation, recommended)	3
	HEALTH AND WELLNESS , (HLTH-101, The Science and Theory of Health and Wellness, recommended; ECE-110, Nutrition, Health, and Safety In Early Childhood, may be substituted for HLTH-101 with pre-approval.)	3
	HUMANITIES (HIST-105, History of the United States to 1876, or HIST-106, History of the United States from 1876, recommended)	3
	MATHEMATICS (MATH-115, Introduction to Statistical Methods, recommended)	3-5
	SOCIAL AND BEHAVIORAL SCIENCES (PSYC-101, General Psychology, recommended)	3
	SOCIAL AND BEHAVIORAL SCIENCES (POLS-101, American Government or SOC-101, Introduction to Sociology, recommended)	3
	SPEECH (SPCH-101, Fundamentals of Public Speaking, recommended)	3
Total Credits		66-68

Computer Literacy requirement has been satisfied.

***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.**

Career Program

Early Childhood Education

Letter of Recognition

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 preschool care.

*LETTER REQUIREMENTS		Credits
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.*

Transfer Program

Early Childhood Education

Associate of Arts in Teaching


Faculty Adviser: Marlene Welch

Phone: 410-386-8525

Email: mwelch@carrollcc.edu

The Associate of Arts in Teaching—Early Childhood Education program provides the opportunity for a seamless transfer to an Early Childhood Education program at Maryland state and private colleges. To receive the degree, students must have a 2.750 GPA, begin development of their professional teaching portfolio, and pass the Praxis I prior to the final Carroll term. Praxis I (an assessment of high school reading, writing, and math skills) should be taken 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 request (from the Educational Testing Services) that Praxis I scores be sent to the Records Office at Carroll Community College, Maryland State Department of Education (MSDE), and the selected transfer colleges/universities. Students are encouraged to contact Marlene Welch for academic advising.

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		Credits
ECE-101	Child Growth and Development	3
ECE-102	Introduction to Early Childhood Education	3
ECE-104	Methods and Materials in Early Childhood Education	3
ECE-199	Directed Practicum in Early Childhood Education	2
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
ENGL	One 200-level English Literature course	3
MATH-110	Mathematical Concepts and Structures	4
MATH-111	Fundamentals of Geometry and Measurement	4
PHSC-100	General Physical Science	4
GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
	ENGLISH COMPOSITION AND LITERATURE	6
BIOL-100	General Biology, BIOLOGICAL AND PHYSICAL SCIENCES	4
GEOSC-100	Earth and Space Science, BIOLOGICAL AND PHYSICAL SCIENCES	4
FPA-101	Introduction to the Arts, FINE AND PERFORMING ARTS	3
HIST-105 or HIST-106	History of the United States to 1876 or History of the United States from 1876, HUMANITIES	3
MATH-115	Introduction to Statistical Methods, MATHEMATICS	4
ANTH-201	Anthropology of American Culture, SOCIAL AND BEHAVIORAL SCIENCES	3
PSYC-101	General Psychology, SOCIAL AND BEHAVIORAL SCIENCES	3
Total Credits		63

Computer Literacy requirement must be satisfied.

*** 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.**

Transfer Program

Elementary Education

Associate of Arts in Teaching



Faculty Adviser: Susan Sies

Phone: 410-386-8325

Email: ssies@carrollcc.edu

The Associate of Arts in Teaching/Elementary Education provides the opportunity for a seamless transfer to Maryland state and private colleges for an elementary education major. To receive the degree, students must have a 2.750 GPA, begin development of their professional teaching portfolio, and pass the Praxis I prior to the final Carroll term. Praxis I (an assessment of high school reading, writing, and math skills) should be taken 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 request (from the Educational Testing Services) that Praxis I scores be sent to the Records Office at Carroll Community College, Maryland State Department of Education (MSDE), and the selected transfer colleges/universities. Students are encouraged to work with the Education faculty in planning course schedules.

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		Credits
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
PHSC-100	General Physical Science	4
PSYC-210	Human Development through the Life Span	3
GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
	ENGLISH COMPOSITION AND LITERATURE	6
BIOL-100	General Biology, BIOLOGICAL AND PHYSICAL SCIENCES	4
GEOSC-100	Earth and Space Science, BIOLOGICAL AND PHYSICAL SCIENCES	4
FPA-101	Introduction to the Arts, FINE AND PERFORMING ARTS	3
HLTH-101	The Science and Theory of Health and Wellness, HEALTH AND WELLNESS	3
HIST-105 or HIST-106	History of the United States to 1876 or History of the United States from 1876, HUMANITIES	3
MATH-115	Introduction to Statistical Methods, MATHEMATICS	4
ANTH-201	Anthropology of American Culture, SOCIAL AND BEHAVIORAL SCIENCES	3
PSYC-101	General Psychology, SOCIAL AND BEHAVIORAL SCIENCES	3
SPCH-105	Introduction to Interpersonal Communication, SPEECH	3
Total Credits		66

Computer Literacy requirement must be satisfied.

*** 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.**

Transfer Program

Secondary Education—Spanish

Associate of Arts in Teaching

Faculty Adviser: Susan Sies

Phone: 410-386-8325

Email: ssies@carrollcc.edu

Pending Maryland Higher Education Commission (MHEC) Approval

The Associate of Arts in Teaching/Secondary Education-Spanish Option program was under review with the Maryland Higher Education Commission (MHEC) at press time. Please check with the faculty adviser for updated information.

Transfer Program

Teacher Education

Associate of Arts

Faculty Adviser: Susan Sies










Phone: 410-386-8325

Email: ssies@carrollcc.edu

For students planning to enter secondary education, Carroll Community College offers this program as the first two years of study. 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 advisers at this College and after consideration of the requirements for graduation.

Students should note that there are critical needs in the areas of science, math, special education, foreign languages, and technical education. Within the pattern which follows, students may design appropriate education programs to prepare for teaching in these critical need areas and such fields as art, general business, data processing, health science, industrial arts, and office technology. By using the ARTSYS computer program, available in the Admissions, Advising, and Counseling Center, room A102, or via the Internet at <http://artweb.usmd.edu>, students can plan a course of study that will transfer to an upper division school of choice.

Students must take Praxis I (an assessment of reading, writing, and math skills) 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 request from the Educational Testing Services that Praxis 1 scores be sent to Carroll Community College Records Office, Maryland Higher Education Commission (MSDE), and the selected transfer colleges/universities.

*PROGRAM REQUIREMENTS		Credits
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 or EDUC-202	Processes and Acquisition of Reading (Elementary) or Reading in the Content Areas/Part I (Secondary)	3
Electives	Students are urged to make an appointment with an Education faculty member to plan for coursework appropriate to the education major at the receiving institution.	12
GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES	3
	MATHEMATICS	3-5
	SOCIAL AND BEHAVIORAL SCIENCES	3
PSYC-101	General Psychology, SOCIAL AND BEHAVIORAL SCIENCES	3
	SPEECH	3
Total Credits		62-64

Computer Literacy requirement must be satisfied.

*** 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.**

Transfer Program

Theatre—Arts and Sciences










Associate of Arts

Faculty Adviser: Dr. Don Elwell

Phone: 410-386-8573

Email: delwell@carrollcc.edu

The Arts and Sciences-Theatre program provides knowledge and skills in drama, expressive communication, performance, technical theatre, and production. Graduates are well positioned to transfer to Maryland institutions, such as Towson University or University of Maryland Baltimore County, as well as out-of state programs in 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 adviser in the Admissions, Advising, and Counseling Center. By using ARTSYS (<http://artweb.usmd.edu>) students can plan a course of study that will transfer seamlessly to a baccalaureate degree-granting institution.

PROGRAM RECOMMENDATIONS		Credits
THTR-110	Acting 1	3
THTR-115	Introduction to Technical Theatre	3
THTR-120	History of Theatre 1	3
THTR-121	History of Theatre 2	3
THTR-125	Theatre Practicum 1	1
Electives	Any FREN or SPAN courses	6
Program Electives	Students are urged to make an appointment with a Carroll Community College academic adviser to plan for coursework appropriate to the theatre major at the receiving Institution	8
GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES	8
	FINE AND PERFORMING ARTS (THTR-101, Introduction to the Theatre, recommended)	3
	HEALTH AND WELLNESS	3
	HUMANITIES	3
	MATHEMATICS	3-5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	SPEECH (SPCH-101, Fundamentals of Public Speaking, recommended)	3
Total Credits		62-64

Computer Literacy requirement must be satisfied.

Transfer Program

Visual Art—Arts and Sciences










Associate of Arts

Faculty Adviser: Maggie Ball

Phone: 410-386-8256

Email: mball@carrollcc.edu

The Visual Art—Arts and Sciences transfer program is designed to provide students with the necessary course work for continued study in the fields of Fine and Applied Art. The recommendations listed below should be accompanied by consultation with an adviser for accurate and current transfer information to such institutions as Towson, UMBC, McDaniel College, Frostburg, and others. These courses will transfer to many art institutions as well.

PROGRAM RECOMMENDATIONS		Credits
ART-105	2D Design	3
ART-110	3D Design	3
ART-115	Color	3
ART-120	Drawing 1	3
ART-130	Painting 1	3
ART-135	Art History 1	3
ART-136	Art History 2	3
Program Electives	ART-190, Art, Icons, and the Nature of Spirituality; ART-210, Elements of Printmaking: Relief Process; ART-220, Drawing 2; and/or ART-230, Painting 2	6
GENERAL EDUCATION REQUIREMENTS  <i>Please see pages 34-35 for General Education selections</i>		
	ENGLISH COMPOSITION AND LITERATURE	6
	BIOLOGICAL AND PHYSICAL SCIENCES	8
	FINE AND PERFORMING ARTS	3
	HEALTH AND WELLNESS	3
	HUMANITIES	3
	MATHEMATICS	3-5
	SOCIAL AND BEHAVIORAL SCIENCES	6
	SPEECH	3
Total Credits		62-64

Computer Literacy requirement must be satisfied.

Career Program

Visual Art—Studio

Letters of Recognition

Faculty Adviser: Maggie Ball

Phone: 410-386-8256

Email: mball@carrollcc.edu

A Letter of Recognition is available in Visual Art, Studio. The student is required to take three of the following 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		Credits
ART-105	2-D Design	3
ART-115	Color	3
Program Elective	ART-110, 3-D Design; ART-125, Art Appreciation; or ART-210, Elements of Printmaking: Relief Process	3
Total Credits		9

Recommended for fine art/art therapy/decorating careers:

LETTER REQUIREMENTS		Credits
ART-120	Drawing 1	3
ART-130	Painting 1	3
Program Elective	ART-110, 3-D Design; ART-125, Art Appreciation; or ART-210, Elements of Printmaking: Relief Process	3
Total Credits		9

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 source of instruction are separated by time and distance and connected by a communication technology.

Distance learning courses cover the same competencies and have the same expectations as courses offered in the classroom; the difference is in the delivery and time flexibility. Instead of having an instructor physically present to provide a lecture or lead a lab and then guide a classroom discussion, distance learning courses are delivered over the Internet (online), by broadcast (over TV), by videocassettes, by DVD, by CD-ROM, or in any combination of these. Students and the instructor are connected through the Internet and Blackboard, the e-learning platform used at Carroll. Students will receive instruction, compose and submit assignments, ask questions, do projects, discuss issues and, actively participate in the course anytime/anywhere they have access to the Internet.

Blackboard (Bb)

Carroll Community College uses an electronic learning 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 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.

Successful Distance learners:

- Are highly motivated, responsible, and self-directed. In a typical 15 week semester, 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 semesters.
- Have appropriated technology skills.
- Have home access to required technology.

For more information, see "Online and Distance Courses" on the College website (<http://www.carrollcc.edu/courses/online>). Instructors are prepared to help students learn the course content, however, they do not teach computer literacy skills at the same time. Students must be able to navigate the web, attach a file to an email, and create documents in a word processor. (Take the quick self-assessment at: http://www.carrollcc.edu/courses/online/assessment/skills_assessment.asp to determine if you have the

necessary basic computer skills to take an online course.) Take the three-credit Introduction to Computers and Computing course, CIS-101, to prepare you for a Carroll online course and with the computer literacy skills needed for life in the 21st century.

MarylandOnline (MOL)

Carroll Community College faculty offers a wide array of online courses each semester. Additionally, Carroll's membership in MarylandOnline allows us to expand our online offerings through a course sharing system among the community and 4-year colleges in Maryland. Carroll students register and pay the appropriate Carroll tuition rate for any course adopted by Carroll Community College. Grades from the course are included in the student's GPA and on the Carroll transcript as a Carroll course. See the Credit Class Schedule for MOL online courses that Carroll has adopted.

Online-video courses (formerly called television courses)

Online-video courses provide another opportunity for students to take a course outside of the traditional classroom. These courses were formerly known as television courses, but now include videos on CD-ROM, as well as on videocassettes. All online-video courses have an accompanying Blackboard (online) component. Some online video courses are broadcast on Maryland Public Television and on the College's Cable Channel 18 (Adelphia Cable) while others have video segments on CD-ROM. Some online-video courses have up to three optional on-campus discussions and review sessions: Review materials and interactions with the instructor and even other students taking the online-video course are also available online.

Interactive video courses

Interactive video is real-time course meeting in a specially equipped classroom (L-296) with other students located at their home college. Up to four Maryland 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 offers a wide variety of public courses as well as customized training options that can be provided online. All that is needed is a computer with Internet access. Additionally, national and regional teleconferences are downlinked via satellite for businesses and professionals. These live teleconferences (interactive video) bring pertinent issues and topics (for example, management, agri-businesses, and educational trends) of national magnitude and nationally renowned presenters to the College.

To learn more about distance learning options, visit www.carrollcc.edu.

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 <http://artweb.usmd.edu> and www.carrollcc.edu/services/advising/articulation. Please consult an academic adviser to plan a program of study at Carroll that will transfer to the college of your choice. Unless students take advantage of the advising services offered, they can expect to lose credits in transfer. Make an appointment with a Carroll Community College academic adviser, room A102 or 410-386-8435, any time during February, March, April, May, September, October, November, or December. Don't wait until the last minute to consult; advisers are busy with walk-in advising in July, August, and January.

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 with respect to courses required in the first and second years by the various curricula. Therefore, students are advised to become acquainted with the course requirements of the institution to which they expect to transfer. Advisers and counselors 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 admission to the chosen four-year college. A grade of less than "C" may not be accepted by the transfer institution.

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 students originally enrolled at the four-year college. By state agreement, all General Education courses will transfer. Students planning to transfer within Maryland should consult ARTSYS or an adviser in the Admissions, Advising, and Counseling 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 degree, which guarantees admission.

Certain programs of study require higher grade point averages. 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. There is a small fee 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 <http://artweb.usmd.edu>, is an online data information system created to help students from Maryland community colleges transfer to 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
- College of Notre Dame of Maryland
- Coppin State University
- Frostburg State University
- Goucher College
- Hood College
- Johns Hopkins University, School of Professional Studies
- McDaniel College
- Morgan State University
- Mount Saint Mary's University
- Salisbury University
- Saint Mary's College of Maryland
- Towson University
- 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
- Villa Julie College
- Washington College

The State policies regarding transfer can be found on page 186 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 Articulation Agreements

In addition to agreements with the above colleges and universities, Carroll Community College maintains special articulation agreements with

- Baltimore International College, Hospitality Business and Management
- Community College of Baltimore County, Dundalk Campus, Chemical Dependency Counseling
- Dickinson College
- Johns Hopkins Hospital Schools of Medical Imaging
- Mount Saint Mary's Professional Accelerated Studies, Business and Criminal Justice
- Shepherd University
- Shippensburg University
- Towson University, Forensic chemistry
- University of Baltimore, Management Information Systems; Forensic Studies; Simulation and Digital Entertainment
- Villa Julie College, Forensic Science; RN to BSN

Free Course at Hood College

Carroll Community College students have an opportunity to take a free course at Hood College every fall and spring term. 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.

Earn a Mount Saint Mary's University Bachelor's Degree at Carroll

The Mount Professional Accelerated Studies program in Business or Criminal Justice is offered on Carroll's campus, allowing Carroll County residents to complete a bachelor's degree in their home county.

Reduced-Tuition at Shippensburg University

Carroll Community College graduates may transfer to Shippensburg University and pay substantially reduced tuition. Students must complete the Dual-Admission Application to Shippensburg University (available in room A102) before completing 30 Carroll credits.

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. Eligibility requirements:

- Students must have earned at least 24 credits.
- Student must have at least a 2.500 G.P.A. (Grade Point Average)
- Student must be enrolled in at least nine credits during the chosen term.
- Each student will be allowed one course.

See an academic adviser to take advantage of these options.

Earn Your Bachelor of Science in Nursing

Villa Julie College offers registered nurses an opportunity to earn a Bachelor's degree on the Carroll Community College campus.

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:

- Cardiovascular Technology: Howard C.C.
- Emergency Medical Services: Howard C.C. and Frederick C.C.
- Physical Therapist Assistant: Carroll C.C.
- Respiratory Therapy: Frederick C.C.
- Surgical Technician: Frederick C.C.

For more information, contact the Coordinator of Admissions, in room A102, 410-386-8430, or advise@carrollcc.edu, or the Chairperson of Mathematics, Science, Health and Wellness, Judy Coen, 410-386-8211 or jcoen@carrollcc.edu

Continuing Education and Training

Continuing Education & 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.

Occupational Preparation and Skill Development

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 some areas. Following are current course offerings by major content areas; however, new training programs are developed each year. See the publication “Career Here” for additional information.

Allied Health

Training programs in the nursing and allied health occupations are available for individuals currently working in the healthcare field who are seeking training in different aspects of health care and for those who are considering a career for the first time in the field of health care. Programs available include:

- Medical Assistant
- Certified Nursing Assistant
- Pharmacy Technician
- Certified Medicine Aide
- EKG Technician
- Medical Billing
- Medical Records Coding
- Medical Transcription
- Phlebotomy Technician
- Dental Assistant
- Computer Applications for Health Care Workers

Continuing Education courses are also offered for nurses and allied health professionals in a variety of topics throughout the year. The College, as a member of the Maryland Community College Association for Continuing Education and Training, is an accredited provider of continuing education by the American Nursing Credentialing Centers’ Commission on Accreditation.

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, Microsoft Office Specialist (MOS) certification, and other specialized applications are available.

IT Certification training is also available. Certification Programs include:

- Microsoft Certified System Administrator (MCSA)
- Microsoft Certified System Engineer (MCSE)
- Microsoft Certified Desktop Support Technician (MCDST)
- Microsoft Office Specialist (MOS)
- Certified Wireless Network Administrator (CWNA)
- Certified Internet Webmaster (CIW)
- Database Developer
- CompTIA A+ (PC Repair Technician)

Office Technology and Administration

Courses in general office technology are offered throughout the year in self-paced formats. Topics include keyboarding, word processing, and machine transcription.

Child Care

Childcare courses offered at Carroll Community College are approved by the Maryland Child Care Administration. Pre-service courses provide the classroom requirements for individuals seeking senior staff and director positions in child care settings. These courses are available in credit and non-credit options. Additionally, a variety of continuing education courses are offered to assist childcare professionals in meeting their license renewal requirements.

Occupational Preparation

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.

- Construction trades: Electrical, Carpentry, HVAC including Apprenticeship Programs
- Home Improvement
- Veterinary Assistant Training
- Accounting
- Food Service Management
- Travel Agent
- Truck Driver/CDL Exam Preparation
- Animal Control Officer
- Mortgage Loan Officer

Preparation for the Maryland Stationary Engineers Exam and the Home Improvement Exam is available. The College provides four-year apprenticeship programs in partnership with Associated Builders and Contractors, the Electrical Apprentice Program of Carroll County and Carroll County Career and Technology Center.

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.

Business Training and Services

Studies show that the most successful businesses are those that regularly invest in employee training. 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 our Business Training and Services initiative. Our highly flexible and affordable approach helps businesses sharpen and maintain the skills of their workforce, which, in turn, increases their chances of thriving in today's competitive market. Whether it's management or leadership skills, written or oral business communication, computer or technical skills, classes can be customized to meet specific needs and are scheduled at times and locations most convenient for the employer.

Programs and Services

- Customized training, tailored to meet specific business needs in convenient and flexible formats.
- Assessment Services
- Online instruction and faculty mentoring to support workplace training.

- Consulting Services
- Industry-specific technical skills training to prepare employees for technological changes within a company.
- Computer and software training
- Licensure and pre-certification programs designed to meet state, national, and professional association requirements in a broad range of industries.
- 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, reducing travel time and increasing productivity for meetings and training sessions.
- Satellite teleconferencing, providing links to resources and expertise from around the world.
- The Miller Small Business Resource Center provides entrepreneurial skill development, mentor relationships, and classes of interest to small business.

To further its mission of providing services to the business community, the College has established partnerships with the Maryland Department of Business and Economic Development, the Carroll County Office of Economic Development, the Small Business Development Center, the Business and Employment Resource Center, the Carroll County Chamber of Commerce, the Maryland Job Service, Carroll County Public Schools, and numerous other business associations.

Partnerships with national and international training organizations bring renowned training services to local employers. Alliances with Achieve Global and DDI enable staff to deliver 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 for leadership development.

For businesses interested in maximizing the health of their employees while minimizing health care costs, 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/MOSHA. Carroll Community College is an approved training center for the American Heart Association and the National Safety Council. All courses are taught by certified instructors from the American Heart Association or the National Safety Council.

Professional Development, Licensure, and Certification

Through ongoing interaction with state licensing divisions, professional associations, and other colleges, courses are developed to meet educational needs in the career areas of appraising, real estate, insurance, child care, nursing, accounting, counseling, water/waste-water treatment, alcohol management, stationary engineering, stockbroker, and other professions in the health and human services fields. 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.

Award Winning Professional Volunteer Management Training

Professional Volunteer Management Training enhances the knowledge and skills of professional volunteer administrators in non-profit organizations, enabling them to develop strong volunteer programs and effectively manage their volunteers.

This 90-hour training is endorsed by the Association for Volunteer Administration (AVA), the international professional association for volunteer administrators. Training includes lecture, assignments, independent study, completion of a professional portfolio, and a capstone project that has direct applicability to the student's agency. The training is offered in a traditional classroom format as well as online.

Lifelong Learning

Adults, youth, and children of all ages are inspired by personal enrichment 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 personal enrichment 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 CPR and personal health. Special safety courses for motorcycle and boating enthusiasts offer preparation for navigating streets and rivers.

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.

Personal Development

An array of courses intended to enrich the daily activities of life are offered on a regular basis. Special programs for homeowners focus on home and garden themes, including antiques, interior design, and the culinary arts. Classroom and online courses are designed to enhance lifestyle and communication, sort out financial investment information, and prepare to enter the world of work. New topic areas designed for personal development are continually being developed.

Additional life enriching courses in areas such as math, English, or reading skill enhancement and ACT/SAT preparation are offered on a regular basis.

English for Speakers of Other Languages

The College offers English classes for foreign-born persons who want to learn or improve their English. Classes are small to meet the needs of the students. Intensive instruction is given in listening, speaking, reading and writing. Students also learn about the American culture and democracy. Classes are open to adults over 16. The Beginning and Intermediate courses are free of charge. There is a charge for Advanced Level courses. Students are tested to determine their class placement.

Senior Adults at Carroll

Learning is for a lifetime! Senior adults can 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

Young people are welcomed on campus. School-aged children and youth can take advantage of Summer!Kids@Carroll, a weekly summer program. Age appropriate programs in science, art, crafts, world culture, computer technology, foreign language and more are offered. Special programs are also offered during the school year.

Special Events

Lifelong learning events are scheduled in partnership with community organizations throughout the year. Art and photography exhibits, multi-cultural events, as well as educational forums and conferences related to local, state and national issues are offered to promote the learning needs and interests of area residents.

Programs and Services for Students

Programs and Services for Students

Academic Advising

Academic Advising is available, if desired, in the Admissions, Advising, and Counseling Center (A102) so that students may make realistic educational plans that will facilitate graduation and transfer. Advisers assist new students in selecting courses based upon assessments in reading, English, and mathematics. In addition, students who are taking courses for career advancement may select courses with the help of an adviser. Academic advisers also help undecided students choose a program of study based upon career and transfer goals. Please consult an adviser about any of the following issues:

- Selecting a program of study (See page 37 of this catalog.)
- Selecting courses to enhance your career
- Selecting courses to meet graduation requirements (See page 33.)
- Selecting a transfer institution (Also request a copy of the Carroll Student Transfer Handbook.)
- Selecting courses that will transfer as part of your program of study (See the Carroll Student Transfer Handbook and ARTSYS).
- Difficulty with a particular class

Students are encouraged to make an appointment with an academic adviser at the following points in their educational career:

First term: mid-point (November or April)

For a freshman, this is a time to talk over the college experience and to reflect on future goals. Courses for the next year are tentatively chosen. Register early for the next term.

After 25 credits are achieved

This is a time to make graduation and transfer plans with the help of an academic adviser. Students will be encouraged to select a major based on personal strengths and preferences as well as a realistic appraisal of the world of work. Check to be sure you are taking the “right” courses for your goals.

Before your last term at Carroll

Students who plan to receive a Certificate or Associate’s degree are advised to meet with an adviser for a graduation audit. Be sure to apply for graduation by March 1, if you plan to graduate at the end of a spring term, by August 1 for summer, or by December 1 for graduation at the end of a fall term. Students should make sure that all requirements will be fulfilled before they begin their last term.

Office Hours

Students who are exploring their education options and beginning the academic and career planning process are invited to meet with a counselor to identify interests and goals. Academic advising and counseling are available in the Admissions, Advising, and Counseling Center, located in room A102. Appointments are encouraged and readily available during office hours; however, there is an adviser available to meet with students on a walk-in basis. Advising hours are Monday through Thursday, 8:30 a.m. to 7:00 p.m.; and Friday, 9:30 a.m. to 4:00 p.m. call 410-386-8435 to speak to an adviser or to make an appointment, or visit <http://www.carrollcc.edu/services> 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, a place for students to come and seek knowledge and help with skills and coursework. This model program is unique in that it serves the entire College community from the developmental education student to the honor student. The Center is built on a foundation of respect for students’ concerns. Students can feel confident that their needs will be addressed and met in a friendly and open manner. The Academic Center promotes a quiet and relaxing atmosphere where students can meet with success.

The Center offers a flexible instructional support system to address student learning needs, going well beyond the traditional classroom concept to help students. Individualized instructional support and laboratory assistance are available to all registered students who seek to improve study habits, basic communication skills, and computation and arithmetic skills. Each student can work on an individual program prescribed to meet his/her specific academic needs. A variety of activities is offered to support the classroom work of students: peer and professional tutoring, computer access, and academic subject area workshops.

Technology available in the Academic Center includes:

- Computers with a variety of software
- Free access to the Internet
- CD-ROM programs
- Scanners for text and graphics
- Laser jet printing
- Computerized writing lab
- Variety of computer and video tutorials to support coursework

Networked computers are available for use by students for all of their word processing and desktop publishing needs free of charge. The Center houses many individual work stations and is supported by lab aides offering assistance.

Reading/English/Math Lab

Students in reading, transitional English, and/or transitional math complete a lab assignment each week in the Reading/English Lab and/or Math Lab. Assignments include both computer tutorials and/or hard copy practice. The labs are staffed by instructors who provide assistance to individuals and small groups.

Tutoring Services

The College has an extensive peer and professional tutoring service available by appointment. Students seeking assistance with general study skills and specific coursework can utilize this service free of charge. The Academic Center employs a variety of aides and techniques designed to assist students with their College work and study ranging from personalized instruction to computer tutorials to reference packets. The tutoring program is also supported by computers that feature tutorial software for basic math, algebra, English and reading courses. Arrangements for tutoring services may be made in the Academic Center. Based on available resources, approximately one-half hour of tutoring services will be provided per week per course.

Academic Communities

Academic Communities at Carroll Community College offer students an opportunity to connect with peers and educators who have similar academic, personal and career interests.

Students will be offered learning experiences both inside and outside of the classroom, including career mentoring, guest lecturers, interactive teaching, study groups, film discussions, and excursions off campus. All of these activities are intended to help students set educational and professional goals and achieve academic success. Students may feel free to visit and participate in up to two of the following academic communities:

- *Health and Wellness Connection* This group is dedicated to the understanding of optimal health and health care training, and a wider community awareness of wellness on many levels: prevention, treatment, and rehabilitation.
- *Creativity Artists, Performers, and Writers* This community is for you! Students interested in the creative process and expression may find a home here.
- *Education* This community is committed to providing a dynamic learning environment for students in and out of the classroom. The community emphasizes opportunities for students to explore majors and careers in education.

- *Great Ideas from the Human Experience* Calling all philosophers, historians, writers, politicians, economists. Explore the ideas that have changed the world and shaped your life.

- *How Things Work* This academic community is committed to the exploration of science, technology, math and their related fields. If you have ever wondered, “how does that work?” then this is the place for you.

- *Law and Criminal Justice* If you are crazy about crime, freaked about forensics, or psyched about psychology, this is the place to be. This group engages in a variety of activities and discusses a variety of topics related to the legal and criminal justice systems.

- *Leaders, Investors, and Entrepreneurs* This community is designed for students who have an interest in the field of business. Whether you are interested in opening your own art gallery or working for an international corporation, this academic community can be your home.

- *Social and Cultural Awareness* If you're interested in people, relationships, diversity, and interesting, fun or sometimes controversial discussions and activities, this is the community for you!

For additional information about Academic Communities, please visit the Office of Student Life in room A118, or call 410-386-8500 or check out www.carrollcc.edu/acadcomm.

Blackboard (Bb)

Carroll Community College uses an electronic learning 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 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 student records and allows registered students to register for courses, check progress against graduation requirements, and view final course grades.

Bookstore

New and used textbooks, materials required for class work, and basic supplies may be purchased from the campus bookstore. Bookstore hours are outlined in the Credit Class Schedule. Call 410-840-8447.

Cafeteria

The Beach Cafe is located on the lower level of the Great Hall. 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 5:00 p.m. Monday through Thursday and 7:30 a.m. until 2:30 p.m. Friday. Hours of operation are reduced during the Summer and Winter terms.

A variety of vending machines are also located across from the cafeteria. Juices, sodas, coffee, and snacks are available. A microwave oven is also available. A sandwich machine is available with fresh sandwiches and produce Monday through Friday. The machine is filled Monday through Friday at the close of business. Soda and snack machine are also located on the lower level of the M Building and the upper level of the Nursing and Allied Health Building (N Building). Drink machines are located in the Fitness Center (P Building) and the main level of the Scott Center (T Building).

Career Development

To facilitate students' career goals, Carroll Community College provides the following services:

- Students interested in exploring their options and making a career decision should attend an assessment workshop. Workshops on career decision-making and choosing a major are offered each term.
- Students are encouraged to make a one-on-one appointment with the career counselor. Together you can make realistic career goals based upon personal interests, skills, values, and needs. Call 410-386-8523 for information about workshops or appointments.
- CAR-100, Career Development as a Life Process. This is a three-credit course offered every fall and spring term. It is designed to help students set career goals.
- Computer-assisted career guidance is available in the Admissions, Advising, and Counseling Center (room A102), room A201, and in the Student Center. Some programs may be available from your own home computer. Internet-accessible computers are set up for your use with suggested sites to explore.
- Resume, interview, career assessment, and job search workshops are offered every fall and spring term. See the Career and Employment web page for more information, www.carrollcc.edu/services/career.
- An annual Majors Fair is offered in the fall and an annual Job fair is offered in the spring.
- Local job openings and current occupational information are available on the Job Board in room A102 and online at www.collegecentral.com/carrollcc.

Child Development Center at Carroll Community College: Dedicated to Kenneth and M. Peggy Holniker

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. Center hours are 7:30 a.m. to 5:00 p.m. The Preschool Program operates from 9:00 a.m. to noon and 1:00 to 4:00

p.m. Monday through Friday. The Center requires an annual \$50 registration fee.

The Center is accredited by the National Association of Education for Young Children and serves children, ages 2-5 years old. It maintains a small class size in order to guarantee quality programs and individualized attention.

Dedicated instructors, who have degrees or course work in Early Childhood studies, staff the Center. Their basic philosophy is the belief that children are to be loved, nurtured, and supported in their emotional, social, intellectual, and physical growth. To advance the child's development, the Center has implemented a sound curriculum presented in classrooms that are fun to explore. Classroom experiences are integrated with math, science, language, literacy, music, art, and physical activity.

The Center benefits from being part of the College because the children are included in a stimulating learning environment with support from many academic departments. The Center's unique location helps to promote the value of education at an early age.

For information about the Child Development Center contact the Center at 410-386-8470.

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. All SGO recognized organizations may reserve the Student Center for meetings or activities. 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 to 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 because 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 410-386-8460 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 Director of Co-Curricular and First-Year Programs.

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/studentlife.

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)
- BACCHUS (a national collegiate drug and alcohol awareness peer education network)
- Bittersweet (literary and arts magazine)
- Campus Activities Board
- Carroll Association for the Education of Young Children
- Chess Club
- Christian Club
- DiversityWorks
- Health and Wellness Club
- Information Technology Organization
- Juggling Club
- Outdoor Club
- Peace Club
- Photography Club
- Political Awareness Club
- Role Players Anonymous
- Soccer Club
- Spanish Club
- Speech Team
- Student Government Organization
- Underground Troupe (drama club)
- World Watch (science and environmental club)

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, 410-386-8408.

Co-Curricular Programs

The Office of Student Life, with funding from the Student Activities Finance Board, created the Co-Curricular Activity Grant program in 1998 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. 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, programs have included: "The Holocaust: A Remembrance," "Murder Mystery in the Library," and "The Tao of Sound Healing." Students interested in receiving more information regarding future co-curricular events may contact the Office of Student Life, 410-386-8408.

First Year Program

The first year of college is exciting and challenging and you can expect a period of adjustment, both academically and socially. Carroll Community College has developed a series of activities that will address new students' needs from registration to the completion of the first year at the college, called the First Year Program. This program was designed to enhance students' satisfaction with classes, 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 <http://www.carrollcc.edu/orientation>)
- Get Connected-Stay Connected Program
- First Year Student Newsletter
- Welcome Week Programming
- Academic Division Welcomes
- Academic Communities
- Events for students' families

- Emerging Leaders Week
- Let's Do Lunch Program

New students interested in getting more connected to the College should contact the Office of Student Life at 410-386-8408, or www.carrollcc.edu/studentlife.

Computer Labs

The College provides over 450 micro-computers available to students. Labs are located throughout the campus. A full complement of software is available including word processors, spreadsheets, and database managers. Access to the labs is granted with a valid student ID.

Counseling

Counseling is available in the Admissions, Advising, and Counseling Center to help students increase the likelihood of academic, career, and personal success. Students may consider making a counseling appointment for any of the following issues:

- Concerns about academic progress
- Choosing a major or career
- Concerns about a particular course or instructor
- Relationships
- Depression or anxiety
- Stress
- Eating disorders
- Harassment

A counselor will meet with you one or more times to discuss concerns and to help make decisions. Referrals to local support services are available. Carroll Community College counselors are qualified professionals and adhere to strict standards of confidentiality unless it is deemed likely that harm may occur. Counselors are also academic advisers. Please make an appointment by calling 410-386-8435.

Disability Support Services

Services for students with disabilities are available through the Office of Student Support Services in room A201. According to the Americans with Disabilities Act of 1990 and the 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.

Disability information is not part of the student's general academic files. All information gathered in regard to a disability is considered confidential. The Office of Student Support Services adheres to strict standards of confidentiality and professionalism. To receive services, students are required to self identify and to meet with the Director of Disability Support Services. Requests should be made at least three weeks prior to the beginning of the semester. Requests for ASL interpreters should be made as early as four weeks prior to the beginning of the term. Official documentation of the disability is required. For more information, call 410-386-8329, TDD: 410-876-2419, or stop by room A201.

Fitness Center

Located in P505 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 class may also use the Fitness Center as part of their designated class 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 and becoming an authorized user contact Brendon Michaels, Fitness Center Technician at 410-386-8144.

Health and Physical Development Center

Carroll offers physical education courses and related activities in the gym, fitness center, and classrooms of the Health and Physical Development Center. Open gym hours and intramurals are offered. The following assessments are presently available:

- Treadmill Exercise Testing
- Computerized Diet Analysis
- Body Fat Calculations
- Blood Pressure Screening
- Stress Inventory
- Cholesterol Screening

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 audiovisual 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 40,000 print and non-print resources. Group study areas, individual carrels, study tables, and a listening/viewing area make the Library a pleasant and productive place to study. A library instruction computer lab provides the opportunity for group learning. Numerous computer workstations allow users to access the Internet as well as word processing, spreadsheet, and presentation software.

The Library home page (www.carrollcc.edu/library) provides access to a wide variety of electronic research tools including periodical databases, selected Internet sites, 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 programming over cable channel 18, including College of the Air telecourses via Maryland Public Television.

All Carroll Community College students are encouraged to use the Library, which is open 70 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 Library (Hoover), the Carroll County Public Library, and the other community college libraries in Maryland in order to extend and enhance its services. Call 410-386-8340 or visit www.carrollcc.edu/library for information.

Parking and Traffic

Designated parking areas are provided on the campus for the disabled, 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 and assists in unlocking of vehicles. If assistance is needed, please see the Information Center so security personnel may be contacted.

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 a 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 applied for through the Maryland Motor Vehicle Administration.

Renew

Due to state budgeting decisions, Renew Program funding has been eliminated. Other displaced homemaker programs exist around the state. For information about these programs, please visit the website for the Maryland Office of Community Initiatives, Department of Human Resources. Links to community resources are available at www.carrollcc.edu/services (click on "Advising & Transfer" and then on "Counseling"). For financial assistance, please consult with the Financial Aid Office, 410-386-8437.

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, through Academic Communities, or as members of student organizations. For more information, please contact the Coordinator of Service-Learning in 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 and the Student Center.

Testing Center

The Testing Center, room A120, 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 410-386-8329 prior to testing. The Center is also used for Carroll online and telecourse examinations and serves as a proctor for students testing for other colleges. Twice each year, the Center's staff proctors ACT testing at the Washington Road campus.

The Testing Center is located 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 current Credit Class Schedule for specific times, www.carrollcc.edu/services, or call 410-386-8450.

Transfer Services

To help with transfer, the Admissions, Advising, and Counseling Center offers college catalogs and applications as well as ARTSYS, <http://artweb.usmd.edu>, the online program that shows how Carroll Community College courses transfer to four-year institutions in Maryland. Representatives from local colleges and universities visit Carroll twice each year at Transfer Fairs. The Center also prepares a Transfer Handbook to assist students in the transfer process. Visit room A102 or www.carrollcc.edu/services.

WebAdvisor

WebAdvisor (www.carrollcc.edu/services) is Carroll's online system for students and provides direct access to information contained in Carroll's administrative database. All students who have completed at least one credit have access to

WebAdvisor and the following information:

- Search for courses
- Registration
- Adding/dropping courses
- Individual course schedules
- Grades and grade point averages
- Degree/Certificate audits
- Transcripts
- Student financial aid summaries
- Bill payments

To access your records via WebAdvisor, you will need your 7-digit student identification number (consult your Carroll library card). Pick up a guide to navigating through the system in the Records Office, room A112, or meet with an academic adviser, room A102, for assistance.

Wellness Center

The Wellness Center is located in P502 and provides a quiet space for faculty, staff and students to relax and rejuvenate. Literature and information is available through the Center on a variety of current health topics. During the fall and spring terms the Center coordinates health related development activities for faculty, staff, and students.

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 community activities. During hours 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 Information Center at 410-386-8369 or 410-386-8000 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, drinking fountains, and pay phones are accessible at various locations throughout the facility by students with physical disabilities and are located on all three levels. Each level of the 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.

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 advisers 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-091 for 197, READ-101, plus at least one course in the discipline for 297. Approval of Division 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-091 for 199, READ-101, plus at least one course in the discipline for 299. Approval of Division Chair required. One to six credits per course.

ACCOUNTING

ACCT-101, Principles of Accounting 1,

is an intensive study of the development of the accounting cycle, preparation of financial statements, and proprietorships. Current assets, property, plant, and equipment and current liabilities are studied in detail. Students will use Excel to analyze and interpret accounting data and will collect financial information through Internet research. Prerequisite: exemption/completion of READ-091 plus MAT-097. CLEP exam accepted. Three hours lecture each week. Three credits. Three billable hours

ACCT-102, Principles of Accounting 2,

introduces partnerships and corporations through the use of specific accounting problems. Cash flow statements are covered in depth. Cost accounting topics are covered, including job order costing and cost-volume-profit analysis. Students will

use Excel to create templates for solving accounting problems related to the above topics. Students will obtain a company's annual report from the Internet, will analyze it and compare the company's results against other companies within the same industry, and will use Power Point to present results to the class. Prerequisite: ACCT-101. CLEP exam accepted. Three hours lecture each week. Three credits. Three billable hours.

ACCT-201, Intermediate Accounting 1,

involves a thorough study of accounting theory as well as the following specific topics: present value analysis, cash, receivables, inventories, property, plant and equipment, intangibles, current liabilities, and revenue recognition. Emphasis is placed on financial statement preparation and disclosure. Students will use Excel to create templates to analyze accounting data. Prerequisite: ACCT-102. Four hours lecture each week. Four credits. Four billable hours. Offered Fall Term only.

ACCT-202, Intermediate Accounting 2,

studies non-current liabilities, stockholders' equity, cash flow statements, leases, investments, dilutive securities, taxes and financial statement preparation, disclosure, and analysis. Students will use Excel to create templates to analyze accounting data related to the above topics. 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. Students will be required to use the tax code and regulations as well as legal research to determine the proper tax treatment of given events and transactions. Prerequisite: ACCT-102 or permission of the instructor. 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, multi-state taxation issues, taxation of international transactions, federal gift and estate taxes, and taxation of trusts and estates. Students will be required to use the tax code and regulations as well as legal research to determine the proper tax treatment of given events and transactions. Prerequisite: ACCT-210 or permission of the instructor. 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.

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.

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, or permission of instructor. One credit. One billable hour.

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, economic and political patterns, and cultural change. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

 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, the arts, religion, human ecology, global connections and influence, political structure, economic patterns, technology and culture change. Particular emphasis will be given to the problems of multiculturalism and diversity within the U.S. population. Content is based on topics recommended by the National Council for Accreditation of Colleges of Teacher Education. Prerequisite: exemption/completion of READ-101 and assessment for placement in ENGL-101 or ENGL-103. Three hours lecture each week. Three credits. Three billable hours.

 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. Students who have satisfactorily completed two years of high school art may enroll directly in ART-105. Prerequisite: exemption/completion of READ-091. Although there is no textbook for this course, the cost of art supplies will equal or exceed the cost of an average text. Materials list will be distributed at the first class session. Three hours lecture/studio each week. Three credits. Three billable hours.

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 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, or permission of the instructor, and exemption/completion of READ-091. Although there is no textbook for this course, the cost of art supplies will equal or exceed the cost of an average text. Materials list will be distributed at the first class session. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

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 course is intended for students who will be taking additional art courses which involve applications for the concepts developed in 3-D Design. Prerequisite: ART-101 or two years of high school art, and exemption/completion of READ-091. Although there is no textbook for this course, the cost of art supplies will equal or exceed the cost of an average text. Materials list will be distributed at the first class session. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

ART-115, Color,

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-091. Although there is no textbook for this course, the cost of art supplies will equal or exceed the cost of an average text. Materials list will be distributed at the first class session. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

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 classwork. Portfolio development and critique are emphasized. Prerequisite: exemption/completion of READ-091. Although there is no textbook for this course, the cost of art supplies will equal or exceed the cost of an average text. Materials list will be distributed at the first class session. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

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-101. Three hours lecture each week. Three credits. Three billable hours. 📖 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. Classwork 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-091. Although there is no textbook for this course, the cost of art supplies will equal or exceed the cost of an average text. Materials list will be distributed at the first class session. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

ART-135, History of Art 1,

introduces students to the arts of painting, sculpture, and architecture from the Prehistoric to the Renaissance. The course will focus on the meaning of the artwork, on exploring and unfolding the work's underlying 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-101. Three hours lecture each week. Three credits. Three billable hours. Offered Fall Term only. 📖 GENERAL EDUCATION

ART-136, History of Art 2,

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 underlying 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-101. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term only. 📖 GENERAL EDUCATION

ART-190, Art, Icons, and the Nature of Spirituality - Honors,

Students will investigate the visual art of different wisdom traditions (Christianity, Judaism, Islam, Buddhism, Hinduism, and others) and will 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 or ENGL-101R. Three hours lecture each week. Three credits. Three billable hours.

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 poly-chromatic processes will be explored along with historical elements. Students will supply their own materials. Prerequisite: exemption/completion of READ-091 and ART-120; ART-105 recommended, or consent of instructor. 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. Classwork will include figure drawing, critiques, and lectures. Emphasis is on development of specialized skills and self-direction. Outside assignments may include drawings from landscapes, interiors, and still life. Prerequisite: exemption/completion of READ-091 and ART-105 and ART-120 (ART-105 may be taken concurrently). Although there is no textbook for this course, the cost of art supplies will equal or exceed the cost of an average text. Materials list will be distributed at first class session. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

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-091 and ART-105 and ART-130, or permission of the instructor. Although there is no textbook for this course, the cost of art supplies will equal or exceed the cost of an average text. Materials list will be distributed at first class session. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

BIOLOGY

BIOL-100, General Biology,

is a one-term course intended for non-science majors. It is well-suited for students who plan 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 biology, including cells and cell processes, genetics, evolution, a survey of the diversity of life: microorganisms, animal anatomy and physiology, plant structure and function. 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-101 and MAT-097 with "C" grades or better. Three hours lecture, three hours laboratory each week. Four credits. Four billable hours. 📖 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 emphasis of this course is directed to the process of formulating questions and hypotheses, designing experiments and the collection, reporting, and interpretation of data. Prerequisite: exemption/completion of MAT-097 and READ-101 with "C" grades 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: Organismic and Population Biology,

focuses on whole organisms, of all kingdoms, and the ways in which they interact to create the dynamics of populations,

ecosystems, and evolution. The course will emphasize fundamental principles of evolution, population genetics, and ecology; and it will show how integration and homeostasis at levels of organization at and above the organism are essential for sustaining and perpetuating life. 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.

BIOL-105, Human Biology,

gives the student who is a non-science major an understanding of the human organism through physical, cultural, genetic, and social viewpoints. This course is especially designed for students not planning a career in the sciences or allied health fields. In this course, the student will learn how the various systems of the body function, how the human species has developed, and its interrelationship with its environment. Prerequisite: exemption/completion of MAT-097 and READ-101 with "C" grades or better. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours. 📖 GENERAL EDUCATION

BIOL-210, Human 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: skeletal, nervous, endocrine, and muscular. Prerequisite: BIOL-101 with a "C" grade or better, or a college equivalent within the last five years. Students not meeting this prerequisite should enroll in BIOL-101 or pass the Biology Placement Test. 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, Human Anatomy and Physiology 2,

provides further study of the structure and function of the human body. The circulatory, respiratory, excretory, digestive, and reproductive systems will be emphasized in this term. 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, and fungi and their interrelationships with man. General microbiological concepts such as microbial structure, growth, and metabolism are applied to such medically-related topics as control and

pathogenicity of microorganisms as well as to body defense mechanisms and the immune response. The lab exercises stress basic clinical laboratory techniques such as staining, aseptic technique, and the bio-chemical and serological testing for microorganisms. Both laboratory and lecture relate current microbiological principles to the understanding of infectious disease. Prerequisite: BIOL-101 with a "C" grade or better, or a college equivalent. Students not meeting the above requirement should enroll in BIOL-101 or pass the Biology Placement Test. 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 foodways will also be examined. Prerequisite: two terms of anatomy and physiology. This course is designed for students pursuing a four-year degree in nursing and is transferable to nearby BSN programs. Three hours lecture each week. Three credits. Three billable hours. Offered as a web-based course only.

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, finance, and business law. Prerequisite: exemption/completion of READ-091. Three hours lecture each week. Three credits. Three billable hours.

BUAD-150, Human Relations,

examines the interactions that exist between people within organizations. Students will examine the components of effective interpersonal and organizational communication; strategies for minimizing the negative impact of personal issues on job performance; how to function productively as a member of a team; the human resource management process; ways of initiating and dealing with change; and how to excel on the job and influence others. Prerequisite: exemption/completion of READ-091. Three hours lecture each week. Three credits. Three billable hours.

BUAD-201, Business Ethics,

challenges the student to systematically reflect upon the existence and basic meaning of those qualities and ideals which define the ethical person in the context of modern business practice. This analytic process will enable the student

to articulate and defend a reasoned, personal system of ethical valuation while examining topics that will be of interest to the business-directed student. Among those topics are the following: women and minorities in the workplace, personnel policies and procedures, drug testing, day care and maternity leave, sex and marketing, employee rights, unions, sexual harassment, professional responsibilities vs. personal ideals and values, and conflicts of interests. Prerequisite: exemption/completion of READ-101 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.

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, crimes, torts, contracts, sales (including, where applicable, provisions of the Uniform Commercial Code), agency, legal forms of business, consumer law, environmental law, employment law, and personal property and bailments. Prerequisite: exemption/completion of READ-091; CLEP is available. Four hours lecture each week. Four credits. Four billable hours. Also offered as LGST-205; credit will not be given for both.

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, some of the views and myths associated with it, and the changes and trends of diversity in the United States. Students will explore cross-cultural communication, building and sustaining multicultural 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-101. Three hours lecture each week. Three credits. Three billable hours.

COMPUTER-AIDED DESIGN

CAD-101, Introduction to Computer-Aided Design/Drafting,

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-091 and MAT-097. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CAD-105, Intermediate AutoCAD,

is designed for students with a fundamental understanding of two-dimensional CAD. Topics which are also presented include: advanced editing techniques, manipulation of dimensioning variables, paper space, external referencing, isometrics, solid modeling, and drawing strategies. Prerequisite: CAD-101, or permission of the coordinator. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CAD-110, Customizing CAD Software,

is an intermediate CAD course. It stresses the practice of customizing software for individual user needs and applications. Topics which are also presented include: file management functions, ascribing and editing attributes of blocks, writing macros, editing on-screen and tablet menus, and customizing user menus. An introduction to Auto LISP will also be presented. Prerequisite: CAD-101. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CAD-201 Computer-Aided Design Applications

is an intermediate course exposing students to the various uses of CAD, including mechanical applications in CAD/CAM. Students have the opportunity to broaden their knowledge of graphics and data manipulation through use of CAD software. Prerequisite: CAD-101, or permission of the program advisor. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

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, or permission of the program advisor. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours. Offered Fall Term only.

CAD-220, Introduction to Architectural Computer-Aided Drafting/ Design (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, or permission of the program advisor. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CAD-240, CAD Engineering Drawing,

introduces students to CAD engineering drawings and applications. This course includes the theories of various types of pictorial, auxiliary and developmental drawings, 3-D modeling, screw threads and fasteners, machine elements such as gears and cams, and stresses the drawing techniques employed in the assembly drawings. Prerequisite: CAD-101, or permission of the program advisor. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CAD-250, Current and Future Trends in Computer-Aided Design,

is an upper-level course dealing with different CAD software. This course, presented in a group seminar setting, will enable students to learn about the latest software, Internet communication, voice control, and other future trends. Students will do hands-on investigation of the systems. Guest lecturers will present some software. Prerequisite: CAD-101, CAD-105, and CAD-110, or permission of the program advisor. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours. Offered Fall Term.

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, or permission of the program advisor. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

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-091. Three hours lecture each week. Three credits. Three billable hours.

COMPUTER GRAPHIC DESIGN

CGR-105, Introduction to Computer Graphics,

introduces students to the computer and its uses as a tool in the graphics industry. Students will further develop their understanding of graphic design and will apply that understanding through the use of graphic design and layout software on micro-computers. Demonstration of

advanced subjects will also be included as part of a survey of the computer graphics industry. Prerequisite: exemption/completion of READ-091 and MAT-097. Three hours lecture each week. Three credits. Three billable hours.

CGR-110, Typography,

is designed to teach the principles of developing letter forms 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-091 and CGR-105, or permission of the program director. Three hours lecture each week. Three credits. Three billable hours.

CGR-115, Graphic Design 1,

is designed to teach the application of graphic design elements, principles, compositions, and layouts used to create dynamic and effective graphic design work. Introduces graphic design theory and creative problem solving methodology, applicable to all design forms, in which students seek original, creative solutions to problems. Course includes a basic introduction to classic graphic design history and use of production tools to produce images with the technical precision of a professional designer. Prerequisite: exemption/completion of READ-091 and MAT-097, or permission of the program director. Three hours lecture each week. Three credits. Three billable hours.

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-091 and CGR-105. Completion of CGR-115, Graphic Design 1, and CGR-110, Typography, is strongly recommended. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours. Offered Spring Term only.

CGR-125, Computerized Business Graphics,

explores the relationship of computer-generated graphics to business applications, data communications, and form design. Students learn how to use business graphics software to design templates, to develop well-designed data presentations, to create forms for data entry, and to transfer data among related program types and different computer systems. Several presentation methods will be exhibited, including laser printing, color plotter imaging, computer presentations, and video and CD output. Prerequisite: exemption/completion READ-091 plus CGR-105, or permission of program coordinator. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term only.

CGR-157, Introduction to Web Page Authoring,

will introduce the student to the study of HTML (a programming language) for design of Internet pages on the WEB. The student will also be exposed to several of the current leading WEB designing programs as well as the application of graphics, video, basic image capture, editing, and formatting for the web. The student will also be exposed to JAVA and VRML (Virtual Reality Mark-Up Language). The course assumes some experience with computers. Students lacking this exposure are advised to take CGR-105 or CIS-101 prior to CGR-157. Prerequisite: exemption/completion of READ-091. Three hours lecture each week. Three credits. Three billable hours.

CGR-224, Interactive Design,

is designed to teach the mechanics and fundamental design techniques for creating interactive web pages using some of the most popular web-based scripting languages. This course gives the students experiences with developing animated web graphics and interactive interfaces, which are developed through the use of industry standard software such as Flash. Interactive design fundamentals such as graphics, text, symbols, the creation of animations, and basic interactivity are studied. Prerequisite: exemption/completion of CGR-157, or permission of the program director. Completion of CGR-115, Design 1, and CGR-110, Typography, is strongly recommended. Three hours lecture each week. Three credits. Three billable hours. Also offered as CIS-224; credit will not be given for both.

CGR-230 Digital Video

is designed to acquaint the student with the equipment and software associated with computerized video and multimedia. Production planning, execution, and editing techniques will be covered. Image capturing and real time motion video will be presented and used. Prerequisite: exemption/completion of READ-091 and CGR-105, or permission of the program director. Completion of CGR-115, Graphic Design 1, and CGR-110, Typography, is strongly recommended. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

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: exemption/completion of CGR-230, or permission of the program director. Completion of CGR-110,

Graphic Design 1, and CGR-115, Typography, is strongly recommended. Three hours lecture each week. Three credits. Three billable hours.

CGR-232, Multimedia Productions,

is an intermediate course in multimedia recording, production, and authoring techniques. Students will explore audio and video recording and digital capture/conversion techniques using desktop computers. 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 of computer-based and traditional artwork. Prerequisite: exemption/completion of READ-091 plus CGR-105, or permission of program coordinator. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term only.

CGR-233, Multimedia Communications,

is designed for the student to focus on design and production for both web and print-based publications. Emphasis is given to the unification of multimedia 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 symbology, typography, color, and design. In addition to creating a corporate identity, they will learn to apply this identifier to create a multimedia brand experience. Prerequisite: exemption/completion of READ-091 and CGR-105, or permission of the program director. Completion of CGR-115, Graphic Design 1, and CGR-110, Typography, is strongly recommended. Three hours lecture each week. Three credits. Three billable hours.

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-091 plus CGR-105, or permission of program coordinator. Three hours lecture each week. Three credits. Three billable hours.

CGR-252, Computer Illustration,

is designed to teach the conceptualization and digital illustration techniques used in advertising and publication design. The integration of word and image as a unified design is stressed. 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-091 and CGR-105, or permission of the program director. Completion of CGR-115, Graphic Design 1, and CGR-110, Typography, is strongly recommended. Three hours lecture each week. Three credits. Three billable hours.

CGR-254, 3D 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 permission of the program advisor. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours. Offered Fall Term only.

CGR-257, Advanced Web Page Authoring,

will use the latest software technology to develop dynamic websites. Among the topics covered are ASP.NET server side scripting, database driven web sites, XML documents, and basic web server administration. Knowledge of HTML and some computer programming experience is highly recommended. Prerequisite: exemption/completion of CGR-157 or CIS-120 or CIS-129, or permission of the instructor. Four hours lecture each week. Four credits. Four billable hours.

CGR-270, Portfolio and Career Development,

prepares students for the transition from student to design professional. Topics will include the execution of professionally-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. Two credits. Two billable hours.

CHEMISTRY

CHEM-101, Introduction to Chemistry,

is a course intended for allied health majors and is designed to show how chemistry is intimately involved in many aspects of our lives. The course will cover basic chemical concepts and applications. In addition, the course will focus on the effects of chemistry on daily life and society. Prerequisite: exemption/completion of MAT-099 and READ-101 with "C" grades or better. This course satisfies the prerequisite for

CHEM-105 and CHEM-115. Any mathematical skills that are needed (beyond MAT- 099) will be developed as part of the course. Three hours lecture, three hours laboratory, one hour conference each week. Four credits. Four billable hours. 📖 GENERAL EDUCATION

CHEM-105, Principles of General Chemistry 1,

is a first-term course for students who intend to major in chemistry or a field that requires a minimum of one year of college chemistry. Topics covered include the study of matter and measurements, atoms, molecules and ions, the electronic structure of the atom, chemical reactions and equations, chemical bonding, thermochemistry and the physical behavior of gases. Prerequisite: exemption/completion with a “C” grade or better in READ-101, CHEM-101 (or high school chemistry), and MATH-128, or consent of the division chair. Credit by exam available. Three hours lecture, three hours laboratory, one hour conference each week. Four credits. Four billable hours. 📖 GENERAL EDUCATION

CHEM-106, Principles of General Chemistry 2,

is a continuation of CHEM-105 and includes the study of liquids and solids, phase changes, solutions, acids and bases, gaseous and aqueous equilibria, thermodynamics, chemical kinetics, electrochemistry, and nuclear chemistry. Prerequisite: CHEM-105 and completion of MATH-120 or higher with “C” grades or better. Credit by exam available. Three hours lecture, three hours laboratory, one hour conference each week. Four credits. Four billable hours.

CHEM-201, Organic Chemistry 1,

studies the chemistry of carbon compounds, their synthesis, nomenclature, important reactions, mechanisms of reactions structures, characteristics and uses; and studies the aliphatic and aromatic hydrocarbon molecules, both saturated and unsaturated as well as other functional groups. The laboratory exercises emphasize the techniques associated with the isolation, purification, and identification of organic compounds found in nature or in mixtures of synthetic material; and concentrates on the identification of unknown compounds, separations, and synthesis of compounds. Prerequisite: CHEM-106 with a “C” grade or better. Credit by exam available. Three hours lecture, three hours laboratory, one hour conference each week. Four credits. Four billable hours.

CHEM-202, Organic Chemistry 2,

continues CHEM-201 and discusses structure, nomenclature, reactions, mechanisms of reactions, spectroscopic, chemical and physical properties, and uses of organic compounds. It emphasizes aromatics, hydrocarbons, aldehydes, ketones, carbohydrates, acids, derivatives of organic acids, amines, amino acids, proteins, and lipids. The laboratory exercises

continue to emphasize the techniques learned in CHEM-201, encourages work on independent projects, and employs both macro and micro scale techniques while emphasizing analysis and synthesis of organic compounds. Prerequisite: CHEM-201 with a “C” grade or better. Credit by exam available. Three hours lecture, three hours laboratory, one hour conference each week. Four credits. Four billable hours.

COMPUTER INFORMATION SYSTEMS

CIS-101, Introduction to Computers and Computing,

is designed for students interested in computer careers or transfer to four-year institutions. Computers are studied in depth to familiarize the student with the theoretical and applied principles of hardware, software, and data communications. Laboratory sessions introduce the student to the use of the computer, selected popular software packages, and the Internet. The application of computers in business and careers is also examined. The course assumes minimal experience with computers. Students lacking this exposure are advised to take CIS-100 prior to CIS-101. (Credit will be awarded for both.) Prerequisite: exemption/completion of READ-091 and MAT-097. CLEP exam is available. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CIS-105, Game Programming,

is an introductory programming course for students who would like to build computer games using Flash ActionScript for rapid game development. ActionScript is a very modern object-oriented language used by many professional web developers yet the language is easy enough for an amateur to use. No prior experience is necessary. To build games, students will develop problem-solving skills, construct algorithms, and use good programming practices. Loops, if statements, arrays, and basic functions are incorporated into a variety of games. Objects, like actors and props, will be manipulated on a stage via commands linked to a timeline. The characters can be imported; so, drawing skills are not required but some vector drawing techniques will be demonstrated. Voices, music, and sound effects can be added. Here is an opportunity to have fun controlling worlds that you create. Complete working games will be developed. The course assumes some experience with computers. Students lacking this exposure are advised to take CGR-105 or CIS-101 prior to CIS-105. Prerequisite: exemption/completion of READ-091 or permission of the program adviser. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CIS-110, Microcomputer Business Applications,

is an intermediate-level course in the use of business applications software. The student will learn to use software packages such as word processing, spreadsheets, databases, and

presentation packages at an advanced level. Prerequisite: CIS-101, or permission of the program advisor. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

CIS-114, Application Software Support,

is an intermediate-level course in the use and support of applications software. The student will learn to install, use, and support various applications programs operating on Windows-equipped PCs. These application programs include many common products such as word processing, spreadsheets, and databases. Additionally, other popular software found in business or industry such as AutoCAD, PhotoShop, and QuickBooks will be included. The relationships between applications software and the operating environment (Windows) will be presented and explored. Some activities will also be devoted to the proper installation and use of recent versions of Windows. Prerequisite: CIS-101 or MIS-101, or permission of the program advisor. Three hours lecture, two hours laboratory each week. Four credits. Four 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-129 or permission of the program advisor. 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-129, or permission of the program advisor. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

CIS-129, Principles of Programming,

is an introduction to programming languages for beginners. The course will cover the fundamental concepts associated with programming and the use of languages to solve problems and write programs. Prerequisite: CIS-101 or MIS-101, which may be taken concurrently, or permission of the program advisor. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

CIS-139, Principles of Computer Technology,

is designed to cover a broad spectrum of concepts dealing with the microcomputer to ensure a sound technical foundation for completing the CIS track of courses. Concepts include system

hardware, operating systems, data communications, and networking. Prerequisite: CIS-101 or MIS-101, or permission of the program advisor. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

CIS-157, Introduction to Web Page Authoring,

will introduce the student to the study of HTML (a programming language) for design of Internet pages on the WEB. The student will also be exposed to several of the current leading WEB designing programs as well as the application of graphics, video, basic image capture, editing, and formatting for the web. The student will also be exposed to JAVA and VRML (Virtual Reality Mark-Up Language). The course assumes some experience with computers. Students lacking this exposure are advised to take CGR-105 or CIS-101 prior to CIS-157. Prerequisite: exemption/completion of READ-091. Three hours lecture each week. Three credits. Three billable hours.

CIS-165, Introduction to Data Communications,

is designed for students interested in data communications through the concepts of telecommunications. The course will introduce students to concepts in data transmission, modulation and multiplexing techniques, signal analysis, data encoding schemes, error detection and correction methods, and basic networking concepts such as the OSI model and network topologies. Prerequisite: CIS-139, or permission of the program advisor. Three hours lecture each week. Three credits. Three billable hours.

CIS-214, Computer User Support,

is an intermediate-level course designed to merge technical skills with the personal and organizational skills necessary to effectively support computer users. Customer-service attributes, as well as effective trouble-shooting and related skills, will be developed. The student will explore common end-user problems and the application of problem-solving skills to meet those problems. End-user requirements for technical training and assistance will also be explored. Real-world, hands-on scenarios will be used as models for many of the activities within this course. Prerequisite: CIS-139. Three hours lecture, two hours laboratory each week. Four credits. Four 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, or permission of the program advisor. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

CIS-224, Interactive Design,

is designed to teach the mechanics and fundamental design techniques for creating interactive web pages using some of the most popular web-based scripting languages. This course gives the students experiences with developing animated web graphics and interactive interfaces, which are developed through the use of industry standard software such as Flash. Interactive design fundamentals such as graphics, text, symbols, the creation of animations, and basic interactivity are studied. Prerequisite: exemption/completion of CGR-157, or permission of the program director. Completion of CGR-115, Design 1, and CGR-110, Typography, is strongly recommended. Three hours lecture each week. Three credits. Three billable hours. Also offered as CGR-224; credit will not be given for both.

CIS-229, Advanced Principles of Programming,

uses VB.NET to explore collections, files, multimedia, and many other advanced topics. Prerequisite: CIS-129, or permission of the program adviser. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

CIS-231, Microcomputer Interfacing and Maintenance,

presents techniques to address problems associated with microcomputer-based systems. Students will learn preventative maintenance and systematic trouble-shooting techniques. Additionally, they will learn how to support printers, portable computers, and basic network connectivity. Customer-service issues will be presented and explored. Prerequisite: CIS-139, or permission of the program advisor. Three hours lecture, two 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, or permission of the program advisor. Three hours lecture each week. Three credits. Three billable hours.

CIS-257, Advanced Web Page Authoring,

will use the latest software technology to develop dynamic websites. Among the topics covered are ASP.NET server side scripting, database driven web sites, XML documents, and basic web server administration. Knowledge of HTML and some computer programming experience is highly recommended. Prerequisite: exemption/completion of CGR-157/CIS-157 or CIS-129, or permission of the instructor. Four hours lecture each week. Four credits. Four billable hours.


COLLEGE SUCCESS

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, communication, organizational skills, and study skills including test-taking. Prerequisite: exemption/completion of ASE Reading. One hour lecture each week. One credit. One billable hour.

CRIMINAL JUSTICE

CRIM-101, Introduction to the Criminal Justice System,

surveys the historical development of law enforcement, courts, and corrections. It examines the organization with the United States of federal, state, and local agencies and institutions with staff functions and appointment requirements. Prerequisite: exemption/completion of READ-101. 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-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-091. Thirty-eight hours of lecture and 12 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-101. 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-101. Three hours lecture each week. Three credits. Three billable hours.

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,

is a study of substantive criminal law (common and statutory), which is essential for the proper performance of police duties. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours. Also offered as LGST-110; credit will not be given for both courses.

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. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours. Also offered as LGST-111; credit will not be given for both.

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-101. Three hours lecture each week. Three credits. Three billable hours.

CRIM-120, Juvenile Justice,

is a comprehensive study of the prevention, detection, and correction (institutional and non-institutional) of delinquency. Maryland laws relating to young offenders, Juvenile Court procedures, police-juvenile methods, and public and private agencies dealing with juveniles are included. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

CRIM-125, Constitutional Law,

focuses on the United States Constitution as a document of fundamental importance to understanding our democratic republic. Students will study leading Supreme Court decisions, including current issues and cases. Prerequisite: exemption/completion of READ-101 or consent of the division chair. Three hours lecture each week. Three credits. Three billable hours. Also offered as LGST-125; credit will not be given for both.

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 or ENGL-103. 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. Prerequisite: CRIM-101. Three hours lecture each week. Three credits. Three billable hours. Also offered as PHIL-205; credit will not be given for both.

CRIM-210, Forensic Science,

introduces the student to the history, principles, and practices of the use of science in our criminal justice system and examines the medical and legal uses of the forensic sciences and their specific application in the resolution of criminal investigations. Topics include DNA analysis, fingerprints, firearms examination, and trace evidence. Prerequisite: CRIM-101. Three hours lecture each week. Three credits. Three billable hours.

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-091. 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-235, Corrections Administration,

is a study of the administration of the corrections system to include organizational structure, function, and theory related to the practice of policy management. Special emphasis is placed on the liabilities attached to practitioners in this field of criminal justice. Prerequisite: CRIM-102. 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.

EARLY CHILDHOOD EDUCATION

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 45 hours of the 90-Hour Child Care Certificate for Senior Staff. ECE-104 is required to complete the 90-Hour Child Care Certificate. ECE-101 and ECE-104 may be taken concurrently. Prerequisite: exemption/completion of READ-091 and ENG-096R or ENG-096. Three hours lecture each week. Three credits. Three billable hours.

ECE-102, 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. 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. Prerequisite: exemption/completion of READ-091 and ENG-096R or ENG-096. Three hours lecture each week. Three credits. Three billable hours.

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 45 hours of the 90-hours Child Care Certificate required for Senior Staff. ECE-101 is required to complete the 90-Hour Child Care Certificate. Students may take ECE-101 and

ECE-104 concurrently. Prerequisite: exemption/completion of READ-091 and ENG-096 or ENG-096R. Three hours lecture each week. Three credits. Three billable hours.

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 working with infants and toddlers in a childcare setting. Prerequisite: exemption/completion of READ-091 and ENG-096R or ENG-096. 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-091. 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 sixteen. Appropriate methods, materials, and experiences for school-age care will be covered. This course meets State requirements for positions in school-age care. Prerequisite: exemption/completion of READ-091 and ENG-096R or ENG-096. Three hours lecture each week. Three credits. Three billable hours. Offered Fall Term only.

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. Together with ECE-115, meets State requirements for school-age director. Prerequisite: exemption/completion of READ-091. Three hours lecture each week. Three credits. Three billable hours. Offered Fall Term only.

ECONOMICS

ECON-101, Principles of Micro Economics,

is a study of microeconomic principles with regard to institutions, business firms, households, perfect and imperfect competition, price, output, and distribution. Related readings are required. Prerequisite: exemption/completion of READ-101. Note: This course may be taken separately or concurrently with ECON-102. Three hours lecture each week. Three credits. Three billable hours.

ECON-102, Principles of Macro Economics,

studies macroeconomic principles with regard to national income, money and banking, securities exchanges, and international trade. Related readings are required. Prerequisite: exemption/completion of READ-101. CLEP is available. This course may be taken separately or concurrently with ECON-101. Three hours lecture each week. Three credits. Three billable hours.  GENERAL EDUCATION

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 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-101 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-101 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. Exemption/completion of ENG-096 and READ-091. 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.

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 a seminar at the college every other week. These meetings include the Education Academic Community seminars. 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 must be in good academic standing with the College. Prerequisite or corequisite: EDUC-120. One credit. One billable hour.

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: PSYC-101 and EDUC-120. Three hours lecture each week. Three credits. Three billable hours. Students enrolled in EDUC-125 must be concurrently enrolled in EDUC-126, Field Experience for Educational Psychology.

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 a seminar at the college every other week. These meetings include the Education Academic Community seminars. 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 must be in good academic standing with the College. Prerequisite or corequisite: EDUC-125. One credit. One billable hour.

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: PSYC-101 and ECE-102 or EDUC-120. EDUC-125 is highly recommended. Three hours lecture each week. Three credits. Three billable hours. 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.

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 a seminar at the college every other week. These meetings include the Education Academic Community seminars. 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 must be in good academic standing with the College. Prerequisite or corequisite: EDUC-130. One credit One billable hour.

EDUC-201, Processes and Acquisition of Reading,

is a course for early childhood, elementary, and special education pre-service and in-service teachers. Students will develop an understanding of how the brain responds to reading acquisition. They will demonstrate knowledge of language development and the reading process. They will demonstrate an understanding of the role of experiential background, prior knowledge, motivation, phonemic awareness, and personal significance to developing readers. Prerequisite: Baccalaureate degree or completion of EDUC-120 and EDUC-125. 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.

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. It is highly recommended that EDUC-202 is the last Education course completed for the associate's degree.

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' 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.

EDUC-204, Instruction of Reading,

is a course for early childhood, elementary, and special education pre-service and in-service teachers. Students will analyze essential connections between language development, reading, and writing. They will demonstrate the ability to model and teach appropriate word comprehension strategies. Students will implement a balanced literacy program and use early identification strategies to assist special students. Prerequisite: Students must hold a baccalaureate degree. Three hours lecture each week. Three credits. Three billable hours. MSDE approved.

EDUC-205, Assessment for Reading Instruction,

is a course for early childhood, elementary, and special education pre-service and in-service teachers. Students will use a variety of assessment techniques, processes, and instruments. In addition, students will develop effective techniques for reporting assessment results to parents and school personnel. The course will show teachers how to use state, local, and classroom assessment data to make instructional change. Prerequisite: Students must hold a baccalaureate degree. Three hours lecture each week. Three credits. Three billable hours. MSDE approved.

EDUC-206, Materials for Teaching Reading,

is a course for early childhood, elementary, and special education pre-service and in-service teachers. Students will be exposed to and evaluate a variety of texts and other media, including arts and technology, for the purposes of teaching reading. Materials for supporting students' long-term motivation to become independent will also be evaluated. Prerequisite: Students must hold a baccalaureate degree. Three hours lecture each week. Three credits. Three billable hours. MSDE approved.

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 a 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.

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 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.

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.

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 begun their English and mathematics sequences by completion of their first 24 credit hours or registration will be blocked until the student meets with an academic adviser to see if exemption from this policy is in order.

TRANSITIONAL ENGLISH

ENG-091, Basic Writing,

is a non-credit full-term course which provides instruction and practice in the writing of clear, correct sentences and unified, coherent, and adequately developed paragraphs. 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-096. Prerequisite: satisfactory score on the placement test and exemption/completion of ASE Reading. Three hours lecture, one hour laboratory each week. No credit. Four billable hours.

ENG-096, Writing Effective Paragraphs and Essays,

is a non-credit full-term course which provides instruction and practice in the writing of unified, coherent, and adequately developed paragraphs and essays. In addition, students will focus on the development of a college level writing style. Students will also begin preparation of the Carroll Community College writing portfolio with samples of their best writing tasks. Students who successfully complete ENG-096 are eligible to take ENGL-101. Prerequisite: ENG-091 or a satisfactory score on the placement test and exemption/completion of ASE Reading. Three hours lecture, one hour laboratory each week. No credit. Four billable hours.

ENGLISH

ENGL-101, College Writing 1,

satisfies the General Education requirement for the first course in English Composition and Literature. Students will focus on skills in critical reading, thinking, and writing. Emphasis will be placed on the writing and research processes and in the preparation of Part I of the Carroll Community College portfolio, a sample of the student's best writing and series of self-critiques. The portfolio replaces the final examination for the course. In addition to class, one hour per week is a workshop in expression, consisting of mandatory student-teacher conferences and/or electronic classroom activities. Prerequisite: ENG-096 or satisfactory score on the placement test. Students who must take READ-101 may co-enroll in ENGL-101 along with READ-101. Three hours lecture, one hour workshop each week. Three credits. Four billable hours.
📖 GENERAL EDUCATION

ENGL-102, College Writing 2,

satisfies the General Education requirement for the second course in English Composition and Literature. Students will focus on critically reading and interpreting literary works from three of the following genres: non-fiction prose, fiction, drama, and poetry. Emphasis will be placed on the research process, culminating in a comprehensive research paper that will, in part, comprise Part II of the Carroll Community College portfolio. The portfolio replaces the final examination for the course. In addition to class, one hour per week is a workshop in writing style, research and documentation, consisting of mandatory library research instruction, student-teacher conferences, and/or electronic classroom activities. ENGL-102 satisfies the general education requirement for the second required course in English Composition and Literature. Prerequisite: ENGL-101 and READ-101. Three hours lecture, one hour workshop each week. Three credits. Four billable hours. 📖 GENERAL EDUCATION

ENGL-103, Advanced College Writing,

satisfies the General Education requirement for the first course in English Composition and Literature. Students will focus on critically reading and interpreting literary works of creative non-fiction, fiction, drama, and poetry. Emphasis will be placed on the research process, culminating in a comprehensive research paper that will, in part, comprise Part 1 of the Carroll Community College portfolio. The portfolio replaces the final examination for the course. In addition to class, one hour per week is a workshop in research and documentation, consisting of mandatory library instruction, student-teacher conferences, and/or electronic classroom activities. To satisfy the Literature and Composition general education requirement, ENGL-103 students must take one of the following English courses: ENGL-201, 202, 205, 210, 211, 220, 225, 230, or 298. Prerequisite: Open only to exceptionally qualified students who have been notified by Carroll Community College of their eligibility. Three hours lecture, one hour workshop each week. Three credits. Four billable hours. 📖 GENERAL EDUCATION (with a 200-level ENGL course)

ENGL-105, Written Communications for Business,

provides instruction and practice in writing business reports and messages. Emphasis is given to study of effective writing principles, problem analysis, and the writing process itself. Prerequisite: ENGL-101 or ENGL-103. Three hours lecture each week. Three credits. Three billable hours.

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: successful completion of or exemption from ENGL-101 or consent of the instructor. Students in ENGL-103, Advanced College Writing, may concurrently enroll in ENGL-110, Introduction to Creative Writing. Three hours lecture each week. Three credits. Three billable hours.

ENGL-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. One or two credit options with reduced workload are also available. 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-101. READ-101 may be taken concurrently. One to three credits. One to three billable hours (plus additional travel fees).

ENGL-201, Literature of the Western World 1,

studies the great literary works of Western civilization from Classical Antiquity through the Renaissance, such as those of Homer, Virgil, Dante, Chaucer, Shakespeare, and Milton. The readings are chosen to acquaint students with the characteristics of each period and to illustrate the timelessness of themes fundamental to the human experience. Students in this course will contribute additional writing and reflection to their Carroll Community College writing portfolios. ENGL-201 satisfies the general education requirement for Humanities or the second course in English Composition and Literature. Prerequisite: ENGL-102, ENGL-103, or consent of the instructor. Three hours lecture each week. Three credits. Three billable hours. Offered Fall Term only. 📖 GENERAL EDUCATION

ENGL-202, Literature of the Western World 2,

presents representative writers of the Western World since the Renaissance, including English and American writers. Readings reflect the view of man as hero and anti-hero, alternative ways of representing reality, and responses to philosophical, scientific, and social developments. Students in this course will contribute additional writing and reflection to their Carroll Community College writing portfolios. ENGL-202 satisfies the general education requirement for Humanities or the second course in English Composition and Literature. Prerequisite: ENGL-102, ENGL-103, or consent of the instructor. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term only. 📖 GENERAL EDUCATION

ENGL-205, Southern Writers,

examines the works of modern Southern authors, focusing mainly on Faulkner, O'Connor, Welty, and Williams, to discover what is distinctive about the literature of the South. Students in this course will contribute additional writing and reflection to their Carroll Community College writing portfolios. ENGL-205 satisfies the general education requirement for Humanities or the second course in English Composition and Literature. Prerequisite: ENGL-102, ENGL-103, or consent of the instructor. Three hours lecture each week. Three credits. Three billable hours. Offered Fall Term only. 📖 GENERAL EDUCATION (for ENGL-103 students)

ENGL-210, American Literature 1,

studies representative major and minor writers from the Colonial period through 1890. The student examines essays, poetry, and fiction in the context of history, literary movements, and biography. Students in this course will contribute additional writing and reflection to their Carroll Community College writing portfolios. ENGL-210 satisfies the general education requirement for Humanities or the second course in English Composition and Literature. Prerequisite: ENGL-102, ENGL-103, or consent of the instructor. Three hours lecture each week. Three credits. Three billable hours. Offered Fall Term only. 📖 GENERAL EDUCATION

ENGL-211, American Literature 2,

studies representative major and minor writers from 1890 to the present in the context of history, literary movements, and biography. The student examines the fiction of manners, naturalism, and the modern and contemporary novel, drama, and poetry. Students in this course will contribute additional writing and reflection to their Carroll Community College writing portfolios. ENGL-211 satisfies the general education requirement for Humanities or the second course in English Composition and Literature. Prerequisite: ENGL-102, ENGL-103, or consent of the instructor. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term only. 📖 GENERAL EDUCATION

ENGL-215, The Writing of Poetry,

is designed to teach students techniques of writing, revising, and publishing poetry. In order to develop their art, students will practice a variety of forms and patterns. The course emphasizes the acquisition of skills, and students will be expected to develop a portfolio of original poetry during the term. Prerequisite: ENGL-110. Three hours lecture each week. Three credits. Three billable hours.

ENGL-220, Intermediate Creative Writing,

provides continued practice in the writing of poetry and fiction. The course functions primarily as a writing workshop for those students who have successfully completed Introduction to Creative Writing. Literary works from multiple genres are studied to foster an appreciation for published literary works and hone the ability to constructively critique student works-in-progress. Students in this course will contribute additional writing and reflection to their Carroll Community College writing portfolios. Students who successfully complete ENGL-103 may take ENGL-220 as the second required course in English Composition and Literature. Prerequisite: ENGL-110 or consent of the instructor. Three hours lecture each week. Three credits. Three billable hours. 📖 GENERAL EDUCATION (for ENGL-103 students)

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. Students in this course will contribute additional writing and reflection to their Carroll Community College writing portfolios. ENGL-225 satisfies the general education requirement for Humanities or the second course in English Composition and Literature. Prerequisite: ENGL-102, ENGL-103, or consent of the instructor. Three hours lecture each week. Three credits. Three billable hours. 📖 GENERAL EDUCATION (for ENGL-103 students)

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. Students in this course will contribute additional writing and reflection to their Carroll Community College writing portfolios. ENGL-230 satisfies the general education requirement for Humanities or the second course in English Composition and Literature. Prerequisite: ENGL-102, ENGL-103, or consent of the instructor. Three hours lecture each week. Three credits. Three billable hours. 📖 GENERAL EDUCATION

ENGL-235, Detective Fiction,

investigates the development, themes, conventions, and cultural influence of this popular genre from its modern beginnings in the 19th century with an emphasis on works by

American writers and representative British writers. Writers to be studied may include Poe, Doyle, Chandler, Hammett, and others. Selected films and audiotapes supplement course lecture and discussion. Students in this course will contribute additional writing and reflection to their Carroll Community College writing portfolios. Prerequisite: successful completion of or exemption from ENGL-101, or consent of the instructor. ENGL-235 satisfies the general education requirement for Humanities or the second course in English Composition and Literature. Three hours lecture each week. Three credits. Three billable hours. 📖 GENERAL EDUCATION (for ENGL-103 students)

ENVIRONMENTAL SCIENCE

ENV-105, Introductory Environmental Science,

is a study of Man's interaction with his environment. The first part of the course is devoted to understanding how ecosystems function in terms of nutrient cycles, energy flow, and population dynamics. Secondly, imbalances in various areas of human concern such as agriculture, resource utilization, waste disposal, energy, and population are compared and contrasted with the balances that exist in similar areas of natural ecosystems. Throughout the course, the student will come to recognize that survival of modern man will depend upon bringing the human system into ecological balance. Prerequisite: exemption/ completion of READ-101 with a "C" grade or better and proficiency through 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

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-101. Three hours lecture each week. Three credits. Three billable hours. 📖 GENERAL EDUCATION

FPA-105, 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 the elements of film, from aesthetic, cultural, technological, and economic perspectives. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours. 📖 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-091. Three hours lecture each week. Three credits. Three billable hours. Offered Fall Term only.

FREN-102, Elementary French 2,

is a continuation of FREN-101, Elementary French 1, with emphasis on reading and writing skills and developing cultural awareness. Prerequisite: FREN-101 or one year of high school French. The student must also be exempt from or have completed READ-101. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term only.  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: FREN-102 or two years of high school French. Three hours lecture each week. Three credits. Three billable hours.

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. Three hours lecture each week. Three credits. Three billable hours.


GEOGRAPHY

GEOG-105, Human Geography,


is the study of the humanized Earth. Topics include the geography of population; the global patterns of cultures; and the components of culture such as language, pop and folk culture, ethnicity, religion, technology, industry, resources, and political organization. The physical expression of culture in rural and urban settings is also studied. Prerequisite: exemption/completion of READ-101 with a "C" grade or better. Three hours lecture each week. Three credits. Three billable hours.  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" (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 and READ-101 with "C" grades or better. Credit by exam available. 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-101 with a "C" grade or better. 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.  GENERAL EDUCATION

GEOSCIENCE

GEOG-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 universe. Other topics include 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 READ-101 and MAT-097 with "C" grades or better. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.  GENERAL EDUCATION

GEOSC-105, Introduction to Oceanography,

is designed to introduce students to the physical, chemical, biological, and geological aspects of the oceans and to the methods and techniques of research in this rapidly expanding field. Laboratory exercises will provide experimental experience with research techniques and data collection, analysis, and presentation. Prerequisite: exemption/completion of MAT-097 and READ-101 with “C” grades or better. Three hours lecture, two hours laboratory 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. Emphasis will be on using “place” (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 and READ-101 with “C” grades or better. Credit by exam available. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours. Also offered as GEOG-110; credit will not be given for both. 📖 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 and READ-101 with “C” grades or better. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours. Offered Spring Term only; otherwise offered as a web-based course. 📖 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 of the universe, the limits of our understanding, and the current methods being used to extend our knowledge. The topics covered in the course include: 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 and READ-101 with “C” grades or better. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours. 📖 GENERAL EDUCATION

HEALTH AND EXERCISE SCIENCE

HES-105, Introduction to Exercise Science,

is designed to help the student define professional goals and develop core competencies deemed essential for an allied health science, exercise science, or fitness management career. Upon completing this course, students will have a sound understanding of the basic principles of exercise science and its sub-disciplines, such as exercise physiology, nutrition, epidemiology, clinical exercise physiology, kinesiology, biomechanics, athletic training/sports medicine, psychology, and motor development. Prerequisite: exemption/completion of MAT-091, ENGL-101 or ENGL-103, and PHED-101. Three hours lecture each week. Three credits. Three billable hours.

HES-110, Care and Prevention of Athletic Injuries,

covers prevention of sports injuries, rehabilitation and taping techniques, and proper nutrition. Basic principles in the prevention, recognition, evaluation, taping, and treatment of athletic injuries/illness are presented. Students will also learn the duties of an athletic trainer and the sports medicine team. This course encompasses a variety of classroom activities such as lectures, demonstrations, and laboratory techniques. Prerequisite: HES-105 and BIOL-210, or permission of the instructor. Three hours lecture each week. Three credits. Three billable hours.

HES-215, Exercise Leadership,

is designed to prepare students for the American College of Sports Medicine’s Certified Personal Trainer and/or Health and Fitness Instructors examination. Upon completion of this course, a student will be able to design safe and effective exercise prescriptions and conduct individual exercise programs, fitness testing, and health education for low- to moderate-risk individuals, individuals with controlled diseases, and individuals in special populations (i.e. pregnancy, hypertension, and diabetes mellitus). Prerequisite: BIOL-211 and HES-110, or permission of the instructor. Three hours lecture each week. Three credits. Three billable hours.

HES-220, Evaluating Health and Fitness,

provides information and experience in the administration and interpretation of health risk appraisals, athletic performance assessment, health-related fitness tests, and functional skills. Tests include vitals, body composition analysis, strength, endurance, flexibility assessment, agility, anaerobic power, functional performance, lung function, and cardio-respiratory

endurance testing. This course is designed to run concurrent with HES-215, Exercise Leadership. Prerequisite: HES-110 and BIOL-211, or permission of the instructor. Current first aid and CPR are required for admittance to this course. Three hours lecture each week. Three credits. Three billable hours.

HISTORY

HIST-101, Western Civilization 1,

surveys pre-history and the first civilizations, the Ancient Near East, Egypt, Greece, Rome, the barbarians, Christianity, medieval civilizations, the Renaissance, the Reformation, and the religious and dynastic wars culminating in the Thirty Years War. Prerequisite: exemption/completion of READ-101. Credit by exam available. Three hours lecture each week. Three credits. Three billable hours. 📖 GENERAL EDUCATION

HIST-102, Western Civilization 2,

surveys Stuart England, the Age of Louis XIV, the Enlightenment and the enlightened despots, the Age of Revolutions, Napoleon, nationalism, industrialism, socialism, imperialism, the First World War, the rise of totalitarianism, the Second World War and its aftermath. Prerequisite: exemption/completion of READ-101. Credit by exam available. Three hours lecture each week. Three credits. Three billable hours. 📖 GENERAL EDUCATION

HIST-105, History of the United States to 1876,

is a survey of the major forces in American life from Colonial times through the Reconstruction Period, with emphasis upon the development of American democracy. Prerequisite: exemption/completion of READ-101. 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,

is a survey of the major forces in American life from the Reconstruction Period to modern times. Particular emphasis is placed upon the development of contemporary economic and social institutions. Prerequisite: exemption/completion of READ-101. Credit by exam available. Three hours lecture each week. Three credits. Three billable hours. 📖 GENERAL EDUCATION

HIST-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. One or two credit options with reduced workload are also available. 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-101. READ-101 may be taken concurrently. One to three credits. One to three billable hours (plus additional travel fees).

HIST-201, Adolf Hitler and the Third Reich,

is a survey of German history from 1919 to 1945. Emphasis will be placed 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 "Holocaust." Prerequisite: exemption/completion of READ-091. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term only.

HIST-205, America Since 1940,

will survey the major political, economic, social, and cultural trends from World War II to the present, including Cold War foreign and domestic policies, the struggle for Civil Rights, and the transformation from being a nation of unlimited optimism and government activism to one of lowered expectations and more conservative priorities in an ever-evolving social, cultural, and moral landscape. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

HIST-210, The Era of the American Civil War,

will survey 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, and culminating with the struggles over reconstructing the union. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Offered Spring Term only.

HIST-215, History of Ancient Rome,

offers an in-depth look into the history of Ancient Rome from the founding of the city (in 753 BC) through the fall of the West (in 476 AD). 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, the fabric of Roman society and its institutions, and the events leading to the fall of one of the mightiest, largest, and most durable empires in the history of civilized western peoples. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

HIST-220, The American Civil Rights Movement,

will survey 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 the Jim Crow South, 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-101. Three hours lecture each week. Three credits. Three billable hours.

HIST-225, America in the Global Society,

surveys the development of today's interconnected world community by tracing the political, social, economic, and technological changes that occurred during what became known as "The American Century", when the United States replaced Europe as the dominant power. From 1900 through the present, events, trends, and issues are examined from the viewpoint of both developed and developing societies, with particular emphasis upon the growth of freedom, the belief in progress, and the expectations of neighbors celebrating their own nationalities, cultures, and values in an increasingly complex world. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

HIST-230, Latin American History,

introduces major themes, people, and ideas in Latin American history from 1492 to the present. Reading in text and outside sources serve as the basis for lecture and classroom discussions. Prerequisite: exemption/ completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

HEALTH INFORMATION TECHNOLOGY

HIT-101, Introduction to Health Information Technology,

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 health care providers and insurers. Finally, legal and ethical issues associated with health information will be examined extensively. Three hours lecture each week. Three credits. Three billable hours.

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. Three hours lecture each week. Three credits. Three billable hours. Previously offered as OFFC-150; credit will not be awarded for both courses.

HIT-121, Basic Medical Records 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). Topics include: medical record content and format, basic pathology of disease process, historical development of the ICD classification system, and coding of diagnosis and procedures records from a variety of medical specialties. Prerequisite: exemption/completion of HIT-111 or OFFC-150, or permission of instructor. Three hours lecture each week. Three credits. Three billable hours. Previously offered as OFFC-125; credit will not be awarded for both courses.

HIT-221, Advanced Medical Records Coding,

covers nomenclatures, classification systems, coding for reimbursement, DRG assignments, and CPT coding of diseases and operations. Prerequisite: exemption/ completion of HIT-121 or OFFC-125, or permission of instructor. Three hours lecture each week. Three credits. Three billable hours. Previously offered as OFFC-225; credit will not be awarded for both courses.

HIT-251 Professional Practice in Health Information Technology

enables students to gain practical experience in medical records coding. Students will work under the direction of an expert in the field for 150 hours. The student also meets with the on-campus instructor to place the internship experience in perspective. Three credits. Three billable hours. HIT-251 enrollment requires approval of the division chair.

HEALTH

HLTH-101, The Science and Theory of Health and Wellness,

is a 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 within a wellness lifestyle is stressed. Emphasis on nutrition, weight management, stress management, substance abuse, health frauds, chronic diseases, and human sexuality will hopefully motivate the student to take the initiative and thereby enhance her or his quality of life. Prerequisite: exemption/ completion of READ-101. Three hours lecture each week. Three credits. Three billable hours. 📖 GENERAL EDUCATION

HLTH-120, Introduction to Holistic Health and Complementary Medicine,

introduces the student to the philosophy of “whole-person” health care that recognizes the powerful interplay of the body, mind, and emotions in the creation of health and disease. The historical, cultural, and social perspectives of ancient and modern medical practices will be examined. Students will review the most current scientific research in mind-body medicine - psychoneuroimmunology - as well as the current role of complementary and alternative medicine (CAM) as part of a new integrative/holistic model of health. Prerequisite: exemption/completion of MAT-091, ENGL-101 or ENGL-103, and either HLTH- 101 or PHED-101, or permission of the instructor. Three hours lecture each week. Three credits. Three billable hours.

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-101. Three hours lecture each week. Three credits. Three billable hours.

 GENERAL EDUCATION

HLTH-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-101. HLTH-215 and PSYC-215 have the same course content; therefore, only one may be taken for credit. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term only.

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 develop a personal stress awareness/reduction plan to demonstrate preventive psycho-social techniques, as well as show competency in a variety of relaxation techniques such as progressive muscle relaxation, autogenics, self-hypnosis, biofeedback, imagery, meditation, and others. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

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 credit. One billable hour.

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 credit. One billable hour.

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 credit. One billable hour.

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 credit. One billable hour.

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. One or two credit options with reduced workload are also available. 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-101. READ-101 may be taken concurrently. One to three credits. One to three billable hours (plus additional travel fees).

JOURNALISM

JOUR-101, 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-101 and ENGL-101 or ENGL-103, or concurrent enrollment in ENGL-101 or ENGL-103. Credit by portfolio available. Three hours lecture each week. Three credits. Three billable hours.

LEGAL STUDIES

LGST-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 a theoretical and practical basis for understanding the intricacies of the legal system. Students will be introduced to the major areas of law practice and the legal principles that apply. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

LGST-102, Personal Law,

introduces students to the fundamentals of law and the American legal system. The course is designed for non-business majors seeking to learn how law affects their personal lives. Students will learn about the legal system and basic principles of law, as well as applications of the law relating to home ownership, rental property, marriage, motor vehicles, employment, insurance, and estate planning. This course does not meet the requirements for a business course. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

LGST-105, Introduction to Paralegal Studies,

provides a general perspective of the legal system and role of paralegals within that system. Topics include legal procedure, evidence, investigation, litigation, legal research and writing,

ethics and a brief look at contracts, torts, criminal law, and administrative law. Prerequisite: exemption/ completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

LGST-106, Legal Research and Writing,

is an introduction to the tools used in legal research including statutes, cases, treaties, encyclopedia, and computer search techniques. Students will be asked to research actual case type problems and prepare a written memorandum of law. Prerequisite: exemption/completion of READ-101 and ENGL-101 or ENGL-103. Three hours lecture each week. Three credits. Three billable hours.

LGST-107, Civil Procedure,

provides a basic understanding of civil litigation. Topics include state and federal court systems, pleadings, court documents, discovery, trial parties, judgments, and attacks on judgments. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

LGST-108, Torts and Personal Injury Law,

covers the fundamental legal principles of the law of civil wrongs and their appropriate remedies. Students will study the major areas of tort law, including intentional torts, negligence, and strict liability, and will learn about affirmative defenses and limitation of duties, including assumption of risk, contributory negligence, comparative negligence, immunity, and limited liability of property owners. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

LGST-109, Estates and Trusts,

is an introduction to law of wills, trusts, and gifts. Students will study the paralegal's role in the process of drafting documents, handling administration, and filing tax returns for an estate. Prerequisite: exemption/ completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

LGST-110, Criminal Law,

is a study of substantive criminal law (common and statutory), which is essential for the proper performance of police duties. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours. Also offered as CRIM-110; credit will not be given for both.

LGST-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. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours. Also offered as CRIM-111; credit will not be given for both.

LGST-125 Constitutional Law

focuses on the United States Constitution as a document of fundamental importance to understanding our democratic republic. Students will study leading Supreme Court decisions, including current issues and cases. Prerequisite: exemption/completion of READ-101 or consent of the division chair. Three hours lecture each week. Three credits. Three billable hours. Also offered as CRIM-125; credit will not be given for both.

LGST-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, employment law, and personal property and bailments. Prerequisite: exemption/completion of READ-091; CLEP is available. Four hours lecture each week. Four credits. Four billable hours. Also offered as BUAD-205; credit will not be given for both.

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 begun their English and mathematics sequences by completion of their first 24 credit hours or registration will be blocked until the student meets with an academic adviser to see if exemption from this policy is in order.

MAT-091, Pre-Algebra,

is a non-credit full-term course. Students will master operations with fractions, decimals, ratio and proportion, percents, 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 ASE Reading. Three hours lecture, one hour laboratory each week. No credit. Four billable hours. This course was previously offered as Basic Mathematics.

MAT-097, Introductory Algebra,

is a non-credit full term course. Students will master the solution of equations and inequalities with applications,

operations with polynomials, scientific notation, factoring polynomials, operations with rational expressions, and graphing linear equations. Prerequisite: successful completion of MAT-091 or a satisfactory score on the placement exam, and exemption/completion of ASE Reading. Three hours lecture, one hour laboratory each week. No credit. Four billable hours.

MAT-098, Math Review: Arithmetic and Algebra,

is a review of basic mathematics and algebra. Topics included are operations with Real Numbers, solutions of equations and inequalities, solution of systems of equations, operations with polynomials, factoring, algebraic fractions, radical expressions, and quadratic equations. This is a review of previously-learned concepts and is not intended as initial instruction. Classroom activities include but are not limited to instructor presentations and independent practice using text and computer tutorials. Prerequisite: one year of high school algebra and exemption/completion of ASE Reading. This course is not open to students that have failed a developmental math course at Carroll Community College. One and one-half lecture hours each week. No credit. One and one-half billable hours. Audit only.

MAT-099, Intermediate Algebra,

is a three-credit full term course. Students will master solution of absolute value equations, compound inequalities, systems of equations and inequalities, rational exponents and radical expressions, solution and graphs of quadratic functions, and exponential and logarithmic functions. Prerequisite: successful completion of MAT-097 or a satisfactory score on the placement exam, and exemption/completion of ASE Reading. TI-82/83 graphing calculator required. Three hours lecture, one hour laboratory each week. Three credits. Four billable hours.

MATHEMATICS

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-091 plus two years of high school algebra or exemption/completion with a "C" grade or better in MAT-097. Credit by exam not available. Calculator with arithmetic functions may

be required. 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 with a “C” grade or better in MAT-099. 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,

provides an accurate but basic survey of data analysis. Methods include data collection and packaging and distinguishing between valid and invalid uses of statistics, as well as elementary methods for decision making. Topics include measures of central tendency and dispersion, probability and the binomial and normal distributions, estimate of parameters (means and proportions), test of hypothesis, two-variable linear correlation, linear regression, and analysis of variance. Students in the areas of education, business, and the arts and sciences will find that this course enhances and clarifies large portions of literature in their specializations. Prerequisite: exemption/completion of READ-101 with a “C” grade or better, plus two years of high school algebra and a satisfactory placement exam score or MAT-099 with a “C” grade or better. Credit by exam available. Graphing calculator required. See Mathematics Department web site for details. Four hours lecture each week. Four credits. Four billable hours. 📖 GENERAL EDUCATION

MATH-120, 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 linear equations, matrices, linear programming, difference equations, exponential and logarithmic functions. Prerequisite: exemption/completion of READ-101 with a “C” grade or better plus two years of high school algebra and a satisfactory score on the placement test or MAT-099 with a “C” grade or better. Credit by exam available. Graphing calculator required. See Mathematics Department web site for details. Three hours lecture each week. Three credits. Three billable hours. 📖 GENERAL EDUCATION

MATH-125, Great Ideas in the Physical Sciences - Honors,

is an honors seminar on the social, anthropological, and historical origins of significant ideas in the mathematical and physical sciences. Ideas to be explored are the philosophical implications of zero and of infinity, the conflict of Aristotelian and modern concepts of science, the origins of calculus, the Heisenberg Uncertainty Principle, and current areas of research in mathematics and physics. The course will be taught in seminar form, emphasizing student reports and presentation. While the seminar will be reading and writing intensive, no significant prior background in either mathematics or science is needed. Prerequisite: ENGL-101 or ENGL-103 with a “C” grade or better, or may be taken concurrently. Also offered as PHIL-125 and PHSC-125; credit only given once. Three hours lecture each week. Three credits. Three billable hours.

MATH-128, College Algebra,

provides the foundation needed to be successful in Chemistry, Physics, Trigonometry, and the Calculus sequence and is intended for future mathematics/science majors. Topics include the real number system; algebraic expressions; equations and inequalities in one variable; systems of linear equations and inequalities; relations and functions; analysis of polynomial, power, rational, exponential, and logarithmic functions and their graphs. 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 1, will need to complete both MATH-128 and MATH-129 in a year long sequence or the rigorous one semester MATH-130 course. Prerequisites: exemption/completion of READ-101 with a “C” grade or better and a satisfactory score on the placement exam, or a “C” grade or better in MAT-099 or a “C” grade or better in a college equivalent. Credit by exam available. Graphing calculator required. See Mathematics Department web site for details. Four hours lecture each week. Four credits. Four billable hours. 📖 GENERAL EDUCATION

MATH-129, 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 the right triangle trigonometry, trigonometric functions, graphs, identities, trigonometric equations, inverse trigonometric functions, Laws of Sines and Cosines, 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 1, will need

to complete both MATH-128 and MATH-129 in a year long sequence or the rigorous one semester MATH-130 course. Prerequisites: exemption/ completion of READ-101 with a “C” grade or better and a satisfactory score on the placement exam, or a “C” grade or better in MATH-128, or a “C” grade or better in a college equivalent, or permission of the Mathematics Department. Credit by exam available. Graphing calculator required. See Mathematics Department web site for details. Three hours lecture each week. Three credits. Three billable hours. Credit cannot be earned in both MATH-129 and MATH-130. 📖 GENERAL EDUCATION

MATH-130, Precalculus,

is an intensive one semester course covering the same material in MATH-128 and MATH- 129 and is intended for future mathematics/science majors. Topics include the real number system; algebraic expressions; equations and inequalities in one variable; systems of linear equations and inequalities; relations and functions; analysis of polynomial, power, rational, exponential, logarithmic, trigonometric, inverse trigonometric, parametric, and polar functions and their graphs; right triangle trigonometry, trigonometric identities, Laws of Sines and Cosines, 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 1, will need to complete MATH-130, Precalculus, or both MATH-128 and MATH-129 in a year long sequence.

Prerequisites: exemption/completion of READ-101 plus two years of high school algebra, one year of plane geometry, and a satisfactory score on the placement exam, or a “B” grade or better in MAT- 099, or a “B” grade or better in a college equivalent, or permission of the Mathematics Department. Credit by exam available. Graphing calculator required. See Mathematics Department web site for details. Five hours lecture each week. Five credits. Five billable hours. Credit cannot be earned in both MATH-128/129 and MATH- 130. 📖 GENERAL EDUCATION

MATH-135, 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, trigonometric, exponential, and logarithmic 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-101 and a “C”

grade or better in MATH-129 or MATH-130, or two years of high school algebra, one year of geometry, and trigonometry, and a satisfactory score on the placement exam. Credit by exam available. Graphing calculator required. See Mathematics Department web site for details. 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 to conic sections and derivatives and integrals in 3-D is given. Graphing calculator required. See Mathematics Department web site for details. 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. Prerequisite: MATH-136 with a “C” grade or better. Graphing calculator required. See Mathematics Department web site for details. Five hours lecture each week. Four credits. Four billable hours. Offered every Fall Term. 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. Prerequisite: MATH-136 or MATH-205 with “C” grades or better, or consent of instructor. Graphing calculator required. See Mathematics Department web site for details. Five hours lecture each week. Four credits. Four billable hours. Offered Spring Term every odd year.

MATH-215, Differential Equations,

includes exact solutions of common types of first-order ordinary differential equations, exact solution 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, Sturm-Liouville analysis, special functions, nonlinear systems, and Fourier Series Methods. Prerequisites: “C” grade or better in MATH-136 or a “C” grade or better in a college equivalent. Graphing calculator and/or software required. See Mathematics Department web site for details. Five hours lecture each week. Four credits. Four billable hours. Offered Spring Term every even year.

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-101. Three hours lecture each week. Three credits. Three billable hours.

MGMT-210, Human Resource Management,

covers a variety of issues relating to the relationship between the management of an organization and its employees. Specific emphasis is placed on employment law, job analysis, employee recruitment, selection, training, performance appraisal, compensation systems, employee and labor relations, career planning, and safety and health in the workplace. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

MGMT-215, Financial Management,

is a comprehensive presentation of financial principles and techniques needed for analyzing business finance cases and for understanding investments. Topics include present value, business risk, cost of capital, capital budgeting, lease/purchase, statement analysis, working capital, and economic order quantity. Prerequisite: ACCT-101 plus READ-101. Three hours lecture each week. Three credits. Three billable hours.

MANAGEMENT INFORMATION SYSTEMS

MIS-101, Information Technology for Business,

requires students to focus upon the application of information technology as a tool for the business professional. Students will gain hands-on experience in the utilization of word processing, spreadsheet, database, internet, and presentation software in the creation of key business documents. The course will also introduce computer terminology, as well as other information necessary to effectively evaluate a computer purchase or upgrade. This course is not designed for students entering the CIS program. Prerequisite: exemption/completion of ASE Reading. Three hours lecture each week. Three credits. Three billable hours.

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-101 and MAT-097. SPCH-101 recommended. Three hours lecture each week. Three credits. Three billable hours.

MUSIC

MUSC-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 from elements of its language to masterpieces of western music. World music and popular music are also included. Prerequisite= exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.  GENERAL EDUCATION

MUSC-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-091. Three hours lecture each week. Three credits. Three billable hours.

MUSC-106, Musicianship 1,

is a course in the skills of reading and hearing music, employing Dalcroze techniques for the development of musicianship. 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 Theory 1 and Class Piano 1. Prerequisite: exemption/completion of READ-091. Three hours laboratory each week. One credit. One billable hour.

MUSC-107, Musicianship 2,

is a course in the skills of reading and hearing music, employing Dalcroze techniques for the development of musicianship. 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 Theory 2 and Class Piano 2. Prerequisite: MUSC-106, Musicianship 1. Three hours laboratory each week. One credit. One billable hour.

MUSC-110, Theory of Music 1,

encompasses a study of Eighteenth Century harmonic practices and techniques. Appropriate exercises in sight-singing and ear-training are integrated throughout the course.

Some keyboard drill is included. Prerequisite: MUSC-105 or departmental approval. Offered Fall Term only. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

MUSC-111, Chamber Choir Ensemble 1

MUSC-112, Chamber Choir Ensemble 2

MUSC-113, Guitar Ensemble 1

MUSC-114, Guitar Ensemble 2

MUSC-115, Theory of Music 2,

encompasses a study of Eighteenth Century harmonic practices and techniques. Appropriate exercises in sight-singing and ear-training are integrated throughout the course. Some keyboard drill is included. Prerequisite: MUSC-110 or departmental approval. Offered Spring Term only. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

MUSC-116, Class Piano 1,

is a study of the basic keyboard skills involved in reading, transposing, improvising, and performing music on the piano. Topics include notation, basic chord progressions, melody harmonization, and scales. Students already possessing the ability to read music from the keyboard should not sign up for this class. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in Music Theory 1 and Musicianship 1. Prerequisite: exemption/completion of READ-091. Three hours laboratory each week. One credit. One billable hour.

MUSC-117, Class Piano 2,

is a study of the basic keyboard skills involved in reading, transposing, improvising, and performing music on the piano. Topics include notation, basic chord progressions, melody harmonization, and scales. Students already possessing the ability to read music from the keyboard should not sign up for this class. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in Music Theory 2 and Musicianship 2. Prerequisite: MUSC-116, Class Piano 1. Three hours laboratory each week. One credit. One billable hour.

MUSC-118, Percussion Ensemble 1

MUSC-119, Percussion Ensemble 2

MUSC-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.

MUSC-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: exemption/completion of ASE Reading. Three hours laboratory each week. One credit. One billable hour.

MUSC-122, Orchestra Ensemble 1

MUSC-123, Orchestra Ensemble 2

MUSC-125, Voice 1

MUSC-126, Voice 2

MUSC-130, Piano 1

MUSC-131, Piano 2

MUSC-132, Pipe Organ 1

MUSC-133, Pipe Organ 2

MUSC-135, Guitar 1

MUSC-136, Guitar 2

MUSC-138, 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 to all students by audition. Prerequisite: exemption/completion of ASE Reading. Three hours laboratory each week. One credit. One billable hour.

MUSC-139, Jazz Ensemble 2

MUSC-146, Harp 1

MUSC-147, Harp 2

MUSC-150, Woodwinds 1

MUSC-151, Woodwinds 2

MUSC-160, Brass 1

MUSC-161, Brass 2

MUSC-165, Percussion 1

MUSC-166, Percussion 2**MUSC-201, History of Jazz,**

surveys the influences, origins, and styles of this unique art form, identifying regional stylistic developments, performing personalities, and ensembles. Students study the political and sociological impact of this musical style on specific ethnic groups as well as the part it played in certain world events. Prerequisite: READ-101. Three hours lecture each week. Three credits. Three billable hours.

MUSC-206, Musicianship 3,

is a course in the skills of reading and hearing music, employing Dalcroze techniques for the development of musicianship. 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 Theory 3 and Class Piano 3. Prerequisite: MUSC-107, Musicianship 2. Three hours laboratory each week. One credit. One billable hour.

MUSC-207, Musicianship 4,

is a course in the skills of reading and hearing music, employing Dalcroze techniques for the development of musicianship. 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 Theory 4 and Class Piano 4. Prerequisite: MUSC-206, Musicianship 3. Three hours laboratory each week. One credit. One billable hour.

MUSC-210, Theory of Music 3,

encompasses a study of Eighteenth Century harmonic practices and techniques. Appropriate exercises in sight-singing and ear-training are integrated throughout the course. Some keyboard drill is included. Prerequisite: MUSC-115 or departmental approval. Offered Fall Term only. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

MUSC-211, Chamber Choir Ensemble 3**MUSC-212, Chamber Choir Ensemble 4****MUSC-213, Guitar Ensemble 3****MUSC-214, Guitar Ensemble 4****MUSC-215, Theory of Music 4,**

encompasses a study of Eighteenth Century harmonic practices and techniques. Appropriate exercises in sight-singing and ear-training are integrated throughout the course.

Some keyboard drill is included. Prerequisite: MUSC-210 or departmental approval. Offered Fall Term only. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

MUSC-216, Class Piano 3,

is a study of the basic keyboard skills involved in reading, transposing, improvising, and performing music on the piano. Topics include notation, basic chord progressions, melody harmonization, and scales. Students already possessing the ability to read music from the keyboard should not sign up for this class. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in Music Theory 3 and Musicianship 3. Prerequisite: MUSC-117, Class Piano 2. Three hours laboratory each week. One credit. One billable hour.

MUSC-217, Class Piano 4,

is a study of the basic keyboard skills involved in reading, transposing, improvising, and performing music on the piano. Topics include notation, basic chord progressions, melody harmonization, and scales. Students already possessing the ability to read music from the keyboard should not sign up for this class. It is recommended that students planning to transfer to a music program at a four-year college/university concurrently enroll in Music Theory 4 and Musicianship 4. Prerequisite: MUSC-216. Three hours laboratory each week. One credit. One billable hour.

MUSC-218, Percussion Ensemble 3**MUSC-219, Percussion Ensemble 4****MUSC-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 semester. Prerequisite: exemption/completion of ASE Reading. Three hours laboratory each week. One credit. One billable hour.

MUSC-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 semester. Prerequisite: exemption/completion of ASE Reading. Three hours laboratory each week. One credit. One billable hour.

MUSC-222, Orchestra Ensemble 3**MUSC-223, Orchestra Ensemble 4**

MUSC-225, Voice 3
MUSC-226, Voice 4
MUSC-230, Piano 3
MUSC-231, Piano 4
MUSC-232, Pipe Organ 3
MUSC-233, Pipe Organ 4
MUSC-235, Guitar 3
MUSC-236, Guitar 4
MUSC-238, Jazz Ensemble 3
MUSC-239, Jazz Ensemble 4
MUSC-240, Advanced Music-Applied 1
MUSC-241, Advanced Music-Applied 2
MUSC-242, Advanced Music-Applied 3
MUSC-243, Advanced Music-Applied 4
MUSC-244, Advanced Music-Applied 5
MUSC-245, Advanced Music-Applied 6
MUSC-246, Harp 3
MUSC-247 Harp 4
MUSC-250, Woodwinds 3
MUSC-251, Woodwinds 4
MUSC-260, Brass 3
MUSC-261, Brass 4
MUSC-265, Percussion 3
MUSC-266, Percussion 4

NURSING

NURS-091, Dosage Calculations,

serves as a basis for developing proficiency and accuracy in dosage calculations. Topics include computations for oral, parenteral, and intravenous routes of administration for adults and children using the metric and household systems of measurement. An introduction to basic pharmacological principles is included. Prerequisite: Admission to the Nursing Program. Fifteen hours of lecture per term. No credit. One billable hour. Offered Summer Term only. This course is optional and intended for students needing instruction prior to taking the nursing dosage calculation proficiency exam.

NURS-101, Introduction to Clinical Nursing,

introduces concepts of professional nursing. The Neuman Systems Model is the framework for the study of client care in lecture, in the campus laboratories, and in sub-acute and long-term care facilities. Prerequisite: Admission to the Nursing Program. Forty-five hours lecture, forty-two hours laboratory, and seventy-two hours of clinical experience each term. Six credits. Six billable hours. Offered Fall Term only. Additional \$75 fee required.

NURS-200, Transition into Associate Degree Nursing,

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 Fundamentals, Reproductive Health, and Medical-Surgical nursing. The Neuman Systems Model is the framework for the study of client care in lecture, in the campus laboratories, and in the clinical experiences. Prerequisites: Admission to the Associate Degree Nursing Program and a current unencumbered Maryland Practical Nursing License. Sixty hours of theory and seventy-two hours of clinical experience each semester. Six credits. Six billable hours. Offered Summer Term only.

NURS-210, Reproductive Health Nursing,

introduces the study of childbirth and alterations in female reproductive health in the family client system. Normal conditions and complications of childbirth and female reproduction are addressed. The Neuman Systems Model is the framework for the study of family client systems in lecture, in the campus laboratories, and in acute and community settings. Prerequisites: NURS-101 and NURS-211. Thirty hours of lecture, five hours of laboratory, and forty hours of clinical experience each term. Three credits. Three billable hours. Offered Spring Term only. Additional \$50 fee required.

NURS-211, Medical-Surgical Nursing 1,

introduces the study of adult client systems with acute and chronic alterations in wellness. The Neuman Systems Model is the framework for the study of client care in lecture, in the campus laboratories, and in acute and rehabilitative facilities. Prerequisite: NURS-101. Sixty-three and one-half hours lecture, six hours laboratory, and one-hundred fifteen hours of clinical experience each term. Seven credits. Seven billable hours. Offered Spring Term only. Additional \$75 fee required.

NURS-212, Medical-Surgical Nursing 2,

continues the study of adult client systems with acute and chronic alterations in wellness. The Neuman Systems Model is the framework for the study of client systems in lecture, in the campus laboratories, and in acute and perioperative settings. Prerequisites: NURS-210 and a passing score on the nursing dosage calculations proficiency exam. Corequisite: NURS-215. Thirty-five hours of lecture, ten hours of laboratory,

and seventy-two hours of clinical experience each term. Four credits. Four billable hours. Offered Fall Term only. Additional \$50 fee required.

NURS-213, Medical-Surgical Nursing 3,

introduces the study of adult client systems with complex multi-system alterations in wellness. The Neuman Systems Model is the framework for the study of client systems in lecture, in the campus laboratories, and in critical care, acute care, and various community health settings. Prerequisites: NURS-212, NURS- 215, and a passing score on the nursing dosage calculations proficiency exam. Corequisites: NURS-214 and NURS-216. Thirty-one hours of lecture, four and one-half hours of laboratory, and ninety hours of clinical experience each term. Four credits. Four billable hours. Offered Spring Term only. Additional \$50 fee required.

NURS-214, Psychiatric/Mental Health Nursing,

introduces the study of adult, child, and adolescent client systems experiencing acute and chronic alterations in mental health. The Neuman Systems Model is the framework for the study of client systems in lecture, in the campus laboratories, and in acute and community settings. Prerequisites: NURS-212, NURS-215, and a passing score on the nursing dosage calculations proficiency exam. Corequisites: NURS-213 and NURS-216. Thirty-five and one-half hours of lecture, five hours of laboratory, and sixty-nine hours of clinical experience each term. Four credits. Four billable hours. Offered Spring Term only. Additional \$50 fee required.

NURS-215, Nursing Care of Children,

introduces the study of the pediatric client system experiencing acute alterations in wellness. The Neuman Systems Model is the framework for the study of client systems in lecture, in the campus laboratories, and in acute care settings. Prerequisites: NURS-210 and a passing score on the nursing dosage calculations proficiency exam. Corequisite: NURS-212. Thirty hours of lecture and forty-five hours of clinical experience each term. Three credits. Three billable hours. Offered Fall Term only. Additional \$50 fee required.

NURS-216, Preparation for Practice,

introduces current trends in nursing practice and leadership, and facilitates the graduate's entry into nursing practice at the generalist level. The Neuman Systems Model is the framework for the study of nursing issues and leadership in the classroom and the management practicum. Prerequisites: NURS-212, NURS-215, and a passing score on the nursing dosage calculations proficiency exam. Corequisites: NURS-213 and NURS-214. Fifteen hours of lecture and fifteen hours of clinical experience each term. Two credits. Two billable hours. Offered Spring Term only.

NURS-222, Nursing Through the Developmental Stages,

prepares practical nursing students to provide care for adult and pediatric client systems with commonly recurring physiological, psychological, and developmental health problems. The Neuman Systems Model is used as the framework for this course. Supervised clinical experiences on medical-surgical and pediatric units in the hospital as well as observation in community- based centers are provided. This course is designed for students intending to take the practical nursing licensure exam and is not required for students intending to move directly to the RN level. Prerequisites: NURS-210, NURS-211, and a passing score on the nursing dosage calculations proficiency exam. Corequisite: NURS-223. Seventy-five hours of lecture and sixty-eight and one-half hours of clinical experience each term. Six credits. Six billable hours. Offered Summer Term only. Additional \$75 fee required.

NURS-223, Issues in Practical Nursing,

focuses on the effective transition from student to licensed practical nurse. Emphasis is on the responsibilities associated with licensure, ethical and legal issues, employment strategies, continuing professional growth, and leadership and management principles. Prerequisites: NURS-210 and NURS-211. Corequisite: NURS-222. This course is designed for students intending to take the practical nursing licensure exam and is not required for students intending to move directly to the RN level. Fifteen hours of lecture each term. One credit. One billable hour. Offered Summer Term only.

OFFICE TECHNOLOGY

OFFC-101, Keyboarding 1 for Computer Usage,

is a self-paced course which develops touch typing skills used to operate a computer keyboard. Credit by examination is available. Two hours laboratory each week. One credit. Two billable hours.

OFFC-102, Keyboarding 2 for Computer Usage,

is a self-paced course which focuses on proper formatting techniques in the preparation of letters, tables, memos, and reports while continuing to develop keyboarding speed and accuracy. This course is offered on a microcomputer. Prerequisite: OFFC-101 or its equivalent. Credit by examination is available. Six hours laboratory each week. Three credits. Three billable hours.

OFFC-105, Introduction to Word,

is a self-paced course which develops students' ability to create and enhance text-based documents while using the Microsoft Word software package. Four hours laboratory each week. Two credits. Two billable hours.

OFFC-135, Introduction to Excel,

is a self-paced course which develops students' ability to create and enhance electronic worksheets and charts while using the Microsoft Excel software package. Six hours laboratory each week. Three credits. Three billable hours.

OFFC-160, PowerPoint,

is a self-paced course which develops students' ability to create and enhance, as well as perform, advanced operations on electronic presentations while using the Microsoft PowerPoint software package. Six hours laboratory each week. Three credits. Three billable hours.

OFFC-165, Introduction to Access,

is a self-paced course which develops students' ability to create and enhance electronic databases while using the Microsoft Access software package. Six hours laboratory each week. Three credits. Three billable hours.

OFFC-201, Advanced Keyboarding,

teaches students how to prepare complex business documents. This self-paced course uses an in-basket environment to teach students how to make practical decisions about managing workflow. Prerequisite: exemption/completion of READ-091 plus OFFC-102, or consent of instructor. Six hours laboratory each week. Three credits. Three billable hours.

OFFC-205, Advanced Word,

is a self-paced course which develops students' ability to perform advanced operations on text-based documents while using the Microsoft Word software package. Prerequisite: exemption/completion of READ-091 plus OFFC-105, or consent of the instructor. Students should be able to type 45 wpm accurately. Six hours laboratory each week. Three credits. Three billable hours.

OFFC-220, Machine Transcription,

teaches students proper transcription techniques required to produce first-time mailable documents from recorded media. This self-paced course also stresses grammar, punctuation, and spelling. Prerequisite: exemption/completion of READ-091 plus OFFC-102. Six hours laboratory each week. Three credits. Three billable hours.

OFFC-230, Legal Typing and Transcription,

enables the student to master specialized legal vocabulary and document preparation using transcription equipment. Prerequisite: exemption/completion of READ-091 plus OFFC-220, or consent of instructor. Six hours laboratory each week. This is a self-paced course. Three credits. Three billable hours.

OFFC-235, Advanced Excel,

is a self-paced course which develops students' ability to perform advanced operations on electronic worksheets and charts while using the Microsoft Excel software package. Prerequisite: OFFC-135, or permission of the program advisor. Six hours laboratory each week. Three credits. Three billable hours.

OFFC-240, Medical Transcription,

is a self-paced course emphasizing the rules for typing medical forms and reports as well as medical terminology. It also familiarizes the student with medical office routines. Prerequisite: exemption/completion of READ-091, HIT-111 or OFFC-150, and OFFC-220, or consent of instructor. Six hours laboratory each week. Three credits. Three billable hours.

OFFC-265, Advanced Access,

is a self-paced course which develops students' ability to perform advanced operations on electronic databases while using the Microsoft Access software package. Prerequisite: OFFC-165, or permission of the program advisor. Six hours laboratory each week. Three credits. Three billable hours.

PHYSICAL EDUCATION**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-101. Credit by exam available. Three hours lecture each week. Three credits. Three billable hours. Additional \$50 fee. 📖 GENERAL EDUCATION

PHED-103, Aerobic Fitness**PHED-104, Step Aerobics****PHED-105, Dance Aerobics 1****PHED-107, Yoga****PHED-108, Personal Fitness****PHED-109, Strength Training****PHED-110, Martial Arts 1****PHED-111, Meditative Tai Chi****PHED-112, Tennis 1**

PHED-113, Tennis 2

PHED-114, Golf

PHED-115, Modern Dance

PHED-116, Beginning Bicycling

PHED-117, Conditioning Toning

PHED-118, Cardio Kickboxing

PHED-119, Camping

PHED-120, Volleyball

PHED-125, Soccer

PHILOSOPHY

PHIL-101, Introduction to Philosophy,

is a survey course which emphasizes the use of critical analysis to examine philosophical issues. Among these issues are the meaning of human existence, the matter of justifying ethical choices, the nature, sources, and limits of human knowledge, the question of whether God exists and how one justifies an answer to this question, and different theories about the nature of reality. The course actively encourages the student to recognize the relevance of philosophy to everyday situations, and to use critical analysis to attempt to understand and integrate human experiences. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours. 📖 GENERAL EDUCATION

PHIL-105, Ethics,

is that branch of philosophy that attempts to discover by rational methods the truth about right and wrong, good and bad, moral and immoral. This course critically examines existing systems of values and their applications to life situations. The realms of personal, social, and political ethics will all be given ample consideration. Also, consideration will be given to the views of some of the great masters of moral philosophy. The goal of this course is to help people improve their ability to understand what is involved in making intelligent ethical choices. Prerequisite: exemption/completion of READ-091. Three hours lecture each week. Three credits. Three billable hours.

PHIL-110, Practical Logic,

is intended to help students be more effective and logical when they deal with everyday arguments and issues. This course attempts to improve students' quality of thinking by increasing their precision in the use of language, by strengthening their skills of analysis, by improving their ability to detect fallacies in

reasoning, by enhancing their understanding of the underlying structures of various types of reasoning, and by increasing their awareness of the role that subjective factors play in all practical reasoning. Prerequisite: exemption/completion of READ-091. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term only.

PHIL-115, Introduction to World Religions,

develops a rational approach to the nature and purpose of religion, and the forms through which religion has been expressed historically. This is a course which inquires into the broad area of religion, employing the philosophical methods of analysis and comparison, in order to understand religion as it is connected with issues of metaphysics, philosophy of man, ethics, and cosmology. This course surveys religion from the primitive phases to the highly developed stages, stressing common characteristics and unique differences. Among the questions raised are the nature of religion, the existence of a supreme personal deity, religious experience, faith, revelation, religious symbolism, immortality, and the place of religion in human culture. These themes are applied in a comparative survey of the doctrines and practices of representative religions such as Confucianism, Hinduism, Buddhism, Taoism, Shintoism, Islam, Judaism, and Christianity. Prerequisite: exemption/completion of READ-091. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term only.

PHIL-125, Great Ideas in the Physical Sciences - Honors,

is an honors seminar on the social, anthropological, and historical origins of significant ideas in the mathematical and physical sciences. Ideas to be explored are the philosophical implications of zero and of infinity, the conflict of Aristotelian and modern concepts of science, the origins of calculus, the Heisenberg Uncertainty Principle, and current areas of research in mathematics and physics. The course will be taught in seminar form, emphasizing student reports and presentation. While the seminar will be reading and writing intensive, no significant prior background in either mathematics or science is needed. Prerequisite: ENGL-101 or ENGL-103, or may be taken concurrently. Also offered as MATH-125 and PHSC-125; credit only given once. Three hours lecture each week. Three credits. Three billable hours.

PHIL-145, States of Consciousness - Honors,

examines consciousness from an interdisciplinary perspective, covering the biological, psychological, social, spiritual, and philosophical perspectives of consciousness. Students will explore hypnosis, meditation, and other phenomena related to the experience of consciousness. As with any honors seminar, the course will focus on student participation culminating in substantial oral and written presentations of original work based on research. Also offered as PSYC-145; credit will not be

given for both. Prerequisite: ENGL-101 or ENGL-103. Three hours lecture each week. Three credits. Three billable hours.

PHIL-201, Business Ethics,

challenges the student to systematically reflect upon the existence and basic meaning of those qualities and ideals which define the ethical person in the context of modern business practice. This analytic process will enable the student to articulate and defend a reasoned, personal system of ethical valuation while examining topics that will be of interest to the business-directed student. Among those topics are the following: women and minorities in the workplace, personal policies and procedures, drug testing, day care and maternity leave, sex and marketing, employee rights, unions, sexual harassment, professional responsibilities vs. personal ideals and values, and conflicts of interests. Prerequisite: exemption/ completion of READ-101 and one of the following: ACCT-102, BUAD-101, BUAD-205. Also offered as BUAD-201; credit will not be given for both. Three hours lecture each week. Three credits. Three billable hours.

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.

PHYSICAL SCIENCE

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 level. It is a conceptual course encompassing fundamental principles of physics and chemistry. Emphasis is placed on the scientific method, the history of ideas and 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-101 and MAT-099 (which may be taken concurrently) with "C" grades or better. Three hours lecture, three hours laboratory each week. Four credits. Four billable hours. 📖 GENERAL EDUCATION

PHSC-125, Great Ideas in the Physical Sciences – Honors,

is an honors seminar on the social, anthropological, and historical origins of significant ideas in the mathematical and physical sciences. Ideas to be explored are the philosophical implications of zero and of infinity, the conflict of Aristotelian and modern concepts of science, the origins of calculus, the Heisenberg Uncertainty Principle, and current areas of research in mathematics and physics. The course will be taught in seminar form, emphasizing student reports and presentation. While the seminar will be reading and writing intensive, no significant prior background in either mathematics or science is needed. Prerequisite: exemption/completion of ENGL-101 or ENGL-101R, or may be taken concurrently. Also offered as MATH-125 and PHIL-125; credit will only be given once. Three hours lecture each week. Three credits. Three billable hours.

PHYSICS

PHYS-101, Fundamentals of Physics 1,

is a first-term course in the basic principles of physics for students who are not expecting 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: Newtonian mechanics, kinematics, dynamics, momentum, energy, and heat energy. The course demands a mathematical knowledge of algebra and trigonometry. Prerequisite: exemption/completion with a "C" grade or better in READ-101 and MATH-128. Credit by exam available. Three hours lecture, three hours laboratory each week. Four credits. Four billable hours. Offered Fall Term only. 📖 GENERAL EDUCATION


PHYS-102, Fundamentals of Physics 2,

continues with basic principles of physics for students who are not expecting to major in either engineering or the physical sciences. It deals with the phenomena, concepts, and theories of classical and modern physics, including the following topics: electricity, magnetism, optics, and selected topics from atomic physics. Prerequisite: exemption/completion of READ-101 plus PHYS-101 with "C" grades or better. Credit by exam available. The course demands a mathematical knowledge of

algebra and trigonometry. Three hours lecture, three hours laboratory each week. Four credits. Four billable hours. Offered Spring Term only.


POLITICAL SCIENCE

POLS-101, American Government,

compares 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. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.  GENERAL EDUCATION

PSYCHOLOGY

PSYC-101, General Psychology,

introduces the principles and methods of psychology and examines the dynamic factors which influence behavior, including biological determinants, personality, intelligence, perceptual processes, and learning. Adjustment and interpersonal relationships are covered. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.  GENERAL EDUCATION

PSYC-145, States of Consciousness - Honors,

examines consciousness from an interdisciplinary perspective, covering the biological, psycho- logical, social, spiritual, and philosophical perspectives of consciousness. Students will explore hypnosis, meditation, and other phenomena related to the experience of consciousness. As with any honors seminar, the course will focus on student participation culminating in substantial oral and written presentations of original work based on research. Also offered as PHIL-145; credit will not be given for both. Prerequisite: ENGL-101 or ENGL-103. Three hours lecture each week. Three credits. Three billable hours.

PSYC-195, Death and Dying - Honors,

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-101. 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-210, 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.

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-101. 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-225, Psychology in Practice Seminar,

is designed to allow students to research and explore the wide range of careers and applications available in psychology, including psychologists' contributions to the fields of education, law, mental and physical health, business, environment, sports, and animal training. Seminar format. Prerequisite: PSYC-101. Three hours lecture each week. Three credits. Three billable hours. Offered Spring Term, odd years.

PHYSICAL THERAPIST ASSISTANT

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-091, admission to the program, and permission of the Program Director. Three hours lecture each week. Three credits. Three billable hours.

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: exemption/completion of READ-091, admission to the program, and permission of the Program Director. Two hours lecture, eight hours laboratory each week. Six credits. Six billable hours. Additional \$75 fee required.

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-091, admission to the program, and permission of the Program Director. Three hours lecture each week. Three credits. Three billable hours.

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-091, admission to the program, and permission of the Program Director. Two hours lecture, eight hours laboratory each week. Six credits. Six billable hours. Additional \$75 fee required.

PTA-213, Treating Special Populations,

examines the development of the child from conception to adolescence and the treatment of the child with developmental disabilities. This course also 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 electrical stimulation treatment techniques as well as intermediate and advanced therapeutic exercise techniques will take place. Prerequisite: exemption/completion of READ-091, admission to the program, and permission of the Program Director. Two hours lecture, eight hours laboratory each week. Six credits. Six billable hours. Additional \$75 fee required.

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-091, admission to the program, and permission of the Program Director. Three hours lecture each week. Three credits. Three billable hours.

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-091, admission to the program, and permission of the Program Director. Three hours lecture each week. Three credits. Three billable hours.

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-091, admission to the program, and permission of the Program Director. Part-time clinic placement. Four credits. Four billable hours. Additional \$50 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-091, admission to the program, and permission of the Program Director. Full-time clinic placement. Four credits. Four billable hours. Additional \$50 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-091, admission to the program, and permission of the Program Director. Full-time clinic placement. Four credits. Four billable hours. Additional \$50 fee required.

READING

READ-091, Basic Reading,

provides training in fundamental reading techniques, vocabulary knowledge, word analysis, dictionary skills, and reading comprehension. Course completion is dependent upon fulfillment of course objectives and meeting the minimum reading competency as established by the Developmental Education Department. READ-091 is required for those students not meeting minimum reading competency on initial assessment/placement. Corequisite: Students enrolled in READ-091 must also enroll in lab. Three hours lecture, one hour laboratory each week. No credit. Four billable hours.

READ-101, Reading in the Content Areas,

is a course designed to introduce the student to college-level reading. Course topics include vocabulary and increasing comprehension skills, critical reading, study reading (outlining, note-taking), and applications to textbook reading in a variety of content areas. Course completion is dependent upon fulfillment of the course objectives and meeting the minimum reading competency as established by the Developmental Education Department. READ-101 is required for those students not meeting minimum reading competency on initial assessment/ placement. Prerequisite: READ-091 or demonstration of reading skills required for entry into the course. Three hours lecture, one hour laboratory each week. Three credits. Four billable hours.

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 influence 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-101. Three hours lecture each week. Three credits. Three billable hours. 📖 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 disorganization, changing gender roles, alternate lifestyles, and family variations by social class, ethnic group, and race. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

SOC-110, Social Problems,

examines various causes of societal concern in the United States. Problems considered generally include economic inequality, concentration of power, racism, sexism, militarism and war, environmental abuse, crime, unequal educational opportunities, and drug abuse. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

SOC-115, Sociology of Sport,

examines the social and cultural processes crucial to understanding sport in American society. Emphasis will be on the relationship between sport and other major social institutions, sport as a microcosm of society, the place of women and blacks in sport, and contemporary controversy in sport. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

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 in grammar. Prerequisite: exemption/completion of READ-091. Three hours lecture each week. Three credits. Three billable hours.

SPAN-102, Elementary Spanish 2,

is a continuation of SPAN-101, with emphasis on reading and writing skills and developing cultural awareness. Prerequisite: exemption/completion of READ-101 plus SPAN-101 or one year of high school Spanish. Three hours lecture each week. Three credits. Three billable hours. 📖 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 or two years of high school Spanish. Three hours lecture each week. Three credits. Three billable hours. Offered Fall Term only.

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 hours lecture each week. Three credits. Three billable hours.

SPAN-205, Advanced Spanish Conversation,

emphasizes fluency in speaking and writing in Spanish. Readings in texts and assigned outside sources serve as a basis for classroom discussion in Spanish, as well as for advanced composition. Includes readings in Spanish and/or Latin-American literature. Prerequisite: SPAN-202 or four years of high school Spanish or the equivalent. Three hours lecture each week. Three credits. Three billable hours.

SPEECH

SPCH-101, Fundamentals of Public Speaking,

gives practice in the principles of selecting, analyzing, evaluating, organizing, and communicating information and points of view through the delivery of various types of speeches for various occasions. Practice in speech assessment, both oral and written, will be emphasized in speech situations. Prerequisite: exemption/ completion of READ-101 plus assessment for placement in ENGL-101 or better. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

SPCH-105, Introduction to Interpersonal Communication ,

investigates human communication from both a theoretical and an experiential framework. Areas of study include perception, the development of the self, language, non-verbal communication, listening, and patterns of healthy communication. Individual communication skills will be investigated, analyzed, and practiced by the student. Prerequisite: exemption/ completion of READ-101, and assessment for placement in ENGL-101 or better. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

SPCH-125, Speech Practicum 1,

is designed as an independent study offering which allows students to participate with the Carroll Community College Speech Team. Students will prepare presentations in public speaking and oral interpretation of literature events. Work will be performed on occasional weekends at college tournaments throughout the region. Attendance at team meetings and coaching sessions are required on a weekly basis throughout the term. Prerequisite: exemption/ completion of ASE Reading. One credit. One billable hour.

SPCH-126, Speech Practicum 2,

is designed as an independent study offering which allows students to participate with the Carroll Community College Speech Team. Students will prepare presentations in public speaking and oral interpretation of literature events. Work will be performed on occasional weekends at college tournaments throughout the region. Attendance at team meetings and coaching sessions are required on a weekly basis throughout the term. Prerequisite: exemption/ completion of ASE Reading. One credit. One billable hour.

SPCH-225, Speech Practicum 3,

is designed as an independent study offering which allows students to participate with the Carroll Community College Speech Team. Students will prepare presentations in public speaking and oral interpretation of literature events. Work will be performed on occasional weekends at college tournaments throughout the region. Attendance at team meetings and coaching sessions are required on a weekly basis throughout the term. Prerequisite: exemption/ completion of ASE Reading. One credit. One billable hour.

SPCH-226, Speech Practicum 4,

is designed as an independent study offering which allows students to participate with the Carroll Community College Speech Team. Students will prepare presentations in public speaking and oral interpretation of literature events. Work will be performed on occasional weekends at college tournaments throughout the region. Attendance at team meetings and coaching sessions are required on a weekly basis throughout the term. Prerequisite: exemption/ completion of ASE Reading. One credit. One billable hour.

THEATRE

THTR-101, Introduction to the Theatre,

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-101. Three hours lecture each week. Three credits. Three billable hours. 📖 GENERAL EDUCATION

THTR-110, Acting 1,

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-091. Three hours lecture each week. Three credits. Three billable hours.

THTR-115, Introduction to Technical Theatre,

surveys the history and practice of the techniques of scenic design, set construction, and staging for the theatre, film, and television, from ancient Greece to modern day Hollywood and the Internet. Topics include set design and construction methods, lighting and lighting design techniques, paint and faux finishes, costuming, and box office and publicity. Prerequisite: exemption/completion of READ-091. Must be taken concurrently with Theatre Practicum. Three hours lecture each week. Three credits. Three billable hours.

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 or better. Three hours lecture each week. Three credits. Three billable hours.

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 1500s to present day, including the emergence of new theatrical media. Prerequisite: THTR-101 and assessment for placement in ENGL-101 or better. Three hours lecture each week. Three credits. Three billable hours.

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: THTR-101 or THTR-110, or permission of instructor; students may take THTR-125 and THTR-101 or THTR-110 concurrently. One credit. One billable hour.

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, or permission of instructor. One credit. One billable hour.

THTR-210, Acting 2,

is a continuation and elaboration of the skills learned in Acting 1. 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-110, Acting 1, and exemption/completion of READ-091. Three hours lecture each week. Three credits. Three billable hours.

THTR-225, 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, or permission of instructor. One credit. One billable hour.

THTR-226, 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-225, or permission of instructor. One credit. One billable hour.

Carroll Community College Foundation, Inc.

Carroll Community College Foundation, Inc.

Mission

The mission of the Carroll Community College Foundation, Inc. is to identify and encourage private gifts to support the educational mission of Carroll Community College. The Carroll Community College Foundation, Inc. seeks to provide the margin of excellence that tuition and tax support cannot offer. 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.

Support Carroll Community College through the *Partners Campaign*

Carroll Community College embarked upon its first Major Gifts Campaign during 2004, known as the *Partners Campaign*. The goal of the campaign is to raise \$4,000,000 in support of four major initiatives: Scholarships, Nursing and Allied Health Equipment fund, Instructional Technology, and a Library Endowment.

Carroll is one of Maryland's fastest growing community colleges. Government funding of the College has not kept pace with this growth thus placing a more significant burden on our students financially. In order to keep higher education accessible and affordable to the citizens of Carroll County, and to sustain the high quality education available through Carroll Community College, the *Partners Campaign* seeks private donor support.

If you wish to make a difference in the lives of fellow Carroll Countians by supporting the quality educational programs available through the College, please contact Mr. Steven Wantz, Executive Director of Institutional Development and the College Foundation at 410-386-8154.

Annual Giving Program

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. 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.

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.

Faculty and Staff

Office of the President

President

Faye Pappalardo
B.S., Mount St. Mary's College
M.S., The Johns Hopkins University
Diploma, The Catholic Institute of Paris, France
M.A., Columbia University
Ed.D., Columbia University

Executive Associate II

Carole A. Spring
A.A., Catonsville Community College

Executive Vice President of Administration

Alan M. Schuman
B.A., Rutgers, The State University
M.P.A., Pennsylvania State University

Vice President of Academic and Student Affairs, Dean of the Faculty

James D. Ball
B.S.Ed., North Texas State University
M.Ed., North Texas State University
CAS, Virginia Polytechnic and State University
Ed.D., Virginia Polytechnic and State University

Special Assistant to the Vice President of Academic and Student Affairs

Joel M. Hoskowitz
B.A., Duquesne University
M.S.Ed., Duquesne University

Vice President of Continuing Education and Training

Karen L. Merkle
B.A., Western Maryland College
M.A., University of Maryland

Vice President for Planning, Marketing and Assessment

Craig A. Claggett
B.S., University of Maryland
M.A., University of Maryland
Ph.D., University of Maryland

Executive Assistant to the President

Sherry Glass
B.A., Vanderbilt University
M.S., Western Maryland College
Ed.D., Morgan State University

Office Associate

Marianne Anderson

Coordinator of the Child Development Center

Nancy B. Gregg
B.S., Towson University
M.S., Western Maryland College

Executive Director of Institutional Development and College Foundation

Steven L. Wantz
A.A., Catonsville Community College

Institutional Development Specialist

Kathy L. Mayan
B.S., Wilmington College

Office Associate

Tanya L. Martin

Administration

Executive Vice President of Administration

Alan M. Schuman
B.A., Rutgers, The State University
M.P.A., Penn State University

Risk Manager

Stephanie R. Krumrine
A.A., Carroll Community College
B.S., University of Maryland

Administrative Associate I

Carol L. Smulian

Director of Facilities Management

Terry L. Bowen
A.A., Catonsville Community College
B.S., University of Maryland

Coordinator of Campus Security and Safety

Martin Schoppert

Campus Safety and Security Officers

David John Brown
Don Conrad
Charles L. Snyder
B.A., University of Maryland, Baltimore County

Coordinator of Facilities Management

Terry W. Ruby

Evening/Weekend Information Specialist

James Wheeler
A.A., Carroll Community College

Information Center Specialist

Randy Levin

Housekeeping Supervisor

Antoine Monroe

Housekeepers

Stephen Buyan
Charolette Gillespie
Galina Gornopolsky
Marsha Haifley
Jean Johnson
Faye Leese
Nakesha Martin
B.S., Frostburg State University
Patrick McMurtray
A.A., Catonsville Community College
B.S.L.A., West Virginia University
Troy Pfister
A.A., Carroll Community College
Shirley Rheubottom
Sharon Ritter
Jo Ann Summers
Christopher Truslow

Mail/Supply Center Specialist

Victoria L. Myers

Maintenance Specialist

Kent L. Shamer

Administrative Associate I

Vacant

Maintenance Assistant

Joseph Coleman
Edward Spencer

Administrative Associate II

Judy E. Brooks

Administrative Associate I

Michelle L. Tracey
A.A., Carroll Community College

Director of Human Resources

Bridget S. Leimbach
B.A., University of Michigan
M.B.A., George Washington University

Human Resources Administrator

Vacant

Administrative Associate I

Diana L. Burnett

Human Resources Specialist

Cynthia L. Larrick
A.A., Catonsville Community College

Payroll Coordinator
Denamarie Ruby
A.A., Carroll Community College

Director of Fiscal Affairs
Timothy A. League, CPA
A.A., Catonsville Community College
B.S., University of Baltimore

Controller
Barbie S. Lim, CPA
B.A., Towson University

Accounting Specialist
Elizabeth Wetzel
A.A., Carroll Community College

Accounts Payable Specialist
Linda Hope

Accounts Receivable Specialist II
Wendy S. Kibler
A.A., Carroll Community College
Patricia F. Woods
A.A., Carroll Community College

Accounts Receivable Specialist I
Bonnie S. Petro
Janet Tegeler

Director of Information Technology
L. Richard Gould, CPA
A.A., Catonsville Community College
B.S., University of Maryland
M.B.A., George Washington University

Database Manager
Harry R. Smith
B.S., Towson University

Database Administrator II
Dawn Davis
B.S., Towson University

Database Administrator I
Ann Glowacki
A.A., Catonsville Community College

Network and Telecommunications Manager
Patricia A. Davis
B.S., University of Baltimore
M.I.S., University of Baltimore
Microsoft Certified Systems Engineer

Coordinator, Help Desk
James Reynolds
B.A., University of Maryland

Network and Telecommunications Administrators
Shawn N. Frey
A.A.S., Carroll Community College
Microsoft Certified Systems Engineer

Michael F. Freyman
A.A.S., Carroll Community College
Microsoft Certified Systems Engineer

Network and Telecommunications Technician
Thomas F. Krumrine
A.A.S., Carroll Community College
Michael D. Smith
A.A.S., Carroll Community College

Manager, Web Technology
Bryan D. Costin
A.A., Carroll Community College

Web Administrator
Adam Willard
A.A., Carroll Community College

Academic Affairs

Vice President of Academic and Student Affairs, Dean of the Faculty
James D. Ball
B.S.Ed., North Texas State University
M.Ed., North Texas State University
CAS, Virginia Polytechnic and State University
Ed.D., Virginia Polytechnic and State University

Executive Associate I
Nancy E. Schoppert
A.A., Carroll Community College

Assistant to the Vice President of Academic and Student Affairs
Carol A. Kolb
A.A., Catonsville Community College
B.S., University of Baltimore
M.S., Towson University

Fitness Center Technician
Brendon T. Michaels
A.A., Carroll Community College

Chairperson, Academic Services and Education
Elizabeth E. Little
Professor
B.S., University of Maryland
M.Ed., Loyola College
Ed.D., University of Maryland

Academic Services Specialist
Georgia C. Blakeslee
A.A., Carroll Community College

Instructional Technician I
Pritesh K. Shah
B.L.A., University of Maryland, College Park
M.A., University of Baltimore

Administrative Associate II
Nancy L. Litz

Chairperson, Business and Management Information Systems
M. Kathryn Demarest, CPA
Associate Professor
B.A., Virginia Polytechnic Institute and State University
M.B.A., University of Baltimore

Administrative Associates I
Linda Brandt
A.A., Howard Community College
Lauri Croghan
Kristina L. McLaughlin

Instructional Technician
Suzanne DiFonzo
B.S.N., Herbert H. Lehman College

Chairperson, Fine and Performing Arts
Vacant

Administrative Associate I
Theresa Carder
A.A., Carroll Community College

Chairperson, Humanities and English
Edward D. Ruch, Jr.
Professor
A.B., St. Peter's College
A.M., Duke University
Ph.D., The Catholic University of America
J.D., University of Baltimore

Administrative Associate I
Constance C. Skewers

Chairperson, Mathematics, Sciences, Health and Wellness
Judith A. Coen, R.N.
Professor
A.S., Catonsville Community College
B.S., Ohio State University
M.S., Ohio State University

Nursing Program Director

Nancy N. Perry, R.N.
Associate Professor, Nursing
Diploma, Union Memorial School of Nursing
B.S.N., College of Notre Dame of Maryland
M.S.N., University of Maryland

Physical Therapist Assistant Program Director

Sharon Main, P.T.
Associate Professor,
Physical Therapist Assistant Program
B.S., University of Maryland at Baltimore
M.B.A., Loyola College.

Science Lab Manager

Sandra M. Shaw
A.A., Villa Julie College

Clinical Lab Manager

Edit Luka
B.S., Karolinska Institute, Stockholm Sweden

Administrative Associate II, Allied Health

Caralee Pruitt
B.A., North Carolina State University
M.S., North Carolina State University

Administrative Associate I

Susan Reed
A.A., Catonsville Community College
B.A., University of Maryland Baltimore County

Chairperson, Social Sciences and Legal Studies

Steven F. Geppi
Assistant Professor
B.A., University of Baltimore
M.S., Towson University

Chairperson, Technical Studies

Edward D. Crook
Professor
B.S., West Virginia Wesleyan
M.Ed., Loyola College
Ph.D., Nova Southeastern University

Coordinator of Learning Technologies

John W. Polley
A.A.S., Delaware Technical and Community College
B.S., University of Maryland, Baltimore County

Senior Director of the Library

Alan R. Bogage
B.A., Indiana University of Pennsylvania
M.L.S., University of Pittsburgh
M.A., American University

Director of Distance Learning Programs

Kay I. Shattuck
B.A., Hood College
M.S., Shippensburg University
D.Ed., Pennsylvania State University

Technical Services Librarian

Christi R. Karman
B.A., Western Maryland College
M.Ed., Western Maryland College

Public Services Librarian

Judith A. Goodyear
B.A., Hartwick College
B.F.A., Maryland Institute College of Art
M.L.S., San Jose State University
M.M.S., Loyola College

Electronic Resources Librarian

Elizabeth A. Beere
B.S., Towson University
M.L.S., University of North Carolina

Library Technician

Mary E. Hall
A.A., North County Community College

Library Media Technician

Beverly F. Woerner

Library Broadcast Technician

Michael E. Armacost

Senior Library Aide

Lucinda Meyd

Library Technician

Patricia Brant

Student Affairs**Vice President of Academic and Student Affairs, Dean of the Faculty**

James D. Ball
B.S.Ed., North Texas State University
M.Ed., North Texas State University
CAS, Virginia Polytechnic and State University
Ed.D., Virginia Polytechnic and State University

Special Assistant to the Vice President of Academic and Student Affairs

Joel M. Hoskowitz
B.A., Duquesne University
M.S.Ed., Duquesne University

Director of Disability Support Services

Joyce Sebian
B.A., William Patterson College
M.S., Towson University

Disability Support Counselor

Vacant

Director of Transfer and Retention

Kristine E. DeWitt
B.A., University of Maryland
M.S., The Johns Hopkins University

Dean of Student Affairs and Enrollment Management

Vacant

Administrative Associate II

Kathleen A. Rebhan

Director of Co-Curricular and First-Year Programs

Michele Lenhart
B.S., SUNY, College at Geneseo
M.S., SUNY, College at Geneseo

Administrative Associate I

Vacant

Coordinator of Student Life

Kate E. Schuit
B.S., Messiah College
M.S., Western Maryland College

Coordinator of Service Learning

Rebecca Palmisano
B.S., Frostburg State University
M.S., Colorado State University

Coordinator of Career Development

Barbara A. Gregory
B.S., Towson University
M.S., Loyola College

Director of Financial Aid

Lori L. Henry
B.S., Coker College

Financial Aid Technician

Erica L. Immler
B.A., Longwood College
M.Ed., Springfield College

Registrar

Lauren Mary Shields
B.A., Western Maryland College
M.S., Western Maryland College

Scheduling Technician

Linda J. Pascal

Records Technician

JoAnn Benjamin
A.A., Catonsville Community College

Records Specialist

B. Teresa Reyes

Registration Associate

Mary Pat White
B.A., Siena Heights University

Testing Center Instructional Technicians I

Stephanie W. Brown
A.A., Essex Community College
B.A., Towson State University
 Sharon A. Franklin
A.A., Carroll Community College
 Joan H. Greer
A.A., Howard Community College
 Suzanne E. Stultz

Director of Advising, Counseling, and Admissions

Janenne J. Corcoran
B.S., Loyola College
M.A., Towson University

Administrative Associate I

Susan Sivert
B.S., Towson University
 vacant

**Coordinator of Admissions
Candace Edwards**

B.S., State University of New York
M.S., State University of New York

Recruiter/Adviser

Judy Samuels
B.S., Frostburg State University

Academic Adviser

Dianne S. Bearr
B.S., Towson University

Adviser/Counselor

Hugh Warner
B.A., Howard University
M.A., University of Maryland, College Park
Ph.D., University of Maryland, College Park

Academic Advisers (Part-Time)

Colleen Deitrich
B.A., Western Maryland College
 Susan M. Yingling
B.A., Towson University
M.S., Western Maryland College

Counselor

Sandra A. Lin
B.S., Lehigh University
M.S., The Johns Hopkins University

**Continuing Education
and Training****Vice President of Continuing Education
and Training**

Karen L. Merkle
B.A., Western Maryland College
M.A., University of Maryland

Executive Associate I

Margaret Peak

**Senior Director Workforce and Business
Development**

Kathleen T. Menasche
B.S., University of Delaware
M.P.A., University of Baltimore

**Director of Continuing Professional
Education**

Helen M. Choma
B.A., Antioch University
M.A., College of Notre Dame

Director of Business Training and Services

Libby A. Trostle
B.A., College of Notre Dame

Coordinator of Contract Training

Vacant

Coordinator of Computer Training

Alissa Harrington
B.S., Towson University

Technology Specialist

Steven Pipes
A.A., Carroll Community College
*B.A., University of Maryland Baltimore
County*

Computer Technician

Rick Sanchez
A.A., Carroll Community College

Director of Career Programs

Helen C. Jones
B.S., University of Maryland
M.Ed., Johns Hopkins University
M.S., Johns Hopkins University

**Coordinator of Nursing and Allied Health
vacant****Coordinator of Allied Health Training**

Mildred A. Bahnsen
B.S.N., Towson University
M.S., University of Maryland

**Senior Director of Lifelong Learning and
Program Support Systems**

Sally M. Long
B.S., Salisbury University

Administrative Associate II

Joanne T. Lunceford

Outreach and Promotions Coordinator

Cheryl Campitelli
B.A., Towson University

Coordinator of Information Services

Peter M. Comings
B.A., Western Maryland College
M.S., Hood College
M.Div., Lutheran Theological Seminary

Coordinator of Lifelong Learning

Dianne Thompson
B.A., Western Maryland College

Operations Specialist

Brenda J. Whitney

Program Associate

Sandra Fournier
 Lydia E. Friedman
 Linda Gelb
 Pat Piper
 Theresa Spence

Planning, Marketing and Assessment

Vice President for Planning, Marketing and Assessment

Craig A. Clagett
B.S., University of Maryland
M.A., University of Maryland
Ph.D., University of Maryland

Executive Associate I

Madeleine D. Blake
A.A., Catonsville Community College
B.S., Towson University

Director of Institutional Research

Janet L. Nickels
A.A., Essex Community College
B.S., Towson University
M.A., College of Notre Dame

Research and Planning Analyst

Jean Marriott
B.S., Cornell University

Research Technician

Vacant

Director of Publications and Communications Design

Vincent D. Leisey
B.S., Penn State University
M.Ed., Penn State University

Coordinator of Community Relations/Web Editor

Sylvia Blair
B.A., Loyola College of Maryland

Graphic Designer

Peter Anania
B.A., University of Maryland, Baltimore County

Publications and Community Relations Associate

Vacant

Faculty

Vice President of Academic and Student Affairs, Dean of the Faculty

James D. Ball
B.S.Ed., North Texas State University
M.Ed., North Texas State University
CAS, Virginia Polytechnic and State University
Ed.D., Virginia Polytechnic and State University

Peter Anania
Lecturer, Computer Graphics
B.A., University of Maryland, Baltimore County

Margaret F. Ball
Associate Professor, Art
B.A., University of Maryland
M.A.T., Rhode Island School of Design

Nanci Barker
Assistant Professor, Mathematics
B.S., Towson University
M.Ed., Towson University

Michael E. Bare
Lecturer, Art
B.F.A., Maryland Institute, College of Art
B.F.A. Ed., Maryland Institute, College of Art

Diana M. Bartlett
Assistant Professor, Mathematics
B.S., University of Maryland

Garth W. Baxter
Lecturer, Guitar
B.A., Pepperdine University
M.A., California State University, Northridge

Elizabeth A. Beere
Electronic Resources Librarian
B.S., Towson University
M.S., University of North Carolina

Barry A. Beerman
Lecturer, Speech
B.S., Towson University
M.Ed., Loyola College

Laura J. Bittner, L.C.P.C., P.S.A.
Associate Professor, Psychology
B.A., Loyola College
M.S., Loyola College
C.A.S., Loyola College

Alan R. Bogage
Senior Director of the Library
B.A., Indiana University of Pennsylvania
M.L.S., University of Pittsburgh
M.A., American University

Sandra Bollinger
Lecturer, Education
B.S., Towson University
M.S., Western Maryland College

Francis Brecker
Lecturer, English
B.S., Towson University
M.Ed., Loyola College

Emily Brown
Lecturer, Accounting
B.A., Western Maryland College
Ph.D., Michigan State University

Robert W. Brown
Assistant Professor, Mathematics
B.A., Western Maryland College
M.S., Michigan State University

Rebecca Byers
Lecturer, Education
B.A., University of Delaware
M.Ed., Towson University

Dean R. Camlin
Lecturer, Computer-Aided Design
B.S., Kent State University

Wanda M. Clark
Instructor, Psychology
B.A., Hood College
M.A., Hood College

James Clements
Lecturer, Mathematics
B.S., University of South Florida
M.A., University of Maryland, Baltimore County

Thomas Clowes
Lecturer, Education
B.A., University of Maryland, College Park
B.S., University of Maryland, College Park
M.S., The Johns Hopkins University

Judith A. Coen, R.N.
Professor, Biology
A.S., Catonsville Community College
B.S., Ohio State University
M.S., Ohio State University

Patina Copeland
Lecturer, Business
B.S.B.A., Longwood University
M.B.A., University of Maryland University College

Sarah Cowan
Lecturer, Mathematics
B.S., West Virginia University
M.Ed., College of William and Mary

Edward D. Crook
Professor, Technical Studies
B.S., West Virginia Wesleyan
M.Ed., Loyola College
Ph.D., Nova Southeastern University

Maureen Crossett
Assistant Professor, Nursing
Diploma, Nursing, Keene, New Hampshire
B.S.Ed., University of Wisconsin
M.S.N., University of Vermont

Kristie L. Crumley
Instructor, Mathematics
B.S., American University
M.Ed., Western Maryland College

Raymond D'Amario
Lecturer, History
B.S., Towson University
M.Ed., Loyola College

Anne Davis
Assistant Professor, Biology
B.S., Virginia Polytechnic Institute
M.S., Cornell University

Dawn Davis
Lecturer, Computer Information System
B.S., Towson University

Margaret DeFalco
Lecturer, History
B.A., Western Maryland College
M.A., University of Maryland Baltimore County

M. Kathryn Demarest, CPA
Associate Professor, Business Administration
B.A., Virginia Polytechnic Institute and State University
M.B.A., University of Baltimore

Francois P. Derasse
Associate Professor, Chemistry
B.A., Western Maryland College
M.S., Towson University

Nancy M. Desilet
Assistant Professor, Mathematics
B.S., Towson University
M.Ed., Towson University

Neil Dhingra
Instructor, History
B.A., Northwestern University
M.A., University of Notre Dame

Melanie Dieter
Lecturer, Psychology
B.A., Loyola College in Maryland
M.A., Loyola College in Maryland

Mark A. Dintino, P.T.
Assistant Professor, Physical Therapist Assistant
A.A., Charles Community College
B.S., University of Maryland, Baltimore County

Edward T. Dix
Lecturer, Piano and Pipe Organ
B.S., Towson University
M.M., Westminster Choir College of Rider University

Suzanne B. Dixon
Associate Professor, English
B.A., Longwood College
M.S., Old Dominion University

William T. Dougherty
Associate Professor, Economics
B.A., LaSalle University
M.A., Webster University
Ed.D., University of Southern California

Margaret Dowell
Lecturer, Art
B.A., Frostburg State University
M.F.A., University of Maryland, College Park
Ph.D., University of Maryland, College Park

Khristan Doyle
Lecturer, English
B.A., University of Arkansas
M.A., Kansas State University

David Durec
Lecturer, Clarinet and Saxophone

Suzanne M. Dyer-Gear
Lecturer, Management
B.A., University of Tennessee
M.A.S., Johns Hopkins University

Steven Bo Eckard
Lecturer, Jazz and Bass
B.A., Loyola College

John Ampoe Ekpaha-Mensah, M.D.
Lecturer, Biology
B.S., McGill University
M.S., Queen's University School of Medicine
M.D., Centro de Estudios Xochcaleo

Don Elwell
Instructor, Theatre; Director of Theatre
B.A., Stetson University
M.A., Florida State University
Ph.D., Union Institute

Darlene Ely
Lecturer, Accounting
B.A., North Carolina Wesleyan University
M.B.A., Frostburg State University

Dennis Epley
Lecturer, Mathematics
A.A., Baltimore Junior College
B.S., Towson State University
M.Ed., Loyola College

Marguerite Falcon
Instructor, Psychology
B.A., University of Maryland
M.S.W., University of Maryland

William David Fell
Assistant Professor, English
B.A., University of Delaware
A.M., University of Illinois
Ph.D., University of Illinois

Carmen C. Fernandez
Lecturer, Spanish
B.A., Notre Dame College
M.Ed., Towson University

Stephanie Fisher-Mills
Lecturer, Education
B.A., Colorado College
M.A., University of California, Berkeley

Fred Gantz
Lecturer, Sociology
A.S., York College of Pennsylvania
B.S., York College of Pennsylvania
M.A., University of Baltimore
M.S., Shippensburg University

LuAnn Gamber, R.N.
Associate Professor, Nursing
A.S., Howard Community College
B.S.N. University of Maryland
M.S., University of Maryland

Barbara A. Gardner
Associate Professor, Reading, Mathematics,
English, and Speech
B.A., University of Maryland
M.S., The Johns Hopkins University

Steven F. Geppi
Assistant Professor, Criminal Justice
B.A., University of Baltimore
M.A., Towson University

Jennifer Gertz
Instructor, English and Reading
B.A., University of Maryland
M.Ed., Salisbury State University

Linda A. Gilmore
Professor, Reading, English, and Education
B.S., Shippensburg State University
M.Ed., Western Maryland College

Julie Glass
Lecturer, Business Law
B.A., University of Maryland, College Park
J.D., University of Maryland School of Law

Judith A. Goodyear
Public Services Librarian
B.A., Hartwick College
B.F.A., Maryland Institute College of Art
M.L.S., San Jose State University
M.M.S., Loyola College

J. Scott Gore
Instructor, Computer Graphic Arts
B.A., Millersville University
M.F.A., Towson University

Charles Grabowski
Assistant Professor, Mathematics
B.S.E.E., Penn State University
M.S.E.E., Penn State University
M.B.A., Penn State University
M.S.D.E. Teacher Certification, Towson University

Mary Elizabeth Graham
Assistant Professor, Office Technology
B.A., University of Delaware
M.B.A., Loyola College

Ginger V. Graham-Lewis, P.T.
Assistant Professor,
Physical Therapist Assistant
B.S., University of Maryland at Baltimore
M.S., University of Maryland University College

Barbara A. Gregory
Lecturer, Student Development
B.S., Towson University
M.S., Loyola College

Brian Gunning
Lecturer, Art
B.S., University of North Carolina, Pembroke
M.Ed., Towson University

Marilyn Hall
Assistant Professor, Anthropology and
Human Geography
B.A., University of Oklahoma
M.A., University of Oklahoma

Richard Hann
Lecturer, Psychology
B.S., Towson University
M.S., Towson University

Lara Hartman
Lecturer, Education and Reading
B.S., Tennessee Temple University
M.A., Western Maryland College

Jackie Healey
Lecturer, History
B.A., Park College
M.S., Troy State University

Thomas Hockstra
Lecturer, History
B.S., Frostburg State
M.A., Loyola College

Donald C. Hoepfer
Assistant Professor, Philosophy
B.A., Lebanon Valley College
M.A., Penn State University

Frederick Holliday, II
Lecturer, Theatre
B.S., Frostburg State University
M.A., The American University
Ph.D., University of Kansas

David R. Jeffrey
Lecturer, Biology
B.S., University of Illinois
M.S., Northern Illinois University
Ph.D., University of Maryland

Patricia Jimenez
Lecturer, Chorus, Piano, Voice
B.A., Western Maryland College

Christi R. Karman
Technical Services Librarian
B.A., Western Maryland College
M.Ed., Western Maryland College

William G. Kelvey
Assistant Professor, Geosciences
A.A., Catonsville Community College
B.S., Texas A & M University
M.S., Texas A & M University

Mary R. Kemp
Assistant Professor, Health and Life Fitness
B.S., University of Washington
M.A., University of Maryland

Nancy Keyes
Lecturer, English
B.A., Messiah College
M.S., Western Maryland College

Murad Khalaf
Instructor, Mathematics
B.S., Alfateh University, Libya
M.S., University of Pittsburgh
Ph.D., University of Pittsburgh

Nancy Kimble
Lecturer, Business
B.S., Shippensburg University of Pennsylvania
M.A., The Johns Hopkins University

Rebecca Kinney
Lecturer, Mathematics
B.S., University of Georgia
M.Ed., University of Georgia

Robert L. Klages
Lecturer, Sociology
B.S., Slippery Rock University
M.L.A., The Johns Hopkins University

Laura Kozlowski
Lecturer, Business Law
B.A., University of Delaware
M.B.A., University of Maryland
J.D., University of Maryland

Kristin Kreit
Lecturer, Education
B.A., University of San Diego
M.S., National University

Nicole Krivda
Lecturer, Criminal Justice
B.A., College of Mt. Saint Vincent's
J.D., American University

Kurt Kunz
Lecturer, Sociology
B.S., University of Baltimore
M.S.W., University of Pennsylvania

Christopher Stone Lamb
Lecturer, History
B.A., Kansas State University
M.A., Kansas State University

Michele Lenhart
Lecturer, Speech
B.S., SUNY, College at Geneseo
M.S. SUNY, College at Geneseo

Sandra A. Lin
Lecturer, Student Affairs
B.S., Lehigh University
M.S., Johns Hopkins University

Elizabeth E. Little
Professor, Reading and Education
B.S., University of Maryland
M.Ed., Loyola College
Ed.D., University of Maryland

Nancy Louia
Lecturer, Education and English
B.A., High Point University
M.A., Appalachian State University
Ed.D., Nova Southeastern University

Sharon Main, P.T.
Associate Professor,
Physical Therapist Assistant Program
B.S., University of Maryland at Baltimore
M.B.A., Loyola College

Anne Marani
Lecturer, Health Information Technology
A.A., Baltimore City Community College
B.A., College of Notre Dame of Maryland
M.A., College of Notre Dame of Maryland

Nancy E. Matthews
Lecturer, English
B.A., Western Maryland College
M.A., Morgan State University

Margaret B. McCullin
Lecturer, Mathematics
Certificate in Business Accounting,
Catonsville Community College
B.S., State Teachers College
M.Ed., Loyola College

Ronald R. Medvetz
Lecturer, Mathematics
B.S., Indiana University of Pennsylvania
M.Ed., Indiana University of Pennsylvania

Phillip (Jeff) Merson
Instructor, Criminology
B.A., Loyola College
M.Ed., Loyola College

Jacklyn Moore
Lecturer, Education and Reading
B.A., University of Delaware
M.S., Western Maryland College

Robert Munk
Lecturer, Mathematics
B.S., State University of New York, Buffalo
Ed.M., State University of New York, Buffalo

Deborah Naccarini, R.N.
B.S.N., California State
M.S.N., Sonoma State University

Diane Nolan
Lecturer, Accounting
B.A., St. Joseph College
M.B.A., Hofstra University

Jody E. Nusholtz
Associate Professor, English
B.A., Loyola College
M.A., Emerson College
Ph.D., Union Institute and University

Janie J. C. O'Neal
Lecturer, English
B.A., Binghamton University
M.L.S., University of Maryland, College Park

Rebecca Palmisano
Lecturer, Student Affairs
B.S., Frostburg State University
M.S., Colorado State University

Nancy N. Perry, R.N.
Associate Professor, Nursing
Diploma, Union Memorial School of Nursing
B.S.N., College of Notre Dame of Maryland
M.S.N., University of Maryland

John Phillips
Lecturer, Philosophy
B.A., Northeastern Illinois University
M.A., Loyola University

K. Joann Donnelly Pilachowski
Assistant Professor, English
B.A., Western Maryland College
M.L.A., The Johns Hopkins University

Timothy Policastro
Lecturer, Psychology
B.A., Towson University
M.Ed., Loyola College

Carol A. Rabenhorst
Professor, Geography and Earth Science
B.A., Valparaiso University
M.A., University of Maryland

Randi Reiss-McCormack
Lecturer, Art
B.F.A., Cornell University
M.F.A., Maryland Art Institute

Howard J. Riopelle
Lecturer, Art
B.F.A., Maryland Institute College of Art
M.F.A., Maryland Institute College of Art

Elizabeth Riordon
Lecturer, Psychology
A.A., San Jacinto College
B.S., University of Houston
M.A., University of Houston

Nancy E. Rogers
Associate Professor, Nursing
B.S.N., University of Maryland
M.A., Hood College

Tony Roman
Lecturer, Political Science
B.A., Geneva College
M.S., The Johns Hopkins University

Anna Roys
Lecturer, Speech
B.A., University of Maryland, Baltimore County
M.A., University of Maryland at Baltimore

Edward D. Ruch, Jr.
Professor, English and Law
A.B., St. Peter's College
A.M., Duke University
Ph.D., The Catholic University of America
J.D., University of Baltimore

Kelly L. Russell
Assistant Professor, Mathematics
B.S., Penn State University
M.Ed., Penn State University

Teresa Sawyer
Associate Professor, Psychology
B.S., Purdue University
B.A., Purdue University
Ph.D., Indiana University

Sarah V. Sayre
Associate Professor, Biology
B.S., Swarthmore College
M.Ed., Tufts University
M.L.A., Western Maryland College

Nathaniel Schell
Instructor, Spanish
B.A., Shippensburg University
M.A., Middlebury College

Lawrence Schlude
Assistant Professor, Mathematics
B.A., King's College
M.Ed., University of Maryland College Park

Jerome A. Schubert
Associate Professor, Computer Information Systems
B.S., Carnegie-Mellon University
M.S., The Johns Hopkins University
M.S., Loyola College

Kate E. Schuit
Lecturer, Student Affairs, Speech
B.S., Messiah College
M.S., Western Maryland College

Paulette Scott
Lecturer, Psychology
B.A., University of Maryland College Park
M.S.W., University of Maryland at Baltimore

Marianne Seabrease
Lecturer, Psychology and Speech
B.S., Pennsylvania State University
M.S., Loyola College
M.Div., Wesley Theological Seminary

Clare Sebok
Public Services Librarian, adjunct
B.A., Rider University
M.L.S., University of Maryland

Jon Seligman
Lecturer, Percussion
B.S., Regents College
M.A.T., School for International Training

Susan Sies
Associate Professor, Reading, English, and Education
B.A., Susquehanna University
M.A., Bowling Green State University

Janet Shimek, R.N.
Assistant Professor, Nursing
A.A., Essex Community College
B.S.N., Towson State University
M.S.N., University of Phoenix
M.S.Ed., Western Maryland College

Lynne C. Smith
Assistant Professor, Business Administration
B.A., Clark University
M.B.A., Rensselaer Polytechnical Institute

Brenda K. Stein, R.N.
Associate Professor, Nursing
B.S.N., University of Maryland, Baltimore County
M.S.N., University of Maryland, Baltimore County

Gregory J. Stevens
Instructor of Criminology
B.A., University of South Dakota
J.D., University of South Dakota

Michael E. Stovall
Instructor, Sociology
B.A., Davidson College
M.S., American University
Ph.D., University of Maryland, Baltimore County

Craig Swanson
Instructor, Biology
B.S., University of Rhode Island
M.A., University of Phoenix

Linda Taylor
Lecturer, Mathematics
B.S., Towson State College
M.Ed., Loyola College

Kim Thompson
Instructor, Biology
B.S., University of Iowa
Ph.D., University of Minnesota

Richard Thompson
Lecturer, English
B.A., Towson University
M.Ed., Towson University
M.S., Towson University

Laura Trauth
Lecturer, History
B.A., University of Notre Dame
M.A., Wright State University

Christine Tripson
Lecturer, English
B.S., Indiana University of Pennsylvania
M.A., James Madison University

Joseph Urban
Lecturer, Mathematics
B.S., Virginia Polytechnic Institute
M.S., The Johns Hopkins University

Magdeleine Vandal
Lecturer, English
B.A., Mount Saint Mary's College
M.A.T., Trinity College

William L. Warburton
Assistant Professor, Computer Information Systems
B.S., West Virginia University
M.S., University of Baltimore

Charles Wheatley
Lecturer, Political Science
A.B., Western Maryland College
J.D., University of Maryland, School of Law

Marlene Welch
Associate Professor, Early Childhood
Education
B.S., Illinois State University
M.Ed., Bowie State University

Rachael A. Wentz
Lecturer, French
B.A., Western Maryland College
M.A., Wake Forest University

Carole A. Williamson
Lecturer, Early Childhood Education
*B.A., University of Maryland, Baltimore
County*
M.Ed., Towson University

Susan E. Williamson
Lecturer, Art
B.S., Slippery Rock University
M.L.A., Western Maryland College

Mary Jo Winter
Lecturer, Academic Achievement, Reading,
and English
B.S., Madison College

Elijah Wirth
Instructor, Music; Director of Music
B.M., Peabody Conservatory
M.M., Peabody Conservatory

Dawn Wooden
Lecturer, English
*B.A., University of Maryland, Baltimore
County*
M.A., College of Notre Dame, Baltimore

K. Siobhan Wright
Associate Professor, English
B.A., State University of New York
M.F.A., Penn State University

Robert W. Young
Assistant Professor, History
B.S., Kings College, Pennsylvania
*M.A., State University of New York,
Binghamton*
Ph.D., University of Maryland

Kristi Yowell
Lecturer, Management
B.A., Western Maryland College
M.S., Western Maryland College

Jodine Zane
Lecturer, Criminal Justice
B.S., Ferris State University
M.S., University of Alabama

College Regulations and Policies

College Regulations and Policies

SECTION ONE: ACADEMIC REGULATIONS

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 not be awarded for courses previously attempted at Carroll Community College.
- 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.

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 28 or more term hours are classified as sophomores.
 2. Matriculated students with less than 28 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

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 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 Admissions, Advising, and Counseling Center, room A102. This procedure is strongly recommended so that an adviser 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 division 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 divisions will decide and inform the Records Office of courses in which credit for prior learning is available, the procedures to be followed to obtain credit, and the criteria for evaluation. The opportunity to attempt to obtain credit for prior learning in some courses may only be available at certain designated times.
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 payable prior to the assessment of learning activity. The amount of the fee may vary with the extent of the assessment process and shall be in accordance with a schedule of fees posted in appropriate publications.
6. A maximum of 30 credits may be awarded for prior learning. The amount of credit awarded for prior learning may be no more than half of the specialized courses in a career program. For example, in a career program such as Accounting, a student may receive credit for prior learning in no more than half the Accounting courses he/she is required to take.
7. Students who exceed the credit limits outlined above may choose which courses they wish to receive credit, in order to conform with the credit limitations.

8. Credits awarded for prior learning do not count towards satisfying the College residency requirements for graduation.
 9. 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.
 10. 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.
 11. Notification of credit awarded for prior learning for a course will be submitted to the Records Office or the appropriate form by the chairperson of the division 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 division chairperson.
 12. Each division 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.
 13. Transfer credit (including credit earned via credit by exam or the College Level Examination Program, CLEP) will not be awarded for courses previously attempted at Carroll Community College.
 14. The appropriate academic division will send notice, in writing, 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.
 15. 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 division 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 divisions concerned. Each division 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 CLEP**
1. The College Level Examination Program (CLEP) is a national program of credit by examination. CLEP has its own fee schedule.
 2. Individual divisions will determine which courses students may be awarded credit via CLEP.
 3. Students must submit an official copy of their examination results to the Records Office for evaluation and posting.
 4. Effective July 1, 2001, students who score 50 or higher on any computerized CLEP exam, will be granted credit if applicable to the program of study.
 5. Credit may be granted for additional CLEP exams other than those listed on the next page. See appropriate division chairperson for information.
- D. 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 chair person or academic adviser.

<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
BIOL-215, Microbiology	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
CHEM-105, Principles of General Chemistry 1	4
CHEM-106, Principles of General Chemistry 2	4
CIS-101, Introduction to Computers and Computing	3
GEOSC-110, or GEOG-110, Physical Geography	4
ENV-105, Introductory Environmental Science	4
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
MATH-115, Introduction to Statistical Methods	4
MATH-120, Introduction to College Mathematics	3
MATH-128, College Algebra	4
MATH-129, Trigonometry and Advanced Algebra	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
PHYS-101, Fundamentals of Physics 1	4
PHYS-102, Fundamentals of Physics 2	4

E. Advanced Placement

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 chart, page 178.

F. 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. A maximum of 30 credits may be awarded for prior learning. The amount of credit awarded for prior learning may be no more than half of the specialized courses in a career program

G. 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 division 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 division.

Carroll Community College's CLEP Equivalents

Effective July 1, 2001, students who score 50 or higher on any computerized CLEP exam, 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 appropriate division chairperson for information.

<i>Carroll Community College Course</i>	<i>Carroll Credits Awarded</i>	<i>CLEP Exams</i>
ACCT-101, ACCT-102	6	Accounting, Principles of
BUAD-205	3	Business Law, Introductory
CHEM Elective	3	Chemistry
CIS-101	3	Information Systems and Computer Applications
ECON-101	3	Micro Economics, Principles of
ECON-102	3	Macro Economics, Principles of
EDUC-125	3	Educational Psychology
ENGL-101	3	English (90 minutes, 130 multiple choice)
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
HUM Elective	3	Humanities (Fine Arts only)
MKTG-201	3	Marketing, Principles of
MATH-115	4	Statistics
MATH-128	4	College Algebra
MATH-129	3	Trigonometry
MATH-130	5	College Algebra - Trigonometry
MATH-135	4	Calculus
MATH Elective	3	College Mathematics
POLS-101	3	American Government
PSYC-101	3	Psychology, Introductory
SCI Elective	6	Natural Sciences
SOC-101	3	Sociology, Introductory
SPAN-101	3	Spanish
SPAN-102	3	Spanish

Advanced Placement Examination Program

<i>Carroll Community College Course</i>	<i>Carroll Credits Awarded</i>	<i>AP Exams</i>	<i>Minimum Scores</i>
ART-135; ART-136	6	Art History	3
BIOL-101	4	Biology	3
BIOL-101, BIOL-102	8	Biology	4-5
CHEM-105	4	Chemistry	3
CHEM-105, CHEM-106	8	Chemistry	4-5
ECON-101, ECON-102	6	Economics	3
ENGL-101	3	English	3
HIST-102	3	History, European	3
HIST-105, HIST-106	6	History, American	3
MATH-115	4	Statistics	3
MATH-135	4	Calculus AB	4
MATH-135	4	Calculus BC	3
MATH-135 and MATH-136	8	Calculus BC	4
POLS-101	3	Government and Politics	3
PSYC-101	3	Psychology	3
SPAN-101, SPAN-102	6	Spanish	3

Types of Non-Traditional Learning

<i>Sources</i>	<i>Credit?</i>	<i>Type of Credit</i>	<i>Grades/Scores</i>
AP Program (CEEB)	Yes	Elective and required	See AP list (above)
CLEP	Yes	Elective and required	See CLEP list
DANTES	Yes	Elective and required	Same as CLEP
Military Credit	Yes	Elective and required	
High School Articulation	Yes	Elective and required	
Other Articulation Agreements (Proprietary, Public Agencies)	Yes	Elective and required	
Apprenticeship	Yes ^{1,2}	Elective and required	

1. Must be evaluated by department in which credit is awarded
2. Only upon successful completion of full apprenticeship program

H. 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 Administrative Assistant; Early Childhood Education; Computer Technology; Drafting; Print Production; and Technical Support /Networking may articulate courses to the College as follows:

Administrative Assistant/Secretarial Science may be articulated for up to 27 credits in Office Technology courses, with proficiency testing.

CCPS Child Care/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 Computer Technology will be articulated as:
CIS-101, Introduction to Computers and Computing (3 credits)
CIS-120, Introduction to Visual Basic (4 credits)
CIS-125, Beginning Programming using C (4 credits)
(Total Carroll credits awarded: 11)

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)

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, Counseling, and Admissions 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 adviser/counselor.

VI. GRADES AND GRADE REPORTS

Written grade reports are issued to students at the end of each term.

- 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+		3.500
B	Good work	3.000
C+		2.500
C	Satisfactory work	2.000
D+		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.

W	Withdrew (See Section IX)
I	Incomplete (See paragraph "D" below)
AT	Registered for audit
S	Satisfactory
U	Unsatisfactory

- B. Students may or may not receive transfer credit for a grade of "D," depending on the course. Students should consult with an adviser.
- C. Any challenge to a student's final grade must be presented to the instructor or division chair no later than the closing date of final exams for the subsequent fall/spring term. 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 an "F" grade.
- E. If a student repeats a course, only the highest grade and credits awarded 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, examinations and other course assignments are not required to be completed. 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. 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 ninth week of the course during the fall and spring terms, 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 division chair.
- 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 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's degree and whose 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).
Note: For information on Carroll's Honors Program, see general text of this catalog.

VIII. WITHDRAWAL AND COURSE CHANGES

- A. A student wishing to withdraw from the College should understand that this action is not complete until he/she has officially withdrawn. A student may withdraw in person, by mail or fax by submitting an Add-Drop/Withdrawal Form to the Records Office. A student may drop a course by completing an Add-Drop/Withdrawal Form, have the form signed by his/her instructor, and then submit the form to the Records Office. (If there are extenuating circumstances, students may mail or fax written requests to drop course(s) to the Records Office before the official deadline to drop courses. See the Credit Class Schedule for deadline dates.) Courses dropped during the first calendar week (7 days) of the term will not be posted on the student's academic record. For courses that begin after the first calendar week of a term, if the course is dropped prior to the second meeting of the course, the course will not be posted to the student's academic record. Any student who drops a course 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.
- B. An administrative withdrawal is defined as a withdrawal initiated by the administration for disciplinary reasons or for extenuating circumstances under which the student is physically unable to perform the withdrawal procedures in person.

IX. WITHDRAWAL GRADES

- A. Fall and spring terms:
 - 1. During the first calendar week (7 days) of the term, no record of a course the student has withdrawn from will appear on the student's transcript.
 - 2. From the beginning of the second (2nd) week through the end of the ninth (9th) week of the term, a grade of "W" will be recorded on the transcript for any course withdrawal.
 - 3. Beginning with the tenth (10th) week to the end of the term, no course withdrawal will be allowed.
- B. Winter and summer terms:
 - 1. During the first calendar week (7 days) of the term, no record of a course the student has withdrawn from will appear on the student's transcript.
 - 2. During the second (2nd) week of the term, a grade of "W" will be recorded on the transcript for any course withdrawal.
 - 3. Beginning with the third (3rd) week to the end of the term, no course withdrawal will be allowed.
A student may file a written appeal with the Special Assistant to the Vice President of Academic and Student Affairs to seek an exception from this regulation. Written documentation to verify a reason beyond the student's control will be required for consideration of any such appeal.

X. REFUNDS

- A. Students who drop courses prior to the starting date of a term and through the first calendar week (7 days) of the term are eligible for a 100% refund of tuition and related fees. After this time frame, no refund will be granted. Please note: for courses that begin after the first calendar week of a term, 100% refund will be granted if the course is dropped prior to the second meeting of the course. To qualify for a refund, students must officially drop courses by completing an Add-Drop/Withdrawal Form in the Records Office or by mailing or faxing a signed written request to the Records Office within the time period cited above. Students who fail to attend courses, or stop attending courses, but 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 final grades of "F" for those courses. This refund policy applies to all students who have registered for courses, including financial aid recipients. Students

- who have any outstanding debt to the College will first have their refunds automatically applied to the payment of the debt.
- B. Course cancellations or changes in program caused by College action will entitle the student to full refund.
- C. Any student who stops attending a course or courses without taking the necessary official action will be ineligible for refund.

XI. STANDARDS OF ACADEMIC PROGRESS (currently under revision, check website for latest update)

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 make satisfactory academic progress according to the standards stated below, as determined by the total credit hours attempted and cumulative GPA earned, 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 the standards. A student who is placed on academic probation is required to meet with a member of the counseling staff to review grades and educational goals and may be subjected to a restricted course load.

<i>Total Credit Hours Attempted</i>	<i>Minimum Cumulative GPA</i>
6-12	1.500
13-29	1.750
30 and above	2.000

A student will continue on probation as long as his/her cumulative GPA remains below the standards stated above. To be removed from academic probation, a student must achieve the minimum cumulative GPA relative to the total credit hours attempted. 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 will result in academic suspension.

- B. Academic Suspension
A student who is placed on academic probation for any three (3) fall or spring terms, 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.
An academically suspended student may submit an appeal in writing, 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>
2005 spring term	2006 summer term
2005 fall term	2007 winter term
2006 spring term	2007 summer term
2006 fall term	2008 winter term
2007 spring term	2008 summer 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 through the Special Assistant to the Vice President of Academic and Student Affairs.

XII. READMISSION POLICY

- A. Students who withdraw from the College will be eligible for readmission at any time.
- B. A student 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. A suspended student desiring readmission must appeal in writing to the Special Assistant to the Vice President of Academic and Student Affairs or a designated representative at least one month prior to the first day of the academic term for which the student wishes 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 Special Assistant to the Vice President of Academic and Student Affairs or representative upon written approval. The College reserves the right to deny readmission and/or admission to individual curricula.

XIII. REPEATED COURSES

No course may be taken more than twice without the approval of the division chair or a designated representative. When a student repeats a course, the highest grade and credits awarded will be used in computing the grade point average. However, all courses taken will become part of the student's academic record. Transfer credit (including credit earned via credit by exam or the College Level Examination Program, CLEP) will not be awarded for courses previously attempted at Carroll Community College.

Note: A student seeking to repeat a developmental education course(s) for the third time or more, must submit a letter of appeal along with any supporting documentation to the Chairperson, Academic Services and Education, c/o the Academic Center, no later than two (2) weeks before the beginning of a term. Consult with an academic adviser for additional details (Approved: Academic Council, 2005).

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 set and published by the division responsible for that course and distributed in writing during the first week of the term by instructors.
- C. Students are expected to attend all class sessions except in cases of emergency (e.g., illness, death in the family), religious holidays (the observances of which requires restriction of daily activity), 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, Counseling, and Admissions.
- D. If a student believes his/her instructor is placing a disproportionate emphasis on attendance, he/she may appeal to the chairperson of the appropriate division. The student retains the right to further appeal to the Vice President of Academic and Student Affairs.

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 division 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 printed at the beginning of each term in the Credit Class Schedule. 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 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 fifteen credits at Carroll Community College;
4. Complete not less than 30, but not more than 36 credits of General Education courses, the prerequisites for which are exemption from or completion of READ-101;
5. Complete at least 20 credits of General Education courses in order to accommodate specialized courses. The prerequisite for each of these courses is exemption from or completion of READ-101;
6. Achieve a cumulative grade point average of 2.000 ("C" average);
7. Successfully complete the Computer Literacy Test or any three or four credit course with a CAD, CGR, CIS, or MIS designator;
8. File application with the Records Office by March 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 adviser;
9. Graduation candidates for certain years will be required to take a 120-minute Academic Profile Outcome Assessment Examination prior to the date of graduation. The scores on the exam will be used for statistical purposes measuring student progress. The scores will NOT be included on the student's academic record.

Requirements for the Associate of Arts in Teaching Degree

1. Complete at least 62 term-hour credits;
2. Complete the curriculum as set forth by the College;
3. Complete fifteen credits at Carroll Community College;
4. Complete not less than 30, but not more than 36 credits of General Education courses, the prerequisites for which are exemption from or completion of READ-101;
5. Achieve a cumulative grade point average of 2.750;
6. Achieve a passing score on the Praxis I exam. It is the student's responsibility to request (from the Educational Testing Services) Praxis I scores be sent to the Records Office at Carroll Community College;
7. Successfully complete the Computer Literacy Test or any three or four credit course with a CAD, CGR, CIS, or MIS designator;
8. File application with the Records Office by March 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 adviser;
9. Graduation candidates for certain years will be required to take a 120-minute Academic Profile Outcome Assessment Examination prior to the date of graduation. The scores on the exam will be used for statistical purposes measuring student progress. The scores will NOT be included on the student's academic record.

GENERAL EDUCATION COURSES

**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 begun their English and mathematics sequences by completion of their first 24 credit hours or registration will be blocked until the student meets with an academic adviser to see if exemption from this policy is in order.

** ENGLISH COMPOSITION AND LITERATURE (2 courses, 6 credits; choose two)

ENGL-101 College Writing 1 AND

ENGL-102 College Writing 2

OR

ENGL-103 Advanced College Writing AND

One 200-level English Course; Select from:

ENGL-201 Literature of the Western World 1

ENGL-202 Literature of the Western World 2

ENGL-205 Southern Writers

ENGL-210 American Literature 1

ENGL-211 American Literature 2

ENGL-220 Intermediate Creative Writing

ENGL-225 Classical Mythology

ENGL-230 Major Figures

ENGL-235 Detective Fiction

ENGL-298 Special Topics

(Note: 200-level English courses that are taken to satisfy the English General Education Requirement for the sequential college writing course may not simultaneously fulfill the General Education Requirement for Humanities. Students who place into Advanced College Writing must take a 200-level English course from the above list and another Humanities course selected from the General Education list of Humanities courses.)

BIOLOGICAL AND PHYSICAL SCIENCES (2 courses from 2 different disciplines, 8 credits; choose two)

BIOL-100 General Biology

BIOL-101 Fundamentals of Biology 1

BIOL-105 Human Biology

BIOL-210 Human Anatomy and Physiology 1

CHEM-101 Introductory Chemistry

CHEM-105 Principles of General Chemistry 1

ENV-105 Introductory Environmental Science

GEOSC-100 Earth and Space Science

GEOSC-105 Oceanography

GEOSC-110 (or GEOG-110) Physical Geography

GEOSC-201 Meteorology

GEOSC-210 Astronomy: Introduction to the Cosmos

PHSC-100 General Physical Science

PHYS-101 Fundamentals of Physics 1

FINE AND PERFORMING ARTS (1 course, 3 credits; choose one)

ART-125 Art Appreciation

ART-135 History of Art 1

ART-136 History of Art 2

FPA-101 Introduction to the Arts

FPA-105 Introduction to Film

MUSC-101 Music Appreciation

THTR-101 Introduction to Theatre

HEALTH AND WELLNESS (1 course, 3 credits; choose one)

HLTH-101 The Science and Theory of Health and Wellness

HLTH-201 Women's Health

PHED-101 Lifetime Fitness and Wellness

HUMANITIES (1 course, 3 credits; choose one)

ENGL-201 Literature of the Western World 1

ENGL-202 Literature of the Western World 2

ENGL-210 American Literature 1

ENGL-211 American Literature 2

FREN-102 Elementary French 2

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

PHIL-101 Introduction to Philosophy

SPAN-102 Elementary Spanish 2

**MATHEMATICS (1 course, 3-5 credits; choose one)

MATH-111 Fundamentals of Geometry and Measurement

MATH-115 Introduction to Statistical Methods

MATH-120 Introduction to College Math

MATH-128 College Algebra

MATH-129 Trigonometry and Advanced Algebra

MATH-130 Precalculus

MATH-135 Calculus of a Single Variable 1

(*Students with higher test scores should take MATH-136 or MATH-205.)

SOCIAL AND BEHAVIORAL SCIENCES (2 courses from 2 different disciplines, 6 credits; choose two)

ANTH-101 Introduction to Cultural Anthropology

ANTH-201 Anthropology of American Culture

CRIM-101 Introduction to Criminal Justice System

CRIM-105 Criminology

ECON-102 Principles of Macro Economics

GEOG-105 Human Geography

GEOG-201 Regional Geography and Global Awareness

POLS-101 American Government

PSYC-101 General Psychology

SOC-101 Introduction to Sociology

SPEECH (1 course, 3 credits; choose one)

SPCH-101 Fundamentals of Public Speaking

SPCH-105 Introduction to Interpersonal Communication

COMPUTER LITERACY

All degree-seeking Carroll students are required to demonstrate computer literacy as a graduation requirement. Students can demonstrate computer literacy by taking a three or four credit course in CAD, CGR, CIS, or MIS. Some students elect to take the computer literacy test in lieu of taking a course. In order to take the test, the student will contact the Office Technology Lab (410-386-8179) to schedule an appointment. The Office Technology Lab has both day and evening hours and should accommodate most students' scheduling constraints. At the time the test is scheduled, an exam summary and study guide will be given to the student. Exam results will be certified by the Office Technology Lab staff and communicated to the Records Office, who will post the results to the student record. There is no charge for taking the exam, but students are not allowed multiple attempts. (Please note: No credit is awarded for successful completion of the computer literacy test. Please consult Credit by Exam regulations for information about testing for credit.)

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).
- 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).
- 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. STATEWIDE DESIGNATED PROGRAMS

Last MHEC Update 10/2002

Allegany College of Maryland
Lower Division Certificate
Legal Nursing
Massage Therapy
Nursing Assistant/Geriatric Aide
Phlebotomy/EKG Technician
Automotive Tech
Directed Technology (Travel/Tourism)
Associate
Hotel and Restaurant Management
Medical Assistant
Automotive Tech
Forest Tech
Culinary Arts
Therapeutic Massage

Anne Arundel Community College
Lower Division Certificate
Medical Assisting
Paralegal Studies
Associate
Hotel/Restaurant Management
Medical Assisting
Paralegal Studies
Therapeutic Massage
Paralegal Studies

Baltimore City Community College
No Programs

Carroll Community College
No Programs

Cecil Community College
Lower Division Certificate
Visual Communications
Transport & Logistics-Commerce Transport
Transport & Logistics-Materials Management

Associate
Visual Communications
Transportation and Logistics

College of Southern Maryland
Lower Division Certificate
Security Management
Associate
Massage Therapy
Manufacturing Technology

Chesapeake College
No Programs

Community College of Baltimore County
Lower Division Certificate
Printing Management Tech
Air Traffic Control
Flight Management
Flight Training
Flight Attendant
Advertising Design
Publication Design
Photography Imaging
Interactive Design
Imaging Specialist
Web Design Specialist
Publication Design Specialist
Chemical Dependency Counseling
Mortuary Science
Occupational Safety & Health Tech
Health And Fitness Studies
Auto Technology
Auto Air Conditioning/Heating Specialist
Automotive Brake & Suspension Specialist
Automotive Drive Train Specialist
Auto Electrical & Electronic Specialist
Automotive Engine Specialist
Automotive Master Technician
Automotive Repair Technician
Automotive Service Attendant
Industrial Maintenance Technology
Construction Tech
Refrigeration, Air Conditioning & Heating
Environmental Science And Technology
Floral Design
Recreation Parks & Leisure Studies
International Tourism
Travel Management
Tourism Sales And Marketing
Tourism Diversity
Labor Studies
Interpreter Preparation
Associate
Aviation Management
Computer Graphic & Visual Communication
Veterinary Tech
Chemical Dependency Counseling
Mortuary Science
Occupational Safety & Health Tech
Radiation Therapy
Health And Fitness Studies
Automotive Technology
Industrial Maintenance Technology

Computer Automated Manufacturing
Construction Tech
Refrigeration, Air Conditioning & Heating
Environmental Science And Technology
Recreation, Parks And Tourism
Labor Studies
Interpreter Preparation

Frederick Community College
Lower Division Certificate
Aviation Maintenance Tech
Park Operation Management
Associate
Aviation Maintenance Tech
Park Operation & Management

Garrett College
Lower Division Certificate
Agricultural Management Technology
Natural Resources And Wildlife Tech
Juvenile Justice
Associate
Agricultural Management Technology
Natural Resources And Wildlife Tech
Adventure Sports Management
Juvenile Justice

Hagerstown Community College
No Programs

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

Howard Community College
Lower Division Certificate
Cardiovascular Tech
Cardiovascular Imaging & Intervention
Biomedical Engineering
Photonics Technology
Associate
Cardiovascular Tech
Biomedical Eng
Photonics Technology

Montgomery College
Lower Division Certificate
Technical Writing
Diagnostic Medical Sonography
Fire Science
Associate
Diagnostic Medical Sonography
Biotechnology Lab Technician
Fire Science

Prince George's Community College
Lower Division Certificate
Nuclear Medicine Tech
Associate
Nuclear Medicine Tech
Forensic Science Technology

Wor-Wic Community College
No Programs

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) a personal identifier, such as Social Security Number or Student ID Number; (d) a list of personal characteristics that would make the student's identity easily traceable and (e) any other information that would make the student's identity easily traceable.

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. Divisions: Miscellaneous records kept and vary with each division; Division Chairpersons (check first with Registrar).
- D. Instruction and Student Learning: Miscellaneous records; Vice President, Academic and Student Affairs, Office of Academic Affairs.
- E. Student Development: Miscellaneous records; Special Assistant to the Vice President of Academic and Student Affairs, Office of Student Affairs.
- F. Testing Center: Placement test results; Registrar, Records Office.
- G. Counselors: Summaries of conversations with students; Director of Advising, Counseling, and Admissions, room 102. (Where records are made and used only for treatment purposes, they are not education records and are not subject to this policy.)

- H. Financial Aid: Student Aid reports, financial aid transcripts, 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, Business 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.

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. Major field of study
 4. Participation in College recognized activities and intramural sports
 5. Degrees and awards received

The college reserves the right to release the following additional information when requested by law enforcement authorities: date of birth; address; telephone number; and course schedule.
- 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. "School Officials" include instructional or administrative personnel who are or may be in a position to use the information in furtherance of a legitimate objective;
 2. "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.

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 violative 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 Special Assistant to the Vice President of Academic and Student Affairs. 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. 20202-4605.

SECTION THREE: STUDENT TRANSFER POLICIES
TITLE 13B

Maryland Higher Education Commission
Subtitle 02 ACADEMIC REGULATIONS
Subtitle 06 GENERAL EDUCATION AND TRANSFER

Authority: Education Article, 11-201 - 11-206
Annotated Code of Maryland
(Regulations as of May 1, 1996, subject to amendments)

- .01 Scope and Applicability.
This chapter applies only to public institutions of higher education.
- .02 Definitions.
 - A. In this chapter, the following terms have the meanings indicated.
 - B. Terms Defined.

- (1) "A.A. degree" means the Associate of Arts degree.
- (2) "A.A.S. degree" means the Associate of Applied Sciences degree
- (3) "Arts" means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice. Courses in this area may include fine arts, performing and studio arts, appreciation of the arts, and history of the arts.
- (4) "A.S. degree" means the Associate of Sciences degree.
- (5) "Biological and physical sciences" means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.
- (6) "English composition courses" means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.
- (7) "General education" means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.
- (8) "General education program" means a program that is designed to
 - (a) Introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;
 - (b) Encourage the pursuit of life-long learning; and
 - (c) Foster the development of educated members of the community and the world.
- (9) "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include the language, history, literature, and philosophy of Western and other cultures.
- (10) "Mathematics" means courses that provide students with numerical, analytical, statistical, and problem-solving skills.
- (11) "Native student" means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.
- (12) "Parallel program" means the program of study or courses at one institution of higher education which has comparable objectives as those at another higher education institution, for example, a transfer program in psychology in a community college is definable as a parallel program to a baccalaureate psychology program at a 4-year institution of higher education.
- (13) "Receiving institution" means the institution of higher education at which a transfer student currently desires to enroll.
- (14) "Recommended transfer program" means a planned program of courses, both general education and courses in the major, taken at a community college, which is applicable to a baccalaureate program at a receiving institution, and ordinarily the first 2 years of the baccalaureate degree.
- (15) "Sending institution" means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.
- (16) "Social and behavioral sciences" means courses that examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. They include, but are not limited to, subjects which focus on
 - (a) History and cultural diversity;
 - (b) Concepts of groups, work and political systems;
 - (c) Applications of qualitative and quantitative data to social issues; and

(d) Interdependence of individuals, society, and the physical environment.

- (17) "Transfer student" means a student entering an institution for the first time having successfully completed a minimum of 12 term hours at another institution which is applicable for credit at the institution the student is entering.

.03 Admission of Transfer Students to Public Institutions.

A. Admission to Institutions

- (1) A student attending a public institution who has completed an A.A., A.A.S., or A.S. degree may not be denied direct transfer to another public institution if the student attained a cumulative grade point average of at least 2.000 on a 4.000 scale or its equivalent in parallel courses.
- (2) A student attending a public institution who has completed 56 or more term hours of credit may not be denied direct transfer to another public institution if the student attained a cumulative grade point average of at least 2.000 on a 4.000 scale or its equivalent in parallel courses.
- (3) A student attending a public institution who has not completed an A.A., A.A.S., or A.S. degree shall be eligible to transfer to a public institution regardless of the number of credit hours earned if the student
 - (i) Was admissible to a public institution as a high school senior and
 - (ii) Attained at least a cumulative grade point average of 2.000 on a 4.000 scale or its equivalent in parallel courses.
- (4) A student attending a public institution who has completed fewer than 56 term hours shall be eligible to transfer to a public institution regardless of the number of credit hours earned if the student
 - (i) Was admissible to a public institution as a high school senior and
 - (ii) Attained at least a cumulative grade point average of 2.000 on a 4.000 scale or its equivalent in parallel courses.
- (5) A student who was not admissible to a public institution as a high school senior, but who has earned sufficient credits at a public institution to be classified by the receiving institution as a sophomore shall meet the stated admission criteria developed and published by the receiving institution.
- (6) If the number of students seeking admission exceeds the number that can be accommodated at a public institution, admissions decisions shall be
 - (i) Based on criteria developed and published by the receiving institutions; and
 - (ii) Made to provide fair and equal treatment for native and transfer students.

B. Admission to Programs

- (1) A receiving public institution may require higher performance standards for admission to some programs if the standards and criteria for admission to the program
 - (i) Maintain fair and equal treatment for native and transfer students; and
 - (ii) Are developed and published by the receiving institution.
- (2) Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at a public institution granting the baccalaureate degree.
- (3) 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 institution; and
 - (ii) Made to provide fair and equal treatment for native and transfer students.

C. Receiving Institution Program Responsibility

- (1) The determination of the major program requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the faculty of the receiving institution awarding the degree.
- (2) The receiving institution may set major program requirements which may fulfill general education requirements simultaneously.
- (3) The receiving institution, in developing its lower division course work, shall exchange information with other public institutions to facilitate the transferability of credits into the program.

.04 General Education Requirements for Public Institutions.

A. While public institutions have the autonomy to design their General Education Program to meet their unique needs and mission, that program shall conform to the definitions and common standards in this chapter. A public institution shall satisfy the general education requirement by

- (1) Requiring each program leading to the A.A. or A.S. degree to include not less than 30 and no more than 36 term hours, and each baccalaureate degree program to include not less than 40 and no more than 46 term hours of required core courses, with the core requiring, at a minimum, coursework in each of the following five areas:
 - (a) Arts and humanities;
 - (b) Social and behavioral sciences;
 - (c) Biological and physical sciences;
 - (d) Mathematics; and
 - (e) English Composition; or
- (2) Conforming with COMAR 13B.02.02.16D(2)(b)-(c).

B. Each core course used to satisfy the distribution requirements of 'A(1) of this regulation shall carry at least 3 term hours.

C. General education programs of public institutions shall require at least

- (1) One course in each of two disciplines in arts and humanities;
- (2) One course in each of two disciplines in social and behavioral sciences,
- (3) Two sciences, at least one of which shall be a laboratory course;
- (4) One course in mathematics at or above the level of college algebra; and
- (5) One course in English composition.

D. Interdisciplinary and Emerging Issues.

- (1) In addition to the five required areas in 'A of this regulation, a public institution may include up to eight term hours in a sixth category that addresses emerging issues that institutions have identified as essential to a full program of general education for their students. These courses may
 - (a) Be integrated into other general education courses or may be presented as separate courses; and
 - (b) Include courses that
 - (i) Provide an interdisciplinary examination of issues across the five areas; or
 - (ii) Address other categories of knowledge, skills, and values that lie outside of the five areas.
- (2) Public institutions may not include the courses in this section in a general education program unless they provide academic content and rigor equivalent to the areas in 'A(1) of this regulation.

E. General education programs leading to the A.A.S. degree shall include at least 20 term hours from the same course list designated by the sending institution for the A.A. and A.S. degrees. The A.A.S. degree shall include at least one 3-term-hour course from each of the five areas listed in 'A(1) of this regulation.

F. A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.

- G. A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.
 - H. Composition and literature courses may be placed in the Arts and Humanities area if literature is included as part of the content of the course.
 - I. Public institutions may not include physical education skills courses as part of the general education requirements.
 - J. General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.
 - K. Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting general education requirements.
 - L. Public institutions may incorporate knowledge and skills involving the use of quantitative data, effective writing, information retrieval, and information literacy where possible in the General Education Program.
 - M. Notwithstanding 'A(1) of this regulation, a public 4-year institution may require 48 term hours of required core courses if courses upon which the institution's curriculum is based carry 4 term 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.
- .05 Transfer of General Education Credit.
- A. A student transferring to one public institution from another public institution shall receive general education credit for work completed at the student's sending institution as provided by this chapter.
 - B. A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.
 - C. Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.
 - D. The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation .04 of this chapter at a public institution for any general education courses successfully completed at the sending institution.
 - E. Except as provided in Regulation .04M of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10-16 additional term hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 term hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.
 - F. A sending institution shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.
 - G. A.A.S. Degrees.
 - (1) While there may be variance in the numbers of hours of general education required for A.A., A.S., and A.A.S. degrees at a given institution, the courses identified as meeting general education requirements for all degrees shall come from the same general education course list and exclude technical or career courses.
 - (2) An A.A.S. student who transfers into a receiving institution with fewer than the total number of general education credits as 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 .04M of this chapter, the total general education credits for baccalaureate degree-granting public receiving institutions shall not exceed 46 term hours.
- H. Student Responsibilities. A student is held
- (1) Accountable for the loss of credits that
 - (a) Result from changes in the individual's selection of the major program of study,
 - (b) Were earned for remedial coursework, 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.
- .06 Transfer of Nongeneral Education Program Credit.
- A. Transfer to Another Public Institution.
 - (1) Credit earned at any public institution in the State is transferable to any other public institution if the
 - (a) Credit is from a college or university parallel course or program;
 - (b) Grades in the block of courses transferred average 2.000 or higher; and
 - (c) Acceptance of the credit is consistent with the policies of the receiving institution governing students following the same program.
 - (2) If a native student's "D" grade in a specific course is acceptable in a program, then a "D" earned by a transfer student in the same course at a sending institution is also acceptable in the program. Conversely, if a native student is required to earn a grade of "C" or better in a required course, the transfer student shall also be required to earn a grade of "C" or better to meet the same requirement.
 - B. Credit earned in or transferred from a community college is limited to
 - (1) 1/2 the baccalaureate degree program requirement, but may not be more than 70 term hours; and
 - (2) The first two years of the undergraduate education experience.
 - C. Nontraditional Credit.
 - (1) The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the State minimum requirements.
 - (2) Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis:
 - (a) Technical courses from career programs;
 - (b) Course credit awarded through articulation agreements with other segments or agencies;
 - (c) Credit awarded for clinical practice or cooperative education experiences; and
 - (d) Credit awarded for life and work experiences.
 - (3) The basis for the awarding of the credit shall be indicated on the student's transcript by the receiving institution.
 - (4) The receiving institution shall inform transfer students of the procedures for validation of coursework for which there is no clear equivalency. Examples of validation procedures include ACE recommendations, portfolio assessment, credit through challenge examinations, and satisfactory completion of the next course in sequence in the academic area.
 - (5) The receiving baccalaureate degree-granting institution shall use validation procedures when a transferring student successfully

completes a course at the lower division level that the receiving institution offers at the upper division level. The validated credits earned for the course shall be substituted for the upper division course.

D. Program Articulation.

- (1) Recommended transfer programs shall be developed through consultation between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan their programs. These programs constitute freshman/sophomore level course work to be taken at the community college in fulfillment of the receiving institution's lower division course work requirement.
- (2) Recommended transfer programs in effect at the time this regulation takes effect, which conform to this chapter, may be retained.

.07 Academic Success and General Well-Being of Transfer Students.

A. Sending Institutions.

- (1) Community colleges shall encourage their students to complete the Associate degree or to complete 56 hours in a recommended transfer program which includes both general education courses and courses applicable toward the program at the receiving institution.
- (2) Community college students are encouraged to choose as early as possible the institution and program into which they expect to transfer.
- (3) The sending institution shall
 - (a) Provide to community college students information about the specific transferability of courses at four-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 provided 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 transcripts of degree seeking transfer students as expeditiously as possible, and notify students of the results not later than mid-term of the students' first term of enrollment at the receiving institution, if all official transcripts have been received at least 15 working days before mid-term. The receiving institution shall inform a student of the courses which are acceptable for transfer credit and the courses which are applicable to the student's intended program of study.
- (4) A receiving institution shall give a transfer student the option of satisfying institutional graduation requirements that were in effect at the receiving institution at the time the student enrolled as a freshman at the sending institution. In the case of major requirements, a transfer student may satisfy the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at the sending institution. These conditions are applicable to the student who has been continuously enrolled at the sending institution.

.08 Programmatic Currency.

- A. A receiving institution shall provide to the community college current and accurate information on recommended transfer programs and

the transferability status of courses. Community college students shall have access to this information.

- B. Recommended transfer programs shall be developed with each community college whenever new baccalaureate programs are approved by the degree-granting institution.
- C. When considering curricular changes, institutions shall notify each other of the proposed changes that might affect transfer students. An appropriate mechanism shall be created to ensure that both two- and four-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to affect the change with minimum disruption. Transfer students are not required to repeat equivalent coursework successfully completed at the community college.

.09 Transfer Mediation Committee

- A. There is a transfer Mediation Committee, appointed by the Secretary, which is representative of the public 4-year colleges and universities and the community colleges.
- B. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not the individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the Committee shall consult with faculty on curricular issues.
- C. The findings of the Transfer Mediation Committee are considered binding on both parties.

.10 Appeal Process.

- A. Notice of Denial of Transfer Credit by the 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-term of the transfer student's first term, if all official transcripts have been received at least 15 working days before mid-term.
 - (2) If transcripts are submitted after 15 working days before mid-term of a student's first term, the receiving institution shall inform the student of credit denied within 20 working days of receipt of the official transcript.
 - (3) The receiving institution shall include in the notice of denial of transfer credit
 - (a) A statement of the student's right to appeal; and
 - (b) A notification that the appeal process is available in the institution's catalog.
 - (4) The statement of the student's right to appeal the denial shall include notice of the time limitations in 'B of this regulation.
- B. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may initiate an appeal by contacting the receiving institution's Transfer Coordinator or other responsible official of the receiving institution within 20 working days of receiving notice of the denial of credit.
- C. Response by Receiving Institution.
 - (1) A receiving institution shall
 - (a) Establish expeditious and simplified procedures governing the appeal of a denial of transfer of credit; and
 - (b) Respond to the student appeal within 10 working days.
 - (2) An institution may either grant or deny the appeal. The institution's reasons for denying an appeal shall be consistent with this chapter and conveyed to the student in written form.
 - (3) Unless a student appeals to the sending institution, the written decision in 'C(2) of this regulation constitutes the receiving

institution's final decision and is not subject to appeal.

D. Appeal to Sending Institution.

- (1) If a student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on the student's behalf by contacting the transfer coordinator of the sending institution.
- (2) A student shall make an appeal to the sending institution within 10 working days of having received the decision of the receiving institution.

E. Consultation between Sending and Receiving Institutions.

- (1) Representatives of the two institutions shall have 15 working days to resolve the issues involved in an appeal.
- (2) As a result of this 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 a consultation.
- (4) The decision arising out of a consultation shall constitute the final decision of the receiving institution and is not subject to appeal.

.11 Periodic Review.

A. Report by Receiving Institution.

- (1) A receiving institution shall annually report 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 Commission of Higher Education.
- (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) The 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 Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed.

SECTION FOUR: CORE COMPETENCIES ACROSS THE CURRICULUM

The College supports an environment conducive to academic preparedness and intellectual achievement. To that end, each student is expected to acquire both content and higher order skills as part of his/her educational experience. A solid foundation of learning practices will serve each student in applying knowledge in work and in life.

In the course of completing an academic degree, students will focus on developing competencies in the following core skill areas:

Technological Application: the ability to effectively use computer terminology, software, and hardware.

Information Literacy: the ability to recognize an information need and be able to locate, evaluate, and use effectively the retrieved information.

Oral Communication: the ability to effectively articulate verbal content formally or informally.

Written Communication: the ability to express ideas in writing.

Mathematics: the ability to assess the validity of mathematical information, to define, represent, and solve mathematical problems and to communicate mathematical reasoning symbolically and verbally.

Reading: the ability to "capture" ideas and facts from text.

Critical Thinking: abilities including any, or all, of the following core

thinking skills: analysis, synthesis, evaluation, problem-solving, decision making, creative thinking, metacognition. It may also include: productive dispositions or habits of mind, a search for truth, clarity, and accuracy, ability to distinguish facts from opinions, a healthy skepticism about arguments and claims, ability to tolerate ambiguity, and ability to identify errors in logic and reasoning (Suskie, 2003).

Social and Cultural Awareness: to understand the influence of culture and the natural environment on the behavior of individuals and groups.

SECTION FIVE: STANDARDS FOR ACCEPTABLE INTERNET USE

The following standards apply to all Carroll Community College faculty, students and staff using College property and facilities to access the Internet.

Carroll Community College Internet resources are to be used for College related activities. The right to use Carroll Community College computer and telecommunications resources can be revoked if misused, abused, or if any of these standards is violated by the user. Abuse of Internet privileges will result in appropriate disciplinary action.

Internet use, activities and products must conform to the College's Standards of Student Conduct, College Regulations and Policies, as stated in the College catalog. All other individuals using the computers and telecommunications resources of the College will abide by all applicable College policies, all laws of the United States and the State of Maryland and all laws governing the use of 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.

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 telecommunications services.

The following list of violations is by way of illustration only. Violations include, but are not limited to:

- Commercial activities and private enterprise that is not college related, other than links to commercial sites,
- Creating, displaying or transmitting threatening, racist, sexist, discriminatory, obscene or harassing language and/or materials,
- Copyright and licensing violations
- Violations of personal privacy
- Vandalism and mischief that incapacitates, compromises or destroys College resources and/or violates federal and/or state laws.

Acceptable use also implies making economical and wise use of limited and shared computer resources. Carroll Internet users should refrain from monopolizing systems, overloading networks or wasting computer time or disk space.

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 Internet, electronic mail, and other applications serve as an additional resource for college-related communications. It should be noted that the nature of Internet communications and activity including electronic mail (e-mail) are not necessarily secure or private. The College reserves the right to monitor and record usage of Internet resources, including electronic mail, at any time and retrieve documents as deemed necessary. Violators of these standards are subject to disciplinary action in accordance with relevant Carroll Community College regulations and policies.

SECTION SIX: CODE OF INTEGRITY (currently under revision, check website for latest update)

** Approved by the Board of Trustees, March 17, 2004*

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 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 of Integrity 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 of Integrity 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.

Responsibilities:

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 of Integrity. 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 of Integrity. They must also ensure that procedures for due process are provided for persons alleged to have violated the Code of Integrity, 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 of Integrity 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 of Integrity places an emphasis on student involvement in its judicature. Within the Code of Integrity, an Integrity Council has been established to function as both the judicial and legislative body which maintains the Code of Integrity.

Student Rights

Students at Carroll Community College, regardless of race, color, religion, sex, national origin, age, or disability, 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' (AAUP) 1967 Joint Statement Rights and Freedom of Students, 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, advisers, 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 of Integrity at Carroll Community College. The pledge reads: "I pledge on my personal honor to uphold and abide by the Code of Integrity 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.” 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 of Integrity.

Criminal and Civil Laws

The Code of Integrity 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 of Integrity may be subject to College disciplinary proceedings.

INTEGRITY COUNCIL

The Integrity Council has the responsibility to uphold the Code of Integrity and make modifications to the implementation and administration of the Code of Integrity. These revisions are sent to the Vice President of Academic and Student Affairs, the Vice President of Continuing Education and Training, and the Special Assistant to the Vice President of Academic and Student Affairs for approval. The Integrity Council meets regularly during the academic year to discuss procedures and issues related to the Code.

The Integrity Council serves as the judicial body charged with the authority to determine whether an individual student or student group has violated the Code of Integrity. A student who has allegedly violated the Code of Integrity has the option to appear before a quorum of the Integrity Council after following established protocol as outlined in this document. All Integrity Council proceedings are closed to the public. Students accused of violating College regulations are afforded fundamental due process in these proceedings. Formal rules of evidence shall not be applicable, nor shall deviations from prescribed procedures necessarily invalidate a decision or proceeding.

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 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.

Continuing Education – before the beginning of each academic year, the Vice President of Continuing Education and Training will designate one staff or faculty member.

Student Affairs – before the beginning of each academic year, the Special Assistant to the Vice President of Academic and Student Affairs will designate one staff member.

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 one member total to represent these three respective areas.

Alternate Integrity Council Members

Each constituency area represented on the Council (students, faculty, continuing education, academic affairs, student affairs, and administration or planning, marketing and assessment) will appoint alternates to serve on the Integrity Council in the event that a Council member is not available to fulfill his/her role on the Integrity

Council. When appropriate, “alternates” may be called to ensure a quorum so that a hearing may proceed. Alternates are provided with training on hearing procedures and only participate in hearings when needed. An alternate may serve as an “advocate” during a disciplinary hearing provided the alternate is not called to serve as a member of the Integrity Council during the same hearing. The Chairperson of the Integrity Council reserves the right to appoint alternates from the College community as needed.

Integrity Council Chairperson

The Chairperson of the Integrity Council will be appointed from the faculty or student affairs staff by the Vice President of Academic and Student Affairs, with the concurrence of the Special Assistant to the Vice President of Academic and Student Affairs. The Chairperson will not be selected from the membership of the Integrity Council. The Chairperson will vote only in the case of a tie. It is the Chairperson’s responsibility to conduct hearings of the Integrity Council.

Responsibilities of the Integrity Council

- hear cases regarding alleged violations of the Code of Integrity.
- 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 of Integrity has occurred and provide a sanction(s) as deemed necessary.
- maintain confidentiality.
- review student petitions to have their disciplinary records voided for good cause.
- rule on request to void existing disciplinary records.

A Council member may request of the Chairperson, to be disqualified if he/she thinks it would be difficult to maintain impartiality during a hearing. 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.

Quorum

The Chairperson of the Integrity Council has the duty to ensure a quorum of Integrity Council members and that there is a student majority. A quorum of the Integrity Council consists of a minimum of seven (7) Council members comprising of four (4) students, one (1) credit faculty member, one (1) continuing education member, and one (1) member representing either student affairs, or administration, or planning, marketing and assessment, or academic affairs.

STANDARDS OF THE CODE OF INTEGRITY

I. 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 Code of Integrity. 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.

II. 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 Code of Integrity. The officers or leaders or any identifiable spokesperson for a student group or organization may be directed by the Special Assistant to the Vice President of Academic and Student Affairs or his/her designee to take appropriate action to prevent or end conduct violations by the group or organization. Failure to make reasonable efforts to comply with the Special Assistant to the Vice President of Academic and Student Affairs' directive shall be considered a violation of the Code of Integrity.

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.

In all proceedings, due process is guaranteed to the student.

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:

1. Committing an act of academic dishonesty (previously described).
2. 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 has the right to dismiss a student from a class session for behavior that is disruptive to the teaching and learning processes. This instructor must, then, refer the incident to the Special Assistant to the Vice President of Academic and Student Affairs, within twenty-four hours, and complete a Student Conduct Incident Report for appropriate and prompt action by the Special Assistant to the Vice President of Academic and Student Affairs.

A copy of the report will be given to the student by the Special Assistant to the Vice President of Academic and Student Affairs. A dismissed student will not be allowed to return to class until the conflict is resolved by the Special Assistant to the Vice President of Academic and Student Affairs or the instructor involved.

The Special Assistant to the Vice President of Academic and Student Affairs' 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, 7th ed., Washington, D.C.: American Association of University Professors, 1990, 153). 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.

3. Using, possessing manufacturing, selling or distributing illegal or controlled drugs or substances, including alcohol.
4. Attending any College or College-sponsored activity while under the influence of alcohol or any controlled or intoxication substance, including inhalants.
5. Entering or using College property without authorization.
6. Committing acts of harassment that stigmatize or victimize an individual, excepting those acts that are constitutionally protected speech. In instances of alleged sexual harassment, the College's Sexual Harassment Policy and Procedure takes precedence.
7. Engaging in any form of forcible or non-forcible sexual offense.
8. Using Hate Speech.

9. 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.
10. 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.
11. Gambling.
12. 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.
13. Conducting or expressing one's self in a manner which is disorderly, lewd or obscene.
14. Forging, unauthorized altering, falsifying or unauthorized use of any College documents, records, keys or instruments of identification.
15. Smoking and/or the use of any tobacco products, other than in designated area.
16. 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.
17. Furnishing false information to the College or to members of the College community.
18. Using College's 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.
19. Using sound amplification equipment, system or device, except as provided by College regulations.
20. 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.
21. 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.
22. Violating fire or safety regulations, including the misuse or damage of fire safety equipment.
23. Knowingly violating the terms of any disciplinary sanction imposed in accordance with the Code of Integrity.

REPORTING VIOLATIONS OF THE CODE OF INTEGRITY

Because a violation of the Code of Integrity 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 of Integrity depends on the nature of the violation:

I. Reporting Violations of Academic Dishonesty

A minor violation(s) of academic dishonesty may be handled by a faculty member and a sanction given without the faculty member completing an Academic Dishonesty Incident Report, 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 an Academic Dishonesty Incident Report. The completion of this report 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 an Academic Dishonesty Incident Report. 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 Code of Integrity has occurred and no further action is taken.
2. The faculty member determines and can substantiate that a serious violation of the Code of Integrity has occurred. The faculty member completes an Academic Dishonesty Incident Report; 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 Academic Dishonesty Incident Report to the student and immediately forwards a copy to the Special Assistant to the Vice President of Academic and Student Affairs for determination as to whether the violation is the first, second, or third violation of the Code of Integrity. If it is the first or second violation, the Special Assistant to the Vice President of Academic and Student Affairs determines the sanction(s). If it is the third violation, the student will be referred to the Integrity Council for determination of the 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 Special Assistant to the Vice President of Academic and Student Affairs regarding the violation and subsequent sanction(s).
 - b. The student does not agree that a violation has occurred and wishes to appeal to the Division Chair/Continuing Education and Training Director (hereby referred to as "Chair" and "Director"). The faculty member provides a copy of the Academic Dishonesty Incident Report 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 Code of Integrity has occurred. The Academic Dishonesty Incident Report is nullified and returned to the Special Assistant to the Vice President of Academic and Student Affairs. 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 Academic Dishonesty Incident Report; and one of the following actions will occur:
 - 1) The student agrees that a violation has occurred. The Chair/Director provides a copy of the Academic Dishonesty Incident Report to the student and immediately forwards a copy to the Special Assistant to the Vice President of Academic and Student Affairs for determination as to

whether the violation is the first, second, or third violation of the Code of Integrity. If it is the first or second violation, the Special Assistant to the Vice President of Academic and Student Affairs determines the sanction(s). If it is the third violation, the student will be referred to the Integrity Council for determination of the 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 Special Assistant to the Vice President of Academic and Student Affairs regarding the violation and subsequent sanction(s).

- 2) 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 Affairs/Continuing Education and Training or to the Integrity Council (refer to Integrity Council Hearing Process).

Appeal to the Vice President

The decision of the vice president relative to the alleged violation of the Code of Integrity is final. The Chair/Director provides a copy of the Academic Dishonesty Incident Report 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 Academic Dishonesty Incident Report is nullified and returned to the Special Assistant to the Vice President of Academic and Student Affairs. No further action is taken.
2. The vice president determines that a serious violation has occurred. The Special Assistant to the Vice President of Academic and Student Affairs is contacted for determination as to whether the violation is the first, second, or third violation of the Code of Integrity. If it is the first or second violation, Special Assistant to the Vice President of Academic and Student Affairs determines the sanction(s). If it is the third violation, the student will be referred to the Integrity Council for determination of the 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 Special Assistant to the Vice President of Academic and Student Affairs regarding the violation and subsequent sanction(s).

II. Reporting Violations of Student Conduct

An alleged student conduct violation may be reported by any member of the College community. To report a student conduct violation, a Student Conduct Incident Report must be completed and submitted in a timely manner to the Special Assistant to the Vice President of Academic and Student Affairs, who will promptly investigate the incident. Copies of the Student Conduct Incident Report are available in the Office of the Special Assistant to the Vice President of Academic and Student Affairs. An alleged violation of a criminal or civil law, however, should be reported immediately to the Administration Office of Carroll Community College.

1. The Special Assistant to the Vice President of Academic and Student Affairs may:
 - a. Dismiss the allegation(s) as being unfounded or irrelevant; or
 - b. 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 Special Assistant to the Vice President of Academic and Student Affairs may dismiss the allegation or proceed with disciplinary action. It is the responsibility of the Special Assistant to the Vice President of Academic and Student Affairs to identify the specific charge(s) that will be brought against the student(s) involved and to impose the appropriate disciplinary sanction.
2. If the student fails to respond to the Special Assistant to the Vice President of Academic and Student Affairs request for a meeting

within the time frame established, the Special Assistant to the Vice President of Academic and Student Affairs may institute any of the sanctions outlined in this document.

3. If the Special Assistant to the Vice President of Academic and Student Affairs finds sufficient cause to believe that a student has committed a serious conduct violation, the Special Assistant to the Vice President of Academic and Student Affairs will proceed with disciplinary action against the student.
4. The student will be informed of the choice to have the conduct violation disposed of administratively by the Special Assistant to the Vice President of Academic and Student Affairs or via a hearing before the Integrity Council.
5. 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.
6. 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 authority to render a decision relative to whether a student has committed a conduct violation and determine the sanction(s). The decision of the Integrity Council is final. The student will retain the right to appeal the sanction only to the appropriate vice president.
7. 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 Special Assistant to the Vice President of Academic and Student Affairs or designee, and with the concurrence of the Vice President of Academic and Student Affairs or the Vice President of Continuing Education and Training, the presence of the student on campus is considered to be an apparent immediate danger to the health or safety of members of the College community or the public, or involves serious disruption of normal College operations, the student may be suspended from classes or campus as an interim measure. 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

When a student refuses administrative disposition of a violation of the Code of Integrity, the student is entitled to a hearing before the Integrity Council. The Special Assistant to the Vice President of Academic and Student Affairs 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. All reasonable measures to contact the student will have been made. The Special Assistant to the Vice President of Academic and Student Affairs 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 adviser shall be limited to consultation with the student; the legal adviser may not address those present at the hearing or

question witnesses;

4. Allowed to examine, in advance, any written evidence or exhibits which the College plans to submit;
5. Advised of the right to argue in his/her behalf and to present evidence and witnesses; also that he/she must inform the committee 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 appropriate vice president the sanction(s) only, as assigned by the Integrity Council.

Hearing Procedures

The hearing shall be closed to the public. The Chairperson 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 of Integrity 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. In addition, the following will be observed:

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, that 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 of Integrity, 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 determine 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 of Integrity. The Special Assistant to the Vice President of Academic and Student Affairs 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 Special Assistant to the Vice President of Academic and Student Affairs the decision of the Integrity Council. The Special Assistant to the Vice President of Academic and Student Affairs will in turn

communicate the findings of the Integrity Council to the student.

13. The decision of the Integrity Council is final; however, the sanction may be appealed to the appropriate vice president. The vice president retains the right to refuse to grant an appeal if the vice president determines the student's request for an appeal is without substance.

DISCIPLINARY SANCTIONS

Sanctions may be imposed for violations of the Code of Integrity or other College policy, rule, or regulation. Severity of the sanction(s) will be in relation to the violation(s) and will take into 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 of Integrity. 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.

I. Academic Dishonesty Sanctions

An act of academic dishonesty is considered to be a violation of the Code of Integrity. 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 of Integrity.

1. 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.
2. 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.
3. 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 determined by the Integrity Council.
Continuing Education course – a student may be prohibited from enrolling in a course in the same content area as determined by the Integrity Council.

II. Other Code of Integrity Sanctions

The following disciplinary sanctions may be imposed for a violation(s) of the Code of Integrity, (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 of Integrity, 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 has 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 Special Assistant 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 service agencies) in lieu of the aforementioned penalties. Students will be expected to meet with the Special Assistant to the Vice President of Academic and Student Affairs to periodically review his/her progress.

Denial of readmission may be imposed upon a student who has violated the Code of Integrity 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. Active disciplinary records may be reported to third parties, in accordance with College regulations. The existence of an inactive file will be confirmed to 3rd 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 Special Assistant to the Vice President of Academic and Student Affairs. 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.

SEXUAL HARASSMENT POLICY AND PROCEDURES

Sexual harassment will not be tolerated at Carroll Community College.

As a matter of College policy and of law, sexual harassment is defined as: unwelcome sexual advances, request for sexual favors, or other physical or verbal conduct of a sexual nature, including but not limited to, the following circumstances:

1. when submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or a part of the education process;
2. when submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such an individual; or
3. when such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or

creating an intimidating, hostile or offensive working or educational environment.

It is recognized that sexual harassment may occur between persons of the same or different genders.

Conduct that may constitute sexual harassment may include:

1. visual signals, gestures or non-verbal behavior;
2. oral comments, threats, questions or sounds;
3. distribution or display of written or graphic materials;
4. inappropriate touching and other physical behavior or contact when such conduct is of a sexual nature or can be interpreted as offensive or unacceptable by a reasonable person;
5. any other conduct fitting the preceding definitions.

Such misconduct on the part of any employee or student of the College, at any level, will result in appropriate disciplinary action, up to and including dismissal. Managers, supervisors, and faculty members are required to maintain a workplace and educational atmosphere free of harassment, intimidation, hostility or offensiveness. Failure to take necessary corrective steps when a subordinate engages in such conduct will subject supervisors and managers to disciplinary action and/or financial liability.

Students who believe they have been subjected to sexual harassment as part of their educational process may:

1. discuss it with the appropriate academic division chairperson, if desired;
2. make inquiry of the Director of Advising, Counseling, and Admissions.

Employees who believe they have been subjected to sexual harassment may seek an investigation by contacting the Affirmative Action Officer or the Director of Human Resources.

Persons making inquiry about sexual harassment concerns will be advised that some form of action, informal or formal, must be taken by an official of the College. The College will promptly investigate complaints of sexual harassment and, when necessary, will institute disciplinary proceedings against the offending individual. The College is committed to affording reasonable confidentiality and individual protection against reprisals to those reporting violations of this policy and due process to those accused of violations.

The deliberate filing of false accusations of sexual harassment is a serious offense which will result in disciplinary action. In cases where a fourth through first degree sexual offense (involving sexual contact or a sexual act) or rape is alleged, the incident will be referred to the Executive Vice President of Administration as a matter of course, due to the criminal nature of the allegations.

(Criminal Law Article of the Maryland Code)

SEXUAL ASSAULT POLICY

In accordance with the Education Article, Maryland Code Annotated, and the Campus Security Act (20 U.S.C. section 1092 (f) (7)), and because of its serious efforts to avoid any and all types of sexual assault, Carroll Community College has a strong policy on sexual assault which is implemented, distributed and posted each academic year in a variety of ways so as to reach all students, faculty and staff:

Carroll Community College is committed to providing a safe environment for students, faculty, and staff. The College will not tolerate sexual assault: a continuum of behaviors ranging from a touch to a completed rape which violates Federal Law, Maryland State law, and/or the Code of Integrity. The College will seek without hesitation, disciplinary proceedings (in accordance with the Faculty and/or Student Handbooks) including sanctions as severe as dismissal from Carroll Community College. This policy applies to every student, faculty, and staff member of this College.

The institution also provides a program on the prevention of sexual assault which includes, but is not limited to, a series of films, lectures/talks, and other relevant activities that deal with issues surrounding sexual assault and the prevention of the same. Resources can be found on the College campus as well as in the nearby community. Confidentiality is of critical concern and everything will be done to protect confidentiality. However, total confidentiality cannot be guaranteed. The Director of Advising, Counseling, and Admissions is responsible for coordinating resources and sexual assault information.

REPORTING SEXUAL ASSAULT

To report a sexual assault, the person should report immediately to the Director of Advising, Counseling, and Admissions who will treat the individual with every respect. If the individual requests, the Director of Advising, Counseling, and Admissions will provide assistance in working with appropriate law enforcement authorities and will assist in obtaining appropriate medical attention, including transportation to the nearest designated hospital. The contact and the conversation will be held in the strictest confidence possible.

Sex offenses should be reported as promptly as possible in order to preserve evidence of the events and to better facilitate investigative procedures.

In keeping with this policy the College attempts to make every possible effort to prevent sexual assault by enforcing the following response procedures:

1. informs a victim of sexual assault of the right to file criminal charges with the appropriate law enforcement officials as well as being offered a crisis counselor from Rape Crisis as soon as it is determined to be a crime of sexual assault. Crimes that occur on campus will be reported to the Maryland State Police and/or the CASA Unit of the State's Attorney's Office;
2. provides prompt assistance of campus authorities, the Director of Advising, Counseling, and Admissions will, at the request of the victim, notify the appropriate law enforcement officials and disciplinary authorities of an incident of sexual assault;
3. informs the victim of the nearest hospital, Carroll Hospital Center, equipped with the Maryland State Police Sexual Assault evidence collection kit. The individual has the right to refuse medical care and evidence collection.
4. provides full and prompt cooperation from campus personnel in obtaining appropriate medical attention, including transporting the victim to the nearest designated hospital;
5. offers counseling to a victim of sexual assault from mental health services provided by the institution, other victim service entities within the county, or nearest state designated rape crisis program; and
6. after a campus sexual assault has been reported, and upon the request of the alleged victim, makes every effort to provide transfer of the alleged victim to alternative courses, if such alternatives are available and feasible.

The College condemns the intentional filing of fraudulent accusations of sexual assault. If the complainant is a student or College employee and it is concluded that he/she intentionally filed a fraudulent report, he/she will be subject to disciplinary actions which may range from reprimand to suspension or dismissal depending on the gravity of the accusation.

HATE SPEECH

"Hate Speech" is defined as any form of communication that is motivated by the speaker's bias toward others and is intended to offend, demean, or injure. Hate speech violates the College's stated core value of Respect, it indicates a lack of concern for Fairness, and it creates an atmosphere of mistrust.

Acts of hate speech become subject to punishment when they escalate to conduct that interferes with the ability of a student (or students) to enjoy

the right to fully participate in the life of the College. Such acts include bias-inspired phone calls or e-mail messages, following a student across campus while shouting racial epithets, defacing a student's property with hate messages, harassing a student in class with ethnic slurs and jokes. These and similar acts of student conduct are covered in the Code of Integrity, and procedures for disciplining offenders are detailed in that section of this document. Combating hate speech should not be used as censorship.

The College advocates prevention of hate speech by fostering an academic environment that expects the highest standard of conduct regarding an individual's civility and respectful behavior toward others.

**Students helped develop the Hate Speech statement.*

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; or 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 (refer to College Regulations and Policies: Code of Integrity).

Procedures

Preceding any discussion, it may be helpful for the student to consult with the Special Assistant to the Vice President of Academic and Student Affairs 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 and student will then meet to discuss the complaint.

Step 3: After discussion with the immediate supervisor, if the complaint is not resolved with the supervisor(s) within five (5) working days, the student may have his/her complaint heard by the appropriate vice president. It will be the supervisor's responsibility to forward the complaint file to the vice president. The vice president will then review the matter and make a final decision regarding the complaint.

Please Note - Complaints of sexual harassment refer to College Regulations and Policies: Sexual Harassment Policy and Procedures

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,

or disability, 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, sexual orientation, national origin, age, or disability.
 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, sexual orientation, national origin, age, or disability.
- 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, sexual orientation, national origin, age, or disability.
 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, sexual orientation, national origin, age, or disability.
- 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, sexual orientation, national origin, age, or disability.
 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 Special Assistant to the Vice President of Academic and Student Affairs 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, sexual orientation, national origin, age, or disability 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 28 or more term credit hours at any accredited undergraduate institution shall be considered sophomores. Those students who have completed fewer than 28 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 which 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 without cause for 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.
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 either be nominated by a member of the Governance Board or self-nominated, and complete an Application for Candidacy Form, including a petition and signatures of at least 25 members of the student body. An application for any vacancy will be available from any Board member.
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 present academic year. All members may hold any Executive position as long as re-elections 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 a month. The President has the authority to cancel or re-schedule 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. An 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): Director of Co-Curricular and First Year Programs
 - b. Vice Chair (voting): Treasurer of SGO Governance Board
 - c. Three Student Members (voting): One member of the SGO Board and two students-at-large (non-SGO Board members) elected by the student body each year in the SGO fall election
 - d. Non-Student Members (voting): The following members shall be self nominated . From the names submitted, the SGO Governance Board will select these members of the SAFB during the spring term. These members shall serve terms of three years . To establish staggered terms and provide for continuity, the SGO Board shall initially elect the faculty representative to a one year term, the administrative representative to a two year term and the classified representative to a full term.
 - 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.

e. Secretary (non-voting): The SAFB shall request secretarial support through the Director of Co-Curricular and First Year Programs.

2. The SAFB shall be responsible for the following:
 - a. Yearly Budgeting Process-The SAFB shall coordinate the budgeting process each spring term and monitor the budget throughout the year.
 - b. Account Journal-The vice chair of the SAFB shall maintain a journal which accounts for the monies, transactions and other financial records of all SGO clubs and organizations.
 - c. Accounts payable-Submission of completed check requests to the Director of Co-Curricular and First Year Programs.
3. Quorum for the SAFB shall be at least five voting members.
4. Meetings
 - a. The SAFB shall hold budget hearings each spring term and shall review the budget at the beginning and end of the fall term.
 - b. The SAFB shall meet monthly during each term, if necessary, to review new funding requests.
 - 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 Activities Board and Committees

1. The Campus Activities Board, hereafter referred to as the CAB, has the responsibility for developing and coordinating a broad-based program of activities designed to serve the diverse needs and interests of the student body. These programs shall include, but are not limited to, social and special events, recreational activities, and the performing and cultural arts.

The CAB shall consist of:

- a. Chairperson who is responsible for the coordination of the Board's activities. This position shall be appointed before the fall term by the SGO Board, based on a recommendation by the Coordinator of Student Life.
- b. Public Relations Coordinator who is responsible for ensuring proper publicity for all events in conjunction with the CAB public relations team. This position shall be appointed before the fall term by the SGO Board, based on a recommendation by the Coordinator of Student Life.
- c. At least three students-at-large to be appointed in the fall by the SGO Board.
During the spring term, fliers are to be posted announcing the positions of Chairperson and Public Relations Coordinator. The openings for students-at-large shall be announced in the beginning of the fall term. These positions may be nominated by any Board member or any interested students may nominate themselves. All Committee members must have a cumulative GPA of 2.000. The Board shall remain active through the summer, fall and spring terms.
- d. The CAB shall actively seek and encourage student involvement in the planning implementation of its programs.

2. If no chairperson is found, the SGO Board members will assume those responsibilities until a chairperson can be appointed.
3. The SGO President reserves the power to create provisional committees and appoint their heads in order to resolve problems facing the SGO as the Governance Board sees necessary. These provisional committees are as temporary as the SGO deems them to

be, and a majority vote by the Governance Board will dissolve the committee in question.

Article VIII. 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.
4. Any organization that wishes to establish an on-campus publication must first be granted a charter by the SGO Governance Board, in which a simple majority vote from the Board is required. The SGO reserves the right of determination to use SGO monies to fund these publications.

Article IX. 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 Elections Committee. Candidates may not advertise at election booths.
- Election booths will be staffed by Committee officials during the week of elections, Monday through Thursday, during the hours of 9:30 AM to 2:00 PM, and again from 5:00 PM to 7:00 PM, at all main campus entrances.
- Candidates for office can not operate as Election Committee members in any capacity.

EQUIPMENT POLICIES

Equipment that is rented or leased on behalf of the SGO is the responsibility of the person/persons that signed for the materials. Any late fees that are directly added due to the irresponsibility of the individual, is paid for by the individual that was in charge of it. Monies owed to the SGO will be collected by Director of Co-Curricular and First Year Programs or added to the student's billing account.

Any materials owned by the SGO are to be stored in the SGO office, or other approved places. In order to use the materials, individuals or groups must complete and have approved forms. The materials signed out becomes the responsibility of the individual or group using the materials.

The computer purchased by SGO for use by Student Publication must be signed out using the correct forms for approval at least two days prior to the date needed. Student Publications has first priority for the use of the computer, SGO has second priority, clubs funded by SGO have third priority, and etc.

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 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. All budgets will be reviewed by the SGO and the Student Activities Finance Board (SAFB) at the end of each term to determine whether funds are being spent. At this time, monies can be redeposited into the general fund to be redistributed or transferred. The SGO will give written notification to clubs and organizations that may be affected and allow those clubs/organizations two weeks to respond before any action is taken.
7. Clubs and organizations may request supplemental funds of the SGO at any time.
8. Decisions on monies allotted by the SGO will be given within a two-week period.
9. 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.
10. 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.
11. Monies generated through outside sources must be allocated to those activities that fall within the constitutional and budget guidelines of SGO.
12. 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.
13. Each club or organization receiving funds will be expected to maintain separate and detailed records of its expenditures for each event. These records are required when submitting budget proposals before the SGO the following fiscal year.
14. All clubs and organization should complete an Event Planning Guide for each event they hold. Upon completion of an event clubs/organizations are encouraged to complete a copy of the Event Evaluation which is on the last page of the Event Planning Guide. These records may be used to provide support for future function requests.
15. At least a 5% portion of the total student activity fee will be placed into a contingency fund to pay for items and events not already budgeted.
16. A 4% portion of the projected Student Activity Fee Income shall be reserved for doubtful accounts.
17. 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.
18. When a club or organization is requesting funds of any type, they must have a personal representative present at the meeting in which their budget is being brought up and/or reviewed. If a personal representative is not present, the budget request will not be reviewed and will be tabled until a representative can be present.
19. At least one faculty/staff member must be present at each event or activity held on or off campus. The cost of one faculty/staff advisor to participate in an event should be included in the corresponding budget request to be financed by the SGO. The faculty/staff member must be the established advisor for the club or an appointed substitute. More than one faculty/staff advisor may be funded at the discretion of the SGO Board based upon the nature of the event. All other faculty/staff members will pay the student price to participate in the event.
20. No SGO monies shall be spent on alcohol.
21. 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.
22. Any travel taken by clubs financed by SGO monies shall follow the criteria listed below:
 - A. School buses will be used in travel of three hours or less (one way).
 - B. Motor coaches may be used in travel of more than three hours (one way).
 - C. The college vans should be the first choice of transportation if the travel time is less than three hours (one way) & the trip includes less than thirty people.
 - D. Exceptions may be made on petition to the SGO.
23. Overnight travel may be partially funded by the SGO in the following manner:
 - A. Overnight travel expenses requested shall include only the costs for accommodation. Other expenses should be requested separately.
 - B. No more than \$10 per person per night shall be allotted for overnight accommodation by the SGO for a maximum of five nights.
 - C. No SGO monies shall be allotted for food expenses during overnight travel.
 - D. All overnight travel expenses are subject to SGO for approval and all other budget guidelines.
24. No organization shall be allowed a budget allocation of more than \$500 of SGO funds for conference travel and/or related conference expenses.
25. Money will not be budgeted for equipment, supplies, or programs whose primary use is for classroom instructional purposes.
26. Advisors and students will not be paid from student activity fees for contracted services rendered for the normal operation of student clubs and organizations.
27. Contracted personnel must have advanced approval from the Director of Co-Curricular and First-Year Programs prior to SGO approval of contracts for services to student clubs and organizations. Students who sign contracts without approval of the Director of Co-Curricular and First-Year Programs may be held personally liable for any problems as a result thereof.
28. No person using SGO funds shall have any interest in, or derive any profit from, any contract or purchase from such funds.
29. All publicity programs and publications funded through student activities fees must state prominently, "Funded with Your Student Activity Fees" or "Funded by SGO."
30. The solicitation of advertising in club/organizational publication must be approved, in advance, by the Director of Co-Curricular and First-Year Programs, with the exception of advertisements in student newspaper.
31. Guests will pay the full cost of an event unless approved otherwise by the SGO.
32. Fees collected from guests must be deposited in the club's deposit account established for that event.
33. All completed receipts for expenditures incurred during the event must be submitted to the Director of Co-Curricular and First-Year Programs immediately upon completion of the event.
34. No money shall be reimbursed to individuals or groups without a receipt and/or prior approval.
35. 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.
36. The cost of a committee chair may be paid for by the SGO provided he or she has fulfilled the duties necessary for the successful completion of a particular activity or event. This is to be judged at the discretion of the club/organization faculty advisor and the SGO. This does not apply to overnight travel expenses.
37. For every bake sale (or equivalent event where students will be selling food that they make) groups must obtain a permit from the Carroll

County Health Department, which must be displayed the day of the bake sale. Groups must also have a listing of all recipes of items available on the sale table. Groups can work with the Risk Manager for the college, to complete the appropriate forms. The Risk Manager can be reached at 410-386-8493 or skrumrine@carrollcc.edu or in her office A230.

MILEAGE EXPENSES

Every effort should be made to reserve campus cars or vans for SGO business. 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 Office of Student Life). The amount of \$.48 shall be paid to the person for every mile driven.

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 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 Associate Vice President of Student Affairs.
4. Appeal the decision of the Special Assistant to the Vice President of Academic and Student Affairs 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 summer must have been enrolled for at least six credits at the College in the spring term prior to the period of summer enrollment or must intend to enroll for at least six credits at the College in the fall term following the period of summer employment. Intent to enroll is evidenced by pre-registration. Students who work only in the summer term must be enrolled in at least three credits for the period of summer employment.
- 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. In winter and summer terms, a student may be eligible to work more than 20 (but no more than 40) hours per week. Approval to work more than 20 hours per week will be

determined by the Coordinator 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 times, unless there is documentation that the class 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, 2006, the current rate of pay per hour for student employees is \$8.00.

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 Coordinator, Disability Support Services, at 410-386-8329.

Questions or concerns related to the facilities may be directed to the Carroll County Government, Americans with Disability Act Coordinator at 410-386-3600.

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.

SAFETY

The College, and specifically each college administrative unit where there is risk of HIV exposure through handling of blood or body fluids, will adopt appropriate safety guidelines that are based on Centers for Disease Control Standards for all employees and students.

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.

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 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, student life) or the Special Assistant to the Vice President of Academic and Student Affairs.

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.

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. Disabled parking spaces are reserved for vehicles of disabled people with special tags or permits.

Faculty and Staff Registration

- A. All faculty and staff motor vehicles must be registered with the Coordinator of Facilities Management and have a valid parking permit displayed.
- B. Faculty and staff parking permits are available in the office of the Coordinator of Facilities Management, room A137.
- 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 A137, 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. Disabled parking violations are \$25.00.
- B. All fines are payable to the cashier 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: Barnes Towing Service, 500 Lucabaugh Mill Road, Westminster, MD 21157. Phone 410-848-7600.
- 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 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 Administration Office, room 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 appeal committee will consist of two students, one faculty member, and one administrator.

SECTION THIRTEEN: OTHER COLLEGE REGULATIONS

ADVERTISING

All community postings must be stamped for approval by the Office of Student Life. Display of community postings will be limited to the bulletin board beside the ATM machine located in the main level of the "A" Building.

All posters, placards, and signs announcing activities and events of interest to and related to the student body may be posted on bulletin boards found in common areas throughout the campus facilities (excluding classroom bulletin boards), placed on tables and study desks, or left 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, illness, grades, etc. Understanding this need, please use the following guidelines to prevent damage to walls and doors:

- Do not tape messages to walls.
- Please use window glass, if available; otherwise use doorframes.
- 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.

ANIMALS AND PETS

With the exception of service animals accompanied by their masters, animals are not permitted in buildings without proper authorization.

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.

Except for Carroll Community College activities open to children, Carroll Community College accepts neither responsibility nor liability for injuries that may occur to a child while on the Carroll Community College campus. Responsibility 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.

(Approved by the President's Executive Team, 11/05/2002)

FIRE EVACUATION PROCEDURES: Faculty, Staff, Students

In the event of fire or other life-threatening emergency, pull the fire alarm immediately to notify occupants, and promptly exit the building. As quickly as possible after safely exiting the building, notify a member of the staff or security to inform them of the location and type of emergency. Upon notification of an emergency, the administration staff shall contact 911 and advise of the nature of the emergency and provide the building indicator, i.e. "A" building, "M" building, etc.

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 exiting of the building. Walk--do not run--to the nearest exit. Exit to and remain at least 200 feet beyond all buildings. Do not use the elevator. Exit by the nearest stairwell.

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. An individual confined to a wheelchair, who is located on the second 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 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 stairwells 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.

FOOD AND BEVERAGE CONSUMPTION

At Carroll Community College, food and drink are permitted in designated areas only (i.e., cafe area and the Great Hall atrium area). Food and drink are not allowed in the Theatre, classrooms, labs (i.e., computer, science, and art), or the Library.

INCLEMENT WEATHER PROCEDURES

You are requested to keep the following information in mind during the winter months in the event of class session cancellation due to extreme weather conditions.

1. The following radio and TV stations in and around the Carroll County/Baltimore County area will carry the announcements for CARROLL COMMUNITY COLLEGE:

RADIO STATIONS:

WBAL 1090AM, WYY 98FM, WTTR 1470AM

TV STATIONS:

WMAR-2, WBAL-11, WJZ-13, FOX-45

2. Announcements will be made beginning at approximately 6:30 a.m. through 9:00 a.m. for day class sessions. Announcements for the closing of evening class sessions will be made beginning at approximately 4:00 p.m. or earlier if possible. When the College is closed, all activities will also be canceled unless an announcement is made to the contrary. Announcements will also be made on weekends if the College must be closed.
3. When the Carroll County Public School System closes for the day or during the day, the College courses being held in the high school facilities will be canceled.
4. If the College opens late, all class sessions starting prior to the scheduled opening time will be canceled. Lab sections that begin after the opening time will be held even though the lecture component of that course may have been cancelled.
5. PLEASE CHECK OUR WEBSITE, WWW.CARROLLCC.EDU, or listen to one of the radio or TV stations listed above for announcements. You may call the COLLEGE INCLEMENT WEATHER NUMBER 410-386-8457 for closing information. If no announcement is made, you may assume that the regular schedule is in effect.

SALE OF MERCHANDISE/SOLICITATION

The sale of 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 SGO is prohibited.

SMOKING ON CAMPUS

Carroll Community College is a smoke-free environment. Smoking or the use of any tobacco products is permitted only in designated locations. Smoking or the use of any tobacco product is strictly prohibited within College-owned or leased buildings and College-owned vehicles. The following areas have been designated as tobacco permitted areas at the Washington Road Campus:

1. Outdoor patio adjacent to the Cafe area in the rear of the Great Hall
2. Outdoor rear side of the C Building
3. Outdoor rear area of the Fitness Center (area off classroom hallway)
4. Outdoor picnic area between Fitness Center and Theater Building
5. Parking lots (any areas of the campus that have black paving), except the small lot by the LRC.

The success of this policy will depend upon the thoughtfulness, consideration, and cooperation of tobacco and non-tobacco users. All employees and students share in the responsibility for adhering to and enforcing the policy. Security officers will issue verbal warnings to all individuals smoking in unapproved areas. Further disciplinary action will be initiated against those who continue

to ignore college regulations. In the case of students, the Integrity Council may determine the appropriate action. In the case of College employees, the action will be a letter of reprimand. Guests of the College are respectfully asked to abide by our regulations.

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 Campus Safety and Security will provide assistance to faculty, staff, students, and patrons who need their vehicle battery recharged or who have locked their keys in their vehicle. If this service is required, you are directed to the staff at the Information Center for assistance.

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, crimes reportable under the Hate Crime Statistics Act, and arrests for campus violations of the Liquor Laws, drug possession/use and weapons possession. In 1999, 2000, 2001, and 2002, there were no crimes reported on campus. Please refer to the "Security Services" brochure for additional information and statistics for the 2003 calendar year.

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 Campus 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 Campus Safety and Security immediately of any emergency, criminal activity, suspicious conditions, or suspicious subjects.

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 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 bookbag.
- 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.
- 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 Campus 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.
2. Submit educational transcripts. Order an official high school transcript together with SAT/ACT scores, GED test scores and certifications, and/or college or university transcripts.
3. Apply for financial aid, if needed. Call 410-386-8437 for financial aid information.
4. Schedule placement testing. Call the Testing Center, 410-386-8450, to schedule placement tests. If a student wishes to be assessed based on prior college coursework, he/she must contact an academic adviser by calling the Admissions, Advising, and Counseling Center at 410-386-8430.
5. Attend a First Advising Session. Placement test results for new students are given at weekly, small group First Advising Sessions. The First Advising Session includes information about College procedures, campus resources, transfer, and registration. Placement tests results are returned in confidence and explained, and an adviser will help with course selection. Parents are welcome to attend First Advising Sessions.
6. Register for courses. New students will obtain adviser approval for first-term courses in the First Advising Session. After their first term, students are encouraged, but not required, to schedule appointments with advisers 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, 9:30 a.m.-4:00 p.m. Check the Credit Class Schedule for tuition payment due dates. Note that a tuition payment plan is available. For more information about the tuition payment plan, call the Business Office at 410-386-8040.

For Office Use Only

ID Number: _____ Processed By: _____ Date: _____

Personal Data

Please Print Clearly

Legal Name: _____
Last First Middle

Permanent Address: _____
Street

_____ *City State Zip County*

Phone: _____ Phone: _____
Home Business

Social Security Number: _____ Date Of Birth: _____

E-Mail Address: _____

Racial/Ethnic Category: Black/African American
 White/Caucasian
 American Indian/Alaskan Native
 Asian/Pacific Islander
 Hispanic
 Other (specify) _____

Gender: Male
 Female

Maiden/Birth Name: _____

Former Name(s): _____

Enrollment Year & Semester

Year: _____

Semester: Summer Semester (June–August)
 Fall Semester (September–December)

Winter Semester (4-week January Term)
 Spring Semester (February–May)

Academic Program (select one)

TRANSFER PROGRAMS

ASSOCIATE OF ARTS DEGREE (A.A.)

- Arts and Sciences
- Arts and Sciences – Criminal Justice
- Arts and Sciences – Dental Hygiene
- Arts and Sciences – Forensic Studies
- Arts and Sciences – Health and Exercise Science
- Arts and Sciences – Legal Studies
- Arts and Sciences – Music
- Arts and Sciences – Nursing
- Arts and Sciences – Paralegal
- Arts and Sciences – Psychology
- Arts and Sciences – Social Work
- Arts and Sciences – Theatre
- Arts and Sciences – Visual Art
- Business Administration – General Business
- Business Administration – International Business
- Business Administration – Management Information Systems
- General Studies
- Teacher Education
- Teacher Education – Early Childhood

ASSOCIATE OF ARTS IN TEACHING DEGREE (A.A.T.)

- Early Childhood Education
- Elementary Education

CAREER PROGRAMS

ASSOCIATE OF APPLIED SCIENCE DEGREE (A.A.S.)

- Accounting
- Computer-Aided Design
- Computer Graphics – Graphic Design
- Computer Graphics – Multimedia Design
- Computer Graphics – Web Design
- Computer Information Systems
- Early Childhood Education
- Law Enforcement
- Physical Therapist Assistant (selective admissions)

ASSOCIATE OF SCIENCE DEGREE (A.S.)

- Nursing – Registered (selective admissions)

CERTIFICATES

- Accounting – CPA Exam Qualification
- Computer-Aided Design
- Computer Graphics – Graphic Design
- Computer Graphics – Multimedia Design
- Computer Graphics – Web Design
- Computer Information Systems - User Support Technology
- Health Information Technology
- Law Enforcement (Police Academy Graduates Only)
- Nursing – Practical (selective admissions)
- Office Technology

LETTERS OF RECOGNITION

- Art History
- Computer-Aided Design
- Computer Graphics
- Computer Information Systems - User Support Technology
- Criminal Justice
- Early Childhood Education
- Health Information Technology – Medical Records Coding
- Health Information Technology – Medical Transcription
- Office Technology – Administrative Assistant
- Office Technology – Legal Secretary
- Visual Art – Studio

Admission Status (✓ check one)

- Regular Student**
Student planning to work toward Associate Degree or Certificate, and has a High School diploma or its recognized equivalent (i.e., GED).
- Released Time Student**
Currently attending High School and concurrently enrolling part-time at Carroll Community College.
- Early Admission Student**
Student by-passing 12th grade to attend Carroll Community College full-time.
- Transient Student**
Student enrolled at another college or university, and is planning to transfer the Carroll Community College coursework back to the parent institution.
- Special Student**
Student taking credit coursework for personal enrichment, and is not seeking an Associate Degree or Certificate, or a student who does not have a High School diploma or its recognized equivalent (i.e., GED).

Educational Goals (✓ check one)

- Exploration of new career or academic area
- Preparation for immediate entry into a career
- Prepare to transfer to a four-year institution
- Update skills
- Personal interest/self-enrichment
- Other (Transient Student)

Intended Load Status (✓ check one)

- Full-time student (12 or more billable hours)
- Part-time student (less than 12 billable hours)

Residency Status (✓ check one)

- In-County
- Out-of-County
- Out-of-State

Student Type (✓ check one)

- Take courses for personal interest
- Earn a Certificate
- Earn an Associate Degree

Enrollment Influence (✓ check one)

- Personal Friends
- Parent or relative
- Teacher
- Guidance Counselor
- Admissions visit to your high school
- Visit to Carroll Community College campus
- Newspaper Ad
- Radio/TV Ad
- Employer
- College Publication/Brochure

Citizenship (✓ check one)

- USA
- Other than USA

Resident Alien Number:* _____

Country of Origin: _____

Type of Visa: _____

Visa Number: _____

* A copy of Alien Registration Card must accompany this application.

High School Information

Last High School Attended: _____ State: _____ Date of Graduation: Month _____ Year _____

If GED recipient, indicate: Month _____ Year _____ and State _____

All Previous Colleges/Universities Attended (Required)

	Name of College/University	City/State or Country	Years Attended
Example:	Towson University	Towson, MD	95 - 99

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 have read and agree to abide by the policies and regulations of the Drug-Free Schools and Community Act and Drug-Free Workplace Act. Further, I pledge on my personal honor to uphold and abide by the Code of Integrity as long as I am enrolled at Carroll Community College.

Student Signature _____ Date _____

Parent Signature (if student is under 18) _____ Date _____



External Transcript Request Form

Admissions Office · Room A-102
1601 Washington Road · Westminster, Maryland 21157
410-386-8430 · FAX 410-386-8431
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

Former Name (if applicable): _____
Last
First
Middle

Permanent Address: _____
Street

_____ *City* *State* *Zip* *County*

Phone: _____ *Home* Phone: _____ *Business*

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
Admissions Office · Room A-102
1601 Washington Road
Westminster, MD 21157

Student Signature: _____ Date: _____

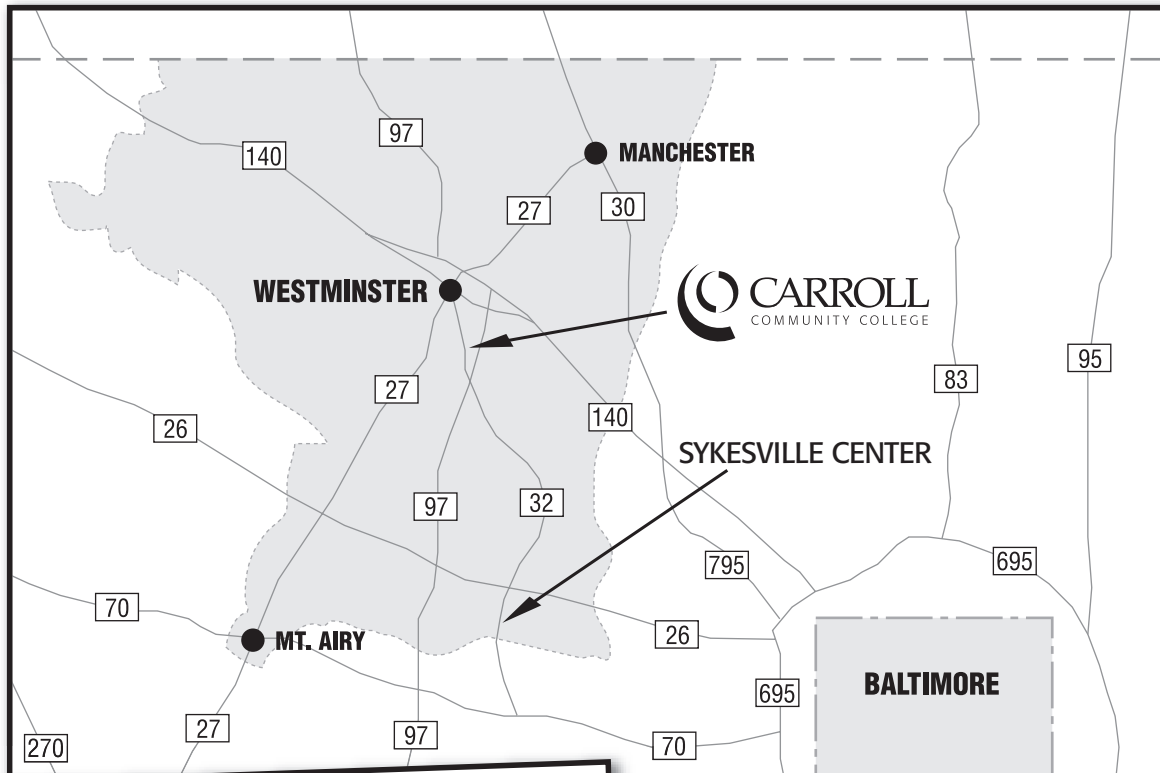
Parent Authorization

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: _____

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.

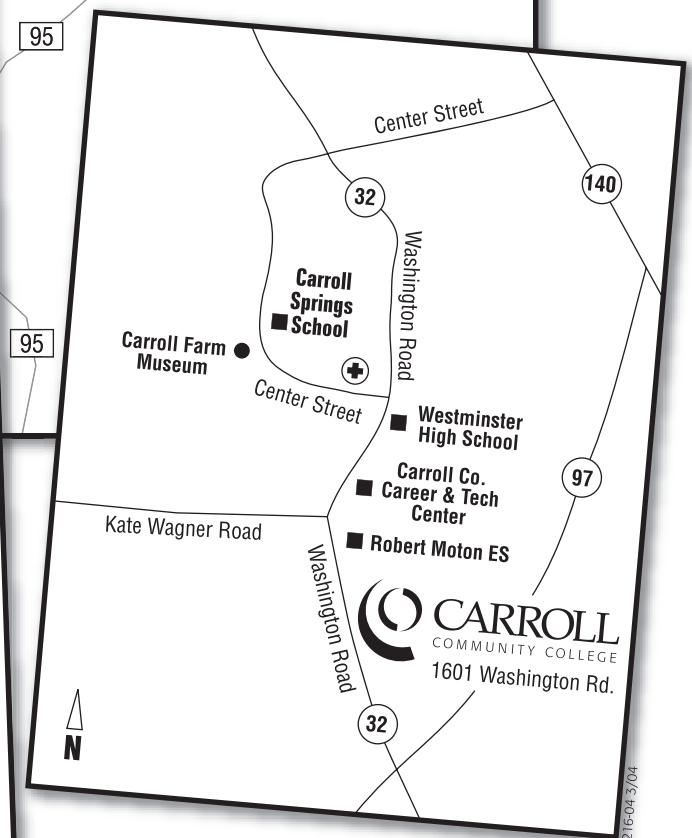
From Hanover, PA: Take PA-94 South. PA-94 becomes Hanover Pike (MD-30). Turn right onto MD-27 South and travel for 8.2 miles. Turn left onto MD-140 East toward Baltimore. Travel 1.5 miles on MD-140 East and turn right onto MD-97 South (Malcolm Drive). Travel 3.1 miles to Washington Road (MD-32). Turn 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.

Directions to Carroll Community College Sykesville Center

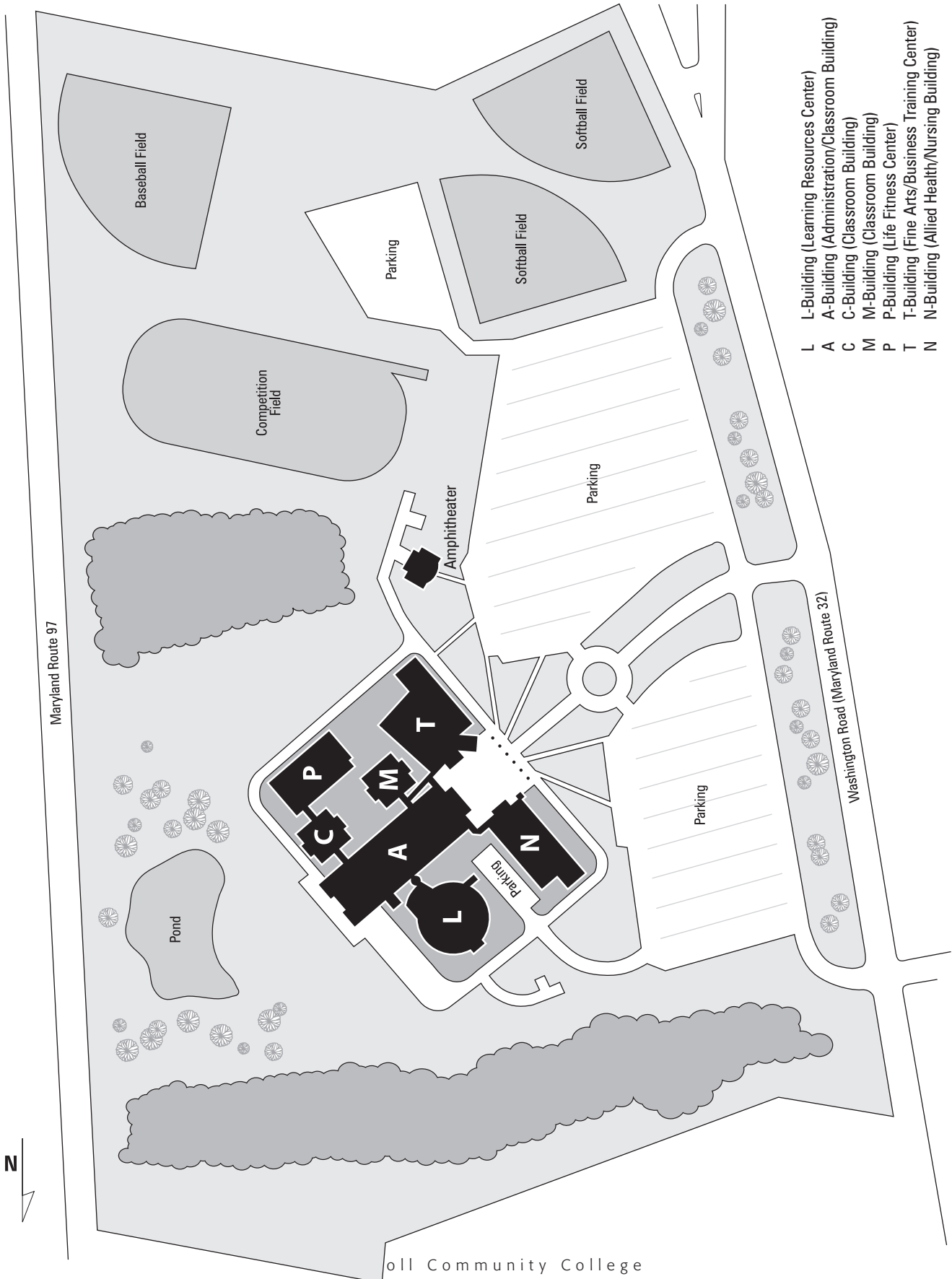
From Interstate 70: Take Exit 80. Merge onto MD-32 North toward Sykesville. Travel 3.9 miles and turn right at the traffic light onto Raincliffe Road. Take the first left onto Buttercup Road. Go straight to the four-way stop sign. At the four-way stop sign, turn left onto 4th Street. The first group of buildings on the left is the Public Safety Education and Training Center. The parking lot is a short distance past the Center on the left.

From MD Route 26 Liberty Road: In Eldersburg, take MD-32 South for 2.9 miles. Turn left at the traffic light onto Raincliffe Road. Take the first left onto Buttercup Road. Go straight to the four-way stop sign. At the four-way stop sign, turn left onto 4th Street. The first group of buildings on the left is the Public Safety Education and Training Center. The parking lot is a short distance past the Center on the left.



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)

Index

Index

A+ Certification	108
Academic Advising	112
Academic Progress Standards	31, 180
Academic Center	112
Academic Communities	113
Academic Standards	31, 180
Academic Suspension	180
Accessibility Notice	116, 118, 119, 204
Accreditation of the College	Front Inside Cover
ACT Scores	7
Admissions, Advising, and Counseling	112
Admissions Procedures/Philosophy	7, 210
Admissions Programs, Selective	10-13
Advanced Placement	10, 177
Advertising Regulations	206
AIDS and HIV Education and Safety Policy	204
Allied Healthcare Consortium, Mid-Maryland	13, 37, 39, 106
Animals/Pets on Campus	206
Anonymous Publications	206
Apprenticeships	109, 177
Articulation Agreements	105-106
Articulated Credits (from high school)	10, 179
ARTSYS	105
Assessment for Course Placement	7-8
Associate Degrees, Grad Requirements	33, 181
Attendance for Final Exams	28, 181
Attendance Policy	28, 181
Audit	29, 179
Blackboard (Bb)	103, 113
Board of Trustees	1, 2
Bookstore	113
Buckley Amendment	14, 184-185
Business Training and Services	109
Business Honor Society, Alpha Beta Gamma	32
Cafeteria	113
Calendar, 2006-2007	Inside Back Cover
Campus Facilities	119
Career Development	114
Career Connections	10, 179
Career Programs	38
Certificate, Requirements for	34, 182-183
Certificates	39
Child Development Center	114
Children on Campus	14, 206
Classification of Students	9, 176
CLEP Exam	177-178
Code of Integrity	190-199
Collection Policy	18-19
College Regulations and Policies	176-208
College Skills Assessment	7-8
Clubs and Student Activities	114-115
Community Use of Facilities	119

Index

Complaint Process for Students.....	199
Computer Laboratories	116
Computer Literacy Requirement.....	34, 182
Concurrent Enrollment (high school and college)	9
Continuing Education and Training.....	108-110
Core Competencies	29, 30, 190
Counseling Services.....	116
Course Changes	30, 180
Course Descriptions	121-161
ACCT, Accounting	121-122
ANTH, Anthropology	122
ART, Art and Design	122-124
BIOL, Biology	124-125
BUAD, Business	125
CAD, Computer-Aided Design	125-126
CAR, Career Development	126
CGR, Computer Graphics.....	126-128
CHEM, Chemistry.....	128-129
CIS, Computer Information Systems.....	129-131
COL, College Success.....	131
CRIM, Criminal Justice.....	131-133
ECE, Early Childhood Education.....	133-134
ECON, Economics.....	134
EDUC, Education	134-136
ENG/ENGL, English	136-139
ENV, Environmental Science.....	139
FPA, Fine and Performing Arts	139
FREN, French	140
GEOG, Geography.....	140
GEOSC, Geoscience.....	140-141
HES, Health and Exercise Science	141
HIST, History.....	142-143
HIT, Health Information Technology	143
HLTH, Health.....	143-144
HONOR, Honor	144
HUMT, Humanities.....	144
JOUR, Journalism	145
LGST, Legal Studies.....	145-146
MAT/MATH, Mathematics.....	146-148
MGMT, Management	149
MIS, Management Information Systems.....	149
MKTG, Marketing	149
MUSC, Music	149-152
NURS, Nursing.....	152-153
OFFC, Office Technology.....	153-154
PHED, Physical Education.....	154-155
PHIL, Philosophy	155-156
PHSC, Physical Science	156
PHYS, Physics	156
POLS, Political Science.....	157
PSYC, Psychology.....	157
PTA, Physical Therapist Assistant.....	157-159

Index

READ, Reading	159
SOC, Sociology	159
SPAN, Spanish	159-160
SPCH, Speech	160
THTR, Theater	160-161
Course Loads and Limits	28, 179
Credit by Examination and Portfolio	176-177
Credit for Prior Learning	176-178
Credit Unit	29
Crime Awareness	16, 207-208
Curriculum Changes	179
Dean's List	32, 179
Deferred Tuition Payment Plan	19
Degree Requirements	33, 181
Developmental Education Program	8-9
Directions to Carroll	215
Directory Information	15, 185
Disabilities, Facilities for Persons with	119
Disability Support Services	116
Distance Learning	103
Drug and Alcohol Statement	16, 204-205
Early Admission	9
Early Alert Academic Intervention Program	31
Early Childhood Education, Career Programs	92-95
Early Learning Center	114
Educational Tax Credits	23
Emergencies (to report)	16
Equal Opportunity/Non-Discrimination	15
Facilities, Use of	119
Family Education and Privacy Act	14, 184-186
Fees	18
Final Examination Policy	28, 181
Final Grade Challenge	31, 179
Financial Aid	21-26
Fire Evacuation Procedures	206
Fitness Center	117
Foundation	163
General Education Requirements	30, 34, 35, 181, 182
Grade Challenge and/or Changes	31, 179
Grade Point Average	29, 179
Grades and Reports	30, 31, 179
Graduation Application Deadlines	33-34, 181
Graduation Requirements	33, 181
Graduation with Honors	32, 179
Grants and Scholarships	21-26
Health and Physical Development Center	117
Health Insurance for Students	15
Health/Safety Notices	204
Health Manpower Shortage Program	13, 39
Hill Scholars Program	32
Hood College, Free Course	106
Honors Program and Societies	32-33

Index

Honors, Scholastic	32, 179
Inclement Weather Procedures	207
Incomplete Grades	31, 179
International Student Admission	13-14
Internet Use and Standards.....	190
Intervention, Academic	31
Learning Outcomes Assessment	30
Library and Media Center	117
Loans, Student	19
MarylandOnline	103
McDaniel College, Reduced Price Course	106
MCSE (Microsoft Certified Systems Engineer)	108
MOS (Microsoft Office Specialist)	82, 108
Microsoft Certifications.....	108
Mid-MD Allied Healthcare Consortium	13, 37, 39, 106
Mission of the College.....	4
Mount Saint Mary's College, Bachelor's Degree.....	106
Multiple Degrees, Award of.....	33
National Guard Tuition Waiver	26
Non-Credit Courses and Programs.....	108-110
Non-Traditional Credit, Admission with.....	10, 177
Nursing, Admissions	11-12
Out-of-County Tuition Charges.....	18
Out-of-State/International Student Tuition	18
Payment Plan	19
Parking and Traffic Regulations	117, 205
Phi Theta Kappa.....	33
Photographing/Taping, Students/Visitors.....	14, 207
Physical Therapist Assistant, Admissions	10-11
Placement in Courses/Placement Testing.....	7-8
Privacy Rights of Students	15, 184-186
Probation and Suspension (Academic).....	31, 180
Professional Development Courses	110
Programs of Study	39
Accounting	40-41
Administrative Assistant.....	82
Arts and Sciences	42
Art History	43
Business Administration-General Business	44
Business Administration-International Business	45
Business Administration-MIS	46
Cardiovascular Technology.....	47-48
Computer-Aided Design.....	49-50
Computer Graphics-Graphic Design	51-52
Computer Graphics-Multimedia Design.....	53-54
Computer Graphics-Web Design	55-56
Computer Information Systems.....	57-58
Criminal Justice	59-60
Dental Hygiene.....	61
Emergency Medical Services	62-66
Forensic Studies	67
General Studies.....	68

Index

Health and Exercise Science	69-70
Health Information Technology	71
Law Enforcement.....	72-73
Legal Secretary	82
Legal Studies, Arts and Sciences	74
Medical Records Coding.....	71
Medical Transcription	81
Music.....	75
Nursing.....	11, 12, 77-80
Office Technology.....	81
Paralegal.....	83
Physical Therapist Assistant.....	10, 11, 84
Psychology	86
Radiography	12, 13, 87
Respiratory Therapy	88
Social Work	89
Surgical Technology	90-91
Teacher Education	92-97
Theatre.....	99
Visual Art	100-101
Psychology Honor Society, Psi Beta	33
Reading Literacy.....	29
Readmission Policy.....	9, 180-181
Refund Policy.....	18, 24, 180
Regulations, Academic and College	176-208
Release of Student Records	14-15, 184-185
Released-time Students.....	9, 176
Renew Program	118
Repeated Courses	31, 179, 181
Residency Status and Tuition.....	18-20
Sale of Merchandise/Solicitation.....	207
SAT Scores	7-8
Scholarships	21-23
Scholastic Honors and Standards.....	32, 179
Security, Crime Awareness	16, 207-208
Senior Adult Tuition.....	18
Service-Learning.....	118
Services and Programs for Students	112-119
Sexual Assault/Harassment Policies.....	16, 197-198
SGO Constitution	200-204
Shippensburg University, Reduced Tuition	106
Skills Assessment Guidelines	7-8
Smoking.....	207
Standards of Academic Progress.....	31, 180
Statewide Programs	183-184
Student Conduct.....	190-199
Student Employment	204
Student Government Organization Constitution	200-204
Student Life, Clubs and Organizations	114-116
Student Loans	19
Student Right to Know	15
Student Rights and Responsibilities.....	14, 199

Index

Study Areas	118
Suspension, Standards of Academic Progress	31, 180
Table of Contents.....	5
Taping/Photographing Students/Visitors.....	14, 207
Telephone Numbers	Inside Front Cover
Testing Center.....	7, 118
TOEFL	13
Transcript Evaluation	176
Transfer Credits, Admission with.....	9
Transfer, Maryland Agreements	186-190
Transfer Information	105-106
Transfer Policy (COMAR)	186-190
Transfer Programs.....	37-38
Transfer Services.....	118
Tuition and Fees.....	18-20
Tuition Payment.....	19
Tutoring Services.....	112
Vehicular Assistance	207
Veterans' Information.....	26
Villa Julie College, BSN	106
Weather Closing Information.....	207
WebAdvisor.....	118
Wellness Center.....	119
Withdrawal from College or Courses	30, 180
Work Study, Financial Aid.....	21
Writing Policy	30
Youthful Students, Admission of	9

Notes

A series of horizontal dotted lines for writing notes.

College Calendar 2006-2007

Fall Term 2006

Term begins..... Monday, August 28
Labor Day Holiday (college closed)Monday, September 4
Classes end for Thanksgiving recess 11 p.m., Tuesday, November 21
Thanksgiving Holiday (college closed)Wednesday-Sunday, November 22-26
Classes resume..... Monday, November 27
Final exam week.....Saturday-Friday, December 9-15
Term endsFriday, December 15
Winter recess (college closed)Tuesday-Monday, December 19-January 1

Winter Term 2007

College reopens Tuesday, January 2
Term begins..... Tuesday, January 2
Martin Luther King Holiday (college closed)..... Monday, January 15
Term ends Saturday, January 27

Spring Term 2007

Term begins..... Monday, January 29
Spring recess (college closed) Sunday-Sunday, April 1-8
Classes resume..... Monday, April 9
Final exam week.....Saturday-Friday, May 12-18
Term endsFriday, May 18
Graduation (tentative)..... Wednesday, May 23
Memorial Day Holiday (college closed) Monday, May 28

Summer Terms 2007

Term I begins Tuesday, May 29
Term I ends Saturday, June 30
Term II begins..... Monday, July 2
Independence Day Holiday (college closed) Wednesday, July 4
Term II ends..... Saturday, August 4

Board Approved 5/19/04 & Revised 12/7/05



CARROLL
COMMUNITY COLLEGE

1601 Washington Road · Westminster, MD 21157

www.carrollcc.edu