

Carroll Community College

Catalog | 2009–2010

0910

# 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 .....	410-386-8430
Billing Information .....	410-386-8040
Blackboard .....	410-386-8419
Bookstore .....	410-840-8443
Career Advising .....	410-386-8523
Cashier's Office .....	410-386-8040
Child Development Center .....	410-386-8470
Claims/Questions about Discrimination and Sexual Harassment .....	410-386-8430
Community Relations .....	410-386-8153
Continuing Education and Training .....	410-386-8100
Disabilities, Student Services and ADA Concerns .....	410-386-8329
Distance Learning .....	410-386-8419
Evening and Weekend Services .....	410-386-8000
Facilities Accessibility .....	410-386-8490
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 .....	410-386-8575
Health and Wellness .....	410-386-8242
Humanities and English .....	410-386-8202
Mathematics and Sciences .....	410-386-8240
Nursing .....	410-386-8198
Social Sciences and Legal Studies .....	410-386-8242
Technical Studies .....	410-386-8240
Financial Aid .....	410-386-8437
Foundation .....	410-386-8150
Human Resources .....	410-386-8030
Institutional Research .....	410-386-8160
Library and Media Center .....	410-386-8340
Planning, Marketing, and Assessment .....	410-386-8163
President .....	410-386-8180
Records and Registration .....	410-386-8440
Security .....	410-386-8489
Student Activities .....	410-386-8500
Student Government .....	410-386-8460
Switchboard .....	410-386-8000
TDD Number .....	410-876-2419
Testing Center .....	410-386-8450
Transfer Advising .....	410-386-8430
Tutoring .....	410-386-8300
Veteran Affairs .....	410-386-8437
Weather Closings .....	410-386-8457

**Email:** [infocenter@carrollcc.edu](mailto:infocenter@carrollcc.edu)

**Website:** [www.carrollcc.edu](http://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.*

## **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**

Martin J. O'Malley

## **Carroll County Commissioners**

Julia W. Gouge, President  
Dean L. Minnich, Vice President  
Michael D. Zimmer, 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](http://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 2009.*

# Carroll Community College | Board of Trustees



Barbara H. Biller



David S. Bollinger



Barbara Charnock



R. Delaine Hobbs, Jr.



Ronald T. Hollingsworth



Donald E. Lippy



Michael L. Mason



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



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

## Message from the President



*Dear Students,*

I would like to personally extend my warmest appreciation for your interest in Carroll Community College. Students from many backgrounds and walks of life enter our doors, yet they all have one thing in common: a passion for learning.

Once you familiarize yourself with the courses in this catalog, you may agree that we, virtually, offer something for every learner.

Whether you are a recent high school graduate, a student who is returning to school after several years, or a student who works and takes classes part-time, your needs are well understood at Carroll Community College. Flexibility and convenience are the hallmark of this college. Our dedicated faculty and staff know how to help you chart the right course while you study.

Our number one goal is your success.

Countless graduates of Carroll Community College visit us from time to time to tell us how much they value their Carroll education. Students who have entered the workforce immediately after college tell us that they credit their Carroll degree with their career successes. Students who transfer to four-year colleges tell us they remember the personalized attention they received while studying here.

I invite you to start making your own memory of Carroll Community College. Please know that you will receive the kind of high quality education which you expect and deserve. I believe you will realize the accomplishments you dream to achieve.

Sincerely,

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*

## **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.

# Long Range Institutional Goals

- Ensure that all who may benefit from the learning experiences offered by the College are welcome, through appropriate admissions practices, affordable tuition and fees, financial aid, and a supportive environment.
- Encourage all degree-seeking students to develop competencies in critical analysis and reasoning, information literacy, oral and written communications, scientific and quantitative reasoning, and technological competence.
- Promote student learning and achievement through effective teaching, a supportive learning environment, data-based enrollment management strategies, and activities to encourage student engagement and responsibility.
- Prepare students for successful completion of the baccalaureate degree through rigorous transfer programs, appropriate advising, and effective articulation agreements.
- Provide career preparation and job skill enhancement through credit programs, noncredit entry-level career training, professional continuing education leading to industry licensure and certifications, and career development and counseling services.
- Support county business development through provision of customized training and business services including assessment, consulting, training plan development, and performance improvement programs provided under contract.
- Develop educational partnerships with business, industry, community organizations, and governmental entities to further economic and workforce development.
- Embrace an increasingly diverse and changing world, encouraging students, faculty, and staff to value diversity, cultivate global awareness, promote social justice, and welcome new ways of working and learning.
- Promote community enrichment through cultural programming, lifelong learning offerings, and accessible facilities.
- Create an intellectually stimulating and professionally rewarding environment that encourages employees to grow as individuals and team members, to act with integrity at all times, to seek out and implement best practices, and to embrace the College's core commitment to be a student- and learning-centered institution.
- Employ financial, human, information, physical plant, and technological resources effectively and efficiently to fulfill the College's mission.
- Establish and nurture a sense of community among students, faculty, and staff.

# 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
Long Range Institutional Goals.....	5
Admissions.....	8
Notices to Students.....	17-20
Tuition and Fees.....	21-24
Financial Aid.....	25-30
Academic Information.....	31-39
Programs of Study.....	40-111
Degrees, Certificates, and Letters.....	43
Distance Learning.....	112-113
Transfer Information.....	114-116
Continuing Education and Training (Non-Credit Adult Education Courses).....	117-120
Programs and Services for Students.....	121-128
Facilities.....	128
Course Descriptions.....	129-167
Carroll Community College Foundation.....	168-169
Administration, Faculty, and Staff.....	170-181
Regulations and Policies.....	182-217
Enrolling at Carroll.....	218-222
Campus Maps.....	224-225
Index.....	227-231
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 advisor will help students choose a major or program of study and explore how courses in their major will transfer to baccalaureate degree programs at Maryland state colleges and universities. 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 Director of Admissions at 410-386-8430 or by email at [advise@carrollcc.edu](mailto: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. Complete the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). For maximum eligibility, apply before March 1. Visit the Financial Aid Office, room A114, or call 410-386-8437 for assistance.

Please note that in order to be eligible to receive funds from any of the Federal Financial Aid Programs, a student must be a U.S. citizen or permanent resident of the United States, must have a high school diploma or GED, must be enrolled or accepted into an eligible program of study, and must be pursuing a credit degree or certificate.

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:
    - a. are exempt from the reading placement test if 12 or more credit hours in general education or academic

courses have been completed (Courses must emphasize college-level reading, writing, and math skills.)

- b. are exempt from the English placement test, if they have previously taken and passed an equivalent freshman English composition course.
  - c. are exempt from the math placement test if they have previously taken and passed a math general education course.
- 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 who achieve a Critical Reading score of 550 or above on the 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.
  - Returning Students:
    - a. A student who stops out from Carroll Community College will normally be eligible for re-enrollment at any time.
    - b. Students who do not enroll for two consecutive calendar years, must follow the catalog/requirements in effect when they re-enroll.
    - c. To assure that College records are correct, these students will also meet with an advisor to update personal and academic information (complete a new enrollment application).
    - d. Students who have neglected core skills (reading, mathematics or English) will be advised regarding their study requirements.

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 advisor 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 transitional coursework) or utilize other community-based reading programs to reach this level.

- a. 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.

- b. Once students begin the transitional sequence, they may not retest and must complete the developmental course sequence prior to beginning General Education courses.
  - c. Placement test results are good for two years. Students who stop out for more than two years will be required to re-test prior to registering if developmental course sequences have not been completed.
  - d. Students must progress in a timely manner through developmental coursework to General Education math courses. If the General Education level math has not been completed and students neglect to progress through the sequence, students can be required to retake the math placement test, regardless of grades earned in developmental math coursework. Advisers will make appropriate course recommendations that may be appealed to the Chair of Mathematics.
5. Attend a First Advising Session. Placement test results for new students are given during weekly 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 advisor 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 and have successfully completed at least 12 credits of academic course work are not required to attend First Advising Sessions.
- New students meet their advisors in the First Advising Session. Advisors are also available to meet with students throughout the term in the Admissions, Advising, and Counseling Center. See Academic Advising, page 122.
6. Register for courses. New students will obtain advisor approval for first-term courses in the First Advising Session. After their first term, students are encouraged to discuss goals with an advisor to assure satisfactory progress toward those goals before subsequent registrations. Second and subsequent term students in good standing are encouraged to meet with an advisor prior to the Priority Registration period and then register online via WebAdvisor during the Priority period (April and October).
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).

### What is FERPA?

FERPA is the Family Educational Rights Privacy Act which protects the privacy of student records. Once a student reaches 18 years of age or begins attending a post secondary institution, regardless of age, FERPA rights transfer from the parent/guardian to the student. Because of this law Carroll Community College faculty and staff will not disclose any information about a student's record, performance or attendance to outside parties unless the student provides written consent. The College encourages students to discuss academic plans and progress with parents and guardians directly. Students may obtain the Permission to Release Educational Records Information, in the Records Office or contact 410-386-8440. The Records Office is located at the college in A112. Students and/or approved parties must submit valid identification to be granted access to student records.

### Maryland Community College Skills Assessment Guidelines

Maryland community colleges have adopted uniform standards of assessment and placement into college-level courses, based on 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 transitional course sequence. (Retest fees apply.)
- High school grades alone will not determine placement.

### Transitional Education Program

Carroll Community College offers an interdisciplinary instructional program with courses in reading, English, and mathematics to help students in their college endeavors. These courses employ a variety of instructional methods, materials, and 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 advisors before registering for these courses in order to formulate cooperatively a detailed plan to remove barriers that impede academic success.

In order to provide for optimum student academic success within the human and financial resources available, Carroll Community College has established a comprehensive program of assessment and placement for students. The College is prepared to meet the educational needs of those students whose demonstrated academic skills are commensurate with the level of programs

offered. In addition to the traditional collegiate level programs offered, a number of academic experiences are provided for students whose current academic skills are found to be inadequate for college-level work. Included are transitional course offerings in English, reading and mathematics that are offered through the Developmental Education Program. An Academic Skills Enhancement Program (ASE) is also available through the Office of Continuing Education and Training.

Faculty strongly recommend that all students complete mathematics, English, and reading (where appropriate) 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 advisor.

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

Students who are suspended from Carroll occasionally enroll at other institutions during the suspension time. Please note that transfer credit (including credit earned via credit by exam or the College Level Examination Program, and/or CLEP) will be accepted in transfer, but will not improve the student's Carroll Community College grade point average.

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

## Academic Cohorts

### The Hill Scholars Program

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

### Hill Scholars - Admissions Requirements

Students in the Hill Scholars Program comprise high school's highest achieving students, as well as motivated non-traditional

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

### How to Apply for the Hill Scholars Program

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

- Official high school transcript (attached to the School Report Form)
- Official college entrance exam scores (SAT or ACT)
- Admission Essay
- Two teacher and/or guidance counselor recommendation forms

The following documents may also be submitted:

- Official Advanced Placement Test Scores
- Scholarship Application (All students are strongly encouraged to apply)

Application materials can be downloaded from the website at <http://www.carrollcc.edu/scholars/default.asp> or are available in the Admissions, Advising and Counseling Center, room A102, or from your high school guidance office.

### Financial Aid

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

For any questions concerning the Hill Scholars Program, please contact the Director of Student Life, Kristie Crumley at 410-386-8408; Director of Admissions, Candace Edwards at 410-386-8405; or email [Hillscholars@carrollcc.edu](mailto:Hillscholars@carrollcc.edu).

### First-Year Success Program

Making a smooth transition into college life is an important step toward achieving success. Carroll Community College's First-

Year Success Program (FYSP) will help first-time college students get started on the right path through an enriched First-Year experience.

This program provides participating first-year students with the opportunity to become active, integrated members of Carroll Community College, and to develop skills needed for academic and personal success. The primary component of this program is the College Success course (COL-100), a one-credit course that is recommended for all first-year students.

Achievement in this learning community will also involve the student in several co-curricular programs. Successful completion of the program qualifies students for a scholarship of \$100–\$200, and encourages persistence in higher education at Carroll Community College and beyond. The program is open to all full-time, first term credit students.

### Basic Requirements for Students

To receive a FYSP scholarship, the student must:

1. Be a first term student at Carroll Community College,\* enrolled as a full-time student and successfully complete a minimum of 12 billable hours.
2. Attend First Advising Session.
3. Complete FYSP interest form including primary phone number, e-mail address.
4. Enroll in COL-100 and successfully complete the course with a minimum of a “C” grade.
5. Attend New Student Orientation.
6. Identify financial aid options and prepare scholarship application and financial planning documents in portfolio.
7. Fulfill one obligation in each functional area: Future Planning, Academic Achievement, Campus Involvement, and Community Exploration.
8. Meet with an academic advisor before or during Priority Registration week.
9. Register for a minimum of 12 billable hours in next consecutive term during Priority Registration.
10. Obtain minimum term GPA with no F grades. GPA is calculated to include grades earned in transitional courses and must be based on a minimum of 12 billable hours.
11. Scholarships in the form of a credit toward the next consecutive spring or fall term books and supplies will be awarded based on the following term GPA:  
2.0–2.99 = \$100  
3.0–3.49 = \$150 credit  
3.5–4.0 = \$200 credit
12. Complete a beginning-of and end-of-term self-assessment regarding first-year success.
13. Meet with COL-100 instructor three times: during the first week of the term, mid-term, and during finals week for mentoring sessions.

\*An exception will be made for any student who was enrolled at Carroll Community College during high school prior to high school graduation and is now enrolled in his/her first term as a full-time student at the college.

For additional information regarding this program please contact

the Director of Student Life at 410-386-8408 or [kcrumley@carrollcc.edu](mailto:kcrumley@carrollcc.edu) or the Admissions, Advising, and Counseling Center at 410-386-8430 or [advise@carrollcc.edu](mailto:advise@carrollcc.edu).

### FIGs

First Year Interest Groups (FIGs) are popular course combinations that give you the smart advantage on your career path! A FIG provides a connection to learning in three courses focused on a common career theme. Students sign up for all three courses and can round out a full-time schedule by selecting courses from college catalog to fulfill General Education requirements. Students will have the opportunity to interact and study with the same group of students in these three courses, and have the benefit of three or more faculty members working together to guide successful learning.

Four of the FIGs that Carroll Community College offers each fall term are:

- Deciding on Business
- Exploring Elementary Education
- Examining Health Careers
- Pathways to Success

For additional information about any FIG contact an academic advisor in A102 or check out the fall term *Credit Class Schedule*.

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](http://www.carrollcc.edu/studentlife).

### 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:

1. Schedule an appointment for a planning conference with your high school guidance counselor. The student must attend this conference along with a parent to discuss the student's options, outline expectations and complete the Concurrent Enrollment Application.
2. Register for placement tests. Students will test in three areas, reading, English, and math. (We highly recommended preparing for your placement tests). A completed Carroll Community College Enrollment Application, signed by a parent if the student is under age 18, is required at the time of testing.
3. Attend a Concurrent First Advising Session. Students will receive placement test results along with information regarding college policies and procedures and advice about how to select courses. Bring the completed Concurrent Enrollment Application to the First Advising Session.
4. Register for courses and return the Concurrent Enrollment

Application back to your high school guidance counselor for final approval by your high school principal.

Contact a high school guidance counselor for specific details regarding individual high school concurrent enrollment requirements. Please note: Concurrently enrolled students are not eligible for Financial Aid.

## Admissions/Student Status

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

### Admission of Young Students

Students less than sixteen years of age are grouped in a category we refer to as Gifted and Talented. The admission standards for our Gifted and Talented students are selective because we want to see a proven record of academic success, demonstrating your ability to handle the challenge of college level work. To be considered a Gifted and Talented student, students will need to meet the following criteria:

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

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

If you are unable to present test scores or evidence that you are in the 96th percentile of your age group, you have the option to take our placement exams in math, reading and English which will serve as a measure of your college readiness. Placement exams are required of all incoming students; as a last resort, we can use your

placement test scores to determine your eligibility for admission. Please contact the Director of Admissions, if you are interested in taking the placement exams in lieu of other standardized testing or submission of documentation as a Gifted and Talented student from Carroll County Public Schools.

Special Note for Parents: As part of the initial admissions process we ask that as a parent or guardian of a student under 16, you complete and sign the Statement of Understanding and forward to the Director of Admissions. If you have further questions, please contact the Admissions, Advising, and Counseling Center at 410-386-8430.

## Admission with Credit

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

Please note that transfer credit (including credit earned via credit by exam or the College Level Examination Program, and/or CLEP) will be accepted in transfer even if the course has been attempted at Carroll, but will not improve the student’s Carroll Community College grade point average.

## 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 184–185, for more information.

## Admission with Articulated Credit/Career Connections

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

*CCPS Accounting or Financial Services programs may be*

articulated as:

- ACCT-101, Principles of Accounting (3 credits)

(Total Carroll credits awarded: 3)

CCPS Administrative Assistant/Secretarial Science may be articulated:

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

CCPS Early Childhood Education will be articulated as:

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

(Total Carroll credits awarded: 6)

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

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

(Total Carroll credits awarded: 4)

CCPS Computer Technology will be articulated as:

- CIS-101, Introduction to Computer Technologies (3 credits)
  - CIS-120, Introduction to Visual Basic (4 credits)
- and possibly
- CIS-125, Beginning Programming in C (4 credits)

(Total possible Carroll credits awarded: 11)

CCPS Drafting will be articulated as:

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

(Total Carroll credits awarded: 3)

CCPS Print Production will be articulated as:

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

(Total Carroll credits awarded: 3)

### Advanced Placement Program

The College Entrance Examination Board offers an Advanced Placement program. The program may be utilized by high school students to receive college credit and advanced standing for courses completed in high school. Students wishing to exercise this option should have a copy of their examination scores sent to the Records Office at Carroll Community College. See the College Regulations, page 184–185, for more information.

## Selective Admission Programs

### Physical Therapist Assistant Program

#### The Application Process

Acceptance into the program will be based upon the student's academic ability (GPA and completion of General Education requirements), aptitude for a career as a physical therapist

assistant, and communication skills. Every candidate must be accepted for admission to Carroll Community College prior to entering the Physical Therapist Assistant Program. Therefore, all potential applicants must submit a completed Carroll Community College Enrollment Application, and request that both high school and college transcripts be sent to the Records Office. Contact an academic advisor, 410-386-8430, 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. 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. (Anatomies must be current within the last five years.)
  - Four (or more) credit General Education mathematics course with a minimum grade of "C." (MATH-115, Introduction to Statistical Methods recommended).
  - College Writing 1 (ENGL-101) with a minimum grade of "C."
- Completion of at least 75 documented hours of volunteer work, and/or clinical experience in a physical therapy facility (preferably in more than one setting) under the supervision of a physical therapist or physical therapist assistant. Students must have a supervisor or mentor in the facility(ies) complete the form enclosed with the PTA application. (Make additional copies of the form as needed.)
- Evaluations of the applicant by two professional references on the forms enclosed with the PTA application.

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

- Demonstrated laboratory immunity for measles, mumps, rubella, and varicella
- Updated immunization for tetanus
- Proof of completion of hepatitis B series or a signed waiver
- No evidence of active TB, updated annually
- Show proof of current 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.)
- Completion of a criminal background check

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

## Nursing Programs

Entrance into the program is selective, based on academic ability and aptitude for a career as a nurse. Acceptance is completed in conjunction with admission to Carroll Community College.

Admission Checklist for Associate Degree Program:

- Submit all official transcripts to the Records Office, including proof of high school completion. The high school transcript must document graduation.
- Obtain and submit a College Enrollment Application.
- Obtain and submit a Nursing Application by February 15 to Nancy Perry, Program Director. (The packets are available online 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).
  - Demonstrate exemption or completion of MAT-097, Introductory Algebra.
  - 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 for Hill Scholars one 200 level English course. See pag 38, English Composition and Literature, for clarification.
  - Two Arts and Humanities General Education courses (from two different areas)
- Submit two recommendations.
- Achieve a 2.500 minimum GPA.

Admission Checklist for the Practical Nursing Certificate Program:

- Submit all official transcripts to the Records Office, including

proof of high school completion. The high school transcript must document graduation.

- Obtain and submit a College Enrollment Application.
- Obtain and submit a Nursing Application by February 15 to Nancy Perry, Program Director. (The packets are available online 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).
  - Demonstrate exemption or completion of MAT-097, Introductory Algebra.
- Submit two recommendations.
- Achieve a 2.500 minimum GPA.

*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 laboratory evidence of immunity for measles, mumps, rubella, and varicella.
- Updated immunization for tetanus.
- Proof of completion of Hepatitis B Series or a signed waiver.
- No evidence of active TB, updated annually.
- Proof of enrollment in a hospitalization insurance plan.
- Current cardiopulmonary resuscitation certificate for health care providers (BLS-American Heart Association-Health Care Provider).
- Completion of a criminal background check.

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

*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.*



## 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 an “Application for Admissions” and the “Supplemental Application for Selective Admissions Programs” to the Office of Admissions and Registration, Hagerstown Community College, by the October 1 deadline. (Applications are considered once each year.)
- Submit proof of graduation from high school or completion of GED.
- Official transcripts from high school and all other colleges attended must be received by Hagerstown Community College before the October 1 deadline. A minimum grade point average of 2.000 or higher is required for all college course work. A minimum grade point average of 2.500 in program course requirements, with a minimum grade of “C” in all courses, is required.
- Radiography students must be at least age 18.
- Complete college placement tests in reading, English, and math (or complete appropriate prerequisite course work).
- Enroll in college math and BIOL-211 (Human Anatomy and Physiology 2) and MATH-128 (College Algebra) by the application deadline. A minimum grade of “C” is required.
- 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.
- In addition to the above criteria, radiography students must satisfactorily meet the technical standards, health requirements, drug screening and background check requirements of the program.
- See the Director of Admissions at Carroll in room A102 for additional details.

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 Radiography 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 as well as submit their enrollment application. 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.
- Nuclear Medicine, 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 or to apply, contact the Director of Admissions, in the Admissions, Advising, and Counseling Center (room A102), 410-386-8430, or [advise@carrollcc.edu](mailto:advise@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. A complete listing is at [www.mhec.state.md.us/higherEd/acadAff/HealthManpower.doc](http://www.mhec.state.md.us/higherEd/acadAff/HealthManpower.doc) The Maryland Higher Education Commission (MHEC) has designated the following certificate and degree programs at Carroll Community College as eligible programs:

- Health Information Technology, Associate of Applied Sciences 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

## International Students

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

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

- A completed enrollment application. The deadlines for completion of procedural requirements cited above are June 15 for the fall term and October 30 for the spring term. You may download an enrollment application here <http://www.carrollcc.edu/register/apply/default.asp>
- 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 <http://www.aacrao.org/international/foreignEdCred.cfm>
- An official transcript of the TOEFL (Test of English as a Foreign Language), sent directly from the Educational Testing Service to the Admissions Office. A minimum score of 550 on the paper-based test, 213 on the computer-based test, or 79 on the internet-based test is required. See [www.TOEFL.org](http://www.TOEFL.org) for testing information.
- Official evidence of financial support (\$15,000 in a local account) for the coming year. Finances must be in U.S. dollars, as evidenced by a notarized bank statement.
- Local sponsorship by an individual in the community. Please complete the following form provided by the Office of U.S. Citizenship and Immigration <http://uscis.gov/graphics/formsfee/forms/i-134.htm>
- A personal interview with either the applicant or the local sponsor who will assume responsibility for the applicant.
- An F-1 student transferring to Carroll from another institution must also submit a copy of the I-20 and a transcript from the previous institution.
- An applicant can be considered for admission only after each of the above requirements has been met, as verified by the College's Office of Admissions. Successful applicants will be given an I-20 AB Form to apply for an F-1 student visa. The College does not make the final decision on visa status. Only

the U.S. Citizenship and Immigration Services (USCIS) has the authority to grant or deny F-1 visa status. Students admitted in this way must enroll full-time for a minimum of 12 credits/billable hours each term. Students with an F-1 visa are charged “out-of-state” tuition rates and can seek work only after approval from the BCIS.

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

Students are additionally required to fill out the I-901 form, pay a \$200 fee, and obtain a receipt before the appointment with the embassy. This form is available, and payable, online at [www.fmjfee.com](http://www.fmjfee.com). For more information on the I-901 form and payment, please visit the SEVIS website at [www.ice.gov/sevis/i901/faq2.htm](http://www.ice.gov/sevis/i901/faq2.htm).

## Additional Helpful Information for International Applicants

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

- The College does not have any residential facilities, and thus, cannot provide room and board accommodations.
- Tuition and fees for an F-1 student total \$241.54 per billable hour. International students are required to attend full-time, carrying a minimum of 12 billable hours per term. The minimum total of tuition and fees for two terms of study would amount to \$5,797. This amount does not include books and supplies for courses, which would add another \$1,200 to this figure.
- Students pursuing F1 status are eligible for open enrollment programs only, which require a full-time course load (minimum of 12 credit hours) and completion of the program within two years. This eliminates eligibility for several competitive admissions programs in the allied health areas, including nursing and physical therapist assistant.

Please contact Candace Edwards, Director of Admissions, [cedwards@carrollcc.edu](mailto:cedwards@carrollcc.edu) or 410-386-8430, for further assistance.

# Notices

## Notices

### 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 advisors as needed.

### Student Email Addresses

Carroll Community College uses email addresses, as supplied by students, to send course and non-course related official College communications. It is the student's responsibility to confirm that the email address is correct. Students may view their official email address via Blackboard and update their official email address via WebAdvisor. New students, who do not have access to WebAdvisor until the second week of the term, may visit the Records and Registration Office, room A112, to have email addresses corrected.

### 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 and photo-identification. Access will be granted within at least 30 days from the date of the written request. See the College Regulations Section for further information.

### **Public Notice Designating Directory Information**

Carroll Community College 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, enrollment status (i.e. full-time or part-time), major field of study, participation in College recognized activities and intramural sports, degrees and awards received. 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 Director of Disability Support Services at 410-386-8329.

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

### **Equal Opportunity/Non-Discrimination Statement**

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

basis or upon any other basis not related to that person's eligibility or qualifications for participation in College programs, services, activities, and employment.

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

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

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

## **Student Health & Safety**

### **Smoke and Tobacco-Free Campus**

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

### **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.

### **Crime Awareness and College Security Services**

The Administrative Services 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. College-employed campus security officers are on campus during day and evening hours for building and parking lot patrols.

Remember, no college campus is a haven from crime, so be security conscious and report all crimes, emergencies, and suspicious persons and conditions to our Administrative Services Office, the Office of Public Safety and Security, the Information Center, or a security officer on duty. All crimes and incidents will be investigated promptly for proper action by our Office of Public Safety and Security. The Office of Public Safety and Security will call local law enforcement when needed, or when requested by a victim of a crime. Uniformed security officers will provide escort service to cars on an as needed basis.

A record of criminal investigative reports is maintained in the Office of Public 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 11:00 p.m., Friday 7:30 a.m. to 4:30 p.m., and Saturday 8:00 a.m. to 4:30 p.m. Winter and summer term hours vary. On Sundays, the College is closed unless there is a planned special event or 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 an advisor present at all student organization events (on and off campus). The advisor is then responsible to report all criminal activity 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.

### **e2Campus**

Carroll's state-of-the-art notification system, e2Campus, allows messages to be sent instantly and simultaneously to all registered students, faculty and staff via mobile phones (SMS text message), BlackBerrys, wireless PDAs, pagers, and e-mail addresses. Additionally, the messages will "pop up" on the computer screen for anyone subscribing to the RSS feed with Google, Yahoo, or AOL. e2Campus will be used to send emergency notifications that are critical to one's safety or to relay vital information in a timely matter. Notifications are sent by designated administrators and are immediately delivered to recipients. Notifications can include campus closing and security alerts. This service is voluntary and students may opt-in or opt-out at any time. Depending on your wireless service agreement, a nominal fee may be incurred for receiving text messages. You will not receive messages for which you did not register. To register for an account or get more information about this service, go to <http://www.carrollcc.edu/alerts>.

### **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 410-386-8404.

### **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 206–207. For information or assistance, please call 410-386-8430.

### **Emergency Phone Numbers**

911 for life threatening events

x8123 for immediate College Security response

410-386-8123 from a non-campus phone

"0" Information Center

To report crimes: Administrative Services Office, extension 8490, or Public 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 2009-2010 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	\$99.00/billable hour
Maryland Resident (Outside Carroll County)	\$144.00/billable hour
Out-of-State and Foreign Resident	\$203.00/billable hour

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

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

### Tuition for Senior Adults

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

### Other Fees and Charges

Allied Health Science Lab Fee:	\$100.00/course
Applied Music Lab Fee:	\$75.00/term per 1/2 hour lesson
College Service Fee:	18% of Tuition Cost
Credit by Exam Fee:	50% of Course Tuition
HESI (Health Education Software) Exam	\$21.00-\$40.00/exam
Library Processing Fee:	\$10.00
Non-Sufficient Funds Charge:	\$30.00
National Council Licensure Exam (NCLEX-RN) Review Course Fee:	\$125.00
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.*

### Tuition and Fee Refund Policy

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

Duration of Course (in weeks)	Refund Calculation (days from start of course)
13-15	7
11-12	6
10	5
7-9	4
5-6	3
3-4	2
1-2	1

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

### Withdrawal Policy for Financial Aid Recipients

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



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

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

At the end of each term, the Financial Aid Office will review academic transcripts. Any federal student aid recipient with all F grades or a combination of F and W grades will be considered an unofficial withdrawal until proven otherwise by the instructors. Each instructor will be sent a memo and asked to report within 30 days of the end of the term the student's last date of attendance in the course or participation in online coursework. When all dates have been returned, the Financial Aid Office will use the latest date of attendance to determine if any federal student aid must be returned to the appropriate program. Any funds that must be returned will be returned by the College and the student will be notified by mail that the R2T4 policy has been applied to their account and they must repay the College. The return of funds by the College and notification to the student will occur within 45 day of the deadline to determine the student's last date of attendance.

5. **Order of Return of Funds:** The College will return unearned Title IV funds to the appropriate program in the order that is specified by the U.S. Department of Education. Since Carroll Community College does not participate in the Federal Student Loan Programs or offer four-year programs eligible for the National Science and Mathematics Access to Retain Talent (SMART) Grant, the order for returning funds will be:
  - Federal Pell Grant (PELL)
  - Academic Competitiveness Grant (ACG)
  - Federal Supplemental Educational Opportunity Grant (FSEOG)
6. **Post-withdrawal Disbursement:** If it is determined that the student withdrew officially after beginning attendance in all coursework and prior to the transmittal of federal student aid, the student may be eligible for a post-withdrawal disbursement. If the student is due a post-withdrawal disbursement, the Financial Aid Office will make any disbursement and/or notify the student within 30 days of the date of withdrawal.

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

#### **Payment of Tuition and Fees**

Tuition and fees may be paid by cash, money order, personal check, or credit card (American Express, Discover, MasterCard, or Visa). To pay online by credit card, go to [www.carrollcc.edu](http://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.

#### **Deferred Tuition Payment Plan (FACTS)**

The College offers a deferred payment plan (interest free) that allows students to 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](http://www.carrollcc.edu/billing)

#### **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 due 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.

#### **Student Loans**

Currently, Carroll Community College does not participate in any Federal Student Loan Programs.

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

## 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 Dean of Student Affairs. Published procedures for addressing student complaints at Carroll Community College will prevail for adjudicating residency appeals.

# Financial Aid

## Financial Aid

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

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

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

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

### Carroll Financial Aid Programs

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

### Federal Student Financial Aid Programs

Students attending Carroll Community College may potentially receive assistance from four federal student financial aid programs, which are described in the following summaries. In general, to be eligible for assistance under these programs, a student must be a citizen or permanent resident of the United States, have a high school diploma or its equivalent, be enrolled or accepted for enrollment in an eligible program of study, and be a degree or certificate candidate. Renewal application materials are required each year for all federal student financial aid programs. Please note that the College does not currently 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 2009-2010 academic year is \$5,350. A student can apply for a Pell Grant by completing the Free Application for Federal Student Aid (FAFSA).

#### Academic Competitiveness Grant (ACG)

This program provides grants to eligible undergraduate students who are enrolled full-time in their first or second year of undergraduate study, are U.S. citizens, are Pell Grant recipients, and who have completed a rigorous high school program. The award for the first year of study is \$750. Students who have completed 24 credits with a 3.000 GPA may qualify for the second year award of \$1,300.

#### The Federal Supplemental Educational Opportunity Grant Program (FSEOG)

This program provides assistance to undergraduate students enrolled in at least six billable hours and who demonstrate exceptional financial need. Priority is given to Pell Grant recipients. Grants from this program 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](http://www.mhec.state.md.us). See below for specific program information.

#### The Howard P. Rawlings Guaranteed Access Grant Program

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

#### The Howard P. Rawlings Educational Assistance Grant Program

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

the FAFSA by March 1 each year, and continues to show financial need.

### **The Senatorial Scholarship Program**

Recipients may enroll as full-time or part-time students. Applicants should demonstrate financial need and must submit the Free Application for Federal Student Aid (FAFSA) by March 1. Students should contact their Senator directly in February for further application instructions. Students who attend a community college, have 24 completed college credit hours, or who have been out of high school for five or more years do not have to take the SAT or ACT. The minimum annual award is \$400. Some are automatically renewed if the student maintains satisfactory academic progress. Students must contact their Senator about renewal procedures.

### **The Delegate Scholarship Program**

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

### **Distinguished Scholar Award**

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

### **Distinguished Scholar Community College Transfer Program**

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

### **Charles W. Riley Fire & Emergency Medical Services**

#### **Tuition Reimbursement Program**

Applicants must be an active career or volunteer firefighter, ambulance or rescue squad member enrolled in a degree or certificate program in fire service technology or emergency medical technology. The award equals the actual tuition charges paid, but will not exceed \$6,776. The application is available at [www.mhec.state.md.us](http://www.mhec.state.md.us) and must be completed by July 1. Awards may be renewed if the student maintains satisfactory academic progress and remains enrolled in an eligible program. This award has a service requirement.

### **Workforce Shortage Student Assistance Grant Programs**

This program provides assistance for training in the following fields: child care, human services, teaching, nursing, physical and

occupational therapy, and public service. To apply for assistance in one of these fields, the student must complete the Workforce Shortage Student Assistance Grant application by July 1. The minimum award is \$1,000 and recipients must sign a promissory note agreeing to a service obligation in the field upon graduation. More information can be obtained at [www.mhec.state.md.us](http://www.mhec.state.md.us).

### **Edward T. Conroy Memorial Scholarship Program**

This program provides assistance to full-time or part-time students who are dependents of a deceased or 100% disabled member of the U.S. Armed Forces, dependents of a deceased victim of the September 11, 2001 terrorist attacks, and dependents of deceased public safety employees or volunteers who were killed in the line of duty. Disabled veterans and public safety officers may also qualify. Students should visit the 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.

### **Veterans of the Afghanistan and Iraq Conflicts Scholarship Program**

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

### **Nonresident Tuition Reduction and State Aid Program for Nursing**

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

### **Tuition Waiver for Foster Care Recipients**

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

### **Part-Time Grant Program**

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

### **Campus-Based Educational Assistance Grant Program**

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

## Institutional Scholarships

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

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

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

## Qualifying For Need-based Aid

### Application Procedure

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

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

### Student Eligibility Requirements Common to all Programs

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

In addition to these general and specific requirements, there are several conditions which must be met before a student can

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

### Student Selection Procedures

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

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

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

### Coordination of Other Aid Sources

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

### Disbursements of Awards

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

### Withdrawal Policy for Financial Aid Recipients

Students receiving federal financial aid funds are subject to the U.S. Department of Education’s Return of Title IV Funds policy. If a financial aid recipient withdraws from or ceases attendance in any courses during the term, the Financial Aid Office will review the student’s financial aid award and make necessary revisions. If the student has already received a disbursement of financial aid funds, the student may be required to return or repay some or all of those funds. Please contact the Financial Aid Office prior to withdrawing (see page 22) or for more information on the refund policy.

### Verification Policy/Procedures

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

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

### Satisfactory Academic Progress Standards for Students Receiving Financial Aid

Students receiving any federal, state or institutional financial aid must maintain satisfactory academic progress in their chosen credit degree or certificate program of study. Satisfactory academic progress is reviewed at the end of each term and is determined by (1) the number of credits completed divided by the number of credits attempted and (2) the minimum cumulative grade point average for the number of credits attempted.

#### 1. Completion Rate and Minimum Grade Point Average

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

Required Minimum Number of Credits Attempted (a)	Required Completion Rate For Number of Credits Attempted (b)	Grade Point Average for Number of Credits Attempted (c)
1–12	50% of total attempted credits	1.500
13–29	60% of total attempted credits	1.750
30+	70% of total attempted credits	2.000

- a. Attempted credits include repeated courses, transitional courses and courses that allow for only grades of Audit (AT), Satisfactory (S) or Unsatisfactory (U). Courses

without credit, such as certain transitional courses, will be assigned a credit equivalent.

- b. Grades of Incomplete (I), Unsatisfactory (U), Audit (AT), Withdrawal (W), and Fail (F) do not count toward completed credits.
- c. Although the required completion rates and minimum grade point averages for financial aid recipients are the same for students who are not receiving financial aid, the progress policy for financial aid recipients includes transitional, repeated and failed courses in the minimum grade point average calculation. Therefore, the academic progress policy for financial aid recipients is stricter than the academic progress policy for students not receiving financial aid.

#### 2. Maximum Time Frame for Receiving Federal Financial Aid

Students may receive federal financial aid for no more than 150% of the published length of their chosen eligible degree or certificate program. If the program of study requires the student to complete 70 credits, the student’s maximum time frame for federal financial aid eligibility is 105 attempted credits (70 multiplied by 1.5). Credits that are transferred into the student’s program of study at Carroll Community College must be included as attempted credits in the maximum time frame calculation at Carroll Community College. Attempted credits include transitional courses and those courses with grades of I, U, AT, W and F. Attempted credits for which the student did not receive financial aid are included in the maximum time frame calculation.

#### 3. Financial Aid Suspension and Appeal

Financial aid recipients who fail to meet the satisfactory academic progress standards listed above in section A will be placed on financial aid suspension and will be notified in writing. In order to regain financial aid eligibility, the student would need to meet the standards listed above in section A. Students with mitigating and unusual circumstances will be given one chance to appeal their financial aid suspension status. Appeals require both a written explanation of the mitigating and unusual circumstances (with appropriate documentation of the circumstances) and a meeting with an academic advisor. If granted, the appeal may have conditions and require follow-up advising sessions.

The following procedures apply to the financial aid suspension appeal process:

- a. A student whose academic transcript contains only F grades (or a combination of F and W, AT, or U) must take and pass with a C grade 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 W grades 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. Credit Equivalent for Transitional Courses

MAT-098 will be assigned a 1.5 credit equivalent.

ENG-091, ENG-096, MAT-091, MAT-097 and READ-091 will be assigned a 3 credit equivalent.

Please contact the Financial Aid Office for the credit equivalent of any other course for which the student will not receive credit on their academic transcript.

#### 5. Changing or Completing a Program of Study

If a student changes their program of study, all previous attempted credits will be included in the calculation for satisfactory academic progress and maximum time frame. A student may not continue to receive federal financial aid for a program of study that has been completed, even if the degree or certificate has not yet been received.

#### 6. Transfer Students

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 Community College. Transfer students with attempted coursework at Carroll Community College must meet the standards listed above for all coursework attempted at Carroll Community College. Credits that are transferred into the student's program of study at Carroll Community College must be included in the maximum time frame calculation at Carroll Community College.

## 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. Beginning in 2008, the tax credit covers 100% of the first \$1,200 of tuition and fees and 50% of the second \$1,200 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 \$10,000 in tuition and fees and is available for an unlimited number of years. The student can be enrolled for less than half-time.

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

## Information for Veterans

### Department of Veterans Affairs (VA) Educational Benefits

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

Benefit checks are sent directly to the veteran from the VA. The student, and not the VA, is held responsible for payment of all college costs. Enrollment certifications are submitted online to

the VA processing center by the Carroll Financial Aid Office beginning as early as the week following early registration for the term. VA processing time for new students may take ten to twelve weeks for the initial claim. Therefore, the veteran should be prepared to pay his/her tuition and fees at the beginning of each term.

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

### Tuition Waivers for Members of the Maryland National Guard

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

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

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

### Tuition for Armed Forces Personnel, Spouses, Dependents and Veterans

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



# Academic Information

## Academic Information

In order to ensure student progress, the following academic standards and regulations have been established. 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 and Counseling. 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 Policy

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

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

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

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

### Attendance for Final Exam

The Final Examination Policy as stated in the Faculty Handbook is as follows: A final examination week is maintained apart from the designated weeks of instruction and some form of final evaluation must occur during the designated final examination week. An exemption may be granted when the department chairperson decides it is warranted. The individual instructor, however, is responsible for the scope, format, and appropriateness of the final evaluation. The final exam may not count more than 40%, or less than 10% of the final grade. The Final Examination Schedule is 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 37.

## 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 8 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 Academic Skills Enhancement (ASE) reading. Students

desiring exceptions may meet with the Discipline Coordinator of Academic Services or the Chair, Academic Services and Education. Only OFFC-101, OFFC-105, OFFC-135, OFFC-160, OFFC-165 may be taken without having been exempted from or completed ASE Reading.

### General Education Requirements

The College offers a comprehensive list (see page 39) of General Education courses that meet statewide requirements. All degree-seeking students must successfully complete the necessary General Education courses as identified under their specific program of study.

#### Mission

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

#### General Education Learning Goals

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

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

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

#### 1. Communication

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

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

#### 2. Critical Thinking

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

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

#### 3. Quantitative and Scientific Reasoning

Students will apply mathematical and scientific concepts and theories to identify and analyze problem solving situations.

Toward attaining this goal, students will:

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

#### 4. Information & Technology Literacy

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

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

#### 5. Creativity

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

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

#### 6. Global Awareness

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

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

#### 7. Personal Development and Social Responsibility

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

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

### Writing Policy

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

Writing will be an integral part of these General Education courses. It will be used both as a means of learning and a means of evaluating learning. Students will complete various writing assignments appropriate to the particular discipline and the particular course objectives. Instructors will 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 an innovative center of learning that focuses on the intellectual and personal development needs of the learner and promotes effective teaching. As part of our mission the college community is involved in an ongoing process to endeavor to help us improve the quality of learning and programs/services. In order to help us maintain a successful outcomes assessment process, students will routinely be asked to participate in departmental assessments as well as institution wide surveys and assessments.

### 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 or an academic advisor, and submit the form to the Records Office. (If there are extenuating circumstances, students may mail or fax written requests to drop courses to the Records Office before the official deadline to drop courses. See the *Credit Class Schedule* for deadline dates.) Courses dropped during the refund period will not be posted on 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 whereby the student is physically unable to perform the withdrawal procedures in person.

Course additions and schedule changes may be initiated/completed by the student during the refund period for the applicable course(es). See Tuition and Fee Refund Policy, below, and note that refund dates vary according to the duration of the course and its start/end dates. Students may add, if space is available, or drop a course by going to the Records Office and completing an Add/Drop/Withdrawal form during the refund period. In exceptional circumstances, a student may be permitted to add a course after the refund period. To request consideration for late enrollment to a course or to request entry to a filled course,

the student must complete the Add/Drop/Withdrawal form and see the academic department chair or discipline coordinator for a signature/permission. To drop a course after the refund period and before the drop deadline (60% of the instruction for the course), the student must complete the Add/Drop/Withdrawal form and seek a signature of the instructor of the course or an academic advisor. (Approved, Academic Chairs, 9/14/2006)

## Tuition and Fee Refund Policy

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

Duration of Course (in weeks)	Refund Calculation (days from start of course)
13–15	7
11–12	6
10	5
7–9	4
5–6	3
3–4	2
1–2	1

## Program of Study/Graduation Requirements

Students select a program of study and therefore graduation requirements from the catalog in effect upon enrollment in the College. A student may change programs of study within a catalog, if enrolled continuously. Students who do not enroll for two consecutive calendar years must follow the program requirements printed in the catalog when they reenroll. Students may, therefore, graduate under the catalog in effect at the start, re-enrollment, or end of studies. Anyone wishing to change curriculum should submit a Change of Curriculum form, signed by an academic advisor, to the Records Office. Exceptions to program requirements may be made at the discretion of the department chair. Upon application for graduation, the student's academic history will be audited against degree requirements for the catalog and program the student has selected. See an academic advisor, room A102, for assistance.

## Grading

### Grading Philosophy

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

### Grades and Final Grade Report

Paper grade reports are not issued; students should check WebAdvisor at the end of each term to verify final grades. If a paper grade report is needed, please contact the Records Office.

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:

Grades	Quality Points
A Excellent	4.000
B+	3.500
B Good	3.000
C+	2.500
C Satisfactory	2.000
D+	1.500
D Poor, but Passing	1.000
F Unsatisfactory	0.000

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

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 department 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 addressing 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, academic advisors 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 department 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. Please note that transfer credit (including credit earned via credit by exam or the College Level Examination Program, and/or CLEP) will be accepted in transfer even if the course has been attempted at Carroll, but will not improve the student's Carroll Community College grade point average.

Note: A student seeking to repeat a transitional English or reading course (ENG-091, ENG-096, READ-091 or READ-101) for the third time or more, must submit a letter of appeal along with any supporting documentation to Dr. Libby Little, Chairperson, Academic Services and Education, c/o the Academic Center/room L-288, no later than two (2) weeks before the beginning of a term. Consult with an academic advisor for additional details.

A student seeking to repeat a transitional mathematics course (MAT-091, -097, or -099) for the third time or more, must submit a letter of appeal along with any supporting documentation to Robert Brown, Chairperson, Mathematics, c/o room M250G, no later than two (2) weeks before the beginning of a term. Consult with an academic advisor for additional details (*Approved: Academic Council, 2005*).

## Academic Standards and Progress

A student is expected to achieve success during any academic term in which he/she is enrolled at the College. A 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 1–12 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. A complete description of this regulation is available on pages 187–188.

Credits Attempted	Minimum Cum. GPA
1–12 credits	1.500 GPA
13–29 credits	1.750 GPA
30 or more credits	2.000 GPA

## Honors

### Dean's List Honors

The Dean's List announces those students who have achieved outstanding scholastic success during each term. To qualify, a student must 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 with a "C" grade or higher (including developmental courses), and not have been subject to any academic action.

### 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 associate's degree as well as the designation of Hill Scholar.

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

### 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 advisor and the approval of the Honors Program Director.
- Honors course and seminar offerings vary each term. Please check the most current *Credit Class Schedule*.

### Honors Study Award

To apply for an Honors Study Award, students must make application to the Honors Program Director, providing a faculty recommendation and a required essay. For further information call Kristie Crumley, Director of Student Life, 410-386-8408.

Students who are admitted to the Honors Program will earn an Honors Study Award 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 advisor, 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 12 credits at Carroll. Contact the Admissions, Advising, and Counseling Center, 410-386-8430 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. File an application with the Records Office by May 1 for May graduation (by March 1 to attend the ceremony). For December graduation, apply by December 1. For August graduation, apply by August 1. Students who have questions about graduation requirements are urged to discuss them with an academic advisor;
8. Carroll Community College is committed to improving the learning experience for all students. As a result, we will need the assistance of the students. Graduation candidates will be required to complete student learning outcomes assessments outlined in the Carroll Community College comprehensive assessment plan prior to the date of graduation. Students will be made aware of any assessments that are required. The results of these assessments will NOT be included on the student’s academic record.

### Requirements for the Associate of Arts in Teaching Degree

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

1. Complete the minimum number of credits as specified by the program;
2. Complete the curriculum as set forth by the College;
3. Complete 15 credits at Carroll Community College;
4. Complete not less than 30, 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 or qualifying scores on the SAT, ACT, or GRE as determined by the Maryland State Department of Education. Students are encouraged to take the Praxis I at the completion of 24 credits. It is the student’s responsibility to ensure that official, qualified, test scores are sent to the Records Office at Carroll Community College;
7. File an application with the Records Office by May 1 for May graduation (by March 1 to attend the ceremony). For December graduation, apply by December 1. For August graduation, apply by August 1. Students who have questions about graduation requirements are urged to discuss them with an academic advisor;
8. Carroll Community College is committed to improving the learning experience for all students. As a result, we will need the assistance of the students. Graduation candidates will be required to complete student learning outcomes assessments outlined in the Carroll Community College comprehensive assessment plan prior to the date of graduation. Students will be made aware of any assessments that are required. The results of these assessments will NOT be included on the student’s academic record.

### 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 May 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.

## Commencement

The president of Carroll Community College presides over an annual commencement ceremony in May. Students graduating in August, December, and May are invited to participate. Family and friends of the graduates are welcome to attend.


Upon registering for the final Carroll term, students meet with an advisor to complete a graduation audit and apply to graduate. Students graduating in May are required to apply by March 1; students graduating in August apply by August 1; students graduating in December apply by December 1. Students must apply to graduate whether they plan to participate in the ceremony or not.

### Graduation with Honors

Students who qualify for the Associate of Arts, Associate of 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).



# General Education

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

Students who enroll in a degree program at Carroll Community College will complete a core of courses referred to as General Education. This course distribution is intended to ensure that students have met the General Education Learning Goals. These General Education courses are transferable to all two and four year public institutions (and many private institutions) in Maryland and are guaranteed so in the Maryland State Transfer Policies.

**Technology Competency:** While not part of the General Education core, students are expected to be familiar with computers and to use technology within their courses. Students are encouraged to complete one of the following computer literacy courses at or near the beginning of their academic coursework: CIS-101, Introduction to Computer Technologies, or MIS-101, Management Information Systems.

**\*\*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 advisor to see if exemption from this policy is in order.**

## **\*\*English Composition and Literature**

*(choose 2 courses, 6 credits)*

ENGL-101 College Writing 1 (Composition) AND  
ENGL-102 College Writing 2 (Literature)

## **\*\*English Composition and Literature for Hill Scholars**

ENGL-103 Advanced College Writing (Composition) AND  
ENGL-240 British Literature since 1798 (Literature)

## **Biological and Physical Sciences**

*(choose 2 courses, 1 of which must be a lab course, 7-8 credits)*

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 Physical Geography (or GEOG-110)  
GEOSC-201 Meteorology  
GEOSC-210 Astronomy: Introduction to the Cosmos  
PHSC-100 General Physical Science  
PHYS-101 Fundamentals of Physics 1

## **Arts and Humanities**

*(choose 2 courses from 2 different areas, 6 credits)*

### **Fine and Performing Arts Area**

ART-125 Art Appreciation  
ART-135 History of Art 1

ART-136 History of Art 2  
FPA-101 Introduction to the Arts  
FPA-105 Introduction to Film  
MUSC-101 Music Appreciation  
MUSC-102 The History of Rock and Roll  
MUSC-105 Fundamentals of Music  
MUSC-110 Theory of Music 1  
THTR-101 Theatre Appreciation

### **Humanities Area**

ENGL-201 Classic World Writers  
ENGL-202 Modern World Writers  
ENGL-211 Voices in American Literature  
HIST-101 Western Civilization 1  
HIST-102 Western Civilization 2  
HIST-105 History of U.S. to 1876  
HIST-106 History of U.S. from 1876  
HIST-130 Latin American History  
PHIL-101 Introduction to Philosophy  
PHIL-105 Ethics  
PHIL-120 World Philosophy

### **Languages and Communication Area**

FREN-102 Elementary French 2  
SPAN-102 Elementary Spanish 2  
SPCH-101 Introduction to Speech Communication

### **\*\*Mathematics**

*(choose 1 course, 3-5 credits)*

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 placement scores should take MATH-136 or MATH 205*

### **Social and Behavioral Sciences**

*(choose 2 courses from 2 different disciplines, 6 credits)*

ANTH-101 Introduction to Cultural Anthropology  
ANTH-201 Anthropology of American Culture  
CRIM-101 Introduction to Criminal Justice System  
CRIM-105 Criminology  
ECON-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

### **Emerging Issues**

*(choose 1 course, 3 credits)*

#### **Wellness**

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

# 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 their goals (see page 43). Undecided students who intend to transfer should select Arts and Sciences and meet with an academic advisor to assure appropriate course selection. Under the Arts and Sciences program, students may select courses to complete future baccalaureate-degree requirements. Students who intend to enter the workforce or expand their skills in a career area may select one of the career programs. Courses within career programs have been selected to enhance employability; however, many students have transferred successfully with these degrees. All new students will meet with an academic advisor, who can help students select an appropriate program. Undecided students are strongly encouraged to take advantage of career decision-making resources. Contact Career Services, 410-386-8523.

### 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; Health Information Technology; Nuclear Medicine; 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 complete 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/transfer](http://www.carrollcc.edu/transfer) 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 many out-of-state schools (See pages 115–116). 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 pag 43. Possibilities include majors or specializations in the following, and in most others:

Accounting; Art; Biology; Biotechnology; Chemistry; Communication; Economics; Environmental Science; Geography; History; Information Systems; Law; Mathematics; Occupational Therapy; Philosophy; Political Science; Pre-Med.

The importance of consultation with an academic advisor before registering for each term cannot be overstressed. Consult an academic advisor in the Admissions, Advising, and Counseling Center for assistance in choosing courses. While not required, it is each student's responsibility to regularly meet with an advisor and utilize transfer resources.

## Transfer Programs

Students may complete an Associate of Arts in Teaching degree (A.A.T.) in the following programs. Please note that the diploma will specify the degree Associate of Arts in Teaching. Transcripts will specify the age group and subject (where applicable).

*Early Childhood Education*  
*Elementary Education/Generic Special Education Pre-K to 12*  
*Secondary Education—Chemistry*  
*Secondary Education—English*  
*Secondary Education—Mathematics*  
*Secondary Education—Spanish*

Students may complete an Associate of Arts degree (A.A.) in the following programs. Please note that the diploma will specify the degree conferred (i.e. Associate of Arts). The transfer recommendations for subjects under the Arts and Sciences degree are simply recommendations. Under any of the Arts and Sciences degrees, below, students may take 29 credits from any subject to fulfill Carroll graduation requirements and work toward transfer-college course recommendations. Arts and Sciences recommendation program titles (i.e. Arts and Sciences—Health Science, Arts and Sciences—Music, etc.) appear on degree audits, but do not appear on transcripts or diplomas. It is recommended that students consult ARTSYS and receiving college requirements when selecting courses to transfer:

*Arts and Sciences (Customized Transfer Plan)*  
*Business Administration—General Business*  
*Business Administration—International Business*  
*Business Administration—Management Information Systems*  
*Criminal Justice—Arts and Sciences*  
*Dental Hygiene—Arts and Sciences*  
*Diagnostic Medical Sonography—Arts and Sciences*  
*Exercise Science—Arts and Sciences*  
*Forensic Studies—Arts and Sciences*  
*General Studies (Undecided Students)*  
*Health Science—Arts and Sciences*  
*Legal Studies—Arts and Sciences*  
*Music—Arts and Sciences*  
*Nuclear Medicine—Arts and Sciences*  
*Nursing—Arts and Sciences*  
*Paralegal Studies—Arts and Sciences*  
*Psychology—Arts and Sciences*  
*Radiography—Arts and Sciences*  
*Sociology, Anthropology, and Social Work—Arts and Sciences*  
*Teacher Education (if an AAT does not exist)*  
*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, and/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 Transcription*  
*Music*  
*Nursing, Practical (selective admissions)*  
*Nursing, Registered (selective admissions)*  
*Office Technology*  
*Physical Therapist Assistant (selective admissions)*  
*Visual Art—Studio*

## Cooperative Programs

In addition to the bachelor's degree transfer options highlighted by the ARTSYS program, Carroll provides other transfer opportunities for students. Through association with community college and hospital partners, students may begin studying at Carroll and apply to complete specialized programs. See the specific program of study for information about the cooperating institution and their requirements. Carroll students register under the Arts and Sciences degree, but complete the designated courses. Degrees will be awarded by the transfer destination.

*Cardiovascular Technology*  
*Diagnostic Medical Sonography*  
*Emergency Medical Services, EMT-Paramedic*  
*Nuclear Medicine Technology*  
*Radiography*  
*Respiratory Therapy*  
*Surgical Technology*

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

Sample Program Page/Using the Program Pages .....	44
Accounting, AAS .....	45
Accounting—CPA Exam Qualification, Certificate .....	46
Arts and Sciences, AA .....	47
Art History, Letter of Recognition .....	48
Business Administration—General Business, AA .....	49
Business Administration—International Business, AA .....	50
Business Administration—Management Information Systems, AA .....	51
*Cardiovascular Technology, AAS and Certificate .....	52–53
Computer-Aided Design, AAS, Certificate, and Letter of Recognition .....	54–55
Computer Graphics—Graphic Design, AAS, Certificate, and Letter of Recognition .....	56–57
Computer Graphics—Multimedia Design, AAS, Certificate, and Letter of Recognition .....	58–59
Computer Information Systems, AAS .....	60
Computer Information Systems, Web Developer Letter of Recognition .....	61
Criminal Justice—Arts and Sciences, AA and Letter of Recognition .....	62–63
Dental Hygiene—Arts and Sciences, AA .....	64
%Diagnostic Medical Sonography—Arts and Sciences, AA .....	65
*Emergency Medical Services, Emergency Medical Technician—Paramedic, AAS and Certificate .....	66–67
Exercise Science—Arts and Sciences, AA .....	68
Forensic Studies—Arts and Sciences, AA .....	69
General Studies, AA .....	70
Health Science—Arts and Sciences, AA .....	71
*#Health Information Technology, AAS, Core Certificate, Advanced Certificate .....	72–73
Law Enforcement, AAS .....	74
Legal Studies—Arts and Sciences, AA .....	75
Music—Arts and Sciences, AA .....	76
*%Nuclear Medicine Technology, AAS, AA .....	77–78
Information for Nurses .....	79
#Nursing—Practical Nursing Track, Certificate .....	80
#Nursing—Registered Nurse Track (RN), AS .....	81
Nursing—Registered Nurse Track for Licensed Practical Nurses, AS .....	82
Nursing—Arts and Sciences Track to BSN Transfer, AA .....	83
Office Technology, Certificate .....	84
Administrative Assistant, Letter of Recognition .....	85
Legal Secretary, Letter of Recognition .....	86
Medical Transcription, Letter of Recognition .....	87
Microsoft Office Specialist Program .....	88
Paralegal—Arts and Sciences .....	89
*#Physical Therapist Assistant, AAS .....	90
Psychology—Arts and Sciences, AA .....	92
**%Radiography, AAS, AA .....	93–94
*Respiratory Care, AAS .....	95
Sociology, Anthropology, and Social Work—Arts and Sciences, AA .....	96
*Surgical Technology, AAS and Certificate .....	97–98
Information for Teachers .....	99
Early Childhood Education, AAS, AAT, and Letter of Recognition .....	100–102
Elementary Education/Generic Special Education Pre-K to 12, AAT .....	103
Secondary Education—Chemistry, AAT .....	104
Secondary Education—English, AAT .....	105
Secondary Education—Mathematics, AAT .....	106
Secondary Education—Spanish, AAT .....	107
Teacher Education, AA .....	108
Theatre—Arts and Sciences, AA .....	109
Visual Art—Arts and Sciences, AA .....	110
Visual Art—Studio, Letters of Recognition .....	111

Please note: These agreements do not guarantee admissions. Each program has its own admissions procedure. See a Carroll advisor for assistance.

\* 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

% Johns Hopkins Hospital transfer plan

# Career Program

## Using the Program Pages




Each program will use specific conventions: At the top of the page, the degree subject, type (degree, certificate, or letter), and lead faculty are noted. You may contact the faculty advisor or an academic advisor, room A102, if you have questions about arranging your courses and schedule to meet your academic needs. Each program page will start like this:

### Accounting

#### Associate of Applied Science

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

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

-  Refer to page 39 for General Education options
-  Refer to ARTSYS, artweb.usmd.edu, and the receiving institution catalog to select transferable courses
-  Limited offering; See course descriptions. (pages 130–167)

#### Prerequisite Courses

Prerequisite courses are those faculty have chosen to assure the minimum academic skills necessary for success. To determine whether you meet the prerequisites, consult your placement results, CLEP, Advanced Placement, and/or transfer credits. Many students require a term of transitional or review courses. These courses may be taken with program courses as long as prerequisites are met. For example:

READ-101	Reading in the Content Areas	3
MAT-097	Introductory Algebra	0




#### Faculty Recommended or Required Program Electives




According to the title of the section, the courses provided may be recommended electives (transfer programs) or a choice among required courses (career programs). Course recommendations are primarily for students who have not selected a transfer institution. Note that an Arts and Sciences degree requires 29 elective credits; our faculty may offer more choices than are necessary for graduation. The ARTSYS web site contains specific course recommendations, designed by the receiving institution's faculty, for students who know their probable transfer destination.

SPAN-101	Elementary Spanish 1	3
----------	----------------------	---

#### Program Requirements/Recommended Sequence: Creating your Schedule and your Academic Plan

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

The book icon () at English Composition, below, refers you to the General Education list (page 39) for your choices. The computer icon () refers you to the faculty required or recommended elective course choices or to the ARTSYS website. The timer icon () at History of Art refers you to the course descriptions for limited offering information. Finally, notice that the font for Mathematics is the same as for English Composition. This font indicates that MATH-115 is the required General Education mathematics course for this program.

	English Composition	3
	ARTSYS or Program Elective	3
ART-135	History of Art 1 (  fall term only)	3
MATH-115	Mathematics	4

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

# Career Program

## Accounting

### Associate of Applied Science


Faculty Advisor: Kate Demarest · Phone: 410-386-8252 · Email: [kdemarest@carrollcc.edu](mailto: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 37.




#### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

#### Program Requirements:

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
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	3

#### General Education Requirements ( See page 39 for details):

SPCH-101	<b>ARTS AND HUMANITIES</b>	6
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
	<b>EMERGING ISSUES</b>	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
MATH-120	<b>MATHEMATICS</b>	3
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
ECON-102	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>Total Credits</b>	<b>61–62</b>

# Transfer Program

## Accounting CPA Exam Qualification

### Certificate

Faculty Advisor: Kate Demarest · Phone: 410-386-8252 · Email: [kdemarest@carrollcc.edu](mailto: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/](http://www.dllr.state.md.us/license/cpa/), for information on educational and practical work experience requirements as well as examination dates.

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Certificate Requirements:

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 (☞ fall term only)	3
ACCT-211	Principles of Taxation 2 (☞ spring term only)	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
MGMT-215	Financial Management	3

### Select three of the following five classes (9 credits required):

ENGL-105	Written Communications for Business	9–10
MATH-115	Introduction to Statistical Methods	
MGMT-201	Principles of Management	
MKTG-201	Principles of Marketing	
SPCH-101	Introduction to Speech Communication	
<b>Total Credits</b>		<b>52–53</b>



# Career Program

## Arts and Sciences

### Associate of Arts

Advisor: Janenne Corcoran · Phone: 410-386-8430 · Email: [advise@carrollcc.edu](mailto:advise@carrollcc.edu)

Graduates of the Arts and Sciences program at Carroll Community College are well positioned to transfer to four-year colleges and universities in Maryland as well as other states. The courses in the program are transfer oriented and form the basis of a solid foundation in the liberal arts. By using the online ARTSYS program, <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 30-35 credits in highly transferable general education courses and 29 credits of electives, which should be selected to satisfy the student's bachelor's degree requirements. Using the resources in the 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.

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

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

	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	29
--	--	----

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b>	6
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
	<b>EMERGING ISSUES</b>	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b>	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	6
	<b>Total Credits</b>	<b>60–63</b>

# Transfer Program

## Art History

### Letter of Recognition

*Faculty Advisor: 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.

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
READ-101	Reading in the Content Areas	3

### Letter Requirements:

ART-125	Art Appreciation	3
ART-135	History of Art 1	3
ART-136	History of Art 2	3
<b>Total Credits</b>		<b>9</b>

# Transfer Program

## Business Administration—General Business

### Associate of Arts

Faculty Advisor: Kate Demarest · Phone: 410-386-8252 · Email: [kdemarest@carrollcc.edu](mailto: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 associate's level. The degree program provides students with an understanding of how and why decisions are made within a business and how to be a productive member 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 37.

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Program Requirements:

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
SPCH-101	Introduction to Speech Communication	3
Elective	Any ACCT, BUAD, MKTG, MGMT course other than those listed above.	3

### General Education Requirements (📖 See page 39 for details):

📖	<b>ARTS AND HUMANITIES</b>	6
📖	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
📖	<b>EMERGING ISSUES</b>	3
📖	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
📖	<b>MATHEMATICS</b>	3–5
📖	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
ECON-102	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>Total Credits</b>	<b>62–65</b>

# Transfer Program

## Business Administration—International Business

### Associate of Arts

Faculty Advisor: Kate Demarest · Phone: 410-386-8252 · Email: [kdemarest@carrollcc.edu](mailto: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 37.

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Program Requirements:

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
BUAD-210	Culture and Diversity in the Workplace	3
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
SPAN-102	Elementary Spanish 2	3

### General Education Requirements (📖 See page 39 for details):

SPCH-101	<b>ARTS AND HUMANITIES</b>	3
📖	<b>ARTS AND HUMANITIES</b>	3
📖	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
📖	<b>EMERGING ISSUES</b>	3
📖	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
📖	<b>MATHEMATICS</b>	3–5
ANTH-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
ECON-102	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>Total Credits</b>	<b>62–65</b>

# Career Program

## Business Administration—Management Information Systems

### Associate of Arts

Faculty Advisor: Kate Demarest · Phone: 410-386-8252 · Email: [kdemarest@carrollcc.edu](mailto: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 37.

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Program Requirements:

ACCT-101	Principles of Accounting 1	3
ACCT-102	Principles of Accounting 2	3
BUAD-101	Introduction to Business	3
CIS-132	Principles of Programming	4
CIS-232	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 (📖 See page 39 for details):

📖	<b>ARTS AND HUMANITIES</b>	3
SPCH-101	<b>ARTS AND HUMANITIES</b>	3
📖	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
📖	<b>EMERGING ISSUES</b>	3
📖	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
📖	<b>MATHEMATICS</b>	3–5
📖	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
ECON-102	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>Total Credits</b>	<b>61–64</b>

# Career Program

## Cardiovascular Technology

### Invasive Option

#### Associate of Applied Sciences

Mid-Maryland Allied Healthcare Education Consortium

A Combined Program with Howard Community College

Contacts: Candace Edwards / Office of Admissions and Advising, HCC



Phone: 410-386-8405 / 410-772-4230 · Email: [cedwards@carrollcc.edu](mailto:cedwards@carrollcc.edu) / [alliedhealth@howardcc.edu](mailto: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 physiologic diagnosis may be established. The term RCIS is new. It was previously Registered Cardiovascular Technologist, RCVT.

#### Prerequisite Courses:

BIOL-101	Fundamentals of Biology 1	4
ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

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

BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
	<b>ENGLISH COMPOSITION</b>	3
	<b>MATHEMATICS</b>	3–5
SOC-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
SPCH-101	Introduction to Speech Communication	3

#### Clinical Requirements to be completed at Howard Community College:

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
HEAL-110	The Health Care Professional	2
PHYS-101	Technical Physical Science	4

#### Mid-Maryland Allied Healthcare Education Consortium:

This degree is awarded by Howard Community College. For more information refer to the Health Sciences Division website at Howard Community College at [www.howardcc.edu/health](http://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: Candace Edwards / Office of Admissions and Advising, HCC

Phone: 410-386-8405 / 410-772-4230 · Email: cedwards@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).

#### Prerequisite Courses:

BIOL-101	Fundamentals of Biology 1	4
ENG-096	Writing Effective Paragraphs and Essays	0
MAT-097	Introductory Algebra	3
READ-101	Reading in the Content Areas	3

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

BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
	<b>ENGLISH COMPOSITION</b>	3

#### Clinical Requirements to be completed at Howard Community College:

CARD-101	Cardiovascular Assessments	3
CARD-108	Advanced Anatomy Pathophysiology	3
HEAL-110	The Health Care Professional	2

Mid-Maryland Allied Healthcare Education Consortium:

**This Certificate is awarded by Howard Community College. For more information, refer to the Health Sciences Division website at Howard Community College at [www.howardcc.edu/health](http://www.howardcc.edu/health).**

# Career Program

## Computer-Aided Design

### Associate of Applied Science

*Faculty Advisor: 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.

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Program Requirements:

CAD-101	Introduction to Computer-Aided Design/Drafting	3
CAD-110	Customizing CAD Software	3
CAD-206	Solid Modeling	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-245	CAD Engineering Drawing II	3
CAD-260	Computer-Aided Civil Applications	3
CAD-299	Internship in CAD	2
CGR-254	3-D Computer Animation and Modeling	3
CIS-139	Principles of Computer Technology	4

### General Education Requirements (📖 See page 39 for details):

📖	<b>ARTS AND HUMANITIES</b>	6
📖	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
📖	<b>EMERGING ISSUES</b>	3
📖	<b>ENGLISH COMPOSITION</b>	3
📖	<b>MATHEMATICS</b>	3–5
📖	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	6
	<b>Total Credits</b>	<b>61–64</b>



# Career Program

## Computer-Aided Design

### Certificate

*Faculty Advisor: 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.

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-097	Introductory Algebra	0
READ-091	Basic Reading	0

### Certificate Requirements/Recommended Sequence:

CAD-101	Introduction to Computer-Aided Design/Drafting	3
CAD-206	Solid Modeling	3
CAD-240	CAD Engineering Drawing	3
CIS-139	Principles of Computer Technology	4
Electives	Any other CAD courses	9
<b>Total Credits</b>		<b>22</b>

### Letter of Recognition

*Faculty Advisor: Dr. Edward (Dick) Crook · Phone: 410-386-8228 · Email: dcrook@carrollcc.edu*

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

### Prerequisite Courses:

MAT-097	Introductory Algebra	0
READ-091	Basic Reading	0

### Letter Requirements:

CAD-101	Introduction to Computer-Aided Design/Drafting	3
Electives	Any two CAD courses	6
<b>Total Credits</b>		<b>9</b>

# Career Program

## Computer Graphics (CGR)—Graphic Design

### Associate of Applied Science

*Faculty Advisor: William Schaefer · Phone: 410-386-8546 · Email: wschaefer@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.

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Program Requirements:

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

### General Education Requirements (📖 See page 39 for details):

📖	<b>ARTS AND HUMANITIES</b>	3
ART-125	<b>ARTS AND HUMANITIES</b>	3
📖	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
📖	<b>EMERGING ISSUES</b>	3
📖	<b>ENGLISH COMPOSITION</b>	3
📖	<b>MATHEMATICS</b>	3–5
📖	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>Total Credits</b>	<b>61–64</b>

# Career Program

## Computer Graphics (CGR)—Graphic Design

### Certificate

*Faculty Advisor: William Schaefer · Phone: 410-386-8546 · Email: wschaefer@carrollcc.edu*

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

### Prerequisite Courses:

MAT-097	Introductory Algebra	0
READ-091	Basic Reading	0

### Certificate Requirements:

ART-105	2-D Design	3
ART-110	3-D Design	3
ART-115	Color	3
CGR-105	Introduction to Computer Graphics	3
CGR-110	Typography	3
CGR-115	Graphic Design 1	3
CGR-120	Digital Photography	3
CGR-157	Introduction to Web Page Design	3
CGR-250	Publication Design on Computers	3
CGR-252	Computer Illustration	3
CGR-270	Portfolio and Career Development	3
Elective	Any CAD or CGR course	3
<b>Total Credits</b>		<b>36</b>

### Letter of Recognition

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

### Prerequisite Courses:

MAT-097	Introductory Algebra	0
READ-091	Basic Reading	0

### Letter Requirements:

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

# Career Program

## Computer Graphics (CGR)—Multimedia Design

### Associate of Applied Science

*Faculty Advisor: William Schaefer · Phone: 410-386-8546 · Email: wschaefer@carrollcc.edu*

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

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

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

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

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Program Requirements:

ART-105	2-D Design	3
ART-110	3-D Design	3
ART-115	Color	3
CGR-105	Introduction to Computer Graphics	3
CGR-110	Typography	3
CGR-157	Introduction to Web Page Design	3
CGR-230	Digital Video (☒ fall term only)	3
CGR-231	Introduction to Motion Graphics (☒ spring term only)	3
CGR-232	Multimedia Productions (☒ spring term only)	3
CGR-254	3D Computer Animation and Modeling (☒ fall term only)	3
CGR-257	Advanced Web Page Design	3
CGR-270	Portfolio and Career Development	3
*Elective	CIS-105, Game Programming; CGR-120, Digital Photography; or CIS-132, Principles of Programming	3-4

### General Education Requirements (📖 See page 39 for details):

📖	<b>ARTS AND HUMANITIES</b>	3
ART-125	<b>ARTS AND HUMANITIES</b>	3
📖	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	4
📖	<b>EMERGING ISSUES</b>	3
📖	<b>ENGLISH COMPOSITION</b>	3
📖	<b>MATHEMATICS</b>	3-5
📖	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>Total Credits</b>	<b>61-64</b>

# Transfer Program

## Computer Graphics (CGR)—Multimedia Design

### Certificate

*Faculty Advisor: William Schaefer · Phone: 410-386-8546 · Email: wschaefer@carrollcc.edu*

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

### Prerequisite Courses:

MAT-097	Introductory Algebra	0
READ-091	Basic Reading	0

### Certificate Requirements:

ART-105	2-D Design	3
ART-110	3-D Design	3
ART-115	Color	3
CGR-105	Introduction to Computer Graphics	3
CGR-110	Typography	3
CGR-157	Introduction to Web Page Design	3
CGR-230	Digital Video (☒ fall term only)	3
CGR-231	Introduction to Motion Graphics (☒ spring term only)	3
CGR-232	Multimedia Productions (☒ spring term only)	3
CGR-257	Advanced Web Page Design	3
CGR-254	3D Computer Animation and Modeling (☒ fall term only)	3
CGR-270	Portfolio and Career Development	3
Elective	CIS-105, Game Programming; CGR-120, Digital Photography; or CIS-132, Principles of Programming	3–4
<b>Total Credits</b>		<b>39–40</b>

### Letter of Recognition

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

### Prerequisite Courses:

MAT-097	Introductory Algebra	0
READ-091	Basic Reading	0

### Letter Requirements:

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

# Career Program

## Computer Information Systems

### Associate of Applied Science

Faculty Advisor: Kate Demarest · Phone: 410-386-8252 · Email: [kdemarest@carrollcc.edu](mailto:kdemarest@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 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. Students interested in immediate careers in computer technology will be able to tailor the program's 14 elective credits to meet their career objectives.







### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Program Requirements:

CIS-101	Introduction to Computer Technologies	3
CIS-132	Principles of Programming	4
CIS-139	Principles of Computer Technology	4
CIS-237	Developing Advanced Internet Applications	4
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	14

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b>	6
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
	<b>EMERGING ISSUES</b>	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b> (MATH-120, Introduction to College Mathematics, or higher, recommended)	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
ECON-102	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>Total Credits</b>	<b>60–63</b>

# Transfer Program

## CIS—Computer Programmer

### Letter of Recognition

Faculty Advisor: Jerry Schubert · Phone: 410-386-8232 · Email: jschubert@carrollcc.edu

### Letter Requirements:

CIS-132	Principles of Programming	4
CIS-232	Advanced Principles of Programming	4
<b>Total Credits</b>		<b>8</b>

## CIS—Web Developer

### Letter of Recognition

Faculty Advisor: Bill Warburton · Phone: 410-386-8480 · Email: wwarburton@carrollcc.edu

The growth of the Internet has generated a variety of occupations related to the design, development and maintenance of web sites and their servers. According to the U.S. Bureau of Labor Statistics the demand for this occupation is expected to grow much faster than average through 2016. The Web Developer Letter of Recognition is designed to assist students in preparing for a career as a Web Developer. Contact the faculty adviser for further information. Students are advised to refer to the course descriptions.

### Prerequisite Courses:

READ-091	Basic Reading	0
----------	---------------	---

### Letter Requirements:

CIS-137	Introduction to Web Development Technologies	3
CIS-234	Developing Rich Internet Applications	3
CIS-237	Developing Advanced Internet Applications	4
<b>Total Credits</b>		<b>10</b>

# Transfer Program

## Arts and Sciences—Criminal Justice Transfer Recommendation

### Associate of Arts


Faculty Advisor: G. Wayne Livesay · Phone: 410-386-8249 · Email: [wlivesay@carrollcc.edu](mailto:wlivesay@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 advisor 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.







### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

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

CRIM-101	Introduction to the Criminal Justice System	3
CRIM-110	Criminal Law	3
CRIM-299	Internship in Criminal Justice	3
SPAN-101	Elementary Spanish 1	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	17

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b> (SPAN-102, Elementary Spanish 2, recommended)	6
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
	<b>EMERGING ISSUES</b>	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b> (MATH-115, Introduction to Statistical Methods, recommended)	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (POLS-101, American Government; PSYC-101 General Psychology; and/or SOC-101, Introduction to Sociology, recommended)	6
	<b>Total Credits</b>	<b>60–63</b>

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



# 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.

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
READ-101	Reading in the Content Areas	3

### Letter Requirements:

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

# Transfer Program

## Arts and Sciences—Dental Hygiene Transfer Recommendation

### Associate of Arts

Faculty Advisor: Candace Edwards · Phone: 410-386-8405 · Email: cedwards@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. Potential transfer students to UMB may consider taking Fundamentals of Organic and Biochemistry at Howard Community College or Essentials of Organic Chemistry at Frederick Community College. Students should contact an advisor for additional transfer options.

+ 65 prerequisite credits required for admissions consideration to the University of Maryland Baltimore's Dental Hygiene program.










### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

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

+BIOL-210	Human Anatomy and Physiology 1	4
+BIOL-211	Human Anatomy and Physiology 2	4
+BIOL-215	Microbiology	4
+BIOL-220	Nutrition	4
	+Organic Chemistry (take at Howard CC, Frederick CC, or McDaniel College)	4
+ENGL-105	Written Communication for Business	3
	Refer to ARTSYS and the receiving institution's catalog to select required/transferable courses.	6

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b>	3
	<b>ARTS AND HUMANITIES</b> (+SPCH-101, Introduction to Speech Communications)	3
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (+BIOL-101, Fundamentals of Biology 1)	4
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (+CHEM-105, Principles of General Chemistry 1)	3–4
	<b>EMERGING ISSUES</b>	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b> (+MATH-115, Introduction to Statistical Methods)	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (+PSYC-101, General Psychology)	3
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (+SOC-101, Introduction to Sociology)	3
	<b>Total Credits</b>	<b>60–63</b>

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

# Transfer Program

## Arts and Sciences—Diagnostic Medical Sonography Transfer Recommendation

### Associate of Arts

Advisor: Kristine DeWitt · Phone: 410-386-8406 · Email: kdewitt@carrollcc.edu

This program is suggested for transfer to The Johns Hopkins Hospital Diagnostic Medical Sonography program under Carroll's Arts and Sciences degree program. Students must complete the courses marked with a + before applying to Johns Hopkins. Admission is competitive and not guaranteed; an A.A. with a GPA of 2.500 is required. After transfer, the program is a 14-month, full-time, day program. For more information, visit <http://radiologycareers.rad.jhmi.edu>


+ Required by Johns Hopkins Hospital

# Suggested by Johns Hopkins Hospital









### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra with B or higher	3
READ-101	Reading in the Content Areas	3

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

+BIOL-210	Human Anatomy and Physiology 1	4
+BIOL-211	Human Anatomy and Physiology 2	4
+CIS-101	Introduction to Computer Technologies	3
+HIT-111	Medical Terminology	3
#PSYC-210	Human Development through the Life-Span	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	12

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b> (+SPCH-101, Introduction to Speech Communication, recommended)	6
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (+BIOL-101, Fundamentals of Biology 1, recommended)	4
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (+PHYS-101, Fundamentals of Physics 1, recommended)	3–4
	<b>EMERGING ISSUES</b>	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b> (+MATH-128, College Algebra, recommended)	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (#PSYC-101, General Psychology, recommended)	3
	<b>Total Credits</b>	<b>60–63</b>

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

# 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: Candace Edwards / Office of Admissions and Advising, HCC



Phone: 410-386-8405 / 410-772-4230 · Email: cedwards@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. 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.

#### Prerequisite Courses:

BIOL-101	Fundamentals of Biology 1	4
ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

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

BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
	<b>ENGLISH COMPOSITION</b>	3
	<b>MATHEMATICS</b>	3–5
PSYC-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
SPCH-101	Introduction to Speech Communication	3

#### Clinical Requirements to be completed at Howard Community College:

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
MATH-105	Drug Calculations	1

#### Mid-Maryland Allied Healthcare Education Consortium:

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](http://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: Candace Edwards / Office of Admissions and Advising, HCC

Phone: 410-386-8430 / 410-772-4856 · Email: [advise@carrollcc.edu](mailto:advise@carrollcc.edu) / [alliedhealth@howardcc.edu](mailto: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. BIOL-101, Fundamentals of Biology 1, is a prerequisite to BIOL-210. 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.

#### Prerequisite Courses:

BIOL-101	Fundamentals of Biology 1	4
ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

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

BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4

#### Clinical Requirements to be completed at Howard Community College:

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
MATH-105	Drug Calculations	1

#### Mid-Maryland Allied Healthcare Education Consortium:

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](http://www.howardcc.edu/health).

# Transfer Program

## Arts and Sciences—Exercise Science Transfer Recommendation

### Associate of Arts

*Faculty Advisor: Sharon Brunner · Phone: 410-386-8142 · Email: sbrunner@carrollcc.edu*


This transfer pattern of courses provides students with the knowledge, skills, and abilities to successfully design safe and effective exercise programs for apparently healthy and low to moderate risk individuals. Students who complete the recommended pattern of courses will be prepared to transfer to a four-year institution's Exercise Science, Kinesiology, Athletic Training, or Physical Education program. Because institutions vary in their requirements, students who know where they are transferring should check that institution's specific requirements and alter the course work appropriately. By consulting with an advisor and by using ARTSYS at <http://artweb.usmd.edu>, students can plan a course of study that will transfer to a baccalaureate degree granting institution.

Upon completion of the Associate of Arts, Arts and Sciences—Exercise Science transfer track, students will be eligible to sit for the American College of Sports Medicine's Certified Personal Trainer examination.









### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Ms. Brunner's Recommended Program Electives: (any 29 elective credits required for graduation):

BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
BIOL-220	Nutrition	3
HES-100	Emergency Care- First Aid, Safety, and CPR	3
HES-105	Introduction to Exercise Science	3
HES-110	Care and Prevention of Athletic Injuries	3
HIT-111	Medical Terminology	3
PHED-101	Lifetime Fitness and Wellness	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	3

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b>	6
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (BIOL-101, Fundamentals of Biology 1, recommended)	4
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (CHEM-105, Principles of General Chemistry, recommended)	3–4
	<b>EMERGING ISSUES</b> (HLTH-101, The Science and Theory of Health and Wellness, recommended)	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b> (MATH-128, College Algebra, recommended)	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (PSYC-101, General Psychology, recommended)	3
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (SOC-101, Introduction to Sociology, recommended)	3
	<b>Total Credits</b>	<b>60–63</b>

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

# Transfer Program

## Arts and Sciences—Forensic Studies Transfer Recommendation

### Associate of Arts


Faculty Advisors: G. Wayne Livesay / Francois Derasse · Phone: 410-386-8249 /410-386-8213 · Email: wlivesay@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 Stevenson University. The courses listed below are specifically for transfer to the University of Baltimore. Students who wish to transfer to other institutions should contact an advisor at that institution prior to taking courses at Carroll.









### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Mr. Livesay and Mr. Derasse's Recommended Program Electives (any 29 elective credits required for graduation):

CHEM-106	Principles of General Chemistry 2	4
CHEM-201	Organic Chemistry 1	4
CHEM-202	Organic Chemistry 2	4
CRIM-210	Forensic Science	3
CRIM-111	Criminal Evidence and Procedure	3
PHYS-101	Fundamentals of Physics 1 (☞ fall term only)	4
PHYS-102	Fundamentals of Physics 2, recommended (☞ spring term only)	4
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	3

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b>	6
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (BIOL-101, Fundamentals of Biology 1, recommended)	4
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (CHEM-105, Principles of General Chemistry, recommended)	3–4
	<b>EMERGING ISSUES</b>	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b> (MATH-115, Introduction to Statistical Methods, recommended)	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (CRIM-101, Introduction to the Criminal Justice System, recommended)	3
	<b>Total Credits</b>	<b>60–63</b>

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

# Transfer Program

## General Studies for Undecided Students

### Associate of Arts

Advisor: Janenne Corcoran · Phone: 410-386-8430 · Email: [advise@carrollcc.edu](mailto:advise@carrollcc.edu)

This program of study is designed for students whose career and educational plans are uncertain; it allows maximum flexibility in the choice of courses. Students who are exploring various interests may begin their academic career in this program of study. The electives may be used by those who wish to design their own program of courses or to concentrate in an area of academic and occupational interest. The curriculum provides a background in the humanities, in science, in mathematics, and in the social sciences. Students should consult an academic advisor 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.






### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Program Requirements:

	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	29
---	--	----

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b>	6
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
	<b>EMERGING ISSUES</b>	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b>	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	6
	<b>Total Credits</b>	<b>60–63</b>



# Transfer Program

## Arts and Sciences—Health Sciences Transfer Recommendation

### Associate of Arts


Faculty Advisor: Sharon Brunner · Phone: 410-386-8142 · Email: [sbrunner@carrollcc.edu](mailto:sbrunner@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 institutions requirements. Typical majors include health education, HPE teacher education, nursing, respiratory therapy, physical therapy, occupational therapy, physician assistant, dietetics/nutrition, and other health-related fields. By consulting with an advisor 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.










### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Ms. Brunner's Recommended Program Electives (any 29 elective credits required for graduation):

BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
BIOL-220	Nutrition	3
HES-100	Emergency Care - First Aid, Safety, and CPR	3
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
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	3

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b>	3
	<b>ARTS AND HUMANITIES</b> (SPCH-101, Introduction to Speech Communication, recommended)	3
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (BIOL-101, Fundamentals of Biology 1, recommended)	4
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (CHEM-105, Principles of General Chemistry 1, recommended)	3–4
	<b>EMERGING ISSUES</b> (HLTH-101, The Science and Theory of Health and Wellness, recommended)	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b> (MATH-115, Introduction to Statistical Methods, recommended)	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (PSYC-101, General Psychology, recommended)	3
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (SOC-101, Introduction to Sociology, recommended)	3
	<b>Total Credits</b>	<b>60–63</b>

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

# Career Program

## Health Information Technology

### Associate of Applied Science






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

The Associate of Applied Science in Health Information Technology is designed to prepare students for employment as health information technicians in hospitals, nursing homes, ambulatory care facilities, physician offices, home health agencies, and other facilities which create and/or evaluate health records. This program of study is designed to combine general education and specialized courses to meet employment requirements in Health Information Technology. Students are expected to complete a core of General Education requirements in addition to the program requirements.

### Prerequisite Courses:

MAT-097	Introductory Algebra	3
READ-101	Reading in the Content Areas	3

### Degree Requirements/Recommended Course Sequence:

BIOL-105	<b>BIOLOGICAL AND PHYSICAL SCIENCE</b>	4
ENGL-101	<b>ENGLISH COMPOSITION</b>	3
MIS-101	Information Technology for Business	3
HIT-111	Medical Terminology	3
HIT-112	Healthcare Data Content and Structure	3
	<b>MATHEMATICS</b> (MATH-115, Introduction to Statistical Methods, recommended)	3–5
ENGL-102	<b>ENGLISH LITERATURE</b>	4
HIT-115	Pathophysiology and Pharmacology	3
HIT-121	Basic Medical Records Coding	3
HIT-122	Basic Procedure Coding	3
	<b>ARTS AND HUMANITIES</b>	3
HIT-201	Computer Applications in Healthcare	3
HIT-222	Advanced Coding Concepts	6
	<b>EMERGING ISSUES</b> (HLTH-101, The Science and Theory of Health and Wellness, recommended)	3
	<b>SOCIAL AND BEHAVIORAL SCIENCE</b> or <b>ARTS AND HUMANITIES</b>	3
HIT-225	Healthcare Delivery Systems	3
HIT-223	Reimbursement Methodologies	3
	<b>SOCIAL AND BEHAVIORAL SCIENCE</b>	3
HIT-270	Professional Practice in Health Information Technology	1
<b>Total Credits</b>		<b>60–62</b>

### Mid-Maryland Allied Healthcare Education Consortium

# Career Program

## Health Information Technology

### Core Certificate

Faculty Advisor: Lynne Smith · Phone: 410-386-8248 · Email: [lsmith@carrollcc.edu](mailto:lsmith@carrollcc.edu)

This Core Certificate in Health Information Technology is designed to prepare students for employment as health information technicians in hospitals, nursing homes, ambulatory care facilities, physician offices, home health agencies, and other facilities which create and or evaluate health records. Upon successful completion of this program, students will be able to interpret health record documentation using knowledge of anatomy, physiology, clinical disease processes, pharmacology, and medical terminology to identify codeable diagnoses and/or procedures and will be eligible to sit for licensure examinations offered by the American Health Information Management Association.

Certificate Prerequisites – exemption/completion of the following with a “C” or better:

#### Prerequisite Courses:

MAT-097	Introductory Algebra	0
READ-101	Reading in the Content Areas	3

#### Certificate Requirements/Recommended Course Sequence:

BIOL-105	Human Biology	4
HIT-111	Medical Terminology	3
HIT-115	Pathophysiology and Pharmacology	4
HIT-121	Basic Diagnosis Coding	3
HIT-122	Basic Procedure Coding	3
<b>Total Credits</b>		<b>17</b>

### Advanced Certificate

Faculty Advisor: Lynne Smith · Phone: 410-386-8248 · Email: [lsmith@carrollcc.edu](mailto:lsmith@carrollcc.edu)

The Advanced Certificate in Health Information Technology is designed to prepare students for employment as health information technicians in hospitals, nursing homes, ambulatory care facilities, physician offices, home health agencies, and other facilities which create and /or evaluate health records. Upon successful completion of this program, students will be able to interpret health record documentation using knowledge of anatomy, physiology, clinical disease processes, pharmacology, and medical terminology to identify codeable diagnoses and/or procedures. Students will use automated encoding tools, learn reimbursement methods, and study the delivery of healthcare in the United States. Upon completion of the certificate students will be eligible to sit for licensure examinations offered by the American Health Information Management

#### Prerequisite Courses:

MAT-097	Introductory Algebra	0
READ-101	Reading in the Content Areas	3
MIS-101	Information Technology for Business	3

#### Certificate Requirements/Recommended Course Sequence:

BIOL-105	Human Biology	4
HIT-111	Medical Terminology	3
HIT-112	Healthcare Data Content and Structure	3
HIT-115	Pathophysiology and Pharmacology	4
HIT-121	Basic Diagnosis Coding	3
HIT-122	Basic Procedure Coding	3
HIT-201	Computer Applications in Healthcare	3
HIT-222	Advanced Coding Concepts	6
HIT-223	Reimbursement Methodologies	3
HIT-225	Healthcare Delivery Systems	3
HIT-270	Professional Practice in Health Information Technology	1
<b>Total Credits</b>		<b>36</b>

# Career Program

## Law Enforcement

### Associate of Applied Science

Faculty Advisor: G. Wayne Livesay · Phone: 410-386-8249 · Email: [wlivesay@carrollcc.edu](mailto:wlivesay@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. This degree is available only to police academy graduates and includes credits articulated from the academy.

#### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

#### Program Requirements:

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

#### Program Electives (Select 7 courses from program electives, below):

CRIM-102	Introduction to Corrections	3
CRIM-104	First Responder	3
CRIM-105	Criminology	3
CRIM-115	Civil Rights and Liberties in Criminal Justice	3
CRIM-120	Juvenile Justice	3
CRIM-203	Written Communication for Police	3
CRIM-205	Criminal Justice Ethics	3
CRIM-215	Patrol Operations	3
CRIM-220	Basic Criminal Investigation	3
CRIM-225	Motor Vehicle Collision Investigation	3
CRIM-230	Police Administration	3
POLS-101	American Government	3
SOC-101	Introduction to Sociology	3

#### General Education Requirements (📖 See page 39 for details):

📖	<b>ARTS AND HUMANITIES</b>	6
CRIM-210	<b>BIOLOGICAL AND PHYSICAL SCIENCE</b>	3
📖	<b>EMERGING ISSUES</b>	3
📖	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
📖	<b>MATHEMATICS</b>	3–5
📖	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
CRIM-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>Total Credits</b>	<b>60–62</b>

# Transfer Program

## Arts and Sciences—Legal Studies Transfer Recommendation

### Associate of Arts


Faculty Advisor: Dr. Edward Ruch · Phone: 410-386-8212 · Email: [eruch@carrollcc.edu](mailto:eruch@carrollcc.edu)

The Legal Studies–Arts and Sciences transfer program offers 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, Stevenson University, and many other colleges and universities.









### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

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

BUAD-205	Business Law	4
CRIM-110	Criminal Law	3
CRIM-111	Criminal Evidence and Procedure	3
HIST-105	History of the United States to 1876	3
HIST-106	History of the United States from 1876	3
LGST-101	Introduction to Law	3
LGST-102	Personal Law	3
LGST-125	Constitutional Law	3
POLS-101	American Government	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	1

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b> (PHIL-101, Introduction to Philosophy, recommended)	3
	<b>ARTS AND HUMANITIES</b> (SPCH-101, Introduction to Speech Communication, recommended)	3
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
	<b>EMERGING ISSUES</b>	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b>	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCE</b> (PSYC-101, General Psychology, recommended)	3
	<b>SOCIAL AND BEHAVIORAL SCIENCE</b> (SOC-101, Introduction to Sociology, recommended)	3
	<b>Total Credits</b>	<b>60–63</b>

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

# Transfer Program

## Arts and Sciences—Music Transfer Recommendation

### Associate of Arts

Faculty Advisor: *Elijah Wirth* · Phone: 410-386-8537 · Email: [ewirth@carrollcc.edu](mailto: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 advisor 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.








### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

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

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-125-226	Applied Study	8
	Ensemble	1
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b> (MUSC-101, Music Appreciation, recommended)	3
	<b>ARTS AND HUMANITIES</b> (HIST-101, Western Civilization 1, recommended)	3
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
	<b>EMERGING ISSUES</b>	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b>	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	6
	<b>Total Credits</b>	<b>60–63</b>

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

# Career Program

## Nuclear Medicine Technology

### Associate of Applied Sciences

Mid-Maryland Allied Healthcare Education Consortium

A Combined Program with Frederick Community College

Contacts: Candace Edwards, CCC / Paul Hunter, FCC

Phone: 410-386-8405 / 301-846-2471 · Email: cedwards@carrollcc.edu / phunter@frederick.edu

The nuclear medicine technology program prepares students as entry-level technologists in a specialized area of diagnostic imaging utilizing radionuclides. Nuclear medicine technologists perform procedures to assist physicians in the diagnosis and treatment of patients, using highly-specialized imaging equipment. Nuclear medicine technologists work in hospitals, physicians' offices, and in medical/diagnostic laboratories, including diagnostic imaging centers. Graduates will be prepared to take the national certification exam for nuclear medicine technologists. Certificate also available; see Frederick Community College Catalog for information.

### Prerequisite Courses:

BIOL-101	Fundamentals of Biology 1	4
ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

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

BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
CIS-101	Introduction to Computer Technologies	3
CHEM-105	Principles of General Chemistry 1	4
MATH-130	Precalculus	5
PHED	Physical Education Elective	1
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
MATH-115	<b>MATHEMATICS</b>	4
PSYC-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3

### Clinical Requirements to be completed at Frederick Community College:

NM 100	Physics for Nuclear Medicine Technology	4
NM 101	Nuclear Medicine Technology I	4
NM 102	Nuclear Medicine Technology II	4
NM 103	Nuclear Medicine Techniques I	3
NM 104	Clinical Nuclear Medicine Technology I	2
NM 105	Nuclear Medicine Techniques II	3
NM 106	Nuclear Medicine Instrumentation	2
NM 201	Medical Radiobiology	2
NM 202	Clinical Nuclear Medicine Technology II	3
NM 203	Radiopharmacy and Radiation Chemistry	2
NM 204	Clinical Nuclear Medicine Technology III	4
NM 205	Professional Development In Nuclear Medicine	1
PY-101	Survey of Physics	3

Mid-Maryland Allied Healthcare Education Consortium:

Degree is awarded by Frederick Community College. Please refer to the Frederick Community College catalog for additional information.

# Career Program

## Nuclear Medicine Technology Transfer Track—Arts and Sciences

### Associate of Arts

Advisor: Kristine DeWitt · Phone: 410-386-8406 · Email: [kdewitt@carrollcc.edu](mailto:kdewitt@carrollcc.edu)

This program is suggested for graduation with an Arts & Sciences degree and transfer to The Johns Hopkins Hospital Nuclear Medicine Technology program. Students must complete the courses marked with a + before applying to Johns Hopkins. Admission is competitive and not guaranteed; an A.A. with a GPA of 2.500 is required. After transfer, the program is a 14-month, full-time, day program. Visit <http://radiologycareers.rad.jhmi.edu> for more information.


+ Required by Johns Hopkins Hospital

# Suggested by Johns Hopkins Hospital










### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra with B or higher	3
READ-101	Reading in the Content Areas	3

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

+BIOL-210	Human Anatomy and Physiology 1	4
+BIOL-211	Human Anatomy and Physiology 2	4
#CHEM-105	Principles of General Chemistry 1	4
+CIS-101	Introduction to Computer Technologies	3
+HIT-111	Medical Terminology	3
#PHYS-102	Fundamentals of Physics 2	4
#PSYC-210	Human Development through the Life-Span	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	4

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b>	3
	<b>ARTS AND HUMANITIES</b> (+SPCH-101, Fundamentals of Public Speaking)	3
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (+BIOL-101, Fundamentals of Biology 1)	4
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (+PHYS-101, Fundamentals of Physics 1)	3–4
	<b>EMERGING ISSUES</b>	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b> (+MATH-128, College Algebra)	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (+PSYC-101, General Psychology)	3
	<b>Total Credits</b>	<b>60–63</b>

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



# Career Program

## Nursing

*Faculty Advisor: 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 without a summer session. The clinical portion of the Practical Nursing Certificate Program can be completed in a year. 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 bedside 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 Advisor: 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; science courses must be completed within 5 years of entering the clinical courses. This program admits students selectively; see page 14 for admissions procedures and requirements. Minimum GPA is 2.500. Advanced Placement: Maryland Geriatric Nursing Assistants (GNA) with an active unencumbered certificate will be given advanced standing and will be given credit for NURS-102, Nursing Skills.

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

\* Within the last 5 years

# Must have a minimum grade of C in all courses

### Required Prerequisite Courses:

BIOL-101	Fundamentals of Biology 1	4
MAT-097	Introductory Algebra	3
PSYC-101	General Psychology	3
READ-101	Reading in the Content Areas	3

### Pre-clinical Requirements:

# 📖	<b>ENGLISH COMPOSITION</b>	3
*#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

### Clinical Requirements:

NURS-091	Dosage Calculations	0
#NURS-102	Nursing Skills	1
#NURS-103	Fundamentals of Nursing	5
#NURS-150	Introductory Pharmacology	1
#NURS-211	Medical-Surgical Nursing 1	8
#NURS-222	Nursing Throughout Developmental Stages	6
#NURS-223	Issues in Practical Nursing	1
	<b>Total Credits</b>	<b>40</b>

# Career Program

## Nursing—Registered Nurse Track

### Associate of Science

Faculty Advisor: 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 two years 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 14 for admissions procedures and requirements. Minimum entrance GPA is 2.500. Advanced Placement: Maryland Geriatric Nursing Assistants (GNA) with an active unencumbered certificate will be given advanced standing and will be given credit for NURS-102, Nursing Skills.

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



\* Within the last 5 years

# Must have a minimum grade of C

### Prerequisite Courses:

#BIOL-101	Fundamentals of Biology 1	4
ENG-096	Writing Effective Paragraphs and Essays	0
#MAT-099	Intermediate Algebra	3
#READ-101	Reading in the Content Areas	3

### Pre-clinical Requirements:

	<b>ARTS AND HUMANITIES</b>	6
*#BIOL-210	Human Anatomy and Physiology 1	4
*#BIOL-211	Human Anatomy and Physiology 2	4
*#BIOL-215	Microbiology	4
# 	<b>ENGLISH COMPOSITION AND LITERATURE (#ENGL-101)</b>	6
#MATH-115	<b>MATHEMATICS</b>	4
#PSYC-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
#SOC-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
#PSYC-210	Human Development through the Life Span	3

### Clinical Requirements:

NURS-091	Dosage Calculations	0
#NURS-102	Nursing Skills	1
#NURS-103	Fundamentals of Nursing	5
#NURS-150	Introductory Pharmacology	1
#NURS-211	Medical-Surgical Nursing 1	8
#NURS-212	Medical-Surgical Nursing 2	4
#NURS-213	Medical-Surgical Nursing 3	4
#NURS-214	Psychiatric/Mental Health Nursing	4
#NURS-217	Maternal Child Health Nursing	4
#NURS-220	Preparation for Practice, Part 1	1
#NURS-221	Preparation for Practice, Part 2	1
<b>Total Credits</b>		<b>70</b>

# Career Program

## Nursing—Registered Nurse Track for Licensed Practical Nurses

### Associate of Science

Faculty Advisor: 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. Minimum entrance GPA is 2.500.


\* Within the last 5 years

# Must have a minimum grade of C

### Prerequisite Courses:

#BIOL-101	Fundamentals of Biology 1	4
ENG-096	Writing Effective Paragraphs and Essays	0
#MAT-099	Intermediate Algebra	3
#READ-101	Reading in the Content Areas	3

### Pre-clinical Requirements:

	<b>ARTS AND HUMANITIES</b>	6
*#BIOL-210	Human Anatomy and Physiology 1	4
*#BIOL-211	Human Anatomy and Physiology 2	4
*#BIOL-215	Microbiology	4
# 	<b>ENGLISH COMPOSITION AND LITERATURE (#ENGL-101)</b>	6
#MATH-115	<b>MATHEMATICS</b>	4
#PSYC-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
#SOC-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
#PSYC-210	Human Development through the Life Span	3

### Clinical Requirements:

#NURS-150	Introductory Pharmacology	1
#NURS-201	Transition into Associate Degree Nursing, Part 1	4
#NURS-202	Transition into Associate Degree Nursing, Part 2	2
#NURS-212	Medical-Surgical Nursing 2	4
#NURS-213	Medical-Surgical Nursing 3	4
#NURS-214	Psychiatric/Mental Health Nursing	4
#NURS-217	Maternal Child Health Nursing	4
#NURS-220	Preparation for Practice, Part 1	1
#NURS-221	Preparation for Practice, Part 2	1
	<b>Total Credits</b>	<b>62</b>

# Transfer Program

## Registered Nurse—Arts and Sciences

### Associate of Arts (Baccalaureate Track)

Faculty Advisor: 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. 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 advisor.

\* Asterisked courses are required for all collegiate nursing programs.








### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Program Requirements (Any 29 elective credits required for graduation.):

*BIOL-210	Human Anatomy and Physiology 1	4
*BIOL-211	Human Anatomy and Physiology 2	4
*BIOL-215	Microbiology	4
*PSYC-210	Human Development through the Life Span	3
	Refer to ARTSYS and the receiving Institution's catalog to select transferable courses	14

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b>	6
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (BIOL-101, Fundamentals of Biology 1, recommended)	7–8
	<b>EMERGING ISSUES</b>	3
* 	<b>*ENGLISH COMPOSITION AND LITERATURE</b>	6
* 	<b>MATHEMATICS</b>	3–5
* 	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (*PSYC-101, General Psychology, recommended)	3
* 	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (*SOC-101, Introduction to Sociology, recommended)	3
	<b>Total Credits</b>	<b>60–63</b>

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

# Career Program

## Office Technology

*Faculty Advisor: Margo Chaney · Phone: 410-386-8253 · Email: mchaney@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.

#### Prerequisite Courses:

OFFC-101	Keyboarding 1 for Computer Usage	1
READ-091	Basic Reading	0

#### Certificate Requirements/Recommended Sequence:

BUAD-101	Introduction to Business	3
MIS-101	Information Technology for Business	3
OFFC-102	Keyboarding 2 for Computer Usage	3
OFFC-105	Introduction to Word	2
OFFC-135	Introduction to Excel	3
BUAD-150	Human Relations	3
OFFC-160	Introduction to PowerPoint	3
OFFC-165	Introduction to Access	3
OFFC-205	Advanced Word	3
OFFC-235	Advanced Excel	3
	<b>Total Credits</b>	<b>29</b>

# Career Program

## Administrative Assistant

### Letter of Recognition

*Faculty Advisor: Margo Chaney · Phone: 410-386-8253 · Email: mchaney@carrollcc.edu*

The duties of an Administrative Assistant vary from organization to organization. Administrative assistants are information specialists who facilitate the flow of information into the organization through receiving and responding to requests via mail, email, and phone, as well as from other parts of the organization. They also assist in the dissemination of information through the creation of effective written correspondence. The Letter of Recognition program assists students in developing technology skills required for success in this field.

### Prerequisite Courses:

OFFC-101	Keyboarding 1 for Computer Usage	1
READ-091	Basic Reading	0

### Letter Requirements:

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

# Career Program

## Legal Secretary

### Letter of Recognition

*Faculty Advisor: Margo Chaney · Phone: 410-386-8253 · Email: mchaney@carrollcc.edu*

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.

### Prerequisite Courses:

OFFC-101	Keyboarding 1 for Computer Usage	1
OFFC-102	Keyboarding 2 for Computer Usage	3
READ-091	Basic Reading	0

### Letter Requirements:

BUAD-205	Business Law	4
OFFC-220	Machine Transcription	3
OFFC-230	Legal Typing and Transcription	3
	<b>Total Credits</b>	<b>10</b>



# Career Program

## Medical Transcription

### Letter of Recognition

*Faculty Advisor: Margo Chaney · Phone: 410-386-8253 · Email: mchaney@carrollcc.edu*

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.

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
OFFC-101	Keyboarding 1 for Computer Usage	1
OFFC-102	Keyboarding 2 for Computer Usage	3
READ-091	Basic Reading	0

### Program Requirements:

HIT-111	Medical Terminology	3
OFFC-220	Machine Transcription	3
OFFC-240	Medical Transcription	3
<b>Total Credits</b>		<b>9</b>

# Career Program

## The Microsoft Office Specialist Program

*Faculty Advisor: Margo Chaney · Phone: 410-386-8253 · Email: [mchaney@carrollcc.edu](mailto:mchaney@carrollcc.edu)*

The Microsoft Office Specialist Program is a validation program that gives successful candidates the credentials to prove their ability to use the full functionality of Microsoft Office applications efficiently and productively. Although an individual may be skilled at Microsoft Word, Microsoft Excel, and other Microsoft applications, external validation of skill level is important to both employer and employee.

The following Office Application certification levels are now available:

- Microsoft Word (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 [www.microsoft.com/traincert/mcp/officespecialist](http://www.microsoft.com/traincert/mcp/officespecialist) or [www.certipoint.com](http://www.certipoint.com) for a detailed listing of the skills tested on each exam. Carroll Community College offers a variety of courses to prepare you to take the Microsoft Office Specialist certification tests. Day and evening courses are available in flexible formats.***

# Transfer Program

## Arts and Sciences—Paralegal Studies Transfer Recommendation

### Associate of Arts


Faculty Advisor: Dr. Edward Ruch · Phone: 410-386-8212 · Email: [eruch@carrollcc.edu](mailto: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 advisors 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.









### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

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

BUAD-205	Business Law	4
CRIM-110	Criminal Law	3
CRIM-111	Criminal Evidence and Procedure	3
HIST-105	History of the United States to 1876	3
HIST-106	History of the United States from 1876	3
LGST-102	Personal Law	3
LGST-105	Introduction to Paralegal Studies	3
LGST-107	Civil Procedure	3
LGST-108	Torts and Personal Injury Law	3
LGST-109	Estates and Trusts	3
LGST-125	Constitutional Law	3
POLS-101	American Government	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b> (PHIL-101, Introduction to Philosophy, recommended)	3
	<b>ARTS AND HUMANITIES</b> (SPCH-101, Introduction to Speech Communication, recommended)	3
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
	<b>EMERGING ISSUES</b>	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b>	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (PSYC-101, General Psychology, recommended)	3
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (SOC-101, Introduction to Sociology, recommended)	3
	<b>Total Credits</b>	<b>60–63</b>

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

# Career Program

## Physical Therapist Assistant

### Associate of Applied Sciences

Faculty Advisor: Sharon Reid · Phone: 410-386-8259 · Email: sreid@carrollcc.edu


The Physical Therapist Assistant is a skilled technical health care provider who works within a physical therapy service supervised by a physical therapist. With the direction and supervision of a physical therapist, the physical therapist assistant performs selected physical therapy procedures and related tasks. The extent to which the physical therapist assistant will participate in the following activities will be dependent upon the employment setting and individual patient: functioning as a participating team member who contributes to total patient care; performing selected treatment procedures in accordance with planned programs; assisting the physical therapist in carrying out complex procedures and programs; and observing, recording, and reporting to the supervisor conditions, reactions, and responses related to assigned duties.

A grade of C or higher is required in all pre-clinical courses. Admission to the program is required before taking PTA courses. See page 13 of this catalog and the current PTA brochure for the program admission requirements. Students intending to pursue bachelor's or master's study should take ENGL-102 for the Arts and Humanities or English Literature choice course. Certain Physical Therapist Assistant courses may not be transferable. Program graduation requirements are subject to change.





All General Education requirements must be completed prior to or concurrently with PTA-231. In recognition of the intensity of the program requirements, most PTA students choose to complete all non-PTA coursework prior to the beginning of the program. For information regarding the program or program requirements or if you have extensive education or experience, please contact the Program Director at 410-386-8259.

# Must have a minimum grade of C

### Prerequisite Courses (if required by placement testing):

	Computer Literacy course	0–3
BIOL-101	Fundamentals of Biology 1	4
ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Pre-clinical Requirements:

# 	<b>ARTS AND HUMANITIES or ENGLISH LITERATURE</b>	3
# BIOL-210	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	4
#BIOL-211	Human Anatomy and Physiology 2	4
# 	<b>ENGLISH COMPOSITION</b>	3
# 	<b>MATHEMATICS</b> (MATH-111, MATH-115, MATH-128, or MATH-130 required)	4–5
#PSYC-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
# 	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3

### Clinical Requirements:

PTA-099	Neuromuscular Anatomy Skills and Palpitation (optional)	0
PTA-101	The Role of the Physical Therapist Assistant	3
PTA-111	Clinical Science 1	6
PTA-113	Modalities	3
PTA 121	Neuroanatomy and Neurophysiology	3
PTA-212	Clinical Science 2	6
PTA-213	Treating Special Populations	6
PTA-221	Pain and Pathology	3
PTA-231	Overview of Special Populations	3
PTA-241	Clinical Arts 1	4
PTA-242	Clinical Arts 2	4
PTA-243	Clinical Arts 3	4
<b>Total Credits</b>		<b>69–70</b>

### Mid-Maryland Allied Healthcare Education Consortium

 Refer to page 39 for General Education options |  Refer to ARTSYS and the receiving institution catalog to select transferable courses |  Limited offering—see course descriptions, pages 129–167

# 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

## Arts and Sciences—Psychology Transfer Recommendation

### Associate of Arts


*Faculty Advisors: 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.








### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Ms. Bittner and Dr. Sawyer’s Recommended Program Electives (any 29 elective credits required for graduation):

HIST-102	Western Civilization 2	3
PSYC-201	Abnormal Psychology	3
PSYC-205	Social Psychology	3
PSYC-210	Human Development through the Life Span	3
PSYC-235	Introduction to Helping and Counseling Skills	3
PHIL-101	Introduction to Philosophy	3
	Refer to ARTSYS and the receiving institution’s catalog to select transferable courses	11

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b> (HIST-101, Western Civilization 1, recommended)	6
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (BIOL-101, Fundamentals of Biology 1, recommended)	7–8
	<b>EMERGING ISSUES</b>	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b> (MATH-115, Introduction to Statistical Methods, recommended)	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (PSYC-101, General Psychology, recommended)	3
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (SOC-101, Introduction to Sociology, recommended)	3
	<b>Total Credits</b>	<b>60–63</b>

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

# Career Program

## Radiography

### Associate of Applied Sciences

Advisor: Candace Edwards · Phone: 410-386-8405 · Email: cedwards@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 page 39 of this catalog for more information.

### Prerequisite Courses:

BIOL-101	Fundamentals of Biology 1	4
ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

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

BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
CIS-101	Introduction to Computer Technologies	3
	<b>ENGLISH COMPOSITION</b>	3
	<b>MATHEMATICS</b> (MATH-128, College Algebra, recommended)	3–5
PSYC-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>ARTS AND HUMANITIES</b>	3

### 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
RAD-218	Principles of CT Imaging	4

**Degree awarded by Hagerstown Community College. Please see the Hagerstown Community College catalog for more information.**

 Refer to page 39 for General Education options |  Refer to ARTSYS and the receiving institution catalog to select transferable courses |  Limited offering—see course descriptions, pages 129–167

# Transfer Program

## Arts and Sciences—Radiography Transfer Recommendation

### Associate of Arts

Advisor: Candace Edwards · Phone: 410-386-8405 · Email: [cedwards@carrollcc.edu](mailto:cedwards@carrollcc.edu)

This program is suggested for graduation with a degree in Arts & Sciences for transfer to The Johns Hopkins Hospital Radiologic Technology program. Students must complete the courses marked with a + before applying to Johns Hopkins. Admission is competitive and not guaranteed. After transfer, the program is an 18-month, full-time, day program. For more information, visit <http://radiologycareers.rad.jhmi.edu>

+ Required by Johns Hopkins Hospital

# Suggested by Johns Hopkins Hospital

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra with B or higher	3
READ-101	Reading in the Content Areas	3

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

+BIOL-210	Human Anatomy and Physiology 1	4
+BIOL-211	Human Anatomy and Physiology 2	4
+CIS-101	Introduction to Computer Technologies	3
+HIT-111	Medical Terminology	3
#PHYS-101	Fundamentals of Physics 1 (☞ fall term only)	4
#PSYC-210	Human Development through the Life-Span	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	8

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b>	3
	<b>ARTS AND HUMANITIES</b> (+SPCH-101, Fundamentals of Public Speaking)	3
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (+BIOL-101, Fundamentals of Biology 1)	4
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (#CHEM-105, Principles of General Chemistry 1)	3–4
	<b>EMERGING ISSUES</b>	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b> (+MATH-128, College Algebra)	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (+PSYC-101, General Psychology)	3
	<b>Total Credits</b>	<b>60–63</b>

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



# Career Program

## Respiratory Care

### Associate of Applied Sciences

Mid-Maryland Allied Healthcare Education Consortium

A Combined Program with Frederick Community College

Contacts: Candace Edwards, CCC / Paul Hunter, FCC




Phone: 410-386-8405 / 301-846-2471 · Email: cedwards@carrollcc.edu / phunter@frederick.edu

This degree prepares students to assume responsible positions as part of the health care team and focuses on the use of objective scientific data as well as theory to train students to solve complex problems in the clinical setting. Students receive specialized training in the areas of diagnosis, treatment, management, and preventative care for patients with cardiopulmonary disorders. Respiratory Care students participate in various classroom, laboratory, and clinical experiences. The laboratory experience provides the opportunity for hands-on experience in preparation for clinical practice in diverse clinical settings. A grade of “C” or better must be earned in all courses. Upon completion of the program, the student will be eligible to sit for the National Registry Examination administered by the National Board of Respiratory Care (NBRC). The Frederick Community College Respiratory Care Program is accredited by the Committee on Accreditation for Respiratory Care in cooperation with the Commission on Accreditation of Allied Health Education Programs and the Council on Higher Education Accreditation.

### Prerequisite Courses:

BIOL-101	Fundamentals of Biology 1	4
ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

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

BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
BIOL-215	Microbiology	4
Elective	Any PHED course	1
	<b>ENGLISH COMPOSITION</b>	3
	<b>MATHEMATICS</b>	3–5
PSYC-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>ARTS AND HUMANITIES (SPCH-101, Introduction to Speech Communication, required)</b>	3

### Clinical Requirements to be completed at Frederick Community College:

RC100	Introduction to Respiratory Care	2
RC 102	Fundamentals of Respiratory Care	4
RC 103	Pharmacology	3
RC 104	Gas Exchange Physiology	2
RC 105	Cardiopulmonary & Renal Anatomy & Physiology	3
RC 107	Principles of Mechanical Ventilation	4
RC 109	Clinical Practicum I	2
RT 110	Clinical Practicum II	2
RT 202	Neonatal & Pediatric Respiratory Care	3
RT 203	Pulmonary Rehabilitation & Home Care	3
RC 207	Cardiopulmonary & Renal Pathophysiology	3
RC 208	Clinical Practicum III	2
RC 209	Clinical Practicum IV	2

Mid-Maryland Allied Healthcare Education Consortium:

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

# Transfer Program

## Arts and Sciences—Sociology, Anthropology, and Social Work Transfer Recommendation

### Associate of Arts


Faculty Advisor: Dr. Mike Stovall · Phone: 410-386-8206 · Email: [mstovall@carrollcc.edu](mailto:mstovall@carrollcc.edu)

The Arts and Sciences—Sociology, Anthropology, and Social Work program at Carroll Community College provides basic knowledge of human behavior and a foundation for continued study in Sociology, Anthropology, or 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 Towson University (Sociology and Anthropology) University of Maryland (Sociology and Anthropology), McDaniel College (Sociology and Social Work), Hood College (Sociology and Social Work), UMBC (Sociology, Anthropology, and Social Work), or Salisbury University (Sociology and Social Work). 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 advisor in the 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.









### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

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

ANTH-101	Introduction to Cultural Anthropology	3
ANTH-201	Anthropology of American Culture	3
HIST-101	Western Civilization 1	3
PSYC-101	General Psychology	3
SOC-101	Introduction to Sociology	3
SOC-105	Marriage and the Family	3
SOC-110	Social Problems	3
SPAN or FREN	Foreign Language	6
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b>	3
	<b>ARTS AND HUMANITIES</b> (HIST-102, Western Civilization 2, recommended)	3
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	3–4
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (BIOL-105, Human Biology, recommended)	4
	<b>EMERGING ISSUES</b> (PHED-101, Lifetime Fitness and Wellness, recommended)	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b> (MATH-115, Introduction to Statistical Methods, recommended)	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	6
	<b>Total Credits</b>	<b>60–63</b>

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

# Career Program

## Surgical Technology

### Associate of Applied Sciences

Mid-Maryland Allied Healthcare Education Consortium

A Combined Program with Frederick Community College

Contacts: Candace Edwards, CCC / Paul Hunter, FCC



Phone: 410-386-8405 / 301-846-2471 · Email: cedwards@carrollcc.edu / phunter@frederick.edu

Building on their Surgical Technology Certificate achievement, students prepare for a diversified role in the medical or business fields by completing additional coursework. CAAHEP Accreditation entitles program graduates to apply to sit for the national certifying examination in surgical technology. A grade of “C” or better in all coursework must be obtained. Enrollment is limited by the availability of clinical facilities.

### Prerequisite Courses:

BIOL-101	Fundamentals of Biology 1	4
ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

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

BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4
BIOL-215	Microbiology	4
CIS-101	Introduction to Computer Technologies	3
	Elective	3
ENGL-101	<b>ENGLISH COMPOSITION</b>	3
PHED	Elective	1–3
PSYC-101 or SOC-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>MATHEMATICS</b>	3–5
	<b>ARTS AND HUMANITIES (SPCH-101, Introduction to Speech Communication, required)</b>	3

### Clinical Requirements to be completed at Frederick Community College:

ST-100	Fundamentals of Surgical Tech I	6
ST-101	Introduction to Surgical Tech	6
ST-105	Clinical Practicum	5
ST-200	Fundamentals of Surgical Technology II	12

Mid-Maryland Allied Healthcare Education Consortium:

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

# Career Program

## Surgical Technology

### Certificate

Mid-Maryland Allied Healthcare Education Consortium  
A Combined Program with Frederick Community College

Contacts: Candace Edwards, CCC / Paul Hunter, FCC

Phone: 410-386-8405 / 301-846-2471 · Email: [cedwards@carrollcc.edu](mailto:cedwards@carrollcc.edu) / [phunter@frederick.edu](mailto:phunter@frederick.edu)

This certificate provides students with a foundation in the principles and practices of the surgical technologist's role in the phases of the surgical experience. The foundations of practice are applied through extensive preceptored clinical experience. CAAHEP Accreditation entitles program graduates to apply to sit for the national certifying examination in surgical technology. A grade of "C" or better in all coursework must be obtained. Enrollment is limited by the availability of clinical facilities.

### Prerequisite Courses:

BIOL-101	Fundamentals of Biology 1	4
ENGL-101	College Writing 1	3
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

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

	<b>ARTS AND HUMANITIES (SPCH-101, Introduction to Speech Communication, required)</b>	3
BIOL-210	Human Anatomy and Physiology 1	4
BIOL-211	Human Anatomy and Physiology 2	4

### Clinical Requirements to be completed at Frederick Community College:

ST-100	Fundamentals of Surgical Tech I	6
ST-101	Introduction to Surgical Tech	6
ST-105	Clinical Practicum	5
ST-200	Fundamentals of Surgical Technology II	12

**Mid-Maryland Allied Healthcare Education Consortium:**

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

# Career Program

## Important Information for Education Students

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

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

Students are encouraged to work with the Education faculty advisor, Susan Sies.

### Transfer Degree Programs to Four-Year Education College/Universities

The Associate of Arts in Teaching degree provides the opportunity for a seamless transfer to Maryland state and private colleges for early childhood (PreK-3rd grade), elementary (1-6th grade), special education (pre-K-12th grade), and secondary education (7-12th grade) in chemistry, English, math, and Spanish. To receive the degree, students must have a 2.750 GPA, begin development of their professional teaching portfolio and pass the Praxis I or present qualifying scores on the SAT, ACT, or GRE to the Records Office prior to the final Carroll term. In place of a passing Praxis I composite score of at least 527, the Maryland State Department of Education (MSDE) and Carroll Community College will accept the following options from candidates:

- SAT taken after 2005, math and critical reading composite score of 1100
- SAT taken between 4/95 and 2005, math and verbal composite score of 1100
- SAT taken prior to 4/95, math and verbal composite score of 1000
- ACT composite score of 24
- GRE math and verbal composite score of 1000

Praxis I (an assessment of high school reading, writing, and math skills) should be taken once requirements in English, math, and reading (if applicable) are satisfied or at the completion of 24 credit hours. It is the student’s responsibility to ensure that qualified test scores are sent to the Records at Carroll Community College, to MSDE, and to the selected transfer colleges/universities. The Praxis Advisor is available to assist students.

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

All students in the AAT and AA/Teacher Education programs complete 45 hours of field placement in Carroll County Public Schools. Students must be in good academic standing in order to participate in field experiences; one field experience is allowed each term.

### Teacher Certification Coursework for Bachelor or Higher Degree Holders

The Education faculty members work closely with students who have a bachelor’s or higher degree in a critical need content area (chemistry, physics, biology, foreign languages) in Carroll County Public Schools and other public/private school systems. These students are hired as full-time conditional teachers by the school system and must complete education courses (about 21 credits), a successful first year of teaching, and the Praxis I and II exams. Conditional teachers also work closely with an MSDE certification specialist who has evaluated their transcripts. Career Changers interested in other content areas are encouraged to explore programs at the bachelor and graduate levels.

### Early Childhood Education Programs for Child Care Professionals

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

## Make a Difference: Teach.

# Career Program

## Early Childhood Education

### Associate of Applied Sciences

Faculty Advisor: Marlene Welch · Phone: 410-386-8525 · Email: [mwelch@carrollcc.edu](mailto:mwelch@carrollcc.edu)

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

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

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Program Requirements:

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-110	Nutrition, Health, and Safety in Early Childhood Education	3
ECE-115	School-Age Care	3
ECE-120	Literacy in Early Childhood	3
ECE-210	Child Care Administration	3
ECE-270	ECE Capstone Field Experience	3
EDUC-130	Introduction to Special Education	3
**EDUC-131	Field Experience for Introduction to Special Education	1
EDUC-201	Processes and Acquisition of Reading	3
MIS-101	Information Technology for Business	3
SPCH-101	Introduction to Speech Communication	3

### General Education Requirements (📖 See page 39 for details):

📖	<b>ARTS AND HUMANITIES</b> (MUSC-101, Music Appreciation, recommended)	3
📖	<b>ARTS AND HUMANITIES</b> (HIST-105, History of the United States to 1876, or HIST-106, History of the United States from 1876, recommended)	3
📖	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b> (BIOL-100, General Biology, or GEOSC-100, Earth and Space Science, recommended.)	4
📖	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
📖	<b>MATHEMATICS</b> (MATH-115, Introduction to Statistical Methods, recommended)	3–5
📖	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (PSYC-101, General Psychology, recommended)	3
	<b>Total Credits</b>	<b>62</b>

# 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 child care.

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
READ-091	Basic Reading	0

### Letter Requirements:

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

*\*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 Advisor: 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 or present qualifying scores on the SAT, ACT, or GRE to the Records Office prior to the final Carroll term. In place of a passing Praxis I composite score of at least 527, the Maryland State Department of Education and Carroll Community College will accept the following options from candidates:

- SAT taken after 2005, math and critical reading composite score of 1100
- SAT taken between 4/95 and 2005, math and verbal composite score of 1100
- SAT taken prior to 4/95, math and verbal composite score of 1000
- ACT composite score of 24
- GRE math and verbal composite score of 1000

Praxis I (an assessment of high school reading, writing, and math skills) should be taken once requirements in English, math, and reading (if applicable) are satisfied or at the completion of 24 credit hours. It is the student's responsibility to ensure that qualified test scores are sent to the Records Office at Carroll Community College, to MSDE, and to the selected transfer colleges/universities. Students are encouraged to contact Marlene Welch or Susan Sies 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 may change due to possible new initiatives in the state.

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

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Program Requirements:

ANTH-201	Anthropology of American Culture	3
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-270	ECE Capstone Field Experience	3
EDUC-130	Introduction to Special Education	3
**EDUC-131	Field Experience for Introduction to Special Education	1
EDUC-201	Processes and Acquisition of Reading	3
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
	Complete PRAXIS 1 requirement	

### General Education Requirements (📖 See page 39 for details):

FPA-101	<b>ARTS AND HUMANITIES</b>	3
HIST-105 or HIST-106	<b>ARTS AND HUMANITIES</b>	3
BIOL-100	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	4
GEOSC-100	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	4
📖	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
MATH-115	<b>MATHEMATICS</b>	4
📖	<b>SOCIAL AND BEHAVIORAL SCIENCES</b> (SOC-101, Introduction to Sociology, or POLS-101, American Government, recommended)	3
PSYC-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>Total Credits</b>	<b>67</b>

📖 Refer to page 39 for General Education options | 📖 Refer to ARTSYS and the receiving institution catalog to select transferable courses | ⚠️ Limited offering—see course descriptions, pages 129–167



# Transfer Program

## Elementary Education/Generic Special Education Pre-K–12

### Associate of Arts in Teaching

Faculty Advisor: Susan Sies · Phone: 410-386-8325 · Email: [ssies@carrollcc.edu](mailto: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 or present qualifying scores on the SAT, ACT, or GRE to the Records Office prior to the final Carroll term. In place of a passing Praxis 1 composite score of at least 527, the Maryland State Department of Education and Carroll Community College will accept the following options from candidates:

- SAT taken after 2005, math and critical reading composite score of 1100
- SAT taken between 4/95 and 2005, math and verbal composite score of 1100
- SAT taken prior to 4/95, math and verbal composite score of 1000
- ACT composite score of 24
- GRE math and verbal composite score of 1000

Praxis I (an assessment of high school reading, writing, and math skills) should be taken once requirements in English, math, and reading (if applicable) are satisfied or at the completion of 24 credit hours. It is the student's responsibility to ensure that qualified test scores are sent to the Records Office at Carroll Community College, to MSDE, and to 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.

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

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Program Requirements:

EDUC-120	Introduction to Education	3
**EDUC-121	Field Experience for Introduction to Education	1
EDUC-125	Educational Psychology	3
**EDUC-126	Field Experience for Educational Psychology	1
EDUC-130	Introduction to Special Education	3
**EDUC-131	Field Experience for Introduction to Special Education	1
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
SPCH-101	Introduction to Speech Communication	3
	Complete PRAXIS 1 requirement	

### General Education Requirements (📖 See page 39 for details):

FPA-101	<b>ARTS AND HUMANITIES</b>	3
HIST-105 or HIST-106	<b>ARTS AND HUMANITIES</b>	3
BIOL-100	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	4
GEOSC-100	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	4
HLTH-101	<b>EMERGING ISSUES</b>	3
📖	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
MATH-115	<b>MATHEMATICS</b>	4
ANTH-201	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
PSYC-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>Total Credits</b>	<b>66</b>

📖 Refer to page 39 for General Education options | 📖 Refer to ARTSYS and the receiving institution catalog to select transferable courses | ⚠️ Limited offering—see course descriptions, pages 129–167

# Transfer Program

## Secondary Education—Chemistry

### Associate of Arts in Teaching

*Faculty Advisors: Susan Sies and Raza Khan · Phone: 410-386-8325 / 410-386-8222 · Email: ssies@carrollcc.edu / rkhan@carrollcc.edu*

The Associate of Arts in Teaching Secondary Education—Chemistry option provides the opportunity for a seamless transfer to the following Maryland colleges and universities: Columbia Union College, Goucher College, Frostburg State University, Hood College, and Towson University. A candidate for this degree will need to complete 2 terms of algebra-based physics. To receive the degree, students must have a 2.750 GPA, begin development of their professional teaching portfolio, and pass the Praxis I or present qualifying scores on the SAT, ACT, or GRE to the Records Office prior to the final Carroll term. In place of a passing Praxis 1 composite score of at least 527, the Maryland State Department of Education and Carroll Community College will accept the following options from candidates:

- SAT taken after 2005, math and critical reading composite score of 1100
- SAT taken between 4/95 and 2005, math and verbal composite score of 1100
- SAT taken prior to 4/95, math and verbal composite score of 1000
- ACT composite score of 24
- GRE math and verbal composite score of 1000

Praxis 1 (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. It is the student's responsibility to ensure that qualified test scores are sent to the Records Office at Carroll Community College, to MSDE, and to the selected transfer colleges/universities.

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

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

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MATH-130	Precalculus	5
READ-101	Reading in the Content Areas	3

### Program Requirements:

CHEM-106	Principles of General Chemistry 2	4
CHEM-201	Organic Chemistry 1	4
CHEM-202	Organic Chemistry 2	4
EDUC-120	Introduction to Education	3
**EDUC-121	Field Experience for Introduction to Education	1
EDUC-125	Educational Psychology	3
**EDUC-126	Field Experience for Educational Psychology	1
EDUC-130	Introduction to Special Education	3
**EDUC-131	Field Experience for Introduction to Special Education	1
MATH-136	Calculus of a Single Variable 2	4
PHYS-102	Fundamentals of Physics 2 (☞spring term only)	4
PSYC-210	Human Development through the Life Span	3
SPCH-101	Introduction to Speech Communication	3
	Complete PRAXIS 1 requirement	

### General Education Requirements (📖 See page 39 for details):

FPA-101	<b>ARTS AND HUMANITIES</b>	3
HIST-105 or HIST-106	<b>ARTS AND HUMANITIES</b>	3
CHEM-105	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	4
PHYS-101	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	4
📖	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
MATH-135	<b>MATHEMATICS</b>	4
📖	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
PSYC-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>Total Credits</b>	<b>68</b>

📖 Refer to page 39 for General Education options | 📖 Refer to ARTSYS and the receiving institution catalog to select transferable courses | ⚠ Limited offering—see course descriptions, pages 129–167

# Transfer Program

## Secondary Education—English

### Associate of Arts in Teaching

*Faculty Advisors: Susan Sies and Jacklyn Moore · Phone: 410-386-8325 / 410-386-8237 · Email: ssies@carrollcc.edu / jmoore@carrollcc.edu*

The Associate of Arts in Teaching Secondary Education—English option provides the opportunity for a seamless transfer to English Education programs at Maryland four-year 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 or present qualifying scores on the SAT, ACT, or GRE to the Records Office prior to the final Carroll term. In place of a passing Praxis I composite score of at least 527, the Maryland State Department of Education and Carroll Community College will accept the following options from candidates:

- SAT taken after 2005, math and critical reading composite score of 1100
- SAT taken between 4/95 and 2005, math and verbal composite score of 1100
- SAT taken prior to 4/95, math and verbal composite score of 1000
- ACT composite score of 24
- GRE math and verbal composite score of 1000

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. It is the student's responsibility to ensure that qualified test scores are sent to the Records Office at Carroll Community College, to MSDE, and to the selected transfer colleges/universities.

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

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

#### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

#### Program Requirements:

EDUC-120	Introduction to Education	3
**EDUC-121	Field Experience for Introduction to Education	1
EDUC-125	Educational Psychology	3
**EDUC-126	Field Experience for Educational Psychology	1
EDUC-130	Introduction to Special Education	3
**EDUC-131	Field Experience for Introduction to Special Education	1
ENGL-201 or ENGL-202	Classic World Writers or Modern World Writers	3
ENGL-211	Voices In American Literature	3
ENGL-240	British Literature since 1798	3
ENGL-245	Modern English Grammar	3
PSYC-210	Human Development through the Life Span	3
SPCH-101	Introduction to Speech Communication	3
	Complete PRAXIS 1 requirement	

#### General Education Requirements (📖 See page 39 for details):

FPA-101	<b>ARTS AND HUMANITIES</b>	3
HIST-101 or HIST-102 or HIST-105 or HIST-106	<b>ARTS AND HUMANITIES</b>	3
📖	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
HLTH-101	<b>EMERGING ISSUES</b>	3
📖	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
📖	<b>MATHEMATICS</b>	3–5
📖	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
PSYC-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>Total Credits</b>	<b>61–64</b>

# Transfer Program

## Secondary Education—Mathematics

### Associate of Arts in Teaching

*Faculty Advisors: Susan Sies and Robert Brown · Phone: 410-386-8325 / 410-386-8224 · Email: ssies@carrollcc.edu / rbrown@carrollcc.edu*

The Associate of Arts in Teaching Secondary Education—Mathematics option provides the opportunity for a seamless transfer to the following Maryland colleges and universities: College of Notre Dame of Maryland, Mt. St. Mary's College, St. Mary's College, University of Maryland College Park, Frostburg State University, Washington College, Hood College, and Salisbury University. A candidate for this degree will need to complete 2 terms of algebra-based physics (PHYS-101 and -102) or two terms of chemistry (CHEM-105 and -106). To receive the degree, students must have a 2.750 GPA, begin development of their professional teaching portfolio, and pass the Praxis I or present qualifying scores on the SAT, ACT, or GRE to the Records Office prior to the final Carroll term. In place of a passing Praxis I composite score of at least 527, the Maryland State Department of Education and Carroll Community College will accept the following options from candidates:

- SAT taken after 2005, math and critical reading composite score of 1100
- SAT taken between 4/95 and 2005, math and verbal composite score of 1100
- SAT taken prior to 4/95, math and verbal composite score of 1000
- ACT composite score of 24
- GRE math and verbal composite score of 1000

Praxis 1 (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. It is the student's responsibility to ensure that qualified test scores are sent to the Records Office at Carroll Community College, to MSDE, and to the selected transfer colleges/universities.


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

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

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MATH-130	Precalculus	5
READ-101	Reading in the Content Areas	3

### Program Requirements

EDUC-120	Introduction to Education	3
**EDUC-121	Field Experience for Introduction to Education	1
EDUC-125	Educational Psychology	3
**EDUC-126	Field Experience for Educational Psychology	1
EDUC-130	Introduction to Special Education	3
**EDUC-131	Field Experience for Introduction to Special Education	1
MATH-136	Calculus of a Single Variable 2	4
MATH-205	Multivariable Calculus (☞ fall term only)	4
MATH-210	Linear Algebra (☞ spring term only)	4
PSYC-210	Human Development through the Life Span	3
SPCH-101	Introduction to Speech Communication	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	3
	Complete PRAXIS 1 requirement	

### General Education Requirements (📖 See page 39 for details):

FPA-101	<b>ARTS AND HUMANITIES</b>	3
HIST-105 or HIST-106	<b>ARTS AND HUMANITIES</b>	3
PHYS-101 or CHEM-105	<b>BIOLOGICAL AND PHYSICAL SCIENCE</b>	4
PHYS-102 or CHEM-106	<b>BIOLOGICAL AND PHYSICAL SCIENCE</b>	4
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
MATH-135	<b>MATHEMATICS</b>	4
	<b>SOCIAL AND BEHAVIORAL SCIENCE</b>	3
PSYC-101	<b>SOCIAL AND BEHAVIORAL SCIENCE</b>	3
	<b>Total Credits</b>	<b>63</b>

 Refer to page 39 for General Education options |  Refer to ARTSYS and the receiving institution catalog to select transferable courses |  Limited offering—see course descriptions, pages 129–167

# Transfer Program

## Secondary Education—Spanish

### Associate of Arts in Teaching

*Faculty Advisors: Susan Sies and Jacklyn Moore · Phone: 410-386-8325 / 410-386-8237 · Email: ssies@carrollcc.edu / jmoore@carrollcc.edu*

The Associate of Arts in Teaching/Secondary Education—Spanish Option program provides the opportunity for a seamless transfer to Spanish Education programs at Maryland four-year state and private colleges and universities. To receive the degree, students must have a 2.750 GPA, begin development of their professional teaching portfolio, and pass the Praxis I or present qualifying scores on the SAT, ACT, or GRE to the Records Office prior to the final Carroll term. In place of a passing Praxis 1 composite score of at least 527, the Maryland State Department of Education and Carroll Community College will accept the following options from candidates:

- SAT taken after 2005, math and critical reading composite score of 1100
- SAT taken between 4/95 and 2005, math and verbal composite score of 1100
- SAT taken prior to 4/95, math and verbal composite score of 1000
- ACT composite score of 24
- GRE math and verbal composite score of 1000

*Praxis 1 (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 credits. It is the student's responsibility to ensure that qualified test scores are sent to the Records at Carroll Community College, to MSDE, and to the selected transfer colleges/universities.*

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

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

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3
SPAN-101	Elementary Spanish 1	3

### Program Requirements:

EDUC-120	Introduction to Education	3
**EDUC-121	Field Experience for Introduction to Education	1
EDUC-125	Educational Psychology	3
**EDUC-126	Field Experience for Educational Psychology	1
EDUC-130	Introduction to Special Education	3
**EDUC-131	Field Experience for Introduction to Special Education	1
PSYC-210	Human Development through the Life Span	3
SPAN-102	Elementary Spanish 2	3
SPAN-202	Intermediate Spanish 2	3
SPAN-201	Intermediate Spanish 1	3
SPAN-205	Advanced Conversation	3
SPCH-101	Introduction to Speech Communication	3
	Complete PRAXIS 1 requirements	

### General Education Requirements (📖 See page 39 for details):

FPA-101	<b>ARTS AND HUMANITIES</b>	3
HIST-105 or HIST-106	<b>ARTS AND HUMANITIES</b>	3
📖	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
HLTH-101	<b>EMERGING ISSUES</b>	3
📖	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
📖	<b>MATHEMATICS</b>	3–5
GEOG-105	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
PSYC-101	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	3
	<b>Total Credits</b>	<b>61–64</b>

# Transfer Program

## Teacher Education

### Associate of Arts

*Faculty Advisors: Susan Sies and Jacklyn Moore · Phone: 410-386-8325 / 410-386-8237 · Email: [ssies@carrollcc.edu](mailto:ssies@carrollcc.edu) / [jmoore@carrollcc.edu](mailto:jmoore@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 education advisors 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.

Although Praxis I is not a degree requirement, students are encouraged to 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 or present qualified scores on the SAT or ACT. It is the student's responsibility to ensure that qualified test scores are sent to Carroll Community College Records Office, Maryland Higher Education Commission (MSDE), and the selected transfer colleges/universities.

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

### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Program Requirements:

EDUC-120	Introduction to Education	3
**EDUC-121	Field Experience for Introduction to Education	1
EDUC-125	Educational Psychology	3
**EDUC-126	Field Experience for Educational Psychology	1
EDUC-130	Introduction to Special Education	3
**EDUC-131	Field Experience for Introduction to Special Education	1
EDUC-201 or EDUC-202	Processes and Acquisition of Reading (Elementary) or Reading in the Content Areas/Part I (Secondary)	3
Electives	Students are encouraged to make an appointment with Susan Sies, Education faculty, to plan coursework appropriate to the Education major and the transfer institution.	15
	Complete PRAXIS 1 requirements	

### General Education Requirements (📖 See page 39 for details):

📖	<b>ARTS AND HUMANITIES</b>	3
SPCH-101	<b>ARTS AND HUMANITIES</b>	3
📖	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
📖	<b>EMERGING ISSUES</b>	3
📖	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
📖	<b>MATHEMATICS</b>	3–5
📖	<b>SOCIAL AND BEHAVIORAL SCIENCE</b>	3
PSYC-101	<b>SOCIAL AND BEHAVIORAL SCIENCE</b>	3
	<b>Total Credits</b>	<b>61–64</b>

# Transfer Program

## Theatre—Arts and Sciences

### Associate of Arts


Faculty Advisor: Bill Gillett · Phone: 410-386-8564 · Email: [wgillett@carrollcc.edu](mailto:wgillett@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 advisor 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.


### Prerequisite Courses:

ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3








### Mr. Gillett's Recommended Program Electives for Theatre Performance (any 29 elective credits required for graduation):

	French	
THTR-110	Acting 1	3
THTR-115	Stagecraft	3
THTR-120	History of Theatre 1	3
THTR-121	History of Theatre 2	3
THTR-125	Theatre Practicum 1	1
THTR-135	Movement for the Actor	3
THTR-136	Voice for the Actor	3
THTR-137	Script Analysis	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	7

### Mr. Gillett's Recommended Program Electives for Theatre Design & Technology (any 29 elective credits required for graduation):

THTR-110	Acting I	3
THTR-115	Stagecraft	3
THTR-120	History of the Theatre 1	3
THTR-121	History of the Theatre 2	3
THTR-125	Theatre Practicum 1	1
THTR-130	Introduction to Theatre Design	3
THTR-137	Script Analysis	3
	Theatre Design Elective (Set Design, Costume Design, Lighting Design, Sound Design)	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	7

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b>	3
	<b>ARTS AND HUMANITIES</b> (THTR-101, Introduction to the Theatre, recommended)	3
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
	<b>EMERGING ISSUES</b>	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b>	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	6
	<b>Total Credits</b>	<b>60–63</b>

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

# Transfer Program

## Visual Art—Arts and Sciences

### Associate of Arts


Faculty Advisor: 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 advisor for accurate and current transfer information to such institutions as Towson, UMBC, McDaniel College, Frostburg, Stevenson, and others. These courses will transfer to many other art institutions as well.

### Prerequisite Courses:

ART-101	Fundamentals of Art (or two years high school art)	3
ENG-096	Writing Effective Paragraphs and Essays	0
MAT-099	Intermediate Algebra	3
READ-101	Reading in the Content Areas	3

### Ms. Ball's Recommended Sequence of Electives (any 29 elective credits required for graduation):

ART-120	Drawing 1	3
ART-105	2D Design	3
ART-135	Art History 1	3
ART-115	Color	3
ART-130	Painting 1	3
ART-136	Art History 2	3
ART-220	Drawing 2	3
ART-110	3D Design	3
ART-210	Elements of Printmaking: Relief Process	3
ART-230	Painting 2	3
	Refer to ARTSYS and the receiving institution's catalog to select transferable courses	

### General Education Requirements ( See page 39 for details):

	<b>ARTS AND HUMANITIES</b>	6
	<b>BIOLOGICAL AND PHYSICAL SCIENCES</b>	7–8
	<b>EMERGING ISSUES</b>	3
	<b>ENGLISH COMPOSITION AND LITERATURE</b>	6
	<b>MATHEMATICS</b>	3–5
	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	6
	<b>Total Credits</b>	<b>60–63</b>

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



# Career Program

## Visual Art—Studio

### Letters of Recognition

*Faculty Advisor: 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:*

#### Prerequisite Courses:

ART-101	Fundamentals of Art	3
READ-091	Basic Reading	3

#### Letter Requirements:

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
<b>Total Credits</b>		<b>9</b>

*Recommended for fine art/art therapy/decorating careers:*

#### Prerequisite Courses:

ART-101	Fundamentals of Art	3
READ-091	Basic Reading	3

#### Letter Requirements:

ART-120	Drawing 1	3
ART-130	Painting 1	3
Program Elective	ART-110, 3-D Design; ART-115, Color; or ART-125, Art Appreciation	3
<b>Total Credits</b>		<b>9</b>

# 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. To learn more about Blackboard, visit [www.carrollcc.edu/blackboard](http://www.carrollcc.edu/blackboard).

*Successful Distance learners:*

- Are highly motivated, responsible, and self-directed. In a typical 15 week term, students spend 7-15 hours per week working on a three-credit online course (11-18 for a four-credit course). More time is required when taking a distance learning course during one of Carroll's accelerated terms.
- Have appropriate technology skills.
- Have home access to required technology.

For more information, see "Online and Distance Courses" on the College website ([www.carrollcc.edu/courses/online](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 distance learning self-assessment at [www.carrollcc.edu/courses/online](http://www.carrollcc.edu/courses/online) to determine if you have the necessary basic computer skills to take an online course. Take the three-credit Introduction to Computer Technologies 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 is a member of MarylandOnline (MOL), a consortium of Maryland community and four-year institutions that offer courses in an online format. The organization promotes and supports distance learning through a course sharing system between the institutions. Through this membership, Carroll's students may search for, register, and pay the appropriate Carroll tuition rate for any course that has been adopted by the College. Grades from these courses are included in the student's GPA and on their Carroll transcript as a Carroll course. To learn more, see the *Credit Class Schedule* for MOL courses that the college has adopted, speak with an academic advisor, or visit [www.marylandonline.org](http://www.marylandonline.org). (Please note: Carroll Faculty Chairs must approve adoption of MOL courses.)

## Online-video 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, DVD, as well as on videocassette. 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 (Comcast Cable) while others have video segments on CD-ROM or DVD. Some online-video courses have optional on-campus discussions and review sessions.

## Interactive video courses

Interactive video is a real-time course which meets in a specially equipped classroom (L-296) with other students located at their home college. Up to four 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 down-linked 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/courses/online](http://www.carrollcc.edu/courses/online).

# 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/transfer](http://www.carrollcc.edu/transfer). Please consult an academic advisor to plan a program of study at Carroll that will transfer to the college of your choice. Unless students take advantage of the advising services offered, they can expect to lose credits in transfer.

### Transfer of Credits, Transcripts

A student who plans to transfer to a four-year college or university must meet the requirements of that institution. Colleges vary widely in their freshman and sophomore requirements. Students are advised to become acquainted with the course requirements of the institution to which they expect to transfer. Advisors 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.

### 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 advisor 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, or online (enter "transcript" in the home page search engine). A \$2.00 fee and the student's signature are required for this service. It is advisable to send transcripts reflecting courses and grades earned to date, as well as a completed transcript when the term ends.

## Articulation Agreements

### Articulation through ARTSYS:

#### University System of Maryland and more...

ARTSYS, at <http://artweb.usmd.edu>, is an online data information system created to help students from Maryland community colleges transfer to most programs in the University System of Maryland and other participating four-year institutions. Through ARTSYS, Carroll Community College maintains articulation (transfer) agreements with the following colleges and universities:

- Bowie State University
- Capitol College
- 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
- Stevenson University
- 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
- Washington College

The State policies regarding transfer can be found on pages 194–198 of this catalog. It has been agreed that all General Education courses will transfer as general education to any of our Maryland State colleges and universities.

### Carroll's Special Transfer Agreements

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

- Dickinson College
- Gettysburg College
- Hagerstown Community College--Radiography Program
- Johns Hopkins Hospital School of Medical Imaging
- Kaplan University
- Mount Saint Mary's Professional Accelerated Studies, Business and Criminal Justice

- Shepherd University
- Shippensburg University
- Stevenson University
- Towson University, Forensic Chemistry
- University of Baltimore, Corporate Communication; Forensic Studies; Management Information Systems; Simulation and Digital Entertainment
- Stevenson University, Forensic Science; RN to BSN
- Washington College

#### **Free Course at Hood College**

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

- Student must be enrolled as a full-time student at Carroll Community College.
- Course prerequisites must be met.
- The exchange course must not be available at Carroll Community College during the chosen term.

#### **Reduced-Price Course at McDaniel College**

Carroll Community College students have a one-time opportunity to take a course at McDaniel College for the price of a Carroll course. 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 advisor to take advantage of these options.

#### **Continue your Education with Mount Saint Mary's University**

Mount Saint Mary's University offers courses on the Carroll campus toward degrees in Business or Criminal Justice. For more information, contact the Mount Professional Accelerated Studies program at 301-682-8315.

#### **Dual Admission Program at Saint Mary's College of Maryland**

Carroll students with a 3.500 cumulative grade point average may enroll in the Dual Admission Program and be guaranteed admission as a transfer student.

#### **Reduced-Tuition at Shippensburg University**

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

#### **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.
- Health Information Technology: Carroll C.C.
- Nuclear Medicine, Frederick C.C.
- Physical Therapist Assistant: Carroll C.C.
- Respiratory Therapy: Frederick C.C.
- Surgical Technician: Frederick C.C.

For more information, contact the Director of Admissions, in room A102, 410-386-8430, or [advise@carrollcc.edu](mailto:advise@carrollcc.edu)

#### **Johns Hopkins Hospital Radiologic Technology Programs**

Hopkins offers training for diagnostic medical sonography, nuclear medicine technology, and radiography. Admission is competitive and not guaranteed. See specific transfer programs and <http://radiologycareers.rad.jhmi.edu> for additional information.

# 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

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)
- CISCO
- Microsoft Office Specialist (MOS)
- CompTIA A+ (PC Repair Technician)
- NET+

### 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 State Department of Education, Office on Child Care. Pre-service courses provide the classroom requirements for individuals seeking teaching 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.

- Accounting
- Animal Control Officer
- Childcare Professionals
- Construction trades: Electrical, Carpentry, HVAC including Apprenticeship Programs
- Home Improvement
- Real Estate Appraising
- Real Estate Sales
- Travel Agent
- Truck Driver/CDL-A and CDL-B
- Veterinary Assistant Training
- Water and Waste Water Management
- Welders

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 Group**

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 Group. 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, courses 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 Entrepreneurial Institute provides entrepreneurial skill development, mentor relationships, and courses 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, 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.

## **Personal Enrichment**

Adults, youth, and children of all ages are inspired by personal development activities that stimulate creativity, broaden knowledge, expand perspectives, and support healthy living. A broad selection of courses and activities are designed to accommodate changing lifestyles and new programs are continually added to reflect community interests.

### **Arts and Humanities**

A variety of courses are offered to enhance and expand the creative world through the visual, musical, and written arts. Both beginning and experienced artists are nurtured and encouraged to enhance their skills in the creative arts through courses in drawing, painting, craft, photography, and writing. Additional courses in history, culture, and foreign language are offered.

### **Health, Wellness, and Safety**

A wide variety of courses designed to enhance good physical, emotional, and mental health are held on a regular basis. Courses range from aerobic dancing and yoga to 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.

### **Lifestyle**

A collection 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 sustainable living, interior design, and the culinary arts. Classroom and online courses are designed to enhance lifestyle and communication, sort out financial investment information, and prepare participants 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.

### **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 may take advantage of Summer!Kids@Carroll, a weekly summer enrichment program. Age appropriate enrichment programs in science, art, crafts, world culture, technology, foreign language and more are offered. Selected programs are also offered during the school year.

## **Adult Education Programs**

### **GED Preparation**

The College offers adult diploma programs that help to improve the basic skills needed at work, at home, and in everyday life. Courses prepare students to take the GED exam and earn a high school diploma. Instruction is given in math, reading, social studies, English, and writing and is tailored to the skill level of the student. GED practice tests are available for those who complete the program and advisement and counseling are accessible for those who wish to continue with job training or a college education.

### **External Diploma Program**

Designed for mature adults who have learned life skills at work, at home, and in the community, the EDP program provides an opportunity to earn a high school diploma through independent study and portfolio development. Students study and complete assignments on their own and meet with advisors/assessors at scheduled weekly sessions.

### **English for Speakers of Other Languages**

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

# Programs and Services for Students

# Programs and Services for Students

## Academic Advising

Academic Advising is available in the Admissions, Advising, and Counseling Center (A102) so that students may make realistic educational plans that will facilitate graduation and transfer. Academic advisors 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 advisor. Academic advisors also help undecided students choose a program of study based upon career and transfer goals. Please consult an advisor about any of the following issues:

- Selecting a program of study (See page 115 of this catalog.)
- Selecting courses to enhance your career
- Selecting courses to meet graduation requirements
- 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 course

Students are encouraged to make an appointment with an academic advisor 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 advisor. 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. Career counseling is available to Carroll students. Contact Barbara Gregory, Coordinator of Career Development, [bgregory@carrollcc.edu](mailto:bgregory@carrollcc.edu) or 410-386-8523, for information.

### *Before your last term at Carroll*

Students who plan to receive a Certificate or Associate’s degree are advised to meet with an academic advisor for a graduation audit. Be sure to apply for graduation by May 1, if you plan to graduate at the end of a spring term (by March 1 if you would like to participate in the commencement ceremony), 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 an academic advisor or to identify interests and goals. Academic advising and counseling are available in the Admissions, Advising, and Counseling Center, located in room A102. Academic advisors are 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-

8430 to speak to an academic advisor or to make an appointment. 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 any of the following academic communities:

- *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.
- *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.
- *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, call 410-386-8500, or check out [www.carrollcc.edu/acadcomm](http://www.carrollcc.edu/acadcomm).

## Blackboard (Bb)

Carroll Community College uses an online learning management system called Blackboard (Bb) to facilitate learning. A link to Carroll’s Blackboard can be found on the college’s website. Blackboard is used in varying degrees for all Carroll courses: classroom-based, as well as distance learning courses. Students are automatically enrolled into Bb course sites and have easy access to course materials, interactions with the instructor and other students, course grades, and much more. Blackboard (Bb) is a completely different system from WebAdvisor, which holds

official student records, allows registered students to register for subsequent courses, check progress against graduation requirements, and view final course grades.

## Bookstore

New and used textbooks, materials required for course work, and basic supplies may be purchased from the campus bookstore. Bookstore hours are outlined in the *Credit Class Schedule*. Call 410-840-8443.

## 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 machines 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).

## Care Team

Carroll Community College is concerned about the safety, health, and well-being of the College community and to this end has established a Care Team to provide guidance, uphold policies, and address student, faculty, and staff safety needs.

The Care Team is an interdisciplinary committee comprised of key administrators, faculty, and staff. This Team serves as the central network focused on the prevention and early intervention in situations involving students experiencing serious distress or demonstrating erratic behavior that disrupts the teaching/ learning environment or operations of the College, or engaging in harmful or self-injurious behaviors.

Once an incident is reported to the Care Team, the concerning student situation is assessed and, if necessary, recommendations are made or action is taken with the hope of preventing potentially violent or injurious acts from occurring on campus. While it is acknowledged that no one can predict with any degree of certainty whether a student will eventually progress to acts that are harmful to themselves or others, there are behaviors that may require further assessment by appropriate professionals to promote the safety of students and others within the College community. For additional information about the Care Team, please contact the Office of the Integrity and Judicial Affairs Advocate at 410-386-8412.

## 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 Coordinator of Career Development. 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 A201. 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](http://www.carrollcc.edu/services/career).
- An annual Opportunities 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 the Student Center and online at [www.collegecentral.com/carrollcc](http://www.collegecentral.com/carrollcc).

### **Child Development Center at Carroll Community College**

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, 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, call 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 Student Life.

### *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](http://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)
- Campus Activities Board
- Carroll Association for the Education of Young Children
- Chess Club
- Christian Club
- Drama Club
- Green Team
- Habitat for Humanity
- Health and Wellness Club
- Juggling Club
- Peace Club
- Photography Club
- Political Awareness Club
- Rugby Football Club
- Soccer Club
- Spanish Club
- Strategic Gaming
- Student Government Organization
- Vertigo: Skate, Trek, Snow

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 courses, faculty, and College resources; improve students' skill development, knowledge gains, and learning processes; and increase persistence and transfer rates. National studies have shown that students who participate in first year programs tend to be more successful in college.

#### *Components of the First Year Program include:*

- New Student Orientation
- Virtual Orientation  
(Go to <http://www.carrollcc.edu/orientation>)
- First Year Interest Groups
- First Year Success Program, featuring College Success (COL-100)
- Get Connected-Stay Connected Program
- First Year Student Newsletter
- Welcome Week Programming
- Academic Department Welcomes
- Academic Communities
- Events for students' families
- Emerging Leaders Week
- Let's Do Lunch Program

First Year Interest Groups (FIGs) are popular course combinations that give you the smart advantage on your career path! A FIG provides a connection to learning in three courses focused on a common career theme. Students sign up for all three courses and can round out a full-time schedule by selecting courses from college catalog to fulfill General Education requirements. Students will have the opportunity to interact and study with the same group of students in these three courses, and have the benefit of three or more faculty members working together to guide successful learning.

Four of the FIGs that Carroll Community College offers each fall term are:

- Deciding on Business
- Exploring Elementary Education

- Examining Health Careers
- Pathways to Success

For additional information about FIGs contact an academic advisor in A102 or check out the fall term *Credit Class Schedule*.

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](http://www.carrollcc.edu/studentlife).

### Computer Labs

The College provides over 496 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 Advising and Counseling Center to help students increase the likelihood of academic, career, and personal success. Students may consider making a counseling appointment to discuss concerns about academic progress or about a particular course or instructor. Outside referrals for depression, anxiety, stress, eating disorders, relationship issues, and the like are provided as necessary.

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 advisors. Please make an appointment by calling 410-386-8430.

### Disability Support Services

Services for students with disabilities are available through the Office of Student Support Services in room L289F. 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 and 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 a member of the Office of Student Support Services. Requests should be made at least three weeks prior to the beginning of the term. It is imperative that requests for ASL interpreters be made at least three weeks prior to the start of a term. Official documentation verifying the disability is required. For more information, call 410-386-8329, TDD: 410-876-2419, stop by room L289F, or visit the College's website, [www.carrollcc.edu/services/disability](http://www.carrollcc.edu/services/disability).

### Health and Life Fitness Center

Health and physical education courses at Carroll support our general education requirement as well as transfer programs in health education and exercise science. Facilities include a gym, locker rooms, fitness center, human performance lab, wellness resource office, health classrooms, and offices for the Health and Wellness Department.

Gym/Locker Rooms are available for physical activity courses, open gym hours, the child care center, and intramural programs.

The Fitness Center offers a variety of cardiovascular and weight training equipment for use by currently enrolled credit students, faculty, and staff. Students registered in a non-credit fitness course may also use the Fitness Center as part of their designated 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 Coordinator, 410-386-8144.

The Human Performance Lab supports our exercise science program providing students and staff with a variety of fitness assessments such as blood pressure screening, EKG treadmill testing, body composition, strength, and flexibility. American College of Sports Medicine (ACSM) Certification workshops are conducted in the lab.

The Wellness Resource Office supports our health education internship program by providing office space and a variety of wellness resources, teaching supplies, and literature. It also supports our employee wellness programs.

### 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 45,000 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](http://www.carrollcc.edu/library)) provides access to a wide variety of electronic research tools including periodical databases, selected Internet sites, e-book, 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 and other educational programs. In addition, the Media Center provides audiovisual equipment for institutional use.



All Carroll Community College students are encouraged to use the Library, which is open 72 hours per week during the fall and spring terms. Professional assistance in conducting research and in the use of all resources is made available to members of the College community by the expert staff. The Carroll Community College Library and Media Center partners with the McDaniel College 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](http://www.carrollcc.edu/library) for information.

### **Parking and Traffic**

Designated parking areas are provided on the campus for drivers with disabilities, College staff, service vehicles, Student Government Organization, students, and/or visitors. Everyone must comply with the posted parking regulations and traffic signs. Vehicles parked in unauthorized areas will be subject to ticketing/towing at the owner's expense and risk, as stated in the College Regulations.

Vehicles parked in reserved zones will be subject to towing immediately upon discovery. Succeeding violations may result in additional towing and fines.

Please drive carefully. The speed limit on campus is 15 mph. Traffic and parking regulations are enforced. Students do not need parking permits, but must park in non-reserved spaces only.

Carroll Community College assumes no liability for theft or damages to vehicles parked on the premises.

Carroll Community College provides jump starts 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.

### **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 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 for authorization prior to testing. The Center is also used for Carroll distance learning examinations and serves as a proctor for students testing for other colleges. Students must arrange appointments for placement tests and for testing that requires special equipment (computers, listening devices, specific software, Zoom Text, Kurzweil, etc.).

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](http://www.carrollcc.edu/services), or call 410-386-8450. Please check the college's event calendar for events that are scheduled in the Great Hall that might affect the testing environment and budget time to finish work before the scheduled closing time.

### **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 and meet students individually on campus during each term. Carroll also offers transfer road trips, newsletters, and an annual transfer handbook. Information is also available at [www.carrollcc.edu/transfer](http://www.carrollcc.edu/transfer).

### **WebAdvisor**

WebAdvisor ([www.carrollcc.edu/learn](http://www.carrollcc.edu/learn)) is Carroll's online system for students and provides direct access to information contained in Carroll's administrative database. Please note, new students

will not have access to WebAdvisor until after the second week of the term. All students who have completed at least one credit have access to WebAdvisor and the following information/services:

- Search for open courses
- Register for courses
- Add/drop courses
- Print course schedule
- Check grades and grade point average
- Audit progress toward a degree or certificate
- View unofficial transcripts
- Review student financial aid summaries
- Make bill payments

Utilize the above URL to WebAdvisor or follow the links from the Carroll home page. To access your records via WebAdvisor, you will need your 7-digit student identification number (appears on your schedule and on the lower right corner of your Carroll library card). Blackboard and WebAdvisor are different systems—your user ID may be the same (whole first name, whole last name, plus the last 4 digits of your student identification number), but your default passwords are different. Your default WebAdvisor password will be the last 6 digits of your social security number; your default Blackboard password is your 7-digit student identification number. For your protection, you should change and protect your passwords to your accounts. Pick up a guide to navigating through WebAdvisor in the Records Office, room A112, or meet with an academic advisor, room A102, for assistance. Please note: students who are on academic probation, have failed transitional courses, or who have out-standing issues with the Records or Business Office(s) will be blocked from registering online.

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

# Course Descriptions

## Course Descriptions

### Special Topics, Independent Study, and Internships

Special topics, Independent Study, and Internship courses are available in each discipline. Consult registration materials and advisors for specific course offerings. The generic special topics, independent study, and internship courses are as follows:

#### XXX-197, XXX-297, Independent Study in XXX

Independent Study courses 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 department chair required. One to six credits per course.

#### XXX-198, XXX-298, Special Topics in XXX

Special Topics courses provide 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

Internships enable 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 department 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. 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. 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 ENG-096 and 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 ENGL-101. 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.

📖 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.

📖 GENERAL EDUCATION

#### **ART-160**

Study Tour courses provide students the opportunity to travel abroad to explore an aspect of another country's cultural heritage. Course work for three credits involves readings and discussions before the travel, a travel journal, and a specialized project with formal presentation. The student will work under the guidance of a faculty member from the appropriate discipline to design and present a project for study. 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. See schedule booklet for further details. One to three credits. One to three billable hours (plus additional travel fees).

#### **ART-210**

Elements of Printmaking: Relief Process is an introduction to traditional and experimental techniques and processes related to multiple images: woodcuts, linocuts, and other relief printing media. Monochromatic as well as polychromatic processes will be explored along with historical elements. Students will supply their own materials. Prerequisite: exemption/completion of READ-091; ART-105 or ART-120 strongly recommended but not required, 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 (ART-105 may be taken concurrently) 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. Content is similar to BIOL-101; students will not receive credit for both courses.

📖 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. Content is similar to BIOL-100; students will not receive credit for both courses.

📖 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 a C grade 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 biochemical 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 within the last 5 years. 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 food ways 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 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.

## 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.

## 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. Any mathematical skills that are needed (beyond MAT-099) for this course 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 introduction to organic and nuclear chemistry. Prerequisite: CHEM-105 and MATH-128 with C grades or better, or consent of the department chair. 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.

## Chinese

### CHIN-101

Elementary Chinese is basic Chinese 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.



## 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-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-206

Solid Modeling introduces the student to the subject of solid modeling as a method of creating and editing solid entities. Students will examine the key functions of solid modeling programs such as AutoDesk's Inventor in the development, editing, and use of solid models in design analysis and communication. Prerequisite: CAD-101, or permission of the coordinator. 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.

### 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-245

CAD Engineering Drawing 2 continues the study of CAD Engineering Drawing begun in CAD-240. The course explores advanced vocabulary, device specific drafting techniques, standards, conventions and visualization techniques needed to create and read engineering drawings. Prerequisite: CAD-101 and CAD-240, or permission of the program advisor. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

### 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.

### CAD-299

Internship in Computer-Aided Design enables students to gain practical experience in CAD. Students will work under the direction of an expert in the field for 90 hours. The student also meets with the on-campus instructor to place the internship experience in perspective. Two credits. Two billable hours. CAD-299 enrollment requires approval of the Division Chair.

## 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 microcomputers. 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 for the student to focus on the production of print-based publications. Students will learn to assess the goals, initiatives, missions, and values of a client and communicate the essence of their business visually through typography, color, and design. In addition to creating a corporate identity, they will learn to create a complete brand experience. Prerequisite: exemption/completion of READ-091 and MAT-097, or permission of the program director. Completion of CGR-105 is strongly recommended. 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-157**

Introduction to Web Page Design will introduce students to the creation of web sites for the internet. Concepts such as HTML and WYSIWYG design will be covered. Emphasis is placed on navigational design, visual hierarchy, non-linear design, editorial style, and typography for the web. Prerequisite: exemption/completion of READ-091 and CGR-105, or permission of the program director. Three hours lecture each week. Three credits. Three billable hours.

### **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 multi-media 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-240**

Digital Print Making is designed to teach the application of digital media as a fine art tool. This course deals with the use of computer tools to expand the limits of personal visual exploration. This course deals with digital fine art produced on the computer and printed archivally. Digital painting, digital collage, photopainting and mixed media applications will be explored. Prerequisite: Exemption/completion of Read-091 and CGR-105, or permission of the program director. Three hours of 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. Prerequisite: CGR-105, 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.

#### **CGR-257**

Advanced Web Page Design is designed for the student to focus on creating a web-based cross platform identity for clients. Emphasis is given to the unification of multi-media brand strategies through the use of the internet and dynamic interactive tools such as Adobe Flash. In addition to creating a multi-media identity, they will learn to apply this to create an interactive experience for their clients. Prerequisite: exemption/completion of CGR-157, or permission of the instructor. Completion of CGR-115, Graphic Design I, and CGR-110, Typography, are strongly recommended. Three hours lecture each week. Three credits. Three billable hours.

#### **CGR-270**

Portfolio and Career Development prepares students for the transition from student to design professional. Topics will include the execution of professional-oriented activities such as contract development, resume writing, and client presentations. Emphasis is placed on developing and presenting a portfolio that is targeted to either the job search or continuing studies. Independent, directed studio experiences available. Prerequisite: should be taken during the last semester prior to graduation from the CGR program. Three credits. Three billable hours.

#### **CGR-299**

Internship in Computer Graphics enables students to gain practical experience in CGR. Students will work under the direction of an expert in the field for 90 hours. The student also meets with the on-campus instructor to place the internship experience in perspective. Two credits. Two billable hours. CGR-299 enrollment requires approval of the Division Chair.

## **Computer Information Systems**

#### **CIS-101**

Introduction to Computer Technologies, is designed to prepare students to meet the technological demands of the 21st century workforce. The course introduces students to how computers, networks and the internet work; how they impact our lives; and the ethical implications of information technologies. Students will work individually and in groups to gain hands-on experience with file management, spreadsheets, presentation software, video editing, audio editing, image editing, database applications and internet tools. 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 advisor. Two hours lecture, two hours laboratory each week. Three credits. Three billable hours.

#### **CIS-120**

Introduction to Visual Basic uses VB.NET to write object-oriented/event-driven programs. This programming language is easy enough for a non-programmer to use, yet sophisticated enough to be used by professional programmers. The course covers fundamental programming concepts and problem-solving techniques via VB.NET. Prerequisite: CIS-132, 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-132, or permission of the program advisor. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

#### **CIS-132**

Principles of Programming introduces the student to programming fundamentals and techniques. Students will learn how to write code and develop strategies to solve problems. An object-oriented programming language will be used. Prerequisite: exemption/completion of READ-091 and MAT-099. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

#### **CIS-137**

Introduction to Web Development Technologies introduces the student to the languages and tools used to develop interactive Web sites that effectively communicate ideas, concepts and information. The course focuses on Web site development by utilizing Hypertext Markup Language (HTML), Extensible Hypertext Markup Language (XHTML), Cascading Style Sheets (CSS) and JavaScript. Students will receive hands-on experience in a variety of Web technologies and coding languages to develop fully functional sites. Prerequisite: exemption/completion of READ-091. Two hours lecture and 2 hours of lab each week. Three credits. Three 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, MIS-101, or CAD-101, or permission of the program advisor. Three hours lecture, two hours laboratory each week. Four credits. Four 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-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-132, or permission of the program advisor. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

#### **CIS-232**

Advanced Principles of Programming continues object-oriented programming beyond CIS 132 Principles of Programming, the introductory level course. A variety of tools and techniques are examined. A sample of the key topics covered include: lists, searching, sorting, stacks, queues and trees. Prerequisite: CIS 132, or permission of the program advisor. Three hours lecture, two hours laboratory each week. Four credits. Four billable hours.

#### **CIS-234**

Developing Rich Internet Applications explores the new category of engaging web applications being developed using tools such as Flex, Flash ActionScript, AJAX and Silverlight. Rich Internet Applications (RIAs) can combine rich media—such as video, audio, and animation—to achieve powerful data visualizations. Students will create a portfolio of their work in which they use the latest Rich Internet Application tools. Prerequisite: exemption/completion of READ-091 and either CIS-105 or CIS-132. Two hours lecture and two hours of lab each week. Three credits. Three billable hours.

#### **CIS-237**

Developing Advanced Internet Applications covers technology such as ASP.NET, PHP or Cold Fusion to create data-driven web pages and applications. The student will gain hands-on experience developing web applications that interact with server-side databases. Knowledge of HTML and some computer programming experience is highly recommended. Prerequisite: exemption/completion of one of the following courses CIS-105, CIS-132, CIS-137 or CIS-234. Two hours lecture, three hours laboratory each week. Four credits. Four billable hours.

#### **CIS-250**

Systems Analysis and Design presents techniques used for the development of successful computer-based information systems. The system life cycle, from preliminary investigation through implementation, is presented. Emphasis is placed on the roles of systems analysts, programmers, users, and management in the process. Selected techniques of management science are surveyed. Prerequisite: CIS-230 or CIS-274 or CGR-257, or permission of the program advisor. Three hours lecture each week. Three credits. Three billable hours.

#### **CIS-299**

Internship in Computer Information Systems enables students to gain practical experience in CIS. Students will work under the direction of an expert in the field for 90 hours. The student also meets with the on-campus instructor to place the internship experience in perspective. Two credits. Two billable hours. CIS-299 enrollment requires approval of the Division Chair.

## **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. Three hours lecture each week. Three credits. Three billable hours. Also offered as LGST-125; credit will not be given for both.

#### **CRIM-130**

Introduction to Homeland Security presents a framework for understanding the role that both private and public homeland security personnel play in today's society. This course examines terrorism from a historical and global perspective and discusses specific strategies, operations, and tactics that can be used to prevent and protect against future threats. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

#### **CRIM-203**

Written Communications for Police provides instruction and practice in the preparation of administrative and operational police reports. Special emphasis will be placed on note taking and the accurate development of documents relating to criminal investigations. Prerequisite: CRIM-101 and ENGL-101 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. 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 everyday 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-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-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. 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-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-096. Three hours lecture each week. Three credits. Three billable hours.

### **ECE-120**

Literacy in Early Childhood Education examines the theories, processes, and acquisition of reading and language arts from birth to third grade. Emphasizes the cognitive, linguistic, social, and physiological factors involved in oral and written language development. Prerequisite: exemption/completion of READ-091 and ENG-096. Three hours lecture each week. Three credits. Three billable hours. Offered Fall Term only.

### **ECE-199**

Directed Practicum in Early Childhood Education provides a structured field-based experience in an approved early childhood setting. Provides an opportunity to integrate theory and practice in a field-based setting under the supervision of an appropriately certified professional. Combines observation with guided seminars on current educational practices and issues of concern to early childhood educators. Students will spend sixty hours in an approved early childhood setting and attend a seminar at the college every other week. Students will begin their professional portfolio. Two credits. Two billable hours. Offered Spring 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.

### **ECE-270**

Early Childhood Education Capstone Field Experience provides a structured field-based experience in an approved early childhood setting and is required for students preparing to become teachers. Students will engage in a guided field observation of the teaching and learning process for a total of forty-five hours. Students will complete their professional portfolio and Internet assignments and attend on-campus lectures. Prerequisites or co-requisites: ECE-102 and ECE-104. Two hours lecture, three hours field experience each week. Three credits. Three billable hours.

## **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 macro-economic 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

### **ECON-201**

The Economics of War and Social Problems presents a cost and benefits analysis of spending on war, national defense, social problems, and entitlement programs. Topics include but are not necessarily limited to health care, social security, income security (welfare), poverty, organized labor, and the environment. Prerequisite: ECON-101 or ECON-102. Three hours lecture each week. Three credits. Three billable hours.

## **Education**

### **EDUC-106**

PRAXIS I Preparation for Mathematics prepares Teacher Education candidates and provisional teachers for successful completion of the mathematics portion of the PRAXIS I series. Students are introduced to the format and content of the PPST Mathematics Test. Concepts and skills in each of the five broad areas assessed in the test are reviewed. Students are helped to refine their computational 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. Prerequisite: exemption/completion of ENG-096 and READ-101. 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 co-requisite: 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: Baccalaureate degree, or PSYC-101 and EDUC-120, or PSYC-101 and ECE-102. Three hours lecture each week. Three credits. Three billable hours. Undergraduate students enrolled in EDUC-125 must be concurrently enrolled in EDUC-126.

#### **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/PSYC-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: Baccalaureate degree, or ECE-101 and 102, or EDUC-120 and 125. Three hours lecture each week. Three credits. Three billable hours. Undergraduate students enrolled in EDUC-130 must be concurrently enrolled in EDUC-131. 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 co-requisite: EDUC-130. One credit One billable hour.

#### **EDUC-201**

Processes and Acquisition of Reading is designed to assist pre-service and in-service teachers in understanding the reading acquisition process through observation and analysis of reading and written language development, and the study of current issues in reading research. It is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structures including spoken syllables, phonemes, graphemes, and morphemes is included in this course. Participants will



apply knowledge of the four areas of language to reading acquisition in terms of first and second language acquisition, typical development, and exceptionalities. Participants will be introduced to current scientific research. Prerequisite: Baccalaureate degree, or EDUC-120 and EDUC-125, or ECE-101 and ECE-102. 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 designed to give the classroom teacher familiarity with a representative array of research-based instructional techniques and strategies in the area of reading. Participants will learn instructional routines and strategies in the five major components of reading instruction (chronological and phonemic awareness, phonics, spelling and word study; fluency development; vocabulary; and comprehension) suitable for age and ability groups. Throughout the course, candidates will demonstrate their knowledge of the instructional routines and strategies by role-play, live demonstration, critiquing good and inadequate models, and reviewing the research support available for those approaches. Prerequisite: Students must hold a baccalaureate degree. Three hours lecture each week. Three credits. Three billable hours. MSDE approved.

### **EDUC-205**

Assessment for Reading Instruction is designed to assist pre-service and in-service teachers in becoming proficient consumers and users of classroom-based assessments and assessment data. Instruction will focus on building knowledge of the purposes of assessment, types of assessment tools, how to administer and use several valid, reliable, well-researched formal and informal assessments of reading and related skills, how to effectively interpret the results of assessments, and how to communicate assessment results in a variety of contexts. Participants will show that they can use assessment data to guide instructional decisions. Prerequisite: Students must hold a baccalaureate degree. Three hours lecture each week. Three credits. Three billable hours. MSDE approved.

### **EDUC-206**

Materials for Teaching Reading is designed to assist pre-service and in-service teachers in selecting and evaluating materials for teaching reading and related skills that are consistent with the findings of scientifically-based reading research. Teachers should leave this course with an understanding of research-supported programs, approaches, and methods, so that they can address different levels of reading proficiency within the classroom and enable students to become strategic, fluent, and independent readers. Participants will use a variety of texts and other materials to promote student independent reading. Participants will be prepared to involve parents and members of the school and surrounding community to promote daily reading inside and outside of school. Prerequisite: Students must hold a baccalaureate degree. Three hours lecture each week. Three credits. Three billable hours. MSDE approved.

### **EDUC-215**

Effective Teaching Methodology: Elementary Education focuses on students preparing to become reflective teachers in a diverse society through knowledge of the subject matter, the curriculum, the learners, and teaching strategies. Opportunities will be provided for planning and practicing instruction based on knowledge of the theory and research supporting the strategies and models used. Emphasis will be placed upon reflection on teaching and learning events in classrooms and schools to encourage problem solving in collaboration with others. This course meets the Maryland State Department of Education Teaching Methodology requirements for an initial certificate in Elementary Education. Prerequisite: Students must hold a baccalaureate degree. Three hours lecture each week. Three credits. Three billable hours.

### **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 (Transitional)

### 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 requirement, ENGL-103 students take ENGL-240. Prerequisite: admission to the Hill Scholars Program. Three hours lecture, one hour workshop each week. Three credits. Four billable hours.

 GENERAL EDUCATION

### 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. See schedule booklet for further details. One to three credits. One to three billable hours (plus additional travel fees).

### ENGL-201

Classic World Writers offers a study of ancient, medieval, and Renaissance-era writers from varying cultures and continents, exploring their contributions to world literature. Works may include the Odyssey, the Epic of Gilgamesh, the Hebrew Bible, Shakespearean plays, One Thousand and One Nights, and the Koran. Prerequisite: ENGL-101. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

### ENGL-202

Modern World Writers offers a study of modern and contemporary writers from varying cultures and continents, exploring their contributions to world literature. Students will study a body of comparative literature that explores cultural identities and conflicts. Works could range from those of the eighteenth century to the present, such as from Swift to Garcia Marquez. Prerequisite: ENGL-101. Three hours lecture each week. Three credits. Three billable hours.

📖 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. Prerequisite: ENGL-101, ENGL-103, or consent of the instructor. Three hours lecture each week. Three credits. Three billable hours.

### ENGL-211

Voices in American Literature offers a study of American writers, both men and women, from different geographical regions and of diverse ethnicities. Selected works will explore the cultural complexities of the United States, dating from the 19th century to the present, and may include Dickinson, Whitman, Hemingway, Fitzgerald, Ellison, Ginsberg, Tan, Carver, and Morrison. Prerequisite: ENGL-101 or ENGL-103. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

### ENGL-220

Creative Writing Workshop 1 provides continued practice in the writing of poetry and fiction. The class functions primarily as a writing workshop for those students who have successfully completed Introduction to Creative Writing. A variety of representative works are studied as students continue to develop voice, style, and craft. Students may focus their study on poetry or fiction; this will be reflected in each student's portfolio. Students who complete this course with a grade of B or better may enroll in ENGL-221, Creative Writing Workshop 2. Prerequisite: ENGL-110. Three hours lecture each week. Three credits. Three billable hours.

### ENGL-221

Creative Writing Workshop 2 provides continued practice in the writing of poetry and fiction. The class functions primarily as a writing workshop for those students who have successfully completed Creative Writing Workshop 1. A variety

of representative works are studied as students continue to develop voice, style, and craft. Students may focus their study on poetry or fiction; this will be reflected in each student's portfolio. Prerequisite: ENGL-220 with a B grade or better. Three hours lecture each week. Three credits. Three billable hours.

### 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. Prerequisite: ENGL-101 or consent of the instructor. Three hours lecture each week. Three credits. Three billable hours.

### 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. Prerequisite: ENGL-101, ENGL-103, or consent of the instructor. Three hours lecture each week. Three credits. Three billable hours.

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

### ENGL-240

British Literature Since 1798 provides a survey of British Literature since the onset of the English Romantic movement. Students will explore the Romantic, Victorian, and Modernist periods through readings from representative writers, such as Austen, Wordsworth, Coleridge, Shelley, Keats, Tennyson, Arnold, the Brownings, Rossetti, Dickens, the Brontes, George Eliot, Hardy, T. S. Eliot, Yeats, Forster, and Woolf. Students will also examine these periods' major aesthetic, social, and historical contexts, such as Romanticism, Darwinism, domestic ideology, the rise of the middle class, and Modernism. Prerequisite: completion of ENGL-101 or ENGL-103. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

## ENGL-245

Modern English Grammar examines the system of language structures (from words to sentence patterns) that underlie clear communication in both written and spoken English. Students will explore the ethics of Standard English in light of regional dialects, the effects of expression choices on our thoughts and attitudes, and the implications of an ever-changing language. Prerequisite: exemption/completion of ENG-096. Three hours lecture each week. Three credits. Three billable hours.

## 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 ENG-096 and READ-101 with C grades 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

### **GEOG-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

### **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 GEOG-110; credit will not be given for both.

📖 GENERAL EDUCATION

### **GEOG-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

### **GEOG-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-100**

Emergency Care/First Aid, Safety, and CPR prepares the student beyond the basic knowledge, skills, and abilities needed in emergency medical care situations. This academic course covers legal concepts in first aid; emergencies related to the ten body systems; basic life support, rescue breathing, choking care, and AED use; bleeding, shock, burns, bites, stings, poisoning, wound and soft tissue injuries; head and spinal injuries; chest, abdominal, pelvic injuries; behavioral emergencies, rescuing and moving victims, and administering first aid in remote locations. Creating emergency care and evacuation plans for home, work, school, and other locations is also discussed. CPR/First Aid certification by the National Safety Council is included upon successful completion of this course. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

### **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-199

Internship in Health and Exercise Science 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: HES-215, or permission from the instructor. Approval of Division Chair also required. Current first aid and CPR are required for admittance to this course. One to two credits. One to two billable hours.

### HES-299

Internship in Health and Exercise Science 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: HES-215, or permission from the instructor. Approval of Division Chair also required. Current first aid and CPR are required for admittance to this course. One to two credits. One to two 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-130

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

📖 GENERAL EDUCATION

### HIST-135

The History and Culture of the Middle East will introduce students to the major themes, people, and ideas in the history of the Middle East from the 7th century to the present, focusing on the relationship of Islam, Judaism, and Christianity, and the history of colonialism. The course will also touch on issues in Middle Eastern history that are important to current American political discourse, such as the development of fundamentalism and the history of American foreign policy towards the region. Prerequisite: exemption/completion of ENGL-101 or ENGL-103. Three hours lecture each week. Three credits. Three billable hours.

### 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. See schedule booklet for further details. 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-202**

Modern British History and Culture introduces major themes, people, and ideas in the history and culture of Great Britain and the British Empire from 1870 to the present. Readings in text and outside sources serve as the basis for lectures and classroom discussions. Prerequisite: exemption/completion of ENGL-101 or ENGL-103. Three hours lecture/discussion each week. Three credits. Three billable hours.

#### **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.

#### **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-235**

The Great War and the Twenty-Year Truce surveys European history from 1900 to 1939. It focuses upon the political, social, economic, cultural, and intellectual changes that exploded from World War I, paying particular attention to how people in nations old and new attempted to build a permanent peace and prosperity, with failure bringing a resumption of the fighting, and an end to European domination of the globe. Prerequisite: exemption/completion of ENG-096 and 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. Prerequisite: exemption/completion of READ-101 with a "C" grade or better. Three hours lecture each week. Three credits. Three billable hours.

#### **HIT-112**

Healthcare Data Content and Structure introduces students to the field of Health Information Technology. Students will become familiar with the content, use, and structure of healthcare data and medical records. Students will also become familiar with the organization of healthcare providers and insurers. Finally, legal and ethical issues associated with health information will be examined extensively. Prerequisite: exemption/completion of READ-101 with a "C" grade or better. Three hours lecture each week. Three credits. Three billable hours. Previously offered as HIT-101; credit will not be given for both.

### **HIT-115**

Pathophysiology and Pharmacology is designed to introduce students to specific disease processes in the human body including the cause, diagnosis, and treatment of disease. Topics also include: drug classifications, drug actions, the most commonly prescribed drugs and reference materials. Prerequisite: HIT-111 and BIOL-105 with “C” grades or better. May be taken before or concurrently with HIT-121 and HIT-122. Three hours lecture each week. Three credits. Three billable hours.

### **HIT-121**

Basic Diagnosis Coding is designed to provide the healthcare employee with a basic orientation to the coding principles and practices of International Classification of Diseases, 9th Revision, Clinical Modification (ICD-9-CM). It also provides an introduction to ICD-10-CM and other diagnosis classification systems. Topics include: historical development of the ICD classification system, coding of diagnosis records from a variety of medical specialties, and use of official coding guidelines. Prerequisite: HIT-111 and BIOL-105 with “C” grades or better. May be taken concurrently with HIT-115, but not before. Three hours lecture each week. Three credits. Three billable hours.

### **HIT-122**

Basic Procedure Coding covers Basic Healthcare Common Procedure Coding System (HCPCS) with a focus on Current Procedural Terminology (CPT-4) coding of operations and procedures (including anesthesia, evaluation and management, surgical, pathology/laboratory, radiology, and medicine) and HCPCS Level II codes. This course will also cover ICD-9-CM procedure coding, an introduction to ICD-10-PCS (Procedure Classification System), and the National Correct Coding Initiative (CCI). Prerequisite: HIT-111 and BIOL-105 with “C” grades or better. May be taken concurrently with HIT-115, but not before. Three hours lecture each week. Three credits. Three billable hours. Previously offered as HIT-221; credit will not be given for both.

### **HIT-201**

Computer Applications in Healthcare introduces the student to medical and information technology that is available in a wide variety of healthcare fields. The design and use of the electronic health record and its impact on healthcare delivery will be explored. Topics will also include an overview of the commonly available software tools used in health information processing and coding, including encoding tools and computer-assisted coding software. Prerequisite: MIS-101 or CIS-101 with a “C” grade or better. Three hours lecture each week. Three credits. Three billable hours.

### **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 permission of the instructor. Three hours lecture each week. Three credits. Three billable hours.

### **HIT-222**

Advanced Coding Concepts uses more complex case studies to examine code assignment of diagnoses and procedures

using ICD-9-CM, CPT-4, and HCPCS Level II in a variety of healthcare settings. Topics include interpretation of medical records, introduction to prospective payment systems, grouper methodology, and alternate diagnosis coding systems such as Systemized Nomenclature of Medicine (SNOMED). Prerequisite: HIT-121 and HIT-122 with “C” grades or better. Six hours lecture each week. Six credits. Six billable hours.

### **HIT-223**

Reimbursement Methodologies explores the private and government-sponsored financial systems that exist today within the healthcare environment. The course will provide an overview of various types of health plans including managed care, prospective payment systems, and other reimbursement methodologies employed in various healthcare settings. Other areas such as coding, billing, claims processing, and chargemaster maintenance will be covered in additional detail. Current issues affecting reimbursement such as revenue cycle management, regulatory compliance, coding compliance, and role of quality improvement organizations will also be explored. Prerequisite: HIT-222 with a “C” grade or better. Three hours lecture each week. Three credits. Three billable hours.

### **HIT-225**

Healthcare Delivery Systems focuses on the understanding of the types and levels of healthcare delivery systems in the U.S., both paper-based and electronic, and of the governing bodies that regulate health information management processes. Topics include: organization of healthcare delivery, types of healthcare facilities, accreditation standards, licensure, regulatory agencies, and an overview of payment and reimbursement systems. Prerequisite: exemption/completion of READ-101 with a “C” grade or better. Three hours lecture each week. Three credits. Three billable hours.

### **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. Students will be required to show proof of immunization to the hospital sites for this practicum. Please contact Lynne Smith for the specific requirements before enrolling in this course.

### **HIT-270**

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 60 hours. This practicum may be accomplished via field or virtual experience. The student will also meet with the on-campus instructor to place the internship experience in perspective. Prerequisite: HIT-222. HIT-270 should be taken during the last semester prior to graduation from the HIT Advanced Certificate or AAS program and may be taken concurrently with HIT-223, but not before. One credit. One billable hour. HIT-270 enrollment requires approval of the division chair, and proof of immunizations may be required.



## 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 multidisciplinary 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: HLTH-101 or PHED-101, or permission of the instructor. This course is offered as a classroom/online hybrid. 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. Additional \$300 fee required.

### HONOR-102

Career Development for Honors involves self-assessment activities, looking at students' interests, skills, values, and capabilities and learning how to match those up with potential careers. Decision making and goal setting will also be emphasized. This course is only for students participating in the Hill Scholars program. One credit. One billable hour. Additional \$300 fee required.

### HONOR-201

Exploring Leadership is based on the assumption that leaders are made, not born, and that every individual has the capacity for leadership. In this course, students will examine their purpose, goals preferences and styles, and how they influence their leadership, learn about living and leading in a rapidly changing world, think about the ethical responsibilities of leadership, and discover their own leadership potential. Topics will include leadership theories and models, self-awareness, communication, group processes and behaviors, organizational leadership, diversity, ethical leadership and decision-making, and service leadership. This course is only for students participating in the Hill Scholars program. One credit. One billable hour. Additional \$300 fee required.

### 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. Additional \$300 fee required.

## 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. See schedule booklet for further details. 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. 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. 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.

## Mathematics (Transitional)

### 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.

### 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-83-plus or -84 plus 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. (Note: This course does not meet GENERAL EDUCATION requirements.) 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 and READ-101. 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-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, non-linear 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-102

The History of Rock and Roll will survey the history of rock music from its origins to the present day. Students will study all major genres including rap and country music, as well as the social, political, technological, and economic forces that shaped the music. Issues of race, gender, and class will also be discussed as they relate to the various styles. The class includes detailed listening assignments and an introduction to musical vocabulary and concepts. No prior knowledge of music is required for this class. Prerequisite: ENG-096 and READ-101. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

### MUSC-103

Class Guitar is an introductory course for beginning guitar students with little or no prior experience. The course will focus on fundamental guitar techniques including: basic chords, conventional strumming techniques and finger picking, notes in first position, basic improvisation and soloing, as well as correct playing techniques. Students will also learn to read standard music notation, chord diagrams and guitar tablature, and develop a repertoire of solo and ensemble pieces by the end of the course. Two hours lecture each week. Two credits. Two billable hours.

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

### MUSC-106,

Musicianship 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: MUSC-105 or permission of the instructor. 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 diatonic harmony as it pertains to all styles of music. Topics include four-part writing, non-harmonic tones, melody harmonization, cadences, and modulation. Prerequisite: MUSC-105 or departmental approval. Three hours lecture each week. Three credits. Three billable hours.  
📖 GENERAL EDUCATION

### MUSC-115

Theory of Music 2 encompasses a study of chromatic harmony as it pertains to all styles of music. Topics include secondary dominants, diminished seventh chords, Neapolitan chords, and augmented sixth chords. Prerequisite: MUSC-110 or departmental approval. Three hours lecture each week. Three credits. Three billable hours.

### MUSC-116, MUSC-117

Class Piano 1-2 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 1 and Musicianship 1. Prerequisite: exemption/completion of READ-091. Three hours laboratory each week. One credit. One billable hour.

### 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 counterpoint as it pertains to all styles of music. Topics include melody, multiple note against note relationships, and small contrapuntal baroque forms. Prerequisite: MUSC-115 or departmental approval. Three hours lecture each week. Three credits. Three billable hours.

### MUSC-215

Theory of Music 4 encompasses a study of form and analysis as it pertains to all styles of music. Topics include binary, ternary, sonata, and rondo. Prerequisite: MUSC-210 or departmental approval. Three hours lecture each week. Three credits. Three billable hours.

### **MUSC-216, MUSC-217**

Class Piano 3–4 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 1 and Musicianship 1. Prerequisite: exemption/completion of READ-091. Three hours laboratory each week. One credit. One billable hour.

## **Music-Applied**

### **MUSC-125, MUSC-126, MUSC-225, MUSC-226**

Voice 1–4

### **MUSC-130, MUSC-131, MUSC-230, MUSC-231**

Piano 1–4

### **MUSC-132, MUSC-133, MUSC-232, MUSC-233**

Pipe Organ 1–4

### **MUSC-135, MUSC-136, MUSC-235, MUSC-236**

Guitar 1–4

### **MUSC-146, MUSC-147, MUSC-246, MUSC-247**

Harp 1–4

### **MUSC-148, MUSC-149, MUSC-248, MUSC-249**

Strings 1–4

### **MUSC-150, MUSC-151, MUSC-250, MUSC-251**

Woodwinds 1–4

### **MUSC-160, MUSC-161, MUSC-260, MUSC-261**

Brass 1–4

### **MUSC-165, MUSC-166, MUSC-265, MUSC-266**

Percussion 1–4

### **MUSC-240 through MUSC-245**

Advanced Music–Applied 1–6

## **Music-Ensemble**

### **MUSC-111, MUSC-112, MUSC-211, MUSC-212**

Chamber Choir 1–4

### **MUSC-113, MUSC-114, MUSC-213, MUSC-214**

Guitar Ensemble 1–4

### **MUSC-118, MUSC-119, MUSC-218, MUSC-219**

Percussion Ensemble 1–4

### **MUSC-120, MUSC-121, MUSC-220, MUSC-221**

Chorus 1–4 gives the student an opportunity to join with others in studying and singing choral music, both classical and modern. A repertoire of varied selections is prepared for College and public performances. Open to all students. The student may enroll at the beginning of any term. Prerequisite: exemption/completion of ASE Reading. Three hours laboratory each week. One credit. One billable hour.

### **MUSC-122, MUSC-123, MUSC-222, MUSC-223**

Symphony Orchestra 1–4

### **MUSC-127, MUSC-128, MUSC-227, MUSC-228**

String Orchestra 1–4

### **MUSC-138, MUSC-139, MUSC-238, MUSC-239**

Jazz Ensemble 1–4 gives students the opportunity to form an instrumental group which specializes in the performance of jazz and other 20th Century popular music idioms. Performances may include college and community functions. Open to all students by audition. Prerequisite: exemption/ completion of ASE Reading. Three hours laboratory each week. One credit. One billable hour.

### **MUSC-152, MUSC-153, MUSC-252, MUSC-253**

Jazz Combo 1–4

### **MUSC-154, MUSC-155, MUSC-254, MUSC-255**

Band 1–4

## **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. Prerequisite: Admission to the Nursing Program. Fifteen hours of lecture each 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-102**

Nursing Skills introduces and validates basic nursing skills. The Neuman Systems Model is the framework for the study of client care in the campus laboratories. Prerequisite: Admission to the Nursing Program. Thirty hours laboratory each term. One credit. One billable hour. Offered Fall Term only. EXEMPTION: Students with valid unencumbered Maryland GNA certificates will be given credit for this course.

### **NURS-103**

Fundamentals of Nursing introduces concepts of 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 and NURS-102. Forty-five hours lecture, eighteen

hours laboratory, and seventy-two hours clinical experience each term. Five credits. Five billable hours. Offered Fall Term only. Additional \$100 fee required.

#### **NURS-150**

Introductory Pharmacology presents an overview of the basics of nursing pharmacology. Classes of drugs and their interactions with body systems will be stressed. Nursing interventions including client system education will be emphasized. Prerequisite: NURS-103. Fifteen hours lecture each term. One credit One billable hour. Offered Winter term only.

#### **NURS-201**

Transition into Associate Degree Nursing, part 1 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 of Nursing and Medical-Surgical Nursing 1. The Neuman Systems Model is the framework for the study of client care in lecture. Prerequisites: Admission to the Associate Degree Nursing Program and a current unencumbered Maryland Practical Nursing License. Sixty hours of theory each term. Four credits. Four Billable Hours. Offered summer term one only.

#### **NURS-202**

Transition into Associate Degree Nursing, part 2 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 of Nursing and Medical-Surgical Nursing 1. The Neuman Systems Model is the framework for the study of client care in the campus laboratories and clinical experiences. Prerequisites: NURS-201. Seventy-two hours of clinical experience each term. Two credits. Two Billable Hours. Offered summer term two only.

#### **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-103 and NURS-150. Seventy-two hours lecture, six hours laboratory, and one-hundred thirty-seven hours clinical experience each term. Eight credits. Eight billable hours. Offered Spring Term only. Additional \$100 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. Prerequisite: NURS-211. Co-requisite: NURS-217. Thirty-six and one-half hours lecture, ten hours laboratory, and seventy-two hours clinical experience each term. Four credits. Four billable hours. Offered Fall Term only. Additional \$100 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. Prerequisite: NURS-212 and NURS-217. Co-requisite: NURS-214 and NURS-221. Thirty-six and one-half hours lecture, four hours laboratory, and seventy-two hours clinical experience each term. Four credits. Four billable hours. Offered Spring Term only. Additional \$100 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. Prerequisite: NURS-212 and NURS-217. Co-requisite: NURS-213 and NURS-221. Thirty-six and one-half hours lecture, five hours laboratory, and sixty-nine hours clinical experience each term. Four credits. Four billable hours. Offered Spring Term only. Additional \$100 fee required.

#### **NURS-217**

Maternal Child Health Nursing introduces the study of childbirth and alterations in female reproductive health in the family client system. Normal conditions and complications of childbirth, as well as the study of the pediatric client system experiencing acute alterations in wellness 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. Prerequisite: NURS-211. Co-requisite: NURS-212. Thirty-four hours lecture, six hours laboratory, and seventy-two hours clinical experience each term. Four credits Four billable hours. Offered fall term only. Additional \$100 fee required.

#### **NURS-220**

Preparation for Practice Part 1 introduces current theoretical trends in nursing practice and leadership, and facilitates the graduate's entry into nursing practice at the generalist level. Prerequisite: NURS-212 and NURS-217. Twelve and one-half hours lecture each term. One credit. One billable hour. Offered Winter term only.

#### **NURS-221**

Preparation for Practice Part 2 continues the study of current trends in nursing practice and leadership. The Neumann Systems Model is the framework for the study of nursing issues and leadership in the management practicum. Prerequisite: NURS-220. Co-requisite: NURS-213 and NURS-214. Eight hours of lecture and fifteen hours of clinical experience each term. One credit. One billable hour. Offered Spring term only.

#### **NURS-222**

Nursing throughout the Developmental Stages prepares practical nursing students to provide care for adult and family 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 family units in the hospital as well as observation in community-based centers are provided. Prerequisite: NURS-211. Seventy three and three quarters hours lecture and fifty four hours clinical experience each term. Six



credits. Six billable hours. Offered Summer Term only. Additional \$100 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. Prerequisite: NURS-211 and NURS-222. Fifteen hours 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**

Introduction to PowerPoint is a self-paced course which develops students' ability to create and enhance 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, and OFFC-220, or permission of the instructor. Six hours laboratory each week. Three credits. Three billable hours.

### **OFFC-260**

Advanced PowerPoint is a self-paced course which develops students' ability to perform advanced operations on electronic presentations while using the Microsoft PowerPoint software package. Prerequisite: OFFC-160, or permission of the program advisor. 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 Aerobics

### 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 Kardiokickboxing

### PHED-119 Camping

### PHED-120 Volleyball

### PHED-121 Beginner Jazz Dance

### PHED-122 Core Strength Training

### PHED-123 Jogging

### 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-101 and ENG-096. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

### 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-120

World Philosophy is a critical survey of some of the significant philosophical traditions outside the standard canon in Western philosophy. Students will explore Non-Western philosophical traditions (such as those originating in Africa, Latin America, the Middle East, Asia, and among Native Americans) and traditions that stand as alternatives to the standard Western canon (such as select African-American, feminist, gay/lesbian, post-modern, and post-structuralist philosophical approaches). Major themes in Western philosophy will be identified and compared to non-Western and alternative traditions in order to develop an awareness of different philosophical perspectives and to invite students into a critical exploration of their own world views and of contemporary global issues. Prerequisite: exemption/completion of ENG-096 and READ-101. Three hours lecture each week. Three credits. Three billable hours.

 GENERAL EDUCATION

### 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 either/or 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.

### PHIL-210

Peace Studies explores conflict and the possibility of its resolution into peace. Conflicts such as war, political and social oppression, interfaith dispute, violent crime, family abuse, and inner struggles all present obstacles to peace. A variety of disciplinary perspectives (including philosophy, religion, psychology, sociology, geography, art and literature) will be used to consider central themes: the nature of peace, the nature of conflict, causes and types of conflict, transforming conflict into peace, and techniques for peaceful resolution. Prerequisite: exemption/completion of ENG-096 and READ-101. Three hours lecture each week. Three credits. Three billable hours. Also offered as POLS-210; credit will not be given for both.

### PHIL-215

American Philosophy investigates the unique history of the 'American Experience' that has consistently been reflected in the writings and actions of its most prominent thinkers. The extent to which this occurs makes it possible to identify an American Philosophy—presenting a style, direction, and flavor characterized by the experiences of American people. This course will explore the variety and development of American thought. Emphasis will be placed on American philosophical writings and to the historical and cultural developments that helped shape some of these philosophical approaches. This course will also explore the ways in which these philosophical approaches may have influenced American history and culture. This study will lead to some consideration of the possible directions in which American philosophy—and America itself—may soon be going. Prerequisite: exemption/completion of ENG-096 and READ-101. Three hours lecture each week. Three credits. Three billable hours.

## 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

## Physics

### PHYS-101

Fundamentals of Physics 1 is a first-term course in the basic principles of physics for students who are expecting to major in the biological sciences. This course is not for students expecting to major in 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 expecting to major in the biological sciences. This course is not for students expecting to major in 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

### POLS-210

Peace Studies explores conflict and the possibility of its resolution into peace. Conflicts such as war, political and social oppression, interfaith dispute, violent crime, family abuse, and inner struggles all present obstacles to peace. A variety of disciplinary perspectives (including philosophy, religion, psychology, sociology, geography, art and literature) will be used to consider central themes: the nature of peace, the nature of conflict, causes and types of conflict, transforming conflict into peace, and techniques for peaceful resolution. Prerequisite: exemption/completion of ENG-096 and READ-101. Three hours lecture each week. Three credits. Three billable hours. Also offered as PHIL-210; credit will not be given for both.

## Portuguese

### PORT-101

Elementary Portuguese is basic Portuguese 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.

## Psychology

### PSYC-101

General Psychology introduces the methods and theories of psychology, as well as findings in the areas of biological, cognitive, and social processes. Topics may include: the brain, intelligence, thinking, learning, social relationships, and psychological disorders and treatments. Prerequisite: exemption/completion of READ-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, 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 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.

### PSYC-235

Introduction to Helping and Counseling Skills teaches the skills that are essential for those who wish to help others better manage their problems and develop their unused abilities/aptitude. Included are effective helping and counseling skills (i.e. listening and empathy skills, verbal and non-verbal symbolic language, effective interpersonal relating, reflecting, challenging, goal-setting and solution skills, crisis intervention skills, the helping process, etc.). Emphasis is on the practical application of skills for helping professionals and those preparing to pursue further training such as mental health and substance abuse counselors, nurses, police officers, teachers, clergy, social workers, and other public service professions. Prerequisite: PSYC-101. Three hours lecture each week. Three credits. Three billable hours.

## Physical Therapist Assistant

### PTA-099

Neuromuscular Anatomy Skills and Palpation serves as a foundation for the development of skill and proficiency in anatomical and neuromuscular locations, actions, origins, and insertions and innervations. Topics include upper and lower extremity, trunk and head muscular origins and insertions, innervations and actions, location and palpation of these structures, and their relation to function. Prerequisite: Admission to the PTA Program, or permission of the program director. No credit. Three billable hours. Offered Winter Term only. This course is optional and is intended for students needing instruction prior to taking the PTA Neuromuscular examination.

### PTA-101

The Role of the Physical Therapist Assistant gives the student a broad overview of the health care industry--needs, issues, resources, cost, legislation, and the role and function of those involved in the provision of health care services. The student will have an opportunity to acquire general knowledge and basic understanding of physical therapy and of the educational backgrounds, roles, and responsibilities of the physical therapist assistant and the physical therapist. It also includes a study of the problem-oriented medical record, an intensive examination of the SOAP Note format, health care ethical and legal issues, an orientation to the administrative framework, departments, personnel, and procedures in various clinical settings. This course will also include an orientation to the occupation of physical therapy, including history, APTA, and scope of practice. Prerequisite: exemption/completion of READ-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-113

Modalities is designed to develop and refine knowledge and understanding of the physical and physiological principles, which govern the therapeutic application of thermal agents, electrotherapy, and hydrotherapy as they are used in a clinical setting. Students will demonstrate skill in the application of modalities based upon knowledge of human anatomy and the physiological effect of each particular modality as well as effects, parameters, indications, and contraindications for each modality. Students will discuss and explain indications for modalities as related to specific signs, symptoms, and disease processes. Three credits. Three billable hours. Offered Winter term only.

**PTA-121**

Neuroanatomy and Neurophysiology provides an overview of the normal anatomy and physiological function of the human nervous system. Discussion of pathological conditions as well as trauma to the neurological system and resultant rehabilitation considerations are included. Additionally, the development and implementation of appropriate clinical treatment programs for the neurologically involved patient are included in the coursework. Prerequisite: exemption/completion of READ-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 \$100 fee required.

**PTA-242**

Clinical Arts 2 provides students with a clinical experience under the direction of a licensed physical therapist in a private practice, rehabilitation center, hospital, nursing home, or other appropriate setting. The clinical experience is enhanced through online interaction and student presentations. Prerequisite: exemption/completion of READ-091, admission to the program, and permission of the Program Director. Full-time clinic placement. Four credits. Four billable hours. Additional \$100 fee required.

**PTA-243**

Clinical Arts 3 provides students with a clinical experience under the direction of a licensed physical therapist in a private practice, rehabilitation center, hospital, nursing home, or other appropriate setting. The clinical experience is enhanced through online interaction and student presentations. Prerequisite: exemption/completion of READ-091, admission to the program, and permission of the Program Director. Full-time clinic placement. Four credits. Four billable hours. Additional \$100 fee required.

**Reading (Transitional)****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. 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-120

Social Gerontology examines the social processes encountered in adulthood and old age, using socio-cultural perspective. This course will explore current concepts and controversies in broad areas of aging, such as health care, retirement, socio-economic trends, as well as the impact of ageism and societal attitudes regarding the elderly. Prerequisite: exemption/completion of ENG-096 and READ-101 (successful completion of ENGL-101 recommended). 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

Introduction to Speech Communication is designed to provide a foundation for theories focusing specifically in relational, group, public, and cultural communication contexts. Students will engage in communication theory and practice focusing on interpersonal, small group, and public speaking skills. 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

## Theatre

### THTR-101

Theatre Appreciation is designed to prepare the student for greater understanding and enjoyment of the theatrical arts, with attention to critical, aesthetic, and practical aspects. The course concentrates on various dramatic forms, historical background, and contemporary practices in the staging, directing, and performing of theatrical productions. Prerequisite: exemption/completion of READ-101. Three hours lecture each week. Three credits. Three billable hours.

📖 GENERAL EDUCATION

### THTR-105

Stage Makeup introduces students to the basic principles of stage makeup design and application. Through a combination of reading assignments, lecture, demonstration, and supervised practice sessions, students will explore the relationship between the theatre makeup artist and dramatic characters. Prerequisite: exemption/completion of READ-091, or permission of the

program coordinator. Two hours lecture each week. Two credits. Two billable hours.

#### **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**

Stagecraft surveys the history and practice of the technical aspects of theatre, from ancient Greece to modern day Broadway. Topics include set construction methods, stage lighting, painting techniques, stage properties, costuming, and sound implementation. Prerequisite: exemption/completion of READ-091, or permission of the program coordinator. 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-130**

Introduction to Theatre Design will provide an introduction to the language and processes of design from concept to realization.

Areas covered will include the following: design language and terminology, the design concept, script analysis in relation to design considerations, basic drafting, research techniques, and the designer/director relationship. Students are required to purchase basic art and drafting supplies for this class. Classes will include both lecture and design work. Prerequisite: THTR-115, or permission of the program coordinator. Three hours lecture each week. Three credits. Three billable hours.

#### **THTR-135**

Movement for the Actor allows the actor to develop and create movement skills that can be applied to theatrical performance. The goal of this course is to expose students to physical training for the stage through exercises in movement dynamics, centering, balance, yoga, clown/mime work, stage combat, and contact improvisation. Prerequisite: THTR-110, or permission of the program coordinator. Three hours lecture each week. Three credits. Three billable hours.

#### **THTR-136**

Voice for the Actor introduces students to vocal training for the stage through the varying techniques of vocal production and structuring. The course will include introduction to basic vocal anatomy, Linklater centering and release work, introduction to the International Phonetic Alphabet, dialect work, and monologue performance. Prerequisite: THTR-110, or permission of the program coordinator. Three hours lecture each week. Three credits. Three billable hours.

#### **THTR-137**

Script Analysis studies play texts, from page to stage, with emphasis on critical analysis of structure, genre, theme, style, character, language, dramatic event, and point of view of the actor, director, critic, and audience. Students will also be introduced to theatre research methods. Prerequisite: exemption/completion of ENG-096 and READ-101, or permission of the program coordinator. Three hours lecture each week. Three credits. Three billable hours.

#### **THTR-205**

Introduction to Costume Design provides in-depth study into costuming research techniques, and the relationship of color, texture, and historical period to the script and production style. Half of the course is an introduction to costuming techniques including sewing techniques, patterning, fabrics, and costume shop equipment. The second half of the course is an introduction to the process of creating a conceptual design for a performance. Students will participate in costuming for Carroll Theatre productions. Prerequisite: THTR-130, or permission of the program coordinator. Three hours lecture each week. Three credits. Three billable hours.

#### **THTR-206**

Sound Design for Theatre provides in-depth study into modern theatrical sound design. The course will focus on the sound design process and give practical understanding of tools and technology of mounting a design. This class aims to highlight the importance of sound design for live theatre and introduces students to the creative possibilities of sound within the vocational performing environment. Prerequisite: THTR-130, or permission of the program coordinator. Three hours lecture each week. Three credits. Three billable hours.



**THTR-207**

Scene Design provides in-depth study into the influence of acting, directing, audience, and aesthetics on the development of scene design. Students receive introductory study into scenic design, by using imagination and research to develop designs for various periods and styles. Students study and apply techniques of rendering, while beginning to create designs for specific plays. Prerequisite: THTR-130, or permission of the program coordinator. Three hours lecture each week. Three credits. Three billable hours.

**THTR-208**

Lighting Design for Theatre introduces students to the skills necessary to become lighting designers. These include drafting light plots, creating wish lists, cueing and building lighting looks, and analyzing script for the purpose of designing lights. In addition to a deeper understanding of lighting equipment, design theory, and design process in the theatre, students will participate in lighting labs and production hours on Carroll Community College Theatre productions. Prerequisite: THTR-130, or permission of the program coordinator. Three hours lecture each week. Three credits. Three billable hours.

**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.

## Annual Giving Program

Even the modest annual tuition charged by Carroll Community College is beyond the reach of many students without financial assistance. Books, childcare, transportation all add to the total cost of financing an education. Scholarships are needed to guarantee that educational opportunities are within the reach of all Carroll Countians. Your gifts of \$100, \$500, \$1,000, or more to the annual fund will provide unrestricted support in areas of highest need within the college by the President of the College.

## Have a Seat Campaign—Seats Still Available

In the fall of 2002, Carroll Community College opened the doors to the county's newest cultural arts venue, the Robert A. and Phyllis B. Scott Center for the Fine and Performing Arts. Since that time, the Scott Center has entertained the community with a variety of performances for all ages!

The Carroll Community College Foundation's Have a Seat Campaign continues to be an excellent opportunity to become a part of the excitement that the Scott Center regularly provides. By purchasing a naming opportunity in the theater in the Scott Center, you will support the Founder's Endowed Fund, a critical fund that supports the mission and initiatives of the College.

A gift to the Have a Seat Campaign will be acknowledged with an engraved brass plaque to be affixed to the seat you select in the theater. The plaque will bear your name or that of a friend, a graduate, or a loved one whom you wish to honor.

## 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.

## How to Become Involved... Volunteer!

There are a number of ways to get involved with the Foundation and have an impact on our students and our community. The Foundation is always looking for volunteers to help with a variety of events, campaigns, and activities. There are two major fundraising events each year that require a large volunteer base to be successful. Volunteers are needed to serve on committees, work in the office, and participate the day of an event. There are also fundraising campaigns that require volunteers to help distribute materials, serve on committees, and be advocates for the campaign in the community and on campus. If you are interested in volunteering in a rewarding environment or would like more information, please contact Steve Wantz at 410-386-8154.

# Administration, Faculty, and Staff

# Administration, Faculty, and Staff

## Office of the President and Executive Administration

### President

Faye Pappalardo  
B.S., Mount St. Mary's College  
M.S., The Johns Hopkins University  
Diploma, L'Institut Catholique de Paris  
M.A., Columbia University  
Ed.D., Columbia University

### 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

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

### 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

Sylvia Blair  
B.A., Loyola College of Maryland

### Executive Associate II to the President

Carole A. Spring  
A.A., Catonsville Community College

### Executive Associate I to the Vice President of Academic and Student Affairs

Nancy E. Schoppert  
A.A., Carroll Community College

### Administrative Associate II

Marianne Anderson

### Director 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  
B.S., University of Baltimore

### Institutional Development Coordinator

Kathy L. Mayan  
B.S., Wilmington College

### Administrative Associate I

Tanya L. Martin

### Data Specialist, Development

Diane M. Yerkey  
A.S., York College of Pennsylvania  
B.S., York College of Pennsylvania

## Administrative Services

### Executive Vice President of Administration

Alan M. Schuman  
B.A., Rutgers, The State University  
M.P.A., Penn State University

### Director of Risk Management

Stephanie R. Krumrine, ARM  
A.A., Carroll Community College  
B.S., University of Maryland

### Coordinator of Public Safety and Security

Martin Schoppert

### Campus Safety and Security Officers

David John Brown  
Michael Connors  
Don Conrad

### Administrative Associate I

Millie Czajkowski  
A.A., Essex Community College

### Director of Facilities Management

Terry L. Bowen  
A.A., Catonsville Community College  
B.S., University of Maryland

### Coordinator of Facilities Management

Herbert Politano  
B.A., Gordon College

### Evening/Weekend Information Specialist

James Wheeler  
A.A., Carroll Community College

### Information Center Specialist

Randy Levin

### Supervisor of Environmental Services

Antoine Monroe

### Assistant Supervisor of Environmental Services

Jo Ann Summers

### Environmental Services Specialists

Karen Briner  
Charolette Gillespie  
Marsha Haifley  
Sylvester Hawkins  
Charles Johnson  
Faye Leese  
Patrick McMurtray  
A.A., Catonsville Community College  
B.S.L.A., West Virginia University  
Shirley Rheubottom  
Sharon Ritter  
Penny Slone  
Christopher Truslow  
A.A., Carroll Community College

### Mail/Supply Center Specialist

Victoria L. Myers

### Maintenance Specialist

Kent L. Shamer

### Administrative Associate I

Julie Randazzo  
A.A., Carroll Community College

### Maintenance Assistant

Joseph Coleman  
Edward Spencer

### Coordinator of Environmental Safety

Bernadette Alwine

### Administrative Associate I

Vacant

### Director of Human Resources

Bridget S. Leimbach  
B.A., University of Michigan  
M.B.A., George Washington University

### Human Resources Associate

Diana L. Burnett

### Payroll Specialist

Frances Lingenfelter

### Recruiting and Benefits Specialist

Cynthia L. Larrick  
A.A., Catonsville Community College

### Payroll Coordinator

Denamarie Ruby  
A.A., Carroll Community College

**Administrative Associate I**

Amy Knight  
B.A., *University at Albany*

**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*

**Accounting Assistant**

Brenda Myers  
B.A., *University of Baltimore*

**Accounts Payable Specialist**

Linda Hope

**Business Office Manager**

Wendy S. Houser  
A.A., *Carroll Community College*

**Accounts Receivable Specialist II**

Bonnie S. Petro

**Accounts Receivable Specialist I**

Darlene Hall  
Janet Tegeler  
A.A., *Catonsville Community College*  
B.S., *Towson University*  
Brenda Wildisan

**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**

Dawn Davis  
B.S., *Towson University*

**Database Administrator III**

Harry R. Smith  
B.S., *Towson University*

**Database Administrator II**

Nicole Myers  
A.A., *Carroll Community College*  
David Self  
A.S., *Chattanooga State Technical Community College*

**Director of Network and Technology Services**

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 Manager**

Shawn N. Frey  
A.A.S., *Carroll Community College*  
*Microsoft Certified Systems Engineer*

**Network and Telecommunications Administrator**

Michael F. Freyman  
A.A.S., *Carroll Community College*  
B.S., *University of Maryland University 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 Developer**

Swagata Pramanik  
B.A., *University of Windsor*  
M.S., *Howard University*

**Academic Affairs****Vice President of Academic and Student Affairs**

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*

**Director of Learning Outcomes Assessment**

Bonnie Thomas  
B.S., *University of Scranton*  
M.A., *Marywood University*  
Ph.D., *Marywood University*

**Executive Assistant to the Vice President of Academic and Student Affairs**

**Director of Wellness**  
Carol A. Kolb  
A.A., *Catonsville Community College*  
B.S., *University of Baltimore*  
M.S., *Towson University*

**Fitness Center Coordinator**

Brendon T. Michaels  
A.A., *Carroll Community College*

**Dean of Business, Mathematics, and Sciences**

Judith A. Coen, R.N.  
Professor  
A.S., *Catonsville Community College*  
B.S., *Ohio State University*  
M.S., *Ohio State University*

**Chair, Department of Nursing**

**Nursing Program Director**  
Nancy N. Perry, R.N., C.N.E.  
Professor, Nursing  
*Diploma, Union Memorial Hospital School of Nursing*  
B.S., *College of Notre Dame of Maryland*  
M.S., *University of Maryland*

**Nursing Skills Lab Coordinator**

Barbara Fedrizzi, R.N.  
B.S.N., *University of Maryland*

**Chair, Department of Physical Therapist Assistant**

**Physical Therapist Assistant Program Director**  
Sharon Reid, P.T.  
Associate Professor,  
Physical Therapist Assistant Program  
B.S., *University of Maryland at Baltimore*  
M.B.A., *Loyola College*

**Chair, Health, Fitness, and Exercise Science**

Mary R. Kemp  
Assistant Professor, Health, Fitness, and Exercise Science  
B.S., *University of Washington*  
M.A., *University of Maryland*

**Administrative Associate II to the Dean of Business, Mathematics and Sciences**

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*

**Director of Learning Technologies**

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*

**Instructional Technician II**

Kiran Thapa  
A.A., *Baltimore City Community College*  
B.S., *Capitol College*

**Instructional Technician I**

Jeffrey Johnson  
Jason Reid  
A.A.S., *Carroll Community College*

**Chair, Department of Business and Information Technology**

M. Kathryn Demarest, CPA  
Professor  
B.A., *Virginia Polytechnic Institute and State University*  
M.B.A., *University of Baltimore*

**Discipline Coordinator of Office Technology/Information Technology**

Margaret Chaney  
Instructor, Management Information Systems  
B.S., *Salisbury University*  
M.Ed., *Salisbury University*

**Instructional Technician I**

Patricia Campbell  
A.A., *Carroll Community College*

**Chair, Department of Mathematics**

Robert W. Brown  
Associate Professor, Mathematics  
B.A., *Western Maryland College*  
M.S., *Michigan State University*

**Administrative Associate I**

Lauri Croghan

**Chair, Department of Sciences**

Anne P. Davis  
Assistant Professor, Biology  
B.S., *Virginia Tech*  
M.S., *Cornell University*

**Science Lab Manager**

Sandra M. Shaw  
A.A., *Villa Julie College*

**Science Lab Technician**

Edit Luka  
B.S., *Karolinska Institute, Stockholm Sweden*

**Dean of Arts, Letters, and Social Sciences**

Steven F. Geppi  
B.A., *University of Baltimore*  
M.S., *Towson University*

**Administrative Associate I to the Dean of Art, Letters, and Social Sciences**

Linda Brandt  
A.A., *Howard Community College*

**Administrative Associate I**

Kristina L. McLaughlin

**Chair, Department of Academic Services and Education**

Elizabeth E. Little  
Professor  
B.S., *University of Maryland*  
M.Ed., *Loyola College*  
Ed.D., *University of Maryland*

**Discipline Coordinator of Education**

Susan Sies  
Professor, Reading, English, and Education  
B.A., *Susquehanna University*  
M.A., *Bowling Green State University*

**Discipline Coordinator of Early Childhood Education**

Marlene Welch  
Associate Professor,  
Early Childhood Education  
B.S., *Illinois State University*  
M.Ed., *Bowie State University*

**Discipline Coordinator of Academic Services**

Linda A. Gilmore  
Professor, Reading, English, and Education  
B.S., *Shippensburg State University*  
M.Ed., *Western Maryland College*

**Academic Services Specialist**

Georgia C. Blakeslee  
A.A., *Carroll Community College*

**Academic Services Learning Specialist**

Myung C. Schindehette  
B.S., *Virginia Polytechnic and State University*

**Administrative Associate II**

Nancy L. Litz

**Chair, Department of English**

K. Siobhan Wright  
Professor, English  
B.A., *State University of New York*  
M.F.A., *Penn State University*

**Administrative Associate I**

Constance C. Skewers

**Chair, Department of Fine and Performing Arts**

J. Scott Gore  
Assistant Professor  
B.A., *Millersville University*  
M.F.A., *Towson University*

**Administrative Associate I**

Gidget L. Gill  
B.A., *University of North Florida*

**Discipline Coordinator of Computer Graphics**

William Schaefer  
B.F.A., *University of Tennessee at Martin*  
M.F.A., *Memphis College of Art*

**Director of Music/Coordinator of Performing Arts**

Eli Wirth  
Assistant Professor, Music  
B.M., *Peabody Conservatory*  
M.M., *Peabody Conservatory*

**Discipline Coordinator of Theatre and Speech**

Bill Gillett  
Instructor, Theatre  
B.A., *Saint Mary's College of Maryland*  
M.A., *University of Maryland*

**Theater Facilities Coordinator**

Seth Schwartz  
B.F.A., *University of the Arts*

**Discipline Coordinator of Visual Arts**

Margaret F. Ball  
Associate Professor, Art  
B.A., *University of Maryland*  
M.A.T., *Rhode Island School of Design*

**Chair, Department of Humanities**

Robert W. Young  
Assistant Professor, History  
B.S., *Kings College, Pennsylvania*  
M.A., *State University of New York, Binghamton*  
Ph.D., *University of Maryland*

**Chair, Department of Social Sciences and Legal Studies**

Michael E. Stovall  
Assistant Professor, Sociology  
B.A., *Davidson College*  
M.S., *American University*  
Ph.D., *University of Maryland, Baltimore County*

**Discipline Coordinator of Criminal Justice and Legal Studies**

G. Wayne Livesay  
Instructor, Criminal Justice and Legal Studies  
B.S., *University of Maryland*  
M.S., *The Johns Hopkins University*

**Discipline Coordinator of Psychology**

Laura J. Bittner, L.C.P.C., PS.A.  
Associate Professor, Psychology  
B.A., Loyola College  
M.S., Loyola College  
C.A.S., Loyola College

**Coordinator of Adjunct Faculty Support**

Marilyn Hall  
Associate Professor, Anthropology  
and Human Geography  
B.A., University of Oklahoma  
M.A., University of Oklahoma

**Senior Director of the Library**

Alan R. Bogage  
B.A., Indiana University of Pennsylvania  
M.L.S., University of Pittsburgh  
M.A., American University

**Library Associate**

Mary E. Hall  
A.A., North County Community College

**Director of Distance Learning Programs**

Susan C. Biro  
B.A., Delaware State University  
M.Ed., Widener University  
Ed.D., Widener University

**Instructional Designer**

Suzanne DiFonzo  
B.S.N., Herbert H. Lehman College

**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 Media Associate**

Joshua Hurwitz  
B.S., Towson University

**Library Broadcast Technician**

Michael E. Armacost

**Library Circulation Assistant**

Cheryl Ellet  
B.A., University of Maryland University College  
B.A., University of California, Los Angeles  
Lucinda Meyd

**Library Technician**

Patricia Brant

**Student Affairs****Vice President of Academic and Student Affairs**

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

**Dean of Student Affairs**

Michael J. Kiphart  
A.A. Arapahoe Community College  
B.S. Colorado State University  
M.S. Colorado State University  
Ph.D. Colorado State University

**Administrative Associate II**

Kathleen A. Rebhan

**Integrity and Judicial Affairs Advocate**

Joel M. Hoskowitz  
B.A., Duquesne University  
M.S.Ed., Duquesne University

**Director of Disability Support Services**

Joyce Sebian  
B.A., William Paterson University  
M.S., Towson University

**Disabilities Services Counselor**

Joseph P. Tatela  
B.A., Mount Saint Mary's University

**Director of Transfer and Articulation**

Kristine E. DeWitt  
B.A., University of Maryland  
M.S., The Johns Hopkins University

**Director of Student Life**

Kristie L. Crumley  
B.S., American University  
M.Ed., Western Maryland College

**Administrative Associate I**

Sue Sivert  
B.S., Towson University

**Coordinator of Student Activities and Leadership**

Brittany Budden  
B.A., Vanderbilt University  
M.Ed., Loyola College

**Coordinator of Service-Learning**

Vacant

**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 Counselor**

Shanna Kibler  
A.A., Carroll Community College

**Administrative Associate I**

Carol Smulian

**Registrar**

Lauren M. Shields  
B.A., Western Maryland College  
M.S., Western Maryland College

**Interim Schedule Technician**

Joan H. Greer  
A.A., Howard Community College

**Records Technician**

JoAnn Benjamin  
A.A., Catonsville Community College

**Records Specialist**

B. Teresa Reyes  
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  
Suzanne E. Stultz  
vacant

**Director of Advising and Counseling**

Janenne J. Corcoran  
B.S., Loyola College  
M.A., Towson University

**Administrative Associate I**

Nicole Nail  
A.A., Carroll Community College  
Loretta Orent

**Academic Advisor**

Colleen Deitrich  
B.A., Western Maryland College



**Counselor/Advisors**

Jessica Martin  
 B.S., Towson University  
 M.A., Towson University

Hugh Warner  
 B.A., Howard University  
 M.A., University of Maryland, College Park  
 Ph.D., University of Maryland, College Park

**Academic Advisors (Part-Time)**

Laura Barnes  
 B.A., Western Maryland College  
 M.A., University of Maryland, College Park  
 Kiersten Meyers  
 B.A., West Virginia University  
 Tekoa Robinson  
 B.A., Olivet Nazarene University  
 Serena Savina  
 B.S., Towson University

**Director of Admissions**

Candace Edwards  
 B.S., State University of New York, College at Buffalo  
 M.S., State University of New York, College at Buffalo

**Recruiter/Advisor**

Judy Samuels  
 B.S., Frostburg State 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, College Park

**Executive Associate I**

Margaret Peak

**Director of Carroll County Community Mediation Center**

Patricia Ryan  
 B.S., University of Maryland

**Director of Continuing Professional Education**

Helen M. Choma  
 B.A., Antioch University  
 M.A., College of Notre Dame

**Coordinator of EMS and Safety**

Stacey Bowen, R.N.  
 Diploma, Methodist Hospital School of Nursing

**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 Training**

Mildred A. Bahnsen  
 B.S.N., Towson University  
 M.S., University of Maryland

**Project Coordinator, Allied Health Training**

Ellen R. Cornelius  
 B.S., Radford University

**Senior Director Workforce and Business Development**

Kathleen T. Menasche  
 B.S., University of Delaware  
 M.P.A., University of Baltimore

**Coordinator of Customized Business Training**

Barbara R. Burke  
 B.A., Indiana University

**Coordinator of Miller Entrepreneurial Institute**

Marlene Titus  
 B.A., Loyola College  
 J.D., University of Baltimore

**Coordinator of Technology Training**

Matthew Day  
 A.A., Carroll Community College  
 B.S., West Virginia Wesleyan College  
 M.B.A., Mount St. Mary's University

**Technology Specialists**

Steven Pipes  
 A.A., Carroll Community College  
 B.A., University of Maryland, Baltimore County  
 Bradley Stover  
 A.A., Carroll Community College

**Contract Specialist**

Vacant

**Program Specialist**

Theresa Spence

**Senior Director of Lifelong Learning and Program Support Systems**

Sally M. Long  
 B.S., Salisbury University

**Administrative Associate II**

Joanne T. Lunceford

**Director of Adult Education**

Rebecca Maurio  
 B.S., Penn State  
 M.A., College of Notre Dame

**Instructional Specialist**

Cynthia Roe  
 B.A., Western Maryland College

**Intake/Assessment Specialist**

Judy Faso  
 B.A., State University of New York, Oswego  
 M.A., Hunter College

**Director of Information Services**

Peter M. Comings  
 B.A., Western Maryland College  
 M.S., Hood College  
 M.Div., Lutheran Theological Seminary

**Coordinator of Lifelong Learning**

Mary Anne Marsalek  
 B.S., Towson University  
 M.F.A., Maryland Institute College of Art

**Outreach and Promotions Coordinator**

Cheryl Campitelli  
 B.A., Towson University

**Operations Specialist**

Bill Lovett  
 B.S., Towson University

**Program Associates**

Sandra Fournier  
 Susan Stansbury

**Program Assistants**

Pat Piper  
 Gae Rogers  
 B.A., State University of New York, Oneota  
 Angelina Welch

**Customer Services Associates**

Susan DiDomenico  
 A.A., Community Colleges of Baltimore County  
 Beth Rosko Lee  
 B.A., Towson State University  
 M.Ed., University of Georgia

**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**

Louise Fisher  
B.S., University of Maryland

**Director of Publications and Communications Design**

Vincent D. Leisey  
B.S., Penn State University  
M.Ed., Penn State University

**Coordinator of Communications/Web Editor**

Mary Ann Davis  
B.A., Frostburg State University  
M.S., The Johns Hopkins University

**Senior Graphic Designer**

Peter Anania  
B.A., University of Maryland, Baltimore County

**Graphic Designer**

Tara Hoellerman  
B.A., Westminster College

**Publications Associate**

Robin Sealover

**Faculty**

James D. Ball  
Vice President of Academic and Student Affairs  
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

Nancy Baker  
Lecturer, Speech  
B.S., Frostburg State Teachers College  
M.Ed., Towson University

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

Diana M. Bartlett  
Assistant Professor, Mathematics  
B.S., University of Maryland  
M.S., McDaniel College

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

Nia Billings  
Lecturer, Psychology  
B.A., Loyola College  
M.S., Loyola College

Laura J. Bittner, L.C.P.C., PS.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

Milana Braslavsky  
Lecturer, Art  
B.F.A., Maryland Institute College of Art  
M.F.A., University of Pennsylvania

Francis Brecker  
Lecturer, English  
B.S., Towson University  
M.Ed., Loyola College

Robert W. Brown  
Associate Professor, Mathematics  
B.A., Western Maryland College  
M.S., Michigan State University

Sharon Brunner  
Instructor, Health, Fitness, and Exercise Science  
B.S., Ithaca College  
M.S., Towson University

Brittany Budden  
Lecturer, Student Affairs  
B.A., Vanderbilt University,  
M.Ed., Loyola College

Cassandra Padula Burke  
Lecturer, Criminal Justice  
B.S., Bowling Green State University  
B.S., Towson University  
M.S., The George Washington University

Maria Burness  
Instructor, Mathematics  
B.S., University of Maryland, College Park  
M.S., University of Maryland, College Park

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

Margaret Chaney  
Instructor, Management Information Systems  
B.S., Salisbury University  
M.Ed., Salisbury University

Frances A. Cincotta  
Public Services Librarian, adjunct  
B.A., Towson University  
M.L.S., University of Maryland

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*

A. David Copperthite  
Lecturer, Criminal Justice  
*B.A., University of Baltimore*  
*J.D., University of Baltimore*

Edward D. Crook  
Professor, Technical Studies  
*B.S., West Virginia Wesleyan*  
*M.Ed., Loyola College*  
*Ph.D., Nova Southeastern University*

Debra L. Cromwell  
Lecturer, Business Law  
*B.A., Hanover College*  
*J.D., Catholic University of America*

Kristie L. Crumley  
Assistant Professor, Mathematics  
Lecturer, Student Affairs  
*B.S., American University*  
*M.Ed., Western Maryland College*

Raymond D'Amario  
Lecturer, History  
*B.S., Towson University*  
*M.Ed., Loyola College*

Anne P. Davis  
Assistant Professor, Biology  
*B.S., Virginia Tech*  
*M.S., Cornell University*

Dawn Davis  
Lecturer, Computer Information System  
*B.S., Towson University*

Joyce Davis  
Lecturer, Biology  
*B.A., University of Maryland, College Park*  
*M.S., McDaniel College*

Margaret DeFalco  
Lecturer, History  
*B.A., Western Maryland College*  
*M.A., University of Maryland,*  
*Baltimore County*

M. Kathryn Demarest, CPA  
Professor, Business Administration  
*B.A., Virginia Polytechnic Institute*  
*and State University*  
*M.B.A., University of Baltimore*

François P. Derasse  
Associate Professor, Biology and Chemistry  
*B.A., Western Maryland College*  
*M.S., Towson University*

Nancy M. Desilet  
Associate Professor, Mathematics  
*B.S., Towson University*  
*M.Ed., Towson University*

Neil Dhingra  
Assistant Professor, History  
*B.A., Northwestern University*  
*M.A., University of Notre Dame*

Mark A. Dintino, P.T.  
Assistant Professor, Physical Therapist Assistant  
*A.A., Charles Community College*  
*B.S., University of Maryland, Baltimore County*

Janis Z. DiSibio  
Lecturer, Sociology  
*B.S., University of Maryland, Baltimore County*  
*M.S.W., University of Maryland*

Edward T. Dix  
Lecturer, Piano and Pipe Organ  
*B.S., Towson University*  
*M.M., Westminster Choir College*  
*of Rider University*

Michael Dixon  
Lecturer, Speech  
*A.S., Hawaii Pacific University*  
*B.S., Mount Saint Mary's University*  
*M.B.A., Mount Saint Mary's University*

Suzanne B. Dixon  
Associate Professor, English  
*B.A., Longwood College*  
*M.S., Old Dominion University*

Carol Dorsey  
Instructor, English  
*B.A., Hood College*  
*M.A., University of Maryland, College Park*  
*Ph.D., University of Maryland, College Park*

Michael Dorsey  
Lecturer, Speech  
*B.A., Cedarville University*  
*M.A., Faith Evangelical Seminary*

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*

Jennifer Dunn  
Instructor, English and Reading  
*B.S., Towson University*  
*M.Ed., Bowie State University*

David Duree  
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*

Candace Edwards  
Lecturer, Student Affairs  
*B.S., State University of New York*  
*M.S., State University of New York*

Gail Elwell  
Lecturer, Art  
*B.F.A., University of Wisconsin, Milwaukee*  
*M.F.A., Southern Illinois University, Carbondale*

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*

William David Fell  
Assistant Professor, English  
*B.A., University of Delaware*  
*A.M., University of Illinois*  
*Ph.D., University of Illinois*

Stephanie Fisher-Mills  
Lecturer, Education  
*B.A., Colorado College*  
*M.A., University of California, Berkeley*

Kevin Foehrkolb  
Instructor, Accounting  
*B.S., Southern Illinois University*  
*M.B.A., Southern Illinois University*

Andrea Fuhrman  
Lecturer, Speech  
B.A., *McDaniel College*  
M.A., *Bowling Green State University*

Lynda Gainor  
Lecturer, Early Childhood Education  
B.S., *Wright State University*  
M.Ed., *University of Maryland*

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. PMHCNS-BC  
Associate Professor, Nursing  
A.S., *Howard Community College*  
B.S.N. *University of Maryland*  
M.S.N., *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  
Assistant Professor, English and Reading  
B.A., *University of Maryland*  
M.Ed., *Salisbury State University*

William Gibson  
Lecturer, Biology  
B.A., *Western Maryland College*

Bill Gillett  
Instructor, Theatre  
B.A., *St. Mary's College of Maryland*  
M.A., *University of Maryland*

Linda A. Gilmore  
Professor, Reading, English, and Education  
B.S., *Shippensburg State University*  
M.Ed., *Western Maryland College*

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  
Assistant Professor, 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*

Jennifer Greenwood  
Instructor, Mathematics  
B.S., *Towson University*  
M.S., *Loyola College*

Nancy B. Gregg  
Lecturer, Early Childhood Education  
B.S., *Towson University*  
M.S., *Western Maryland College*

Barbara A. Gregory  
Lecturer, Student Affairs  
B.S., *Towson University*  
M.S., *Loyola College*

Brian Gunning  
Lecturer, Art  
B.S., *University of North Carolina, Pembroke*  
M.Ed., *Towson University*

Stephanie Halpern  
Lecturer, Art  
B.F.A., *The School of the Art Institute of Chicago*  
M.A.T., *Maryland Institute, College of Art*

Marilyn Hall  
Associate 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 E. Hartman  
Lecturer, Speech  
B.S., *Tennessee Temple University*  
M.A., *Western Maryland College*

Jackie Healey  
Lecturer, History  
B.A., *Park College*  
M.S., *Troy State University*

Christina Henyon, R.N., G.N.P.  
Assistant Professor, Nursing  
B.S.N., *Oregon Health Sciences University*  
M.S.N., *Georgetown University*

Suzanne Hill  
Lecturer, English  
B.S., *Columbia Union College*  
M.A., *Towson University*

Thomas Hockstra  
Lecturer, History  
B.S., *Frostburg State*  
M.A., *Loyola College*

Donald C. Hoepfer  
Associate Professor, Philosophy  
B.A., *Lebanon Valley College*  
M.A., *Penn State University*

Theresa Hoffman, L.C.P.C., C.P.C., N.C.C.  
Lecturer, Psychology  
B.G.S., *University of Maryland, College Park*  
M.A., *University of Maryland, College Park*

Frederick Holliday, II  
Lecturer, Theatre and Speech  
B.S., *Frostburg State University*  
M.A., *The American University*  
Ph.D., *University of Kansas*

Kristine Holocker  
Lecturer, Early Childhood Education  
B.S., *Towson University*  
M.Ed., *Towson University*

Shanelle Hopkins  
Lecturer, Accounting  
B.S., *University of Baltimore*  
M.S., *Villa Julie College*

Heidi M. Huber  
Lecturer, Sociology  
B.A., *Duke University*  
M.S.W., *Smith College*

Julia Hymer, R.N.  
Assistant Professor, Nursing  
A.A., *Baltimore City Community College*  
B.S.N., *University of Maryland, Baltimore*  
M.S.N., *University of Maryland, Baltimore*

Cecelia Isales, R.N.  
Assistant Professor, Nursing  
B.S.N., *Georgetown University*  
M.S.N., *University of Pennsylvania*

David R. Jeffrey  
Lecturer, Biology  
B.S., *University of Illinois*  
M.S., *Northern Illinois University*  
Ph.D., *University of Maryland*

Gerard W. Johnson  
Lecturer, Anthropology  
B.A., *Western Maryland College*  
M.A., *University of London*

Gail H. Jones  
Instructor, Sociology  
B.S., *Pennsylvania State University*  
M.A., *University of Maryland, Baltimore County*

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*

Scott Kemmett  
Lecturer, Accounting  
B.S., *Towson University*  
M.B.A., *University of Baltimore*

Mary R. Kemp  
Assistant Professor, Health, Fitness, and Exercise  
Science  
B.S., *University of Washington*  
M.A., *University of Maryland*

Nancy Keyes  
Lecturer, English  
B.A., *Messiah College*  
M.S., *Western Maryland College*

Ahmad Raza Khan  
Assistant Professor, Chemistry/Physical Science  
B.S., *Howard University*  
Ph.D., *Howard University*

Nancy Kimble  
Instructor, 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*

Michael Lazarus  
Lecturer, Mathematics  
B.S., *University of Maryland*  
M.S., *Keller Graduate School of Management*

Kimberly Liddick-Byrnes  
Instructor, English  
B.S., *Ohio University*  
M.A., *University of Baltimore*

Scott A. Litz  
Lecturer, English  
A.A., *Carroll Community College*  
B.A., *University of Baltimore*  
M.L.A., *McDaniel College*

Elizabeth E. Little  
Professor, Reading and Education  
B.S., *University of Maryland*  
M.Ed., *Loyola College*  
Ed.D., *University of Maryland*

G. Wayne Livesay  
Instructor, Criminal Justice and Legal Studies  
B.S., *University of Maryland*  
M.S., *The Johns Hopkins University*

Carolyn Malkin  
Lecturer, Reading  
B.A., *William Paterson University*  
M.Ed., *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*

Jessica Martin  
Lecturer, Psychology  
B.S., *Towson University*  
M.A., *Towson University*

Nancy E. Matthews  
Lecturer, English  
B.A., *Western Maryland College*  
M.A., *Morgan State University*

Margaret B. McCullin  
Lecturer, Transitional Mathematics  
*Certificate in Business Accounting,*  
*Catonsville Community College*  
B.S., *State Teachers College*  
M.Ed., *Loyola College*

Matthew Meakin  
Lecturer, English  
B.S., *Mt. St. Mary's University*

Ronald R. Medvetz  
Lecturer, Mathematics  
B.S., *Indiana University of Pennsylvania*  
M.Ed., *Indiana University of Pennsylvania*

Phillip (Jeff) Merson  
Lecturer, Criminology  
B.A., *Loyola College*  
M.Ed., *Loyola College*

JoLynn Minnema, R.N.  
Assistant Professor, Nursing  
B.S.N., *University of Michigan*  
M.S., *University of New Mexico*

Karen Moody-Springer  
Lecturer, Biology/Environmental Science  
B.S., *University of Maryland, College Park*  
M.S., *University of South Florida*  
M.Ed., *University of Maryland, College Park*

Jacklyn Moore  
Assistant Professor, Education  
B.A., *University of Delaware*  
M.S., *Western Maryland College*

Michael Mosier  
Lecturer, Management Information Systems  
B.S., *Frostburg State University*  
M.B.A., *Walden University*

Robert Munk  
Lecturer, Mathematics  
B.S., *State University of New York, Buffalo*  
Ed.M., *State University of New York, Buffalo*

Deborah Naccarini, R.N.  
Assistant Professor, Nursing  
B.S.N., *California State*  
M.S.N., *Sonoma State University*

David W. Nicholson  
Lecturer, FPA  
B.A., *James Madison University*  
M.A., *Ohio University*  
M.Ed., *University of Virginia*  
Ph.D., *University of Virginia*

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*

Robert Passerelli  
Lecturer, Management Information Systems  
B.S., *University of Maryland*  
M.Ed., *University of Phoenix*

Lewis Payne  
Lecturer, Spanish  
B.A., *Morgan State College*  
M.Div., *Howard University*

Nancy N. Perry, R.N., C.N.E.  
Professor, Nursing  
Diploma, *Union Memorial Hospital School of Nursing*  
B.S., *College of Notre Dame of Maryland*  
M.S., *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*

Katharine A. Potter  
Lecturer, Criminal Justice  
M.A., *Antioch University*  
J.D., *University of Baltimore*

Carol A. Rabenhorst  
Professor, Geography and Earth Science  
B.A., *Valparaiso University*  
M.A., *University of Maryland*

David P. Reynolds  
Instructor, Biology  
A.A.S., *SUNY, Farmingdale*  
B.S., *LIU at Southampton College*  
M.S., *Drexel University*

Sharon Reid, P.T.  
Associate Professor,  
Physical Therapist Assistant Program  
B.S., *University of Maryland at Baltimore*  
M.B.A., *Loyola College*

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*

Nancy E. Rogers, R.N.  
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*

Elizabeth Elpiniki Rostek  
Lecturer, Psychology  
B.S., *Towson University*  
M.S., *Loyola College*

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*

William Schaefer  
Instructor, Computer Graphics  
B.F.A., *University of Tennessee at Martin*  
M.F.A., *Memphis College of Art*

Nathaniel Schell  
Assistant Professor, 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*

Jon Seligman  
Lecturer, Percussion  
B.S., *Regents College*  
M.A.T., *School for International Training*

Eric Shawl  
Instructor, Physical Therapist Assistant  
A.A.S., *Carroll Community College*  
B.S.N., *Union University*

Thomas Shields  
Instructor, Mathematics  
B.S., *Carnegie Mellon University*  
M.S., *University of Chicago*

Melinda Shultz  
Instructor, English  
B.S., *Indiana University Southeast*  
M.Ed., *University of Cincinnati*

Susan Sies  
Professor, Reading, English, and Education  
B.A., *Susquehanna University*  
M.A., *Bowling Green State University*

Lynne C. Smith  
Assistant Professor, Business Administration  
B.A., *Clark University*  
M.B.A., *Rensselaer Polytechnical Institute*

Jennifer Sober, L.C.M.F.T., L.C.P.C.  
Lecturer, Psychology  
B.S., *James Madison University*  
M.S., *Auburn University*

Gail Spessert  
Lecturer, Sociology  
B.A., *College of Notre Dame*  
M.A., *College of Notre Dame*  
M.S.W., *University of Maryland*

Colleen Spoonire  
Lecturer, Psychology  
A.A., *Carroll Community College*  
B.A., *McDaniel College*  
M.A., *Argosy University*

Gregory J. Stevens  
Lecturer, Criminology  
B.A., *University of South Dakota*  
J.D., *University of South Dakota*

Nancy Stiles  
Lecturer, Early Childhood Education  
*B.M., Marywood College*  
*M.S., Marywood College*

Michael E. Stovall  
Assistant Professor, Sociology  
*B.A., Davidson College*  
*M.S., American University*  
*Ph.D., University of Maryland, Baltimore County*

Craig Swanson  
Assistant Professor, 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*

Bonnie Thomas  
Lecturer, Student Affairs  
*B.S., University of Scranton*  
*M.A., Marywood University*  
*Ph.D., Marywood 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  
Assistant Professor, 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*

Hugh Warner  
Lecturer, Student Affairs  
*B.A., Howard University*  
*M.A., University of Maryland, College Park*  
*Ph.D., University of Maryland, College Park*

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*

Anne Williams  
Lecturer, Health Information Technology  
*A.A., Essex Community College*  
*B.A., Wheeling College*

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, Reading and English  
*B.S., Madison College*

Elijah Wirth  
Assistant Professor, Music  
*B.M., Peabody Conservatory*  
*M.M., Peabody Conservatory*

K. Siobhan Wright  
Professor, English  
*B.A., State University of New York*  
*M.F.A., Penn State University*

Courtney Yates  
Lecturer, English  
*B.A., McDaniel College*  
*M.A., New York University*

Francis (Frank) Young  
Lecturer, Criminal Justice  
*B.S., University of Maryland University College*  
*M.A., George Washington 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*

# College Regulations and Policies



# College Regulations and Policies

## SECTION ONE: ACADEMIC REGULATIONS

*Please note: College Regulations and Policies are subject to change. The website will always contain the most up-to-date information.*

### I. RULES FOR EVALUATION OF COLLEGE TRANSCRIPTS

- A. Courses for which a grade of D has been earned will be accepted in transfer according to the Maryland transfer policy. Refer to particular programs for exceptions.
- B. Carroll Community College will accept credits for those courses that fit the curriculum in which the student is enrolled and for which there is an equivalent course listed in the College catalog. Elective credits may be given for other courses if the Carroll Community College curriculum in which the student is enrolled makes provision for electives.
- C. Transfer credit (including credit earned via credit by exam or the College Level Examination Program, and/or CLEP) will be accepted in transfer even if the course has been attempted at Carroll, but will not improve the student's Carroll Community College grade point average.
- 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 Advising and Counseling Center, room A102. This procedure is strongly recommended so that an advisor and the student may explore the appropriateness of the student's interest, the college courses most closely related to the student's prior learning, and the specific procedures to be followed.
2. Students must complete an application for credit for prior learning and submit the application to the chairperson (or his/her representatives) of the department in which the course is assigned. The chairperson or representatives will conduct an initial screening of the applicant's request to determine if the student has acquired sufficient prior learning to attempt credit by examination with a reasonable expectation of being successful.
3. Individual departments will decide and inform the Records Office of courses in which credit for prior learning is available, 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 department in which the course is assigned. Residual material such as tests, test portfolios, or CLEP score answer sheets must be retained by the Records Office or the department chairperson.
  12. Each department may set its own guidelines as far as the number of times a student is allowed to attempt to take a course through credit by examination.
  13. Transfer credit (including credit earned via credit by exam or the College Level Examination Program, and/or CLEP) will be accepted in transfer even if the course has been attempted at Carroll, but will not improve the student's Carroll Community College grade point average.
  14. The appropriate academic department 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 department responsible for the course.
  3. Oral examinations, portfolios, practical application tests, or performances may be used in addition to or in place of written examinations. A portfolio may include books, articles, written reports, representative works (painting, sculpture, computer programs, musical compositions, etc.)
  4. Identification of the courses in which credit by examination is available will be the decision of the individual departments concerned. Each department will determine the kind of evidence and the mode of evaluation it requires for the granting of credit.
  5. The evaluation is based on the objectives of the courses offered at Carroll Community College and their comparability to the learning gained through the student's prior experiences.
- C. Credit by CLEP
1. The College Level Examination Program (CLEP) is a national program of credit by examination. CLEP has its own fee schedule.
  2. Individual departments 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. Credit may be granted for additional CLEP exams other than those listed on the next page. See appropriate department 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 department chair or academic advisor. As with all in-house testing, these credits may not be recognized by other institutions.

<i>Carroll Community College Course</i>	<i>Credit Awarded</i>
BIOL-101, Fundamentals of Biology	4
BIOL-210, Human Anatomy and Physiology 1	4
BIOL-211, Human Anatomy and Physiology 2	4
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 Computer Technologies	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 176.
- 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 Prior Learning
- Upon paying the appropriate credit for prior learning fee (1/2 the tuition of the course) and upon providing evidence of current licensure or certification, students who are licensed medical professionals, such as LPN, RN, EMT P(Paramedic) OT, OTA, PT, PTA, etc., will be granted credit for HLTH 101, Science and Theory of Health and Wellness (required General education course for graduation). If there is a question regarding the student's appropriate health care background, the Dean of the Business, Mathematics and Sciences Division will be final arbiter.
- H. Credit for Apprenticeship Training
- Students who have satisfactorily completed a formal apprenticeship training program approved by the Apprenticeship Training Council, the Federal Bureau of Apprenticeship and Training or the College may receive credits to apply toward graduation. (The College approval will be determined by the appropriate department of the College.) Credit is generally granted at a rate equivalent to six credits per year of apprenticeship. General elective credits will be granted unless equivalent courses are offered by the College, as determined by the appropriate academic department.

### 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 department chairperson for information.

Carroll Community College Course	Carroll Credits Awarded	CLEP Exams
ACCT-101	3	Financial Accounting
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)
MATH-128	4	College Algebra
MATH-130	5	Precalculus
MATH-135	4	Calculus
MATH Elective	3	College Mathematics
MKTG-201	3	Marketing, Principles of
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

Carroll Community College Course	Carroll Credits Awarded	AP Exams	Minimum Scores
ART-135; ART-136	6	Art History	3
BIOL-101, BIOL-102	8	Biology	4-5
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
PHYS-101, PHYS-102	8	Physics-B	4-5
PSYC-101	3	Psychology	3
SPAN-101, SPAN-102	6	Spanish	3

### Types of Non-Traditional Learning

Sources	Credit?	Type of Credit	Grades/Scores
AP Program (CEEB)	Yes	Elective & required	See AP list (above)
CLEP	Yes	Elective & required	See CLEP list
DANTES	Yes	Elective & required	Same as CLEP
Military Credit	Yes	Elective & required	
High School Articulation	Yes	Elective & required	
Other Articulation Agreements (Proprietary, Public Agencies)	Yes	Elective & required	
Apprenticeship	Yes 1,2	Elective & required	

1. Must be evaluated by department in which credit is awarded
2. Only upon successful completion of full apprenticeship program

- I. Career Connections/Carroll County Public Schools Career and Technology Program Articulations  
Carroll Community College maintains several articulation agreements with Carroll County Public Schools. These agreements are updated annually. Currently, students who have completed and met grade requirements for programs in Accounting or Financial Services; Administrative Assistant; Early Childhood Education; Computer Technology; Drafting; and Print Production may articulate courses to the College as follows:

*CCPS Accounting or Financial Services programs may be articulated as:*

ACCT-101, Principles of Accounting 1 (3 credits)  
(Total Carroll credits awarded: 3)

*CCPS Administrative Assistant/Secretarial Science may be articulated:*

Up to 27 credits in Office Technology courses with proficiency testing

*CCPS Early Childhood Education will be articulated as:*

ECE-101, Child Growth and Development (3 credits)  
ECE-104, Methods and Materials in Early Childhood Education (3 credits)  
(Total Carroll credits awarded: 6)

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

EDUC-120, Introduction to Education (3 credits)  
EDUC-121, Field Experience for Introduction to Education (1 credit)  
(Total Carroll credits awarded: 4)

*CCPS Computer Technology will be articulated as:*

CIS-101, Introduction to Computer Technologies (3 credits)  
CIS-120, Principles of Visual Basic (4 credits); and possibly  
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 and Counseling or designee.

#### V. CURRICULUM CHANGES

Changes in curriculum may be made at any time by submitting to the Records Office a change of curriculum form signed by a college advisor/counselor.

#### VI. GRADES AND GRADE REPORTS

Paper grade reports are not issued; students should check WebAdvisor at the end of each term to verify final grades. If a paper grade report is needed, you may contact the Records Office during the term and a copy will be mailed after grades are posted.

- A. The scale of grades for the official record is as follows, and all College course syllabi must reflect this grading scale:

Grades		Quality Points
A	Excellent work	4.000
B+		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	Withdraw (See Section IX)
I	Incomplete (See paragraph "D" below)
AT	Registered for audit
S	Satisfactory
U	Unsatisfactory
N	No Grade (Assigned to Math Labs)

- B. Students may or may not receive transfer credit for a grade of "D," depending on the course. Students should consult with an advisor.
- C. Any challenge to a student's final grade must be presented to the instructor or department chairperson 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 department chairperson.
- H. The Grade Point Average is determined by multiplying the term hours of each course by the number of quality points

corresponding to the term grade for the course. The total of all such points for the period is divided by the number of term hours 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 unable to submit the form in person, a student may mail or fax a written request to drop course(s) to the Records Office no later than the official deadline. See the *Credit Class Schedule* for deadline dates.) Courses dropped during the refund period of the term (7% of the instruction time) will not be posted on the student's academic record. Any student who stops attending a course or withdraws from the College without following the prescribed procedures will not be eligible for refund of tuition, and 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 because extenuating circumstances prevent the student from physically completing the withdrawal process in person.

## IX. WITHDRAWAL GRADES

- A. Fall and spring terms:
- During the refund period (7% of the instruction time) of the term, no record of a course the student has withdrawn from will appear on the student's transcript.
  - Following the refund period through 60% of the instruction time (approximately the ninth (9th) week of the term), a grade of "W" will be recorded on the transcript for any course withdrawal. This period is called the withdrawal period. Students are responsible for payment of tuition and course fees.
  - After the withdrawal period to the end of the term, no course withdrawal will be permitted. The student will receive the grade earned for the course and continue to be financially responsible for the course.
- B. Short courses, including winter and summer terms:
- Instruction during summer and winter terms is accelerated (15 calendar weeks of instruction are condensed into 4-5 calendar weeks.)
  - When courses are scheduled to run less than the full 15 week

term, the refund period will be 7% of the instruction time and the withdrawal period will be 60% of the instruction time for the course, per the following chart.

Duration of course (in weeks)	Refund Date Calculation (days from start of course)
11-12	6
10	5
7-9	4
5-6	3
3-4	2
1-2	1

Students are encouraged to contact the Records Office, A112, for assistance in confirming dates and logistics for withdrawing from a course(s). To qualify for a refund, a student must officially drop a course by forwarding an Add/Drop/Withdrawal form to the Records Office within the time period cited above. A student who withdraws during the withdrawal period continues to be financially responsible for courses. A student who stops attending or does not follow prescribed withdrawal procedures is not only financially responsible for tuition and fees, but will receive the final grade earned for the course, usually an F.

A student may file a written appeal with the Dean of Student Affairs to seek an exception to this regulation. Written documentation to verify a circumstance 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 7% of the term are eligible for a 100% refund of tuition and related fees. After this time frame, no refund will be granted. (See chart and explanation regarding withdrawal, above.) To qualify for a refund, a student must officially drop a course(s) by submitting an Add-Drop/Withdrawal Form to the Records Office within the time period as cited in the paragraph above. (Please note, a student must secure an instructor(s) permission during the withdraw period. A student who fails to attend a course(s), or stops attending a course(s), but who does not formally drop a course(s) in writing, will continue to be financially responsible for all tuition and fees related to the course(s) and will receive the grade earned, usually an "F," for the course(s). This refund policy applies to all students who have registered for courses, including financial aid recipients. A student who has any outstanding debt to the College will first have the refund applied to the payment of the debt.
- B. Course cancellations or changes in schedules caused by College action will entitle the student to full refund.
- C. Any student who stops attending a course(s) without taking the necessary official action will be ineligible for a refund.

## XI. STANDARDS OF ACADEMIC PROGRESS

A student is expected to achieve success during any academic term in which he/she is enrolled at the College. A student who is not making satisfactory academic progress is subject to academic action.

### A. Academic Probation

A student who does not 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>
1-12	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 to be re-admitted, citing extenuating circumstances. See Readmission Policy, below.

A student who has been academically suspended will be eligible to return to the College according to the following schedule:

<i>Academic Term Suspension Imposed</i>	<i>Eligible to Return</i>
2008 fall term	2010 winter term
2009 spring term	2010 summer term
2009 fall term	2011 winter term
2010 spring term	2011 summer term
2010 fall term	2012 winter term
2011 spring term	2012 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 from the Dean of Student Affairs. (Revisions approved by Academic Council, April 21, 2006)

**XII. READMISSION POLICY**

- A. Students who withdraw from the College will be eligible for readmission at any time.
- B. A student academically suspended from the College for the first time because of unsatisfactory academic performance will be eligible for readmission twelve months after the end of the term in which he or she was suspended. An academically suspended student desiring immediate readmission must appeal in writing to the Dean of Student Affairs or a designated representative at least two weeks prior to the first day of the academic term for which the student seeks readmission. Readmission will be reviewed with the possibility of a limit placed on the number of credits to be attempted. Under exceptional circumstances, immediate readmission with restrictions may be granted by the Dean of Student Affairs or representative upon written approval. The College reserves the right to deny readmission and/or admission to individual curricula.
- C. Students who are suspended from Carroll occasionally enroll at other institutions during the suspension time. Please note that transfer credit (including credit earned via credit by exam or the College Level Examination Program, and/or CLEP) will be accepted in transfer even if the course has been attempted at Carroll, but will not improve the student's Carroll Community

College grade point average.

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

**XIII. REPEATED COURSES**

No course may be taken more than twice without the approval of the department chairperson 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. Please note that transfer credit (including credit earned via credit by exam or the College Level Examination Program, and/or CLEP) will be accepted in transfer even if the course has been attempted at Carroll, but will not improve the student's Carroll Community College grade point average.

Note: A student seeking to repeat a transitional English or reading course (ENG-091, ENG-096, READ-091, or READ-101) for the third time or more, must submit a letter of appeal along with any supporting documentation to Dr. Libby Little, Chairperson, Academic Services and Education, c/o the Academic Center, room L288, no later than two (2) weeks before the beginning of a term. Consult with an academic advisor for additional details.

A student seeking to repeat a transitional mathematics course (MAT-091, MAT-096, MAT-099) for the third time or more, must submit a letter of appeal along with any supporting documentation to Mr. Robert Brown, Chairperson, Mathematics, room M250, no later than two (2) weeks before the beginning of a term. Consult with an academic advisor 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 approved at the departmental level and are published in the course syllabus and distributed in writing during the first week of the term by instructors.
- C. Students are expected to attend all class sessions except in case of emergency (e.g., illness, death in the family, religious holidays (the observances of which requires restriction of daily activity; see paragraph D.), or when participating in official College functions, e.g. field trips). In these cases notification or verification if requested, will be given to the instructor by the student. In the case of absence for special personal reasons, other than those mentioned above, it is the student's responsibility to confer with the instructor about whether the absence is to be considered as excused. When determining whether to consider an absence as excused, the instructor may require such evidence as seems appropriate. When a student's unexcused absences have exceeded the number of class sessions per week, the instructor issues a written warning to the student with a copy forwarded to the Director of Advising and Counseling..
- D. Religious observance: Students shall be allowed, whenever practicable, to make-up assignments, quizzes, or exams that are missed due to religious observances. It is the student's responsibility to contact each instructor and arrange for make-up assignments or examinations. The student is responsible for providing written notification to the instructor(s) within the first two weeks of the term and must identify the religious holiday(s)

and the date(s). The written notification will be handed to the instructor(s) personally, understanding that such requests shall be treated confidentially. Students will be limited to no more than two absences per term for religious observance.

- E. A student who thinks this policy is being applied unfairly may file a complaint following the Complaint Process for Students (see College Regulations and Policies).

#### XV. FINAL EXAMINATION POLICY

The Final Examination Policy as stated in the Faculty Handbook is as follows: A final examination week is maintained apart from the designated weeks of instruction and some form of final evaluation must occur during the designated final examination week. An exemption may be granted when the department chairperson decides it is warranted. The individual instructor, however, is responsible for the scope, format, and appropriateness of the final evaluation. The final exam may not count more than 40%, nor less than 10%, of the final grade. The Final Examination Schedule is 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. File application with the Records Office by May 1 for May graduation. For December graduation, apply by December 1. For August graduation, apply by August 1. Students who have questions about graduation requirements are urged to discuss them with an academic advisor;
8. Carroll Community College is committed to improving the learning experience or all students. As a result, we will need the assistance of the students. Graduation candidates will be required to complete student learning outcomes assessments outlined in the Carroll Community College comprehensive assessment plan prior to the date of graduation. Students will be made aware of any assessments that are required. The results of these assessments will NOT be included on the student's academic record.

##### Requirements for the Associate of Arts in Teaching Degree

1. Complete the minimum number of credits as specified by the program;
2. Complete the curriculum as set forth by the College;
3. Complete 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. File application with the Records Office by May 1 for May

graduation. For December graduation, apply by December 1. For August graduation, apply by August 1. Students who have questions about graduation requirements are urged to discuss them with an academic advisor;

8. Carroll Community College is committed to improving the learning experience or all students. As a result, we will need the assistance of the students. Graduation candidates will be required to complete student learning outcomes assessments outlined in the Carroll Community College comprehensive assessment plan prior to the date of graduation. Students will be made aware of any assessments that are required. The results of these assessments will NOT be included on the student's academic record.

#### GENERAL EDUCATION COURSES

Students who enroll in a degree program at Carroll Community College will complete a core of courses referred to as General Education. This course distribution is intended to ensure that students have met the General Education Learning Goals. These General Education courses are transferable to all two and four year public institutions (and many private institutions) in Maryland and are guaranteed so in the Maryland State Transfer Policies (see pages 194–198).

\*\*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 advisor to see if exemption from this policy is in order.

##### \*\*English Composition and Literature

(choose 2 courses, 6 credits)  
 ENGL-101 College Writing 1 (Composition) AND  
 ENGL-102 College Writing 2 (Literature)

##### \*\*English Composition and Literature for Hill Scholars

ENGL-103 Advanced College Writing (Composition) AND  
 ENGL-240 British Literature since 1798 (Literature)

##### Biological and Physical Sciences

(choose 2 courses, 1 of which must be a lab course, 7-8 credits)  
 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 Physical Geography (or GEOG-110)  
 GEOSC-201 Meteorology  
 GEOSC-210 Astronomy: Introduction to the Cosmos  
 PHSC-100 General Physical Science  
 PHYS-101 Fundamentals of Physics 1

##### Arts and Humanities

(choose 2 courses from 2 different areas, 6 credits)

##### Fine and Performing Arts Area

ART-125 Art Appreciation  
 ART-135 History of Art 1  
 ART-136 History of Art 2  
 FPA-101 Introduction to the Arts  
 FPA-105 Introduction to Film  
 MUSC-101 Music Appreciation  
 MUSC-102 The History of Rock and Roll  
 MUSC-105 Fundamentals of Music

- MUSC-110 Theory of Music
- THTR-101 Theatre Appreciation

**Humanities Area**

- ENGL-201 Classic World Writers
- ENGL-202 Modern World Writers
- ENGL-211 Voices in American Literature
- HIST-101 Western Civilization 1
- HIST-102 Western Civilization 2
- HIST-105 History of U.S. to 1876
- HIST-106 History of U.S. from 1876
- HIST-130 Latin American History
- PHIL-101 Introduction to Philosophy
- PHIL-105 Ethics
- PHIL-120 World Philosophy

**Languages and Communication Area**

- FREN-102 Elementary French 2
- SPAN-102 Elementary Spanish 2
- SPCH-101 Introduction to Speech Communication

**\*\*Mathematics**

(choose 1 course, 3-5 credits)

- 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 placement scores should take MATH-136 or MATH 205

**Social and Behavioral Sciences**

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

- ANTH-101 Introduction to Cultural Anthropology
- ANTH-201 Anthropology of American Culture
- CRIM-101 Introduction to Criminal Justice System
- CRIM-105 Criminology
- ECON-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

**Emerging Issues**

(choose 1 course, 3 credits)

**Wellness**

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

**Technology Competency**

While not a General Education requirement, students are expected to be familiar with computers and to use technology within their courses. Students are encouraged to complete one of the following computer literacy courses at or near the beginning of their academic coursework: CIS-101, Introduction to Computer Technologies, or MIS-101, Management Information Systems.

**XVII. CERTIFICATE REQUIREMENTS**

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

- A. Complete the sequence of courses listed in the program.
- B. Have a minimum grade point average of 2.000 ("C" average).
- 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**

Maryland Higher Education Commission (1/31/2009)  
 839 Bestgate Road, Suite 400, Annapolis, MD 21401  
 Phone: (410) 260-4500 | Toll Free: (800) 974-0203  
<http://www.mhec.state.md.us/higherEd/>

**Allegany College of Maryland**

Lower Division Certificate

- 509911 PROFESSIONAL GOLF MANAGEMENT
- 529940 NURSING ASSISTANT/GERIATRIC AIDE
- 529942 HOME HEALTH AIDE
- 529960 PHLEBOTOMY/EKG TECHNICIAN
- 530601 AUTOMOTIVE TECH
- 540301 TREE CARE TECHNOLOGY
- 560006 DIRECTED TECHNOLOGY (TRAVEL/TOURISM)

Associate Degree

- 501002 HOTEL & RESTAURANT MGT.
- 521401 MEDICAL ASSISTANT
- 530601 AUTOMOTIVE TECH
- 540301 FOREST TECH
- 540401 CULINARY ARTS
- 559920 THERAPEUTIC MASSAGE

**Anne Arundel Community College**

Lower Division Certificate

- 500116 INTELLIGENCE ANALYTICS
- 501001 HOTEL/RESTAURANT MANAGEMENT
- 521401 MEDICAL ASSISTING
- 529910 EMT PARAMEDIC
- 529916 THERAPEUTIC MASSAGE
- 559901 PARALEGAL STUDIES

Associate Degree

- 500108 HOMELAND SECURITY MANAGEMENT
- 501001 HOTEL/RESTAURANT MANAGEMENT
- 521401 MEDICAL ASSISTING
- 529910 EMT PARAMEDIC
- 529916 THERAPEUTIC MASSAGE
- 559901 PARALEGAL STUDIES

**Cecil College**

Lower Division Certificate

- 500701 VISUAL COMMUNICATIONS
- 501101 TRANSPOR & LOGISTICS-AVIATION MANAGEMENT
- 501105 TRANSPOR & LOGISTICS-AIR TRAFFIC CONTROL
- 501107 TRANSPOR & LOGISTICS-FLIGHT TRAINING
- 509906 TRANSPORT & LOGISTICS-COMMERC TRANSPORT
- 509907 TRANSPORT & LOGISTICS-MATERIALS MGMT

Associate Degree

- 500701 VISUAL COMMUNICATIONS

**Chesapeake College**

Lower Division Certificate

- 521102 SURGICAL TECH



**College of Southern Maryland**

## Lower Division Certificate

501120 COMMERCIAL VEHICLE OPERATOR  
 550506 SECURITY MANAGEMENT

## Associate Degree

520501 MEDICAL LABORATORY TECHNICIAN  
 529920 MESSAGE THERAPY

**Community Colleges of Baltimore County**

## Lower Division Certificate

500420 E-BUSINESS MANAGEMENT CERTIFICATE  
 500421 E-BUSINESS TECHNOLOGY CERTIFICATE  
 500422 E-BUSINESS WEBSITE DEVELOPER CERTIFICATE  
 500901 PRINTING MANAGEMENT TECH  
 501105 AIR TRAFFIC CONTROL  
 501106 AVIATION MANAGEMENT  
 501107 FLIGHT TRAINING  
 501108 FLIGHT ATTENDANT  
 501206 ADVERTISING DESIGN  
 501217 MULTIMEDIA TECHNOLOGY  
 501220 PUBLICATION DESIGN  
 501221 PHOTOGRAPHY IMAGING  
 501222 INTERACTIVE DESIGN  
 501223 IMAGING SPECIALIST  
 501224 WEB DESIGN SPECIALIST  
 501225 PUBLICATION DESIGN SPECIALIST  
 521602 CHEMICAL DEPENDENCY COUNSELING  
 529903 MORTUARY SCI  
 529906 OCCUP SAFETY & HLTH TECH  
 529911 PERSONAL TRAINER CERTIFICATE  
 530601 AUTO TECHNOLOGY  
 530602 AUTO AIR CONDITIONING/HEATING SPECIALIST  
 530603 AUTOMOTIVE BRAKE & SUSPENSION SPECIALIST  
 530604 AUTOMOTIVE DRIVE TRAIN SPECIALIST  
 530605 AUTO ELECTRICAL & ELECTRONIC SPECIALIST  
 530606 AUTOMOTIVE ENGINE SPECIALIST  
 530607 AUTOMOTIVE MASTER TECHNICIAN  
 530609 AUTOMOTIVE SERVICE ATTENDANT  
 531701 CONSTRUCTION MANAGEMENT  
 540202 FLORAL DESIGN  
 540203 NURSERY AND GREENHOUSE PRODUCTION  
 540204 TURF AND LANDSCAPE MAINTENANCE  
 540205 LANDSCAPE DESIGN AND INSTALLATION  
 550601 RECREATION PARKS & LEISURE STUDIES  
 550610 INTERNATIONAL TOURISM  
 550611 TRAVEL MANAGEMENT  
 550612 TOURISM SALES AND MARKETING  
 550613 TOURISM DIVERSITY  
 559904 LABOR STUDIES  
 559905 INTERPRETER PREPARATION

## Associate Degree

500420 E-BUSINESS MANAGEMENT  
 500421 E-BUSINESS TECHNOLOGY  
 501101 AVIATION MANAGEMENT  
 501206 COMPUTER GRAPHIC & VISUAL COMMUNICATION  
 501217 MULTIMEDIA TECHNOLOGY  
 520601 VETERINARY TECH  
 521602 CHEMICAL DEPENDENCY COUNSELING  
 529903 MORTUARY SCIENCE  
 529906 OCCUP SAFETY & HLTH TECH  
 529909 RADIATION THERAPY  
 529911 HEALTH AND FITNESS STUDIES  
 530601 AUTOMOTIVE TECHNOLOGY  
 530610 AUTOMOTIVE TECHNOLOGY-COLLISION REPAIR  
 530700 DIESEL & EQUIPMENT MAINTENANCE TCHNLGY.  
 530902 SURVEY TECHNOLOGY  
 531701 CONSTRUCTION MANAGEMENT

540201 HORTICULTURE  
 550601 RECREATION,PARKS AND TOURISM  
 559904 LABOR STUDIES  
 559905 INTERPRETER PREPARATION

**Frederick Community College**

## Lower Division Certificate

529902 NUCLEAR MEDICINE TECHNOLOGY

## Associate Degree

529902 NUCLEAR MEDICINE TECHNOLOGY  
 550801 EMERGENCY MANAGEMENT

**Garrett College**

## Lower Division Certificate

540302 NATURAL RESOURCES AND WILDLIFE TECH  
 550502 JUVENILE JUSTICE

## Associate Degree

540302 NATURAL RESOURCES AND WILDLIFE TECH  
 550306 ADVENTURE SPORTS MANAGEMENT  
 550502 JUVENILE JUSTICE

**Hagerstown Community College**

## Lower Division Certificate

531202 FACILITIES MAINTENANCE TECHNOLOGY  
 531205 INDUSTRIAL TECHNOLOGY

## Associate Degree

531205 INDUSTRIAL TECHNOLOGY

**Harford Community College**

## Associate Degree

499915 TECHNICAL/PROFESSIONAL STUDIES  
 521701 ELECTRONEURODIAGNOSTIC TECH  
 531501 HIGH PERFORMANCE MANUFACTURING  
 540701 SCIENCE LAB TECH

**Howard Community College**

## Lower Division Certificate

521702 CARDIOVASCULAR TECH  
 521703 ADV. CARDIOVAS. IMAGING & INTERVENTION  
 539902 BIOMEDICAL ENG  
 539915 PHOTONICS TECHNOLOGY

## Associate Degree

521702 CARDIOVASCULAR TECH  
 539902 BIOMEDICAL ENG  
 539915 PHOTONICS TECHNOLOGY

**Montgomery College-All Campuses**

## Lower Division Certificate

509903 TECHNICAL WRITING  
 520702 DIAGNOSTIC MEDICAL SONOGRAPHY  
 529960 POLYSOMNOGRAPHY TECHNOLOGY  
 550701 FIRE & ARSON INVESTIGATION CERTIFICATE

## Associate Degree

501206 GRAPHIC DESIGN (AFA)  
 501210 STUDIO ART (AFA)  
 520702 DIAGNOSTIC MEDICAL SONOGRAPHY  
 540701 BIOTECHNOLOGY  
 550701 FIRE & EMERGENCY SERVICES MANAGEMENT

**Prince George's Community College**

## Lower Division Certificate

500805 THEATRE & ENTERTAINMENT  
 529902 NUCLEAR MEDICINE TECH

## Associate Degree

529902 NUCLEAR MEDICINE TECH  
 550503 INVESTIGATIVE FORENSICS  
 550504 FORENSIC TRANSFER STUDIES

## Wor-Wic Community College

### Lower Division Certificate

501001 HOTEL-MOTEL-RESTAURANT MANAGEMENT

550501 CRIMINAL JUSTICE

### Associate Degree

501001 HOTEL-MOTEL-REST MGMT

550501 CRIMINAL JUSTICE

## 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. Departments: Miscellaneous records kept and vary with each department; Department 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; Dean of Student Affairs.
- F. Testing Center: Placement test results; Registrar, Records Office.
- G. Counselors: Summaries of conversations with students; Director of Advising and Counseling, room A102. (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, verification documents, award letters; Director of Financial Aid; Financial Aid Office.
- I. Student Accounts: All student accounts, records of students' financial charges; Executive Vice President of Administration, Administration Office.

### Procedure to be followed:

Requests for access should be made in writing to the Registrar, c/o the Records Office. The College will comply with a request for access within a reasonable time, at least within 30 days. In the usual case, arrangements will be made for the student to read his or her records in the presence of a staff member. A student may obtain copies of his/her records by paying reproduction costs. The fee for copies is 10 cents per page. The College will not provide copies of any transcripts in the student's records other than the student's current College transcript. Official College transcripts (with College seal) will be provided at a higher charge as specified in the College catalog and schedule of courses (\$2.00/copy as of the 2008 fall term).

### Limitations and Exclusions to Disclosure

It is the policy of the College to limit disclosure of personally identifiable information from education records unless it has the student's prior written consent, subject to the following limitations and exclusions.

- A. Directory Information: The following categories of information have been designated directory information:
  1. Name
  2. Dates of attendance
  3. Enrollment status (i.e. full-time or part-time),
  4. Major field of study
  5. Participation in College recognized activities and intramural sports
  6. Degrees and awards receivedThe 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. A school official is a person employed by the College in an

administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff) who are or may be in a position to use the information in furtherance of a legitimate objective. Included in this definition is a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, collection agent and mental health provider). A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her responsibilities for the College.

2. Current students and/or community members are considered "school officials" while serving on and performing their responsibilities as a member of an official College committee.
  3. "Legitimate educational interests" include those interests directly related to the academic environment.
- B. Officials of other schools in which a student seeks or intends to enroll or is enrolled. Upon request, and at his or her expense, the student will be provided with a copy of the records that have been transferred;
  - C. Authorized representatives of the Comptroller General of the U.S., the Secretary of Education, and state and local educational authorities, but only in connection with the audit or evaluation of federally supported education programs, or in connection with the enforcement of or compliance with Federal legal requirements relating to these programs. Subject to controlling Federal law or prior consent, these officials will protect information received so as not to permit personal identification of students to outsiders and destroy such information when it is no longer needed for these purposes;
  - D. Authorized persons and organizations that are given work in connection with a student's application for, or receipt of, financial aid, but only to the extent necessary for such purposes as determining eligibility, amount, conditions, and enforcement of terms and conditions;
  - E. Organizations conducting educational studies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction. The studies shall be conducted so as not to permit personal identification of students to outsiders, and the information will be destroyed when no longer needed for these purposes;
  - F. Accrediting organizations for purposes necessary to carry out their functions;
  - G. Appropriate parties in connection with an emergency, where knowledge of the information is necessary to protect the health or safety of the student or other individuals;
  - H. In response to a court order or subpoena, the College will make every effort to notify the student before complying with the court order or subpoena unless the disclosure is in compliance with a federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed or the disclosure is in compliance with any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.
  - I. An alleged victim of any crime of violence, as that term is defined in Section 16 of Title 18 of the United States Code, of the results of any disciplinary proceeding conducted by the College against the alleged perpetrator of that crime with respect to that crime. The final results of the disciplinary proceeding shall include only the name of the student, the violation committed, and any sanction imposed by the College on that student. The name of any victim or witnesses may only be disclosed with prior written consent.

#### **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 Dean of 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: MARYLAND HIGHER EDUCATION COMMISSION CODE OF MARYLAND REGULATIONS General Education and Transfer COMAR Title 13B Subtitle 06 GENERAL EDUCATION AND TRANSFER

Chapter 01 Public Institutions of Higher Education  
Authority: Education Article, (11-201 - 11-206, Annotated  
Code of Maryland)

### .01 Scope and Applicability.

This chapter applies only to public institutions of higher education.

### .02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

#### B. Terms Defined.

- (1) A.A. degree means the Associate of Arts degree.
- (2) A.A.S. degree means the Associate of Applied Sciences degree.
- (3) Arts means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice. Courses in this area may include fine arts, performing and studio arts, appreciation of the arts, and history of the arts.
- (4) A.S. degree means the Associate of Sciences degree.
- (5) Biological and physical sciences means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.
- (6) English composition courses means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.
- (7) General education means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.
- (8) General education program means a program that is designed to:
  - (a) Introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;
  - (b) Encourage the pursuit of life-long learning; and
  - (c) Foster the development of educated members of the community and the world.
- (9) Humanities means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include the language, history, literature, and philosophy of Western and other cultures.
- (10) Mathematics means courses that provide students with numerical, analytical, statistical, and problem-solving skills.
- (11) Native student means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.
- (12) Parallel program means the program of study or courses at one institution of higher education which has comparable objectives as those at another higher education institution, for example, a transfer program in psychology in a community college is definable as a parallel program to a baccalaureate psychology program at a 4-year institution of

higher education.

- (13) Receiving institution means the institution of higher education at which a transfer student currently desires to enroll.
- (14) Recommended transfer program means a planned program of courses, both general education and courses in the major, taken at a community college, which is applicable to a baccalaureate program at a receiving institution, and ordinarily the first 2 years of the baccalaureate degree.
- (15) Sending institution means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.
- (16) Social and behavioral sciences means courses that examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. The courses include, but are not limited to, subjects which focus on:
  - (a) History and cultural diversity;
  - (b) Concepts of groups, work, and political systems;
  - (c) Applications of qualitative and quantitative data to social issues; and
  - (d) Interdependence of individuals, society, and the physical environment.
- (17) Transfer student means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution which is applicable for credit at the institution the student is entering.

### .02-1 Admission of Transfer Students to Public Institutions.

#### A. Admission to Institutions.

- (1) A student attending a public institution who has completed an A.A., A.A.S., or A.S. degree or who has completed 56 or more semester hours of credit, may not be denied direct transfer to another public institution if the student attained a cumulative grade point average of at least 2.0 on a 4.0 scale or its equivalent in parallel courses, except as provided in A(4) of this regulation.
- (2) A student attending a public institution who has not completed an A.A., A.A.S., or A.S. degree or who has completed fewer than 56 semester hours of credit, is eligible to transfer to a public institution regardless of the number of credit hours earned if the student:
  - (a) Satisfied the admission criteria of the receiving public institution as a high school senior; and
  - (b) Attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent in parallel courses.
- (3) A student attending a public institution who did not satisfy the admission criteria of a receiving public institution as a high school senior, but who has earned sufficient credits at a public institution to be classified by the receiving public institution as a sophomore, shall meet the stated admission criteria developed and published by the receiving public institution for transfer.
- (4) If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be:
  - (a) Based on criteria developed and published by the receiving public institution; and
  - (b) Made to provide fair and equal treatment for native and transfer students.

#### B. Admission to Programs.

- (1) A receiving public institution may require higher performance standards for admission to some programs if the standards and criteria for admission to the program:
  - (a) Are developed and published by the receiving public institution; and
  - (b) Maintain fair and equal treatment for native and transfer students.
- (2) If the number of students seeking admission exceeds the number

that can be accommodated in a particular professional or specialized program, admission decisions shall be:

- (a) Based on criteria developed and published by the receiving public institution; and
- (b) Made to provide fair and equal treatment for native and transfer students.

- (3) Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at a receiving public institution granting the baccalaureate degree.

C. Receiving Institution Program Responsibility.

- (1) The faculty of a receiving public institution is responsible for development and determination of the program requirements in major fields of study for a baccalaureate degree, including courses in the major field of study taken in the lower division.
- (2) A receiving public institution may set program requirements in major fields of study which simultaneously fulfill general education requirements.
- (3) A receiving public institution, in developing lower division course work, shall exchange information with other public institutions to facilitate the transfer of credits into its programs.

.03 General Education Requirements for Public Institutions.

A. While public institutions have the autonomy to design their general education program to meet their unique needs and mission, that program shall conform to the definitions and common standards in this chapter. A public institution shall satisfy the general education requirement by:

- (1) Requiring each program leading to the A.A. or A.S. degree to include not less than 30 and not more than 36 semester hours, and each baccalaureate degree program to include not less than 40 and not more than 46 semester hours of required core courses, with the core requiring, at a minimum, course work in each of the following five areas:
  - (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 paragraph (A)(1) of this regulation shall carry at least 3 semester hours.

C. General education programs of public institutions shall require at least.

- (1) One course in each of two disciplines in arts and humanities;
- (2) One course in each of two disciplines in social and behavioral sciences;
- (3) Two science courses, at least one of which shall be a laboratory course;
- (4) One course in mathematics at or above the level of college algebra; and
- (5) One course in English composition.

D. Interdisciplinary and Emerging Issues.

- (1) In addition to the five required areas in paragraph (A) of this regulation, a public institution may include up to 8 semester hours in a sixth category that addresses emerging issues that institutions have identified as essential to a full program of general education for their students. These courses may:
  - (a) Be integrated into other general education courses or may be presented as separate courses; and
  - (b) Include courses that:
    - (i) Provide an interdisciplinary examination of issues across the five areas, or
    - (ii) Address other categories of knowledge, skills, and values that lie outside of the five areas.
- (2) Public institutions may not include the courses in this section

in a general education program unless they provide academic content and rigor equivalent to the areas in paragraph (A)(1) of this regulation.

- E. General education programs leading to the A.A.S. degree shall include at least 20 semester hours from the same course list designated by the sending institution for the A.A. and A.S. degrees. The A.A.S. degree shall include at least one 3-semester-hour course from each of the five areas listed in ((A)(1) of this regulation.
- F. A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.
- G. A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.
- H. Composition and literature courses may be placed in the arts and humanities area if literature is included as part of the content of the course.
- I. Public institutions may not include physical education skills courses as part of the general education requirements.
- J. General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.
- K. Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting general education requirements.
- L. Public institutions may incorporate knowledge and skills involving the use of quantitative data, effective writing, information retrieval, and information literacy when possible in the general education program.
- M. Notwithstanding paragraph (A)(1) of this regulation, a public 4-year institution may require 48 semester hours of required core courses if courses upon which the institutions curriculum is based carry 4 semester hours.
- N. Public institutions shall develop systems to ensure that courses approved for inclusion on the list of general education courses are designed and assessed to comply with the requirements of this chapter.

.04 Transfer of General Education Credit.

- A. A student transferring to one public institution from another public institution shall receive general education credit for work completed at the students sending institution as provided by this chapter.
- B. A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.
- C. Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.
- D. The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation .03 of this chapter at a public institution for any general education courses successfully completed at the sending institution.
- E. Except as provided in Regulation .03M of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10-16 additional semester hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 semester hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.

F. A sending institution shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.

G.A.A.S. Degrees.

- (1) While there may be variance in the numbers of hours of general education required for A.A., A.S., and A.A.S. degrees at a given institution, the courses identified as meeting general education requirements for all degrees shall come from the same general education course list and exclude technical or career courses.
- (2) An A.A.S. student who transfers into a receiving institution with fewer than the total number of general education credits designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in Regulation .03M of this chapter, the total general education credits for baccalaureate degree-granting public receiving institutions may not exceed 46 semester hours.

H. Student Responsibilities. A student is held:

- (1) Accountable for the loss of credits that:
  - (a) Result from changes in the students selection of the major program of study,
  - (b) Were earned for remedial course work, or
  - (c) Exceed the total course credits accepted in transfer as allowed by this chapter; and
- (2) Responsible for meeting all requirements of the academic program of the receiving institution.

.05 Transfer of Nongeneral Education Program Credit.

A. Transfer to Another Public Institution.

- (1) Credit earned at any public institution in the State is transferable to any other public institution if the:
  - (a) Credit is from a college or university parallel course or program;
  - (b) Grades in the block of courses transferred average 2.0 or higher; and
  - (c) Acceptance of the credit is consistent with the policies of the receiving institution governing native students following the same program.
- (2) If a native students D grade in a specific course is acceptable in a program, then a D earned by a transfer student in the same course at a sending institution is also acceptable in the program. Conversely, if a native student is required to earn a grade of C or better in a required course, the transfer student shall also be required to earn a grade of C or better to meet the same requirement.

B. Credit earned in or transferred from a community college is limited to:

- (1) 1/2 the baccalaureate degree program requirement, but may not be more than 70 semester hours; and
  - (2) The first 2 years of the undergraduate education experience.
- C. Nontraditional Credit.

- (1) The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the State minimum requirements.
- (2) Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis:
  - (a) Technical courses from career programs;
  - (b) Course credit awarded through articulation agreements with other segments or agencies;
  - (c) Credit awarded for clinical practice or cooperative education experiences; and

(d) Credit awarded for life and work experiences.

- (3) The basis for the awarding of the credit shall be indicated on the students transcript by the receiving institution.
- (4) The receiving institution shall inform a transfer student of the procedures for validation of course work for which there is no clear equivalency. Examples of validation procedures include ACE recommendations, portfolio assessment, credit through challenge, examinations, and satisfactory completion of the next course in sequence in the academic area.
- (5) The receiving baccalaureate degree-granting institution shall use validation procedures when a transferring student successfully completes a course at the lower division level that the receiving institution offers at the upper division level. The validated credits earned for the course shall be substituted for the upper division course.

D. Program Articulation.

- (1) Recommended transfer programs shall be developed through consultation between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan their programs. These programs constitute freshman/sophomore level course work to be taken at the community college in fulfillment of the receiving institutions lower division course work requirement.
- (2) Recommended transfer programs in effect at the time that this regulation takes effect, which conform to this chapter, may be retained.

.06 Academic Success and General Well-Being of Transfer Students.

A. Sending Institutions.

- (1) Community colleges shall encourage their students to complete the associate degree or to complete 56 hours in a recommended transfer program which includes both general education courses and courses applicable toward the program at the receiving institution.
- (2) Community college students are encouraged to choose as early as possible the institution and program into which they expect to transfer.
- (3) The sending institution shall:
  - (a) Provide to community college students information about the specific transferability of courses at 4-year colleges;
  - (b) Transmit information about transfer students who are capable of honors work or independent study to the receiving institution; and
  - (c) Promptly supply the receiving institution with all the required documents if the student has met all financial and other obligations of the sending institution for transfer.

B. Receiving Institutions.

- (1) Admission requirements and curriculum prerequisites shall be stated explicitly in institutional publications.
- (2) A receiving institution shall admit transfer students from newly established public colleges that are functioning with the approval of the Maryland Higher Education Commission on the same basis as applicants from regionally accredited colleges.
- (3) A receiving institution shall evaluate the transcript of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results not later than mid-semester of the students first semester of enrollment at the receiving institution, if all official transcripts have been received at least 15 working days before mid-semester. The receiving institution shall inform a student of the courses which are acceptable for transfer credit and the courses which

are applicable to the students intended program of study.

- (4) A receiving institution shall give a transfer student the option of satisfying institutional graduation requirements that were in effect at the receiving institution at the time the student enrolled as a freshman at the sending institution. In the case of major requirements, a transfer student may satisfy the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at the sending institution. These conditions are applicable to a student who has been continuously enrolled at the sending institution.

#### .07 Programmatic Currency.

- A. A receiving institution shall provide to the community college current and accurate information on recommended transfer programs and the transferability status of courses. Community college students shall have access to this information.
- B. Recommended transfer programs shall be developed with each community college whenever new baccalaureate programs are approved by the degree-granting institution.
- C. When considering curricular changes, institutions shall notify each other of the proposed changes that might affect transfer students. An appropriate mechanism shall be created to ensure that both 2-year and 4-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to effect the change with minimum disruption. Transfer students are not required to repeat equivalent course work successfully completed at a community college.

#### .08 Transfer Mediation Committee.

- A. There is a Transfer Mediation Committee, appointed by the Secretary, which is representative of the public 4-year colleges and universities and the community colleges.
- B. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the Committee shall consult with faculty on curricular issues.
- C. The findings of the Transfer Mediation Committee are considered binding on both parties.

#### .09 Appeal Process.

- A. Notice of Denial of Transfer Credit by a Receiving Institution.
  - (1) Except as provided in (A)(2) of this regulation, a receiving institution shall inform a transfer student in writing of the denial of transfer credit not later than mid-semester of the transfer students first semester, if all official transcripts have been received at least 15 working days before mid-semester.
  - (2) If transcripts are submitted after 15 working days before mid-semester of a student's first semester, the receiving institution shall inform the student of credit denied within 20 working days of receipt of the official transcript.
  - (3) A receiving institution shall include in the notice of denial of transfer credit:
    - (a) A statement of the 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 paragraph (B) of this regulation.
- B. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may

initiate an appeal by contacting the receiving institution's transfer coordinator or other responsible official of the receiving institution within 20 working days of receiving notice of the denial of credit.

#### C. Response by Receiving Institution.

- (1) A receiving institution shall:
  - (a) Establish expeditious and simplified procedures governing the appeal of a denial of transfer of credit; and
  - (b) Respond to a student's appeal within 10 working days.
- (2) An institution may either grant or deny an appeal. The institution's reasons for denying the appeal shall be consistent with this chapter and conveyed to the student in written form.
- (3) Unless a student appeals to the sending institution, the writing decision in paragraph (C)(2) of this regulation constitutes the receiving institution's final decision and is not subject to appeal.

#### D. Appeal to Sending Institution.

- (1) If a student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on the student's behalf by contacting the transfer coordinator of the sending institution.
- (2) A student shall make an appeal to the sending institution within 10 working days of having received the decision of the receiving institution.

#### E. Consultation Between Sending and Receiving Institutions.

- (1) Representatives of the two institutions shall have 15 working days to resolve the issues involved in an appeal.
- (2) As a result of a consultation in this section, the receiving institution may affirm, modify, or reverse its earlier decision.
- (3) The receiving institution shall inform a student in writing of the result of the consultation.
- (4) The decision arising out of a consultation constitutes the final decision of the receiving institution and is not subject to appeal.

#### .10 Periodic Review.

##### A. Report by Receiving Institution.

- (1) A receiving institution shall report annually the progress of students who transfer from 2-year and 4-year institutions within the State to each community college and to the Secretary of the Maryland Higher Education Commission.
- (2) An annual report shall include ongoing reports on the subsequent academic success of enrolled transfer students, including graduation rates, by major subject areas.
- (3) A receiving institution shall include in the reports comparable information on the progress of native students.

##### B. Transfer Coordinator.

A public institution of higher education shall designate a transfer coordinator, who serves as a resource person to transfer students at either the sending or receiving campus. The transfer coordinator is responsible for overseeing the application of the policies and procedures outlined in this chapter and interpreting transfer policies to the individual student and to the institution.

##### C. The Maryland Higher Education Commission shall establish a permanent Student Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed. The Student Transfer Advisory Committee shall address issues of interpretation and implementation of this chapter.

#### .11 Exemption from Payment of Nonresident Tuition for Certain Armed Forces Personnel, Spouses, Dependents and Veterans

- A. An individual who is an active duty member of the United States Armed Forces, the spouse of an active duty member of the United States Armed Forces or a financially dependent child of an active duty member of the United States Armed Forces who

registers as an entering student in a public institution of higher education in the State is exempt from paying nonresident tuition at the institution if the active duty member of the United States Armed Forces is stationed in this State, resides in this State or is domiciled in this State.

- B. A spouse or financially dependent child of an active duty member of the United States Armed forces who enrolls as an entering student in a public institution of higher education in the State and is exempt from paying nonresident tuition under section A. of this regulation shall continue to be exempt from paying nonresident tuition if the active duty member of the United States Armed Forces no longer meets the requirements of section A. of this regulation and the spouse or financially dependent child remains continuously enrolled at the institution.
- C. An honorably discharged veteran of the United States Armed Forces who registers as an entering student in a public institution of higher education in the State is exempt from paying nonresident tuition at the institution if, within one year after the veterans discharge, the veteran presents the institution with documentation evidencing that the veteran attended a public or private secondary school in this State for at least three years and that the veteran graduated from a public or private secondary school in this State or received the equivalent of a high school diploma in this State.

#### Administrative History

Effective date: December 4, 1995 (22:24 Md. R. 1901)

Regulations .02, .03, and .05 amended. Effective date: July 1, 1996 (23:13 Md. R. 946)

Regulation 11 added. Effective date September 29, 2004.

### SECTION FOUR: GENERAL EDUCATION LEARNING GOALS ACROSS THE CURRICULUM

#### Mission

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

#### General Education Learning Goals

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

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

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

#### 1. Communication

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

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

#### 2. Critical Thinking

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

- Independently identify problems and pose questions
- Gather, read, evaluate, and integrate relevant information

- Explore alternative perspectives and their implications
- Draw well-reasoned conclusions

#### 3. Quantitative and Scientific Reasoning

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

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

#### 4. Information & Technology Literacy

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

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

#### 5. Creativity

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

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

#### 6. Global Awareness

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

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

#### 7. Personal Development and Social Responsibility

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

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

### SECTION FIVE: STANDARDS FOR ACCEPTABLE INTERNET USE

**\*Revised by the Technology Advisory Group and approved by the Executive Team, November 2006**

The following standards apply to anyone 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 including wireless access is limited to students, faculty, staff and approved guests and 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 including the wireless network. 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

*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 students 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, disability, or sexual orientation have equal access to all services, programs, activities and facilities of the College as determined by their student status (Credit or Continuing Education).

The College endorses the American Association of University Professors' (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

Students, faculty, and staff are asked to assume positions of responsibility within the College's disciplinary process in order that they might contribute their skills and insights to the resolution of cases brought before the Integrity Council. Final authority in disciplinary matters, however, is vested in the College administration and in the Board of Trustees.

The Integrity Council serves as the judicial body charged with the responsibility to determine whether an individual student or student group has violated the Code of Integrity. A student who has allegedly violated the Code of Integrity has the option to appear before the Integrity Council after following established protocol as outlined in this document. All Integrity Council proceedings are closed to the public. Formal rules of evidence shall not be applicable, nor shall deviations from prescribed procedures necessarily invalidate a decision or proceeding.

The Integrity Council has the responsibility to uphold the Code 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 Integrity and Judicial Affairs Advocate for approval. The Integrity Council meets regularly during the academic year to discuss procedures and issues related to the Code.

#### Membership

The membership of the Integrity Council shall include representation from the following areas: students, faculty, continuing education, administration, academic affairs, student affairs, and planning, marketing and assessment.

**Student Representatives** – at the beginning of each academic year, five (5) student representatives who have accumulated at least twelve (12) credits, and are in good academic standing, will be designated for the Integrity Council by the President of the Student Government Organization with advice and consent of the Student Government Organization Governance Board.

**Faculty** – before the beginning of each academic year, the Vice President of Academic and Student Affairs will designate two credit faculty members.

**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 Dean of Student Affairs (or designee, Integrity and Judicial Affairs Advocate) 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 or Co-Chairpersons of the Integrity Council will be appointed from the faculty, continuing education, academic affairs (non-teaching) or student affairs staff by the Vice President of Academic and Student Affairs, and the Vice President of Continuing Education and Training, with the concurrence of the Integrity and Judicial Affairs Advocate. 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. Co-Chairpersons may preside during a hearing 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 recommend 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, and any three (3) Council members from the other constituency areas, ensuring that at least one credit or continuing education faculty or staff member is present in the event that the accused is a credit student or continuing education student.

When the Chairperson of the Integrity Council is notified of the need to convene the Integrity Council, the Chairperson will likewise be notified of the need to ensure credit or continuing education representation on the Integrity Council.

### STANDARDS OF THE CODE OF INTEGRITY

#### I. STANDARDS OF ACADEMIC HONESTY:

Academic honesty means using one's own thoughts and materials in writing papers, taking exams, and participating in other classroom-related activities. Academic honesty also includes the proper citation of sources of information. Students are expected to give full credit for the borrowed words and ideas of others. Intentional or unintentional use of another's works, or ideas without acknowledgement of the source (author) constitutes plagiarism. Likewise, a student found to have knowingly aided another student(s) in the commission of an act of academic dishonesty is considered equally responsible for violations of academic dishonesty.

All credit courses are subject to the provisions of the Standards of Academic Honesty. In addition, these provisions are applicable to those continuing education courses for which continuing education units (CEU's) are awarded and require a final grade, or the demonstration of minimum skill accomplishment, or attendance.

Violations of academic honesty fall into four categories:

**Cheating:** Intentionally using or attempting to use unauthorized material, information, or aids in any academic exercise.

Examples:

- dishonestly obtaining, using or possessing copies of an exam, or receiving information contained therein, even if it is from a different section of the same course.
- receiving any aid during the taking of an exam or quiz, such as looking on another student's paper, or using an unauthorized

"cheat sheet," or stored information in a calculator's memory.

- allowing someone other than the student him/herself to take an exam. Submitting a research or term paper, or essay that was written by someone other than the student (including from a print service or an online/Internet provider)
- submitting the same work more than once for credit in a different course(s) without the instructor's permission.
- submitting a lab report that is a copy of a report prepared by another student. Students must adhere to the guidelines stated by the instructor in performing laboratory experiments and written reports. Unless otherwise noted by the instructor, students may work together on laboratory exercises and written reports, as long as each member of the group contributes to and understands the work completed.
- submitting an assignment that is a copy of the work completed by someone other than the student him/herself. Unless stipulated otherwise by the instructor, students may work together on homework assignments provided that the work is not copied verbatim and that all students involved understand the work completed.
- not following the instructions or adhering to restrictions specified by the take-home exams and quizzes, such as obtaining unauthorized assistance.

**Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Examples:

- Altering actual data obtained in an experiment. The data recorded must be the actual data obtained while performing the exercise and cannot subsequently be changed, unless approved by the instructor.
- Making up a source to use as a citation in a paper.
- Resubmitting altered graded work for a grade reevaluation, unless the instructor is aware of the alterations.
- Faking an illness to avoid an exam or test.
- Willfully altering the laboratory work of another student and submitting it as one's own work.

**Facilitation:** Intentionally helping or attempting to help another student commit an act of academic dishonesty.

Examples:

- Giving another student one's homework so that it can be copied.
- Letting another student copy answers during an exam.
- Completing an exam in the name of another student.
- Giving exam information/answers to students in other sections of the same course, or to students who have not yet taken the exam.

**Plagiarism:** Representing the words or ideas of another as one's own in any academic exercise, whether intentionally or unintentionally.

Examples:

- From A Writer's Reference, 4th edition by Diana Hacker, 1999: "Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words."
- Merely rearranging words, substituting only a synonym, or closely following an author's sentence pattern would be considered plagiarism.
- Submitting another's project, written or otherwise, and passing it off as one's own.

Innocent behavior can sometimes appear suspicious and can attract unintended attention from an instructor. A student should take precautions to avoid the mere appearance of academic dishonesty while taking an exam or quiz.

For example:

- a student should not fidget during the exam and should keep his/

her eyes fixed on his/her work and not look around toward other students.

- a student should not talk to other students during an exam or quiz.
- a student should not wear a hat or sunglasses during the exam and should not rearrange clothing while taking an exam.
- a student should not take study notes, textbooks, cell phones, pagers, and unauthorized calculators to the test site; any personal belongings should be kept clearly out of sight.
- a student should not reach into his/her personal belongings without first asking for permission by the instructor.
- a student should avoid asking to use the bathroom during the exam; but if necessary, the exam should be given to the instructor before leaving the room.

#### STANDARDS OF STUDENT CONDUCT:

Carroll Community College has a responsibility to clarify standards of behavior which are considered essential to its function as an education institution. Students are expected to obey the law, show respect for properly constituted authority, perform contractual obligations, and observe a standard of conduct appropriate for the College.

A student who violates criminal or civil laws while on campus, attending a College-sponsored or supervised function or representing the College will be subject to prosecution and punishment by the civil authorities. In addition, the student may be subject to disciplinary proceedings by the College. The College reserves the right to take immediate action should the presence of the student on campus be considered a serious threat to the operation of the College or to the welfare of the College community.

Student groups and organizations may be charged with conduct violations. A student group or organization and its officers may be held collectively and individually responsible when violations by those associated with the group or organization have received the consent or encouragement of the group leaders or officers to violate the Standards of Student Conduct. The officers or leaders or any identifiable spokesperson for a student group or organization may be directed by the Dean of Student Affairs (or designee, Integrity and Judicial Affairs Advocate) to take appropriate action to prevent or end conduct violations by the group or organization. Failure to make reasonable efforts to comply with the Dean of Student Affairs or his/her designees' directive shall be considered a violation of the Standards of Student Conduct.

Persons not enrolled officially in the College, who by their actions on campus violate their status as invited guests, are subject to the relevant sanctions of the Criminal Law Article of the Maryland Code. Although it is the intent of the College to leave disciplinary action with respect to off-campus offenses of students to civil authorities, if an off-campus offense poses a serious threat to the College community, the College reserves the right to take appropriate action. While on campus, prospective students shall adhere to the same standard of conduct as current students or be denied admission to the College.

Disciplinary action will be taken when any student or group of students

1. fails to observe the general standards of conduct or any specific policy, rule, regulation or College procedure adopted by the College.
2. acts in a manner not in the best interest of the College community.

The following shall constitute unacceptable behavior on campus, off campus at College leased or owned facilities, while attending College sponsored activities or any activities which are initiated, authorized or supervised by Carroll Community College, or while representing the College, and subject offenders to disciplinary action:

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 refer the incident to the Dean of Student Affairs (or designee, Integrity and Judicial Affairs Advocate) within twenty-four hours, and complete the document, *Reporting a Violation of the Standards of Student Conduct*, for appropriate and prompt action by the Dean of Student Affairs or his/her designee.

A copy of the document will be given to the student by the Dean of Student Affairs or his/her designee. A dismissed student will not be allowed to return to class until the conflict is resolved by the Dean of Student Affairs or his/her designee, or the instructor involved.

The Dean of Student Affairs or his/her designees' 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. Intentionally or recklessly causing physical harm to any person on College grounds or at College sponsored activities, or intentionally or recklessly causing reasonable apprehension of such harm.
9. Intentionally and substantially interfering with the freedom of expression of others on College grounds or at College sponsored activities.
10. 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.
11. 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.
12. Gambling.
13. 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.
14. Conducting or expressing one's self in a manner which is disorderly, lewd or obscene.
15. Forging, unauthorized altering, falsifying or unauthorized use of any College documents, records, keys or instruments of identification.
16. Smoking and/or the use of any tobacco products; refer to the

Smoking and Tobacco Use Policy.

17. 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.
18. Furnishing false information to the College or to members of the College community who are acting in the exercise of their official duties.
19. 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.
20. Using sound amplification equipment, system or device, except as provided by College regulations.
21. 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.
22. 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.
23. Violating fire or safety regulations, including the misuse or damage of fire safety equipment.
24. 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. A student facing a disciplinary charge(s) shall be granted due process in the form of the following rights.

Please note: A student who withdraws from the College or drops a course(s) prior to being formally charged with an alleged violation(s) of either the Standards of Student Conduct and/or Standards of Academic Honesty may still be subject to disciplinary action as determined by the Dean of Student Affairs or Integrity and Judicial Affairs Advocate. Should the Dean determine it necessary to proceed with disciplinary action against the accused student, the matter will be handled according to the following procedures.

#### I. REPORTING A VIOLATION OF THE STANDARDS OF ACADEMIC HONESTY

A minor violation(s) of academic dishonesty may be handled by a faculty member and a sanction given without the faculty member completing the document, *Reporting a Violation of the Standards of Academic Honesty*, as long as the violation is not serious enough to make it impossible for the student to pass the course. Examples of sanctions include but are not limited to: giving a zero on a homework assignment or quiz, giving a lower grade on an assignment, or permitting a student to rewrite a paper with the understanding that the student would receive a lower grade.

If the violation would be serious enough as to make it impossible for the student to pass the course, then the faculty member is required to complete the document, *Reporting a Violation of the Standards of Academic Honesty*. The completion of this document provides the necessary documentation and allows for more formal and consistent review throughout the adjudication process. If a claim of academic dishonesty is alleged by a student against another student, the student alleging the violation must inform the faculty member. Once reported to

the faculty member, it is the faculty member's responsibility to investigate and determine whether a violation has occurred. If it is determined that a serious violation has occurred, the faculty member must complete the document, *Reporting a Violation of the Standards of Academic Honesty*. The following procedures are to be adhered to:

#### Initial Procedures

The faculty member speaks to the student alleged to have committed an act of academic dishonesty and one of the following actions will occur:

1. The faculty member determines that no serious violation of the Standards of Academic Honesty occurred and no further action is taken.
2. The faculty member determines and can substantiate that a serious violation of the Standards of Academic Honesty has occurred. The faculty member completes the document, *Reporting a Violation of the Standards of Academic Honesty*, and one of the following actions will occur:
  - a. The student agrees that a violation has occurred. The faculty member provides a copy of the document to the student and immediately forwards a copy to the Integrity and Judicial Affairs Advocate for determination as to whether the violation is the first, second, or third violation of the Standards of Academic Honesty. If it is the first or second violation, the Integrity and Judicial Affairs Advocate determines the sanction(s). If it is the third violation, the student will be referred to the Integrity Council which will determine and recommend a sanction(s). The student will retain the right to appeal the sanction to the appropriate Dean or Vice President of Continuing Education or Training. The student will be notified in writing by the Integrity and Judicial Affairs Advocate regarding the violation and subsequent sanction(s) (see Sanctions).
  - b. The student does not agree that a violation has occurred and wishes to appeal to the Department Chair/Continuing Education and Training Director (hereby referred to as "Chair" and "Director"). The faculty member provides a copy of the document, *Reporting a Violation of the Standards of Academic Honesty*, to the student and immediately forwards a copy to the Chair/Director. The student is advised by the faculty member to prepare and submit a written rebuttal to the Chair/Director within five (5) working days. Upon receipt of the student's rebuttal, the Chair/Director will contact the student within five (5) working days and arrange for a meeting.
3. The Chair/Director meets with the student regarding the alleged violation and one of the following actions will occur:
  - a. The Chair/Director determines that no serious violation of the Standards of Academic Honesty occurred. The document, *Reporting a Violation of the Standards of Academic Honesty*, is nullified and returned to the Integrity and Judicial Affairs Advocate. No further action is taken.
  - b. The Chair/Director determines that a serious violation has occurred. The Chair/Director completes his/her portion of the document, *Reporting a Violation of the Standards of Academic Honesty*, and one of the following actions will occur:
    - (1) The student agrees that a violation has occurred. The Chair/Director provides a copy of the document to the student and immediately forwards a copy to the Integrity and Judicial Affairs Advocate for determination as to whether the violation is the first, second, or third violation of the Standards of Academic Honesty. If it is the first or second violation, the Integrity and Judicial Affairs Advocate determines the sanction(s). If it is the third violation, the student will be referred to the Integrity Council which will determine and recommend a sanction(s). The student will retain the right to appeal

the sanction to the appropriate Dean or Vice President of Continuing Education. The student will be notified in writing by the Integrity and Judicial Affairs Advocate regarding the violation and subsequent sanction(s) (see Sanctions).

- (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 Dean of Arts, Letters and Social Sciences/Dean of Business, Mathematics, and Sciences, or Vice President of Continuing Education and Training, or to the Integrity Council (refer to Integrity Council Hearing Process).

\*Appeal to the Dean of Arts, Letters, and Social Sciences/Dean of Business, Mathematics, and Sciences, or Vice President of Continuing Education and Training

The decision of the Dean or Vice President of Continuing Education and Training relative to the alleged violation of the Standards of Academic Honesty is final. The Chair/Director provides a copy of the document, *Reporting a Violation of the Standards of Academic Honesty*, to the student and immediately forwards a copy of the document and a copy of the student's rebuttal to the appropriate Dean or Vice President of Continuing Education and Training. The Dean or Vice President of Continuing Education and Training meets with the student regarding the alleged violation and one of the following actions will take place:

1. The Dean or Vice President of Continuing Education and Training determines that no serious violation has occurred. The document, *Reporting a Violation of the Standards of Academic Honesty*, is nullified and returned to the Integrity and Judicial Affairs Advocate. No further action is taken.
2. The Dean or Vice President of Continuing Education and Training determines that a serious violation has occurred. The Integrity and Judicial Affairs Advocate is contacted for determination as to whether the violation is the first, second, or third violation of the Standards of Academic Honesty. If it is the first or second violation, Integrity and Judicial Affairs Advocate determines the sanction(s). If it is the third violation, the student will be referred to the Integrity Council which will determine and recommend a sanction(s). The student will retain the right to appeal the sanction to the appropriate Dean or Vice President of Continuing Education and Training. The student will be notified in writing by the Integrity and Judicial Affairs Advocate regarding the violation and subsequent sanction(s) (see Sanctions).

\*Note: The Vice President of Academic and Student Affairs will serve as the final appeal when a student is charged with committing academic dishonesty by either the Dean of Arts, Letters, and Social Sciences, or Dean of Business, Mathematics, and Sciences.

## II. REPORTING A VIOLATION OF THE STANDARDS OF STUDENT CONDUCT

An alleged student conduct violation may be reported by any member of the College community. To report a student conduct violation the document, *Reporting a Violation of the Standards of Student Conduct*, must be completed and submitted in a timely manner to the Dean of Student Affairs (or designee, Integrity and Judicial Affairs Advocate), who will promptly investigate the incident. Copies of this document are available in the Office of the Dean of Student Affairs or the Integrity and Judicial Affairs Advocate, administrative offices, and on the iweb for faculty and staff. An alleged violation of a criminal or civil law, however, should be reported immediately to the Office of the Executive Vice President of Administration.

1. The Dean of Student Affairs (or designee, Integrity and Judicial Affairs Advocate) 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 Dean of Student Affairs or his/her designee may dismiss the allegation or proceed with disciplinary action. It is the responsibility of the Dean of Student Affairs or his/her designee to identify the specific charge(s) that will be brought against the student(s) involved.

2. If the student fails to respond to the Dean of Student Affairs or his/her designees' request for a meeting within the frame established, the Dean may institute any of the sanctions.
3. If the Dean of Student Affairs or his/her designee find sufficient cause to believe that a student has committed a serious conduct violation, the Dean 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 Dean of Student Affairs or his/her designee 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 responsibility to render a decision relative to whether a student has committed a conduct violation and to recommend the sanction(s). The student will retain the right to appeal the sanction only to the Dean of Student Affairs or Vice President of Continuing Education and Training. The Vice President or Dean retains the right to review the sanction(s) as recommended by the Integrity Council and if deemed necessary, may overrule the sanction(s). The Vice President or Dean may refuse to grant an appeal if the he/she determines the accused student's request for an appeal is without substance. The decision of the Vice President or Dean is final.
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 Dean of Student Affairs (or designee, the Integrity and Judicial Affairs Advocate), 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 attending class sessions or coming onto campus grounds as an interim measure. In addition, this matter may be referred to the Care Team. During this period of suspension, the student is responsible for any outstanding financial obligation and/or is subject to any academic consequences as a result of missed class time.

### INTEGRITY COUNCIL HEARING PROCESS

A student charged with committing an alleged violation of the Code of Integrity may request a hearing before the Integrity Council. The Integrity and Judicial Affairs Advocate shall notify the student by mail (special handling, delivery confirmation) of the date, time, and location of the hearing. The hearing shall be scheduled no more than fifteen (15) working days and no less than five (5) working days following the student's decision to appear before the Integrity Council. During the winter and summer terms, it may be necessary to alter the time table to ensure student representation on the Integrity Council. All reasonable measures to contact the student will have been made. The Integrity and Judicial Affairs Advocate will ensure that the student is:

1. Provided with a written statement of the violation(s);

2. Provided with a list of potential witnesses against him/her and the nature of their proposed testimony, unless it is determined that providing the names of the witnesses might be a threat to the welfare of the witnesses;
3. Advised of the right to appear alone or with a College advocate; the advocate may be a Carroll faculty or staff member or another Carroll student; the role of the advocate shall be limited to consultation with the student; the advocate may not address those present at the hearing or question witnesses; legal representation is not permitted during Integrity Council hearings unless the student faces concurrent criminal charges or the institution proceeds through counsel; the role of the legal 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; the accused student(s) will have the option to submit written evidence and/or exhibit(s), in advance, for review by the Integrity Council. See Hearing Procedures below.
5. Advised of the right to argue on 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 Vice President of Continuing Education and Training or the appropriate Dean the sanction(s) only, as recommended by the Integrity Council.
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 recommend the sanction to be suspension or expulsion. Any existing disciplinary record (active or inactive) will be made available and taken into consideration during the sanctioning phase of the adjudication of a violation of the Code of Integrity. The Integrity and Judicial Affairs Advocate will provide notification to the Council as to whether prior violations are on file.
12. It is the Chairperson's responsibility to communicate in writing, to the Integrity and Judicial Affairs Advocate, the findings of the Integrity Council. The Advocate will in turn communicate the findings of the Integrity Council first to the Vice President of Continuing Education and Training or Dean, and then to the accused student.
13. The Vice President of Continuing Education and Training or Dean retains the right to review the sanction(s) as recommended by the Integrity Council and if deemed necessary, may overrule the sanction(s).
14. The accused student may appeal the sanction(s) to the Vice President of Continuing Education and Training or Dean. The Vice President of Continuing Education and Training or Dean may refuse to grant an appeal if the Vice President of Continuing Education and Training or Dean determines the accused student's request for an appeal is without substance.

#### 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. An hour prior to the beginning of the hearing, the Chairperson will share with the Integrity Council members a briefing file stating: the name(s) of the accused student(s); nature of the violation(s) and charge(s); date(s) and location(s) of the incident(s); and written evidence and/or exhibit(s) to be introduced by the College and accused student(s), if any. 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.

#### 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 recommended commensurate with the severity of the violation(s) and will take in account prior violations. Any existing disciplinary record (active or inactive) will be made available and taken into consideration during the sanctioning phase of the adjudication of a violation of the Code 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. Additionally, the following actions with the approval of the appropriate vice president or dean may be taken pending final resolution of a disciplinary matter:

1. delay awarding/posting of a degree and/or certificate
2. hold temporarily the release of a transcript(s)
3. deny participation in the Commencement Ceremony
4. impose an administrative block to prevent a course(s) from being dropped
5. revoke a degree and/or certificate

#### 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 recommended by the Integrity Council. Continuing Education course – a student may be prohibited from enrolling in a course in the same content area as recommended by the Integrity Council.

## II. Other Code of Integrity Sanctions

The Integrity Council may recommend more severe sanctions for incidents in which it was determined that an accused student intentionally committed an act that violated the College’s Code of Integrity while motivated by consideration of race, religion, color, disability, sexual orientation, gender, national origin, or ancestry.

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 Dean of 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 Integrity and Judicial Affairs Advocate 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. Any sanction(s) resulting from disciplinary action shall not be recorded on the academic transcript. This practice is in keeping with professional standards promulgated by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Active disciplinary records may be reported to third parties, in accordance with College regulations. The existence of an inactive file will be confirmed to third parties; the contents of the file will not be disclosed unless permission is granted by the student.

Disciplinary records may be voided by the Integrity Council for good cause upon written request of the student to the Dean of 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 and Counseling.

Employees who believe they have been subjected to sexual harassment may seek an investigation by contacting the Equal Employment Opportunity 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) (8)), 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 and Counseling 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 and Counseling who will treat the individual with every respect. If the individual requests, the Director of Advising and Counseling 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 and Counseling 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 classes, 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.

Revised March 1, 2006

Revised April 21, 2006

Revised February 8, 2007

Revised May 2, 2007

Revised August 2, 2007

## 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 Integrity and Judicial Affairs Advocate or designee to clarify the issues involved. Students are asked to adhere to the following procedures as outlined below:

Step 1: The student and staff or faculty member involved in the complaint should try to resolve the dispute through discussion.

Step 2: If resolution is not reached at the Step 1 level, the student must complete a "Complaint Form" (supplied by immediate supervisor) and submit it to the staff or faculty member's immediate supervisor within five (5) working days of the complaint. The supervisor 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 immediate supervisor's supervisor. It will be the immediate supervisor's responsibility to forward the complaint file to his/her supervisor. The supervisor 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. A supervisor may be a coordinator, department chair, director, dean, or vice president.*

## SECTION EIGHT: STUDENT RIGHTS AND RESPONSIBILITIES

### Equal Access And Opportunity: Your Rights/Responsibility

Students at Carroll, regardless of race, color, religion, sex, national origin, age, disability, or sexual orientation have equal access to all services, programs, activities and facilities of the College. Specifically, all students have equal access to the following:

- A. Student Activities: Students are allowed equal access to or membership in any student activity.
  1. Membership requirements for student groups must be the same for all students, regardless of race, color, religion, sex, national origin, age, disability, or sexual orientation.
  2. All members of the organization must be allowed to participate equally and may not be assigned or denied office or benefits on the basis of race, color, religion, sex, national origin, age, disability, or sexual orientation.
- B. Financial Aid: Students should have equal opportunity to receive financial aid—scholarships, grants, work-study opportunity and other student employment.
  1. The College may not give an undue proportion of

scholarships to one race, color, religion, sex, national origin, age, disability, or sexual orientation.

2. Students are to be allowed equal access to all student employment and subsequent raises and promotions.
  3. Benefits for student employees must be provided equally, regardless of race, color, religion, sex, national origin, age, disability, or sexual orientation.
- C. Career Development: Students should receive non-discriminatory treatment in personal or academic counseling and in placement services regardless of their race, color, religion, sex, national origin, age, disability, or sexual orientation.
1. The College is to make all services available to all students regardless of race, color, religion, sex, national origin, age, disability, or sexual orientation .
  2. Comparable services must be made available to all students on a non-discriminating basis.
- D. Classroom Equality: The College endorses the AAUP's Joint Statement on Rights and Freedoms of Students. (Copies are available in the Office of the Integrity and Judicial Affairs Advocate and in the Library.) The College endorses and encourages free discussion, inquiry and expression in the classroom. Evaluation is to be based solely on academic performance.
- E. Violations: Students who have experienced violations of any of the rights described above should follow the guidelines described in the section titled Formal Complaint Process for Students.
- F. The Law: Title VI and VII of the Civil Rights Act of 1964 are federal laws designed to eliminate race, color, national origin, or age discrimination. Title IX of the Educational Amendments of 1972 is a federal law designed to eliminate sex discrimination from all educational programs and activities. The College is in compliance with these federal statutes, as well as the Equal Pay Act of 1963, Titles VII and VIII of the Public Service Act and Executive Orders 11246/11375 of the Civil Rights Statutes.

Community colleges receiving federal funds are required to comply with the law in the admission, treatment, and employment of their students.

The enforcement responsibility of this law rests with the Department of Education and with the Department of Labor, which have the power to withhold federal funds from any educational institution which practices discrimination based on race, color, religion, sex, sexual orientation, national origin, age, or disability. Specifically, these equal opportunity laws prohibit race, color, religion, sex, national origin, age, disability, or sexual orientation discrimination in:

- Academic advisement
- Admission to Carroll Community College
- Admission to any career or transfer program
- Access to course offerings
- Access to and participation in student activities programs
- Access to and participation in athletics
- Career development services
- Financial aid and student employment
- Health services
- Personal and educational counseling
- Treatment in the classroom

For additional information, copies of the federal statutes can be acquired by contacting the U. S. Department of Education, Information Office, Office of Civil Rights, 330 Independence Avenue, S.W., Washington, DC 21001. Students who have experienced Equal Access and Opportunity violations or ADA and Section 504 of the Rehabilitation Act violations should follow the guidelines described in the section titled Formal Complaint Process for Students.

**SECTION NINE:  
STUDENT GOVERNMENT ORGANIZATION CONSTITUTION  
Preamble**

Students of Carroll Community College, in the belief that the college experience offers many and varied opportunities for students to develop an awareness of their rights and responsibilities as members of the community, do hereby establish this constitution for the Student Government Organization.

**Article I. Name**

The name of the organization, for all official intents and purposes, shall be the Carroll Community College Student Government Organization, hereafter referred to as the SGO.

**Article II. Membership**

1. Every regularly enrolled student of Carroll Community College, both full and part time, shall be a member of the SGO without regard to sex, sexual orientation, race, ethnic background, national origin, age, disability, or religion.
2. For the purpose of participation in SGO, those students who have completed a total of 24 or more term credit hours at any accredited undergraduate institution shall be considered sophomores. Those students who have completed fewer than 24 term credit hours shall be considered freshmen.

**Article III. Objectives**

The primary objectives of the SGO and its appointed members are to:

1. Insure the privileges, rights, and responsibilities of all students as stipulated in the Student Bill of Rights.
2. Acknowledge and support student clubs and organizations on campus that present themselves to the SGO for approval.
3. Provide leadership and guidance to committees and clubs so they may organize and direct meetings and events that comply with the objectives of the organization's constitution.
4. Assist in explaining administrative views and policies to the student body.
5. Seek problem areas in which student views and feedback can be represented either to faculty or administration.
6. Actively encourage student involvement in all clubs, organizations, and activities and foster volunteerism both on and off campus.
7. To develop a degree of professionalism in its members.

**Article IV. Constitutional Authority**

This constitution shall be the fundamental law governing the actions of the entire student body; this includes the student government as well as any and all student clubs and organizations.

**Article V. Organization**

The affairs of the SGO shall be managed by a Governance Board, which will act as the principal student governing board of Carroll Community College, with all other student organizations subsidiary to it.

1. The Governance Board of the SGO shall consist of ten elected members, five returning students and five new students. Returning students shall be comprised of five students currently attending Carroll in either freshmen or sophomore standing and shall be elected in the spring term for the following school year. Their roles as student leaders shall begin officially on July 1 of that year. New students will be students new to Carroll for the given school year and may be either incoming freshman or transfer students, regardless of credits earned. If there are any vacant positions in the fall after the new student elections are held, any interested student may apply for an SGO Board representative position.
  - a. These members shall be chosen by free election by the student body, as described in the Constitutional By-Laws.
  - b. All students who have completed college credits must have a

minimum cumulative GPA of 2.500 and carry a minimum of 6 credits per term in order to be eligible for positions on the SGO Governance Board.

- c. Any board member who is absent 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 complete an Application for Candidacy Form, including a petition and signatures of at least 10 members of the student body. An application for any vacancy will be available from the Student Life Office.
  3. Executive Officers of the Governance Board will be: President, Vice-President, Secretary, and Treasurer. The duties of these officers shall be as stated below unless otherwise agreed upon by the Governance Board. All officers are to provide leadership in their respective positions.

**President:**

1. Presides over all meetings of the SGO.
2. Acts as official representative for all necessary functions or appoints any board member in his or her place.
3. Creates provisional committees.
4. Appoints provisional committee heads and members.
5. Schedules Governance Board meeting time for the present term.
6. Calls emergency Governance Board meetings.
7. May cancel/reschedule meetings.
8. Executes and enforces the provisions of the Constitution.
9. Serves as SGO representative to the Board of Trustees.

**Vice-President:**

1. Shall preside over Governance Board meetings in President's absence.
2. Assumes powers of the President following dismissal, resignation, or impeachment of the President.
3. Acts as head of the Constitutional Committee, and appoints its members.
4. Serve as SGO representative to the Academic Council

**Treasurer:**

1. Maintains accurate accounting of SGO funds.
2. Serves as vice-chair of the Student Activities Finance Board.
3. Presents Governance Board with a report from the Student Activities Finance Board once a month.
4. Serves as the SGO representative to the Carroll Community College Foundation.

**Secretary:**

1. Records and distributes all minutes of the Governance Board meetings.
2. Responsible for ensuring proper publicity for SGO related memorandums, announcements, calendars, meetings, activities, or events by either taking responsibility or appointing another board member to do so.
3. Responsible for generating a list of members of SGO which

- would include their names, addresses, and phone numbers.
4. Shall be responsible for ordering flowers, cards, or the appropriate action in case of death or serious illness of any student, faculty, or staff within the college community.
  5. Serves as the SGO representative to the College Senate.

The President and Vice President must be of returning student standing and their positions shall be filled by the second meeting following the spring elections. The positions of Treasurer and Secretary may be either a returning or new student and shall be filled by the second meeting following the fall elections. The positions of President and Vice President will be determined by a vote of the existing ten board members. The Treasurer and Secretary will be decided by plurality vote of the five members from the spring election and the five new members with the officials assuming their executive responsibilities immediately following the vote.

For each Executive Officer, the term of office will run through the 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 Student Life
  - 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 Student Life.
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 Student Life.

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 Director 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 Director of Student Life.
  - c. At least two 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 and 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 SGO Board. Candidates may not advertise at election booths.

- Elections will be run on the SGO Blackboard site during the week of elections, 9:30 AM Monday through 7:00 PM Thursday.
- Candidates for office cannot operate as Election Committee members in any capacity.
- Returning students who wish to run for SGO Executive Board may participate in elections the week prior to finals during the spring term. New students who wish to run for SGO Executive Board may participate in elections during the third full week of the fall term.
- Applications for Candidacy shall be available in the Student Life Office four weeks prior to elections week.
- All applications will be reviewed by the Election Committee members and the Director of Student Life. Eligible candidates will be interviewed and selected by the Election Committee two weeks prior to elections week.
- Criteria for selection includes: demonstrated commitment to support the best interests of the student body at Carroll Community College, emerging leadership skills, integrity and enthusiasm. The Elections Committee shall seek Executive Board members with diverse experiences, areas of study, and points of view.

#### **EQUIPMENT POLICIES**

Equipment that is rented or leased on behalf of the SGO is the responsibility of the person/persons who 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 Student Life 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 may be used by any student club. SGO has first priority for the use of the computer, CAB 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, color, religion, sex national origin, age, disability, or sexual orientation.
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 organizations should follow the 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, a club/organization representative must be present at the meeting in which their budget is being brought up and/or reviewed. If a club/organization 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) and 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 Student Life prior to SGO approval of contracts for services to student clubs and organizations. Students who sign contracts without approval of the Director of Student Life 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 Student Life, 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 Student Life 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/staff 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 Director of Risk Management for the College to complete the appropriate forms. The Director of Risk Management can be reached at 410-386-8493 or skrumrine@carrollcc.edu or in 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 \$.50 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 be present for any money exchange on campus.

#### **APPEALS PROCESS**

1. Appeal original action to the Student Activities Finance Board.
2. Appeal secondary action to the Student Government Organization Governance Board.
3. Appeal the decision of the SGO Governance Board to the Dean of Student Affairs.
4. Appeal the decision of the Dean of 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 either be enrolled for at least three billable hours in the summer session in which they will work or must be preregistered for at least six billable hours for the following fall term.
- C. The financial need (as evidenced by the Free Application for Federal Student Aid) of the student will be a consideration for employment and will determine the student's eligibility for Federal Work-Study.
- D. Student employees may work no more than 20 hours per week during periods of instruction. During winter and summer terms, a student may be eligible to work more than 20 (but no more than 40) hours per week. Approval to work more than 20 hours per week will be determined by the Director of Financial Aid.
- E. When interviewing a student for a position, the potential supervisor should communicate to the student the duties of the position and the hours per week that the student would be expected to work. Students may not work during their scheduled class session times, unless there is documentation that the session did not meet as regularly scheduled.
- F. Student employees are appointed for a specified period of time, as indicated on the Student Employee Agreement, but for no longer than six months at a time. Re-appointment to a subsequent period is not automatic and is at the discretion of the supervisor.
- G. If the student is terminated before the end of the agreement period for a reason other than gross misconduct, he/she will be given one week's notice. Similarly, if the student wishes to resign, he/she should give one week's notice to the supervisor. A student

who wishes to appeal his/her dismissal may discuss the issue with the Director of Human Resources.

- H. A student who is terminated for gross misconduct is not normally considered for re-hire into any subsequent position at the College.
- I. As of January 31, 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 Director, Disability Support Services, at 410-386-8329.

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

##### **AIDS AND HIV EDUCATION POLICY**

##### **EDUCATION**

The College supports education about HIV and AIDS as the most effective means of combating this disease. All employees and students will be strongly encouraged to participate in AIDS educational efforts, and the time for such participation will be provided.

##### **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, or Student Life) or the Integrity and Judicial Affairs Advocate, 410-386-8412.

As required by the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act Amendments of 1989 and as a condition of employment and enrollment at Carroll Community College, each student, faculty, and staff member is required to abide by the terms of this policy.

Carroll Community College will continue to make a good faith effort to maintain a pleasant working and learning environment. We ask that you do your part to help make our campus drug free.

## **SECTION TWELVE: PARKING AND TRAFFIC REGULATIONS**

It is everyone's responsibility to become familiar with the following information. The traffic rules and regulations apply to everyone who drives a motor vehicle on the Carroll Community College campus.

### **Traffic Regulations**

All vehicles are subject to College traffic regulations while on the Carroll Community College campus. Regulations must be obeyed at all times.

- A. Faculty, staff, students, and visitors must park in lined spaces only.
- B. Vehicles must park in one space only.
- C. Parking is not allowed on the grass, construction areas, or any place that will mar the landscape of the campus.
- D. Any area on the campus which has been closed off shall not be entered by any vehicle.
- E. Faculty, staff, students, and visitors are prohibited from parking in the rear of the building near the receiving docks.

- F. Visitors are expected to obey the traffic regulations.
- G. Pedestrians in a designated crosswalk shall have the right of way at all times.
- H. The maximum speed on campus roads is 15 miles per hour.
- I. Any vehicle parked in violation of the College's regulations is subject to being fined.
- J. Any vehicle with unpaid parking tickets is subject to towing at the owner's expense.

### **Parking Availability**

- A. All lots are clearly marked with signs indicating any restrictions.
- B. Students and visitors are not issued parking permits and may park in any lined spaces not reserved.
- C. Faculty and staff parking spaces are reserved for faculty and staff vehicles with permits only.
- D. Parking spaces are reserved for vehicles of individuals with disabilities; appropriate license plates or permits must be displayed.

### **Faculty and Staff Registration**

- A. All faculty and staff motor vehicles must be registered with the Office of Facilities Management and have a valid parking permit displayed.
- B. Faculty and staff parking permits are available in the Office of Facilities Management, room 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. Fines for parking in spaces reserved for persons with disabilities are \$25.00.
- B. All fines are payable at the Business Office within 14 calendar days from the issuance of the ticket.
- C. Fines not paid will be treated as any other College financial obligation.
- D. Vehicles with unpaid violations may be subject to towing at the owner's expense.
- E. For unpaid tickets, the MVA will be contacted for vehicle owner identification.
- F. If towing becomes necessary, the vehicle will be towed to: Leckron's Towing Service, 164 Pennsylvania Avenue, Westminster, MD 21157. Phone 410-876-7738.
- G. Unpaid fines will result in the following: Fines will be attached to the student's account, resulting in the student not being permitted to register, to receive transcripts, or to graduate/obtain a diploma until all fines are paid in full.

### **Appeals**

A member of the College community wishing to appeal a parking/traffic violation must obtain an appeals form from the Information Desk or the Administrative Offices, rooms A137 or A230. No appeal will be accepted unless filed within seven working days after the violation. All appeals will be reviewed by the College's Parking Appeals Committee. The result of



the appeal will be written at the bottom of the appeals form and returned to the appellant. The Parking Appeals Committee will consist of two students, one faculty member, and one administrator.

### **SECTION THIRTEEN: OTHER COLLEGE REGULATIONS**

#### **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:

- Use bulletin boards on classroom 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 owners, 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 stair wells indicated as "safe havens" are protected by fire rated doors and are deemed to be extremely safe by Life Safety Code standards. A handicapped person should not be moved or carried unless imminent danger is evident.

#### **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, WIYY 98FM, WTTR 1470AM

**TV STATIONS:**

WMAR-2, WBAL-11, WJZ-13, FOX-45

2. You may register with e2Campus, the College's Emergency Notification System, at [www.carrollcc.edu/alerts](http://www.carrollcc.edu/alerts) for weather-related announcements. Be sure to visit the College's website for the complete announcement due to the limited size of the emergency messaging capability.
3. 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.
4. 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.
5. 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.
6. Students should also check Blackboard for information from their instructors.
7. PLEASE CHECK OUR WEBSITE, [WWW.CARROLLCC.EDU](http://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.

**SMOKE AND TOBACCO-FREE CAMPUS POLICY**

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

Policy approved by the Board of Trustees of Carroll Community College on September 17, 2008 and effective as of January 2, 2009.

**ENFORCEMENT OF SMOKE AND TOBACCO-FREE CAMPUS POLICY**

The college Smoke and Tobacco-Free Campus Policy relies on the thoughtfulness, consideration, and cooperation of tobacco users and non-tobacco users for its success. It is the responsibility of the college community, as well as visitors to the college, to observe the policy and to not use tobacco and smoking products on campus.

**Employees**

Employees who fail to comply with the college's Smoke and Tobacco-Free Campus policy will be issued a written warning for violating the policy and provided with an information card regarding the policy and options

for assistance. In addition, a copy of the violation will be provided to the employee's supervisor and to the Director of Human Resources to determine the proper action to take with respect to the college's Employee Handbook.

**Students**

Students who fail to comply with the college's Smoke and Tobacco-Free Campus policy will be advised of the policy, provided with an information card regarding the policy and options for assistance, and requested to comply with the policy. If a student refuses to comply upon request, the student will be issued a written warning from Security asked to leave College property. The written warning of the incident will be provided to the Integrity and Judicial Affairs Advocate and the Dean of Students Affairs. The Integrity and Judicial Affairs Advocate and the Dean of Student Affairs will review the violation and determine the proper action to take with respect to the college's Code of Integrity which outlines the Standards of Student Conduct. If a student refuses to comply or leave, Security will contact local law enforcement to assist in removing the student from College property.

**Visitors**

Visitors to the college who fail to comply with the College's Smoke and Tobacco-Free Campus policy will be provided by Security with an information card regarding the policy and options for assistance and asked to comply with the policy. If a visitor refuses to comply upon request of Security, the visitor will be issued a written warning from Security and asked to leave college property. If a visitor refuses to comply or leave, Security will contact local law enforcement to assist in removing the visitor from college property.

**Reporting Violations**

College Security, as a part of their normal responsibilities, will provide enforcement support for the college's Smoke and Tobacco-Free Campus policy by informing individuals of the policy and proper compliance; by reporting violations when an individual refuses to comply with the policy; and by responding appropriately when called to a situation that may warrant their added involvement. Individuals who observe violations of this policy may contact Campus Security Administration Office at 410-386-8490 (dial ext. 8490 from a campus phone) or Information Center at 410-386-8000 (dial "0" from a campus phone).

**TAPING/PHOTOGRAPHING OF STUDENTS AND VISITORS**

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

**VEHICULAR ASSISTANCE**

The Office of Public Safety and Security will provide assistance to faculty, staff, students, and patrons who need their vehicle battery recharged 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 2005, there was one incident (2 students) of Alcohol Possession/Use on Campus. In 2006, there was one incidence of Drug Possession/Use. In 2007, there were no crimes reportable under the Campus Security Act.

### **Safety Tips for Work Areas**

- Lock your office door whenever you leave, even if you are just going “out for a minute.”
- Take care of your keys. Do not leave them in your “cubby” or other hiding places.
- Do not prop doors open. If you find a door propped open on campus, close it or report it to the Office of Public Safety and Security.
- Know where fire alarms and emergency exits are located.
- Observe the College’s fire prevention regulations.
- If you smell smoke or see fire, pull the fire alarm and leave the building immediately.
- When a fire alarm sounds, leave the building immediately. Do not wait to see if it is a false/malfunctioning alarm.
- Notify the Office of Public Safety and Security immediately of any emergency, criminal activity, suspicious conditions, or suspicious subjects.

### **Safety Tips for Campus Grounds**

- Avoid taking shortcuts through isolated areas.
- Do not go for a “nature walk” through the woods alone.
- When walking, jogging, or running around the campus road after dark, wear reflective clothing and go in the opposite direction of traffic.
- Do not walk, jog, or run on campus alone after dark.
- Contact the Information Desk for an on-campus security escort to your car.

### **Property Security Tips**

- Never leave your bag, wallet, purse, or other valuables unattended.
- Even if you are going to be gone for “just a minute,” take your belongings with you.
- Do not leave easily stolen items, such as your wallet, checkbook, or jewelry in open view.
- Do not keep large sums of money in your office, classroom, or 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 Public Safety and Security immediately.

### **Dating**

- When you feel uncomfortable in a situation, trust your instincts.
- When you mean “no,” say “NO.” Do not allow room for misinterpretation by being ambiguous in your actions. Be FIRM. You should communicate your intentions and limits early.
- Do not immediately transfer your trust from an old friend to a new one. Remember, trust must be earned.
- Control the environment. You should be the one to choose or agree to the dating activity and location.
- Be alert to diminished awareness caused by alcohol and drugs. When you lose control because of impaired judgment, you give the advantage to the would-be assailant.
- Do not allow others to violate your personal space.
- When going out, let someone know with whom you are going, where you are going, and if possible, the approximate time of your return.

# Enrolling at Carroll

## Steps to Admission

1. Submit an Enrollment Application. New students are encouraged to submit applications early in April for fall enrollment or in November for spring enrollment.
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 advisor 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 advisor will help with course selection. Parents are welcome to attend First Advising Sessions.
6. Register for courses. New students will obtain advisor approval for first-term courses in the First Advising Session. After their first term, students are encouraged, but not required, to schedule appointments with advisors to discuss goals and to assure satisfactory progress toward those goals before subsequent registrations.
7. Attend New Student Orientation in August or January. Programs are offered for new full-time students, new part-time students, and parents and families.

*Registration forms are processed daily in the Records Office, room A112, Monday through Thursday, 8:30 a.m.–7:00 p.m. and Fridays, 8:30 a.m.–4:00 p.m. 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.*

## 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  
Records Office · Room A-112  
1601 Washington Road  
Westminster, MD 21157

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Parent Authorization

Parent/guardian must complete and sign the statement below if the student is under 18 years of age.

This is to authorize \_\_\_\_\_ High School  
to forward my son's/daughter's official High School transcript to Carroll Community College.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 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: \_\_\_\_\_ Phone: \_\_\_\_\_  
*Home Cell Emergency*

Social Security Number: \_\_\_\_\_ Date Of Birth: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_  
*Carroll Community College uses email addresses, as supplied by students, for official College communications. It is the student's responsibility to confirm that the email address is correct.*

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: \_\_\_\_\_

Term:  Summer (June–August)  Winter (4-week January Term)  
 Fall (September–December)  Spring (February–May)

## Academic Program (select one)

### TRANSFER PROGRAMS

#### ASSOCIATE OF ARTS DEGREE (A.A.)

- Arts and Sciences (Customized Transfer Plan)
- Arts and Sciences – Criminal Justice
- Arts and Sciences – Dental Hygiene
- Arts and Sciences – Exercise Science
- Arts and Sciences – Forensic Studies
- Arts and Sciences – Health 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 – Sociology/Anthropology/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 – Undecided Students
- Teacher Education (if AAT unavailable)

#### ASSOCIATE OF ARTS IN TEACHING DEGREE (A.A.T.)

- Early Childhood Education
- Elementary Education/Generic Special Education
- Secondary Education – Chemistry
- Secondary Education – English
- Secondary Education – Mathematics
- Secondary Education – Spanish

### CAREER PROGRAMS

#### ASSOCIATE OF APPLIED SCIENCE DEGREE (A.A.S.)

- Accounting
- Computer-Aided Design
- Computer Graphics – Graphic Design
- Computer Graphics – Multimedia Design
- Computer Information Systems
- Early Childhood Education
- Health Information Technology
- Law Enforcement
- Physical Therapist Assistant (selective admissions)

#### ASSOCIATE OF SCIENCE DEGREE (A.S.)

- Nursing – Registered (selective admissions)

#### OTHER/NON-DEGREE

- Hagerstown Community College Radiography Program
- Johns Hopkins Hospital Programs
- Mid-Maryland Allied Healthcare Consortium Program (degree awarded by Frederick or Howard Community College)
- Teacher Completers and Teacher Recertification

### CERTIFICATES

- Accounting – CPA Exam Qualification
- Computer-Aided Design
- Computer Graphics – Graphic Design
- Computer Graphics – Multimedia Design
- Health Information Technology – Core
- Health Information Technology – Advanced
- Nursing – Practical (selective admissions)
- Office Technology

### LETTERS OF RECOGNITION

- Art History
- Computer-Aided Design
- Computer Graphics
- Computer Information Systems – Web Developer
- Criminal Justice
- Early Childhood Education
- Health Information Technology – Medical Transcription
- Office Technology – Administrative Assistant
- Office Technology – Legal Secretary
- Visual Art – Studio

*Continued on Reverse Side*

287-09-209

### Admission Status (✓ check one)

- RG: Regular Student**  
Student planning to work toward an Associate Degree or Certificate who has a high school diploma or its recognized equivalent (ie: GED)
- RT: High School Student**  
Student currently attending high school while taking courses part-time at Carroll, including public, private, and home schooled students; concurrently enrolled students; and students taking classes outside of regular high school hours
- EA: Early Admission Student**  
Student by-passing a semester of the 12th grade to attend Carroll Community College full-time (also called 8th semester waiver)
- TR: Transient Student**  
Student enrolled at another college or university taking Carroll courses to transfer back to the parent institution
- SP: Special Student**  
Student taking coursework for personal enrichment (not seeking a degree or certificate) or over 18 years of age who does not have a high school diploma or its recognized equivalent

### 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 (✓ check one)

- Last High School Attended: \_\_\_\_\_ State: \_\_\_\_\_ Year of Graduation: \_\_\_\_\_
- General Education Diploma (GED): \_\_\_\_\_ State: \_\_\_\_\_ Year: \_\_\_\_\_
- Home School: \_\_\_\_\_ State: \_\_\_\_\_ Year: \_\_\_\_\_

### All Previous Colleges/Universities Attended (Required)

	Name of College/University	City/State or Country	Years Attended
Example:	Towson University	Towson, MD	06 – 08

### Certification

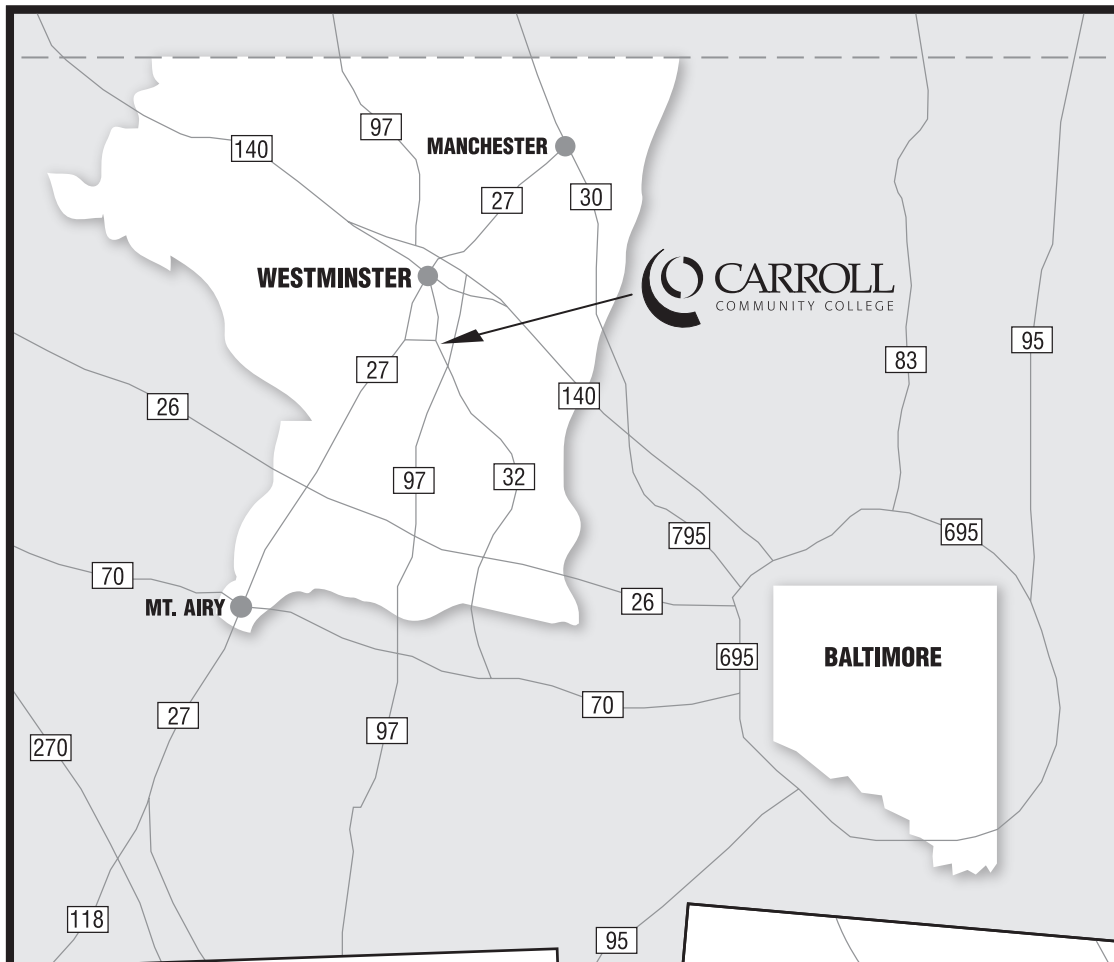
I certify that the statements made in this application are correct. I understand that failure to provide accurate information may result in the elimination of my application or, if admitted and enrolled, dismissal from the College. I agree to comply with all policies and regulations of Carroll Community 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, Drug-Free Workplace Act, and Smoke/Tobacco-Free Campus Policy. 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: \_\_\_\_\_



# Getting Around Campus



## Directions to Carroll Community College

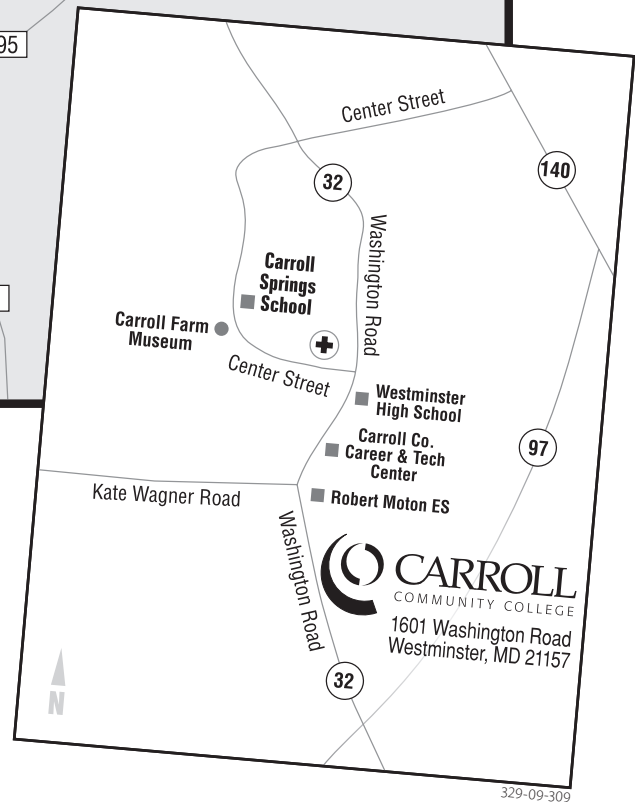
*From Baltimore:* Take I-695 (Baltimore Beltway) to Exit 19, I-795 North (Northwest Expressway). From I-795, merge onto MD-140 West via Exit 9B toward Westminister. Travel 10.4 miles on MD-140 West. Turn left onto MD-97 South. Travel 3.1 miles to Washington Road (MD-32). Turn right onto Washington Road. 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.

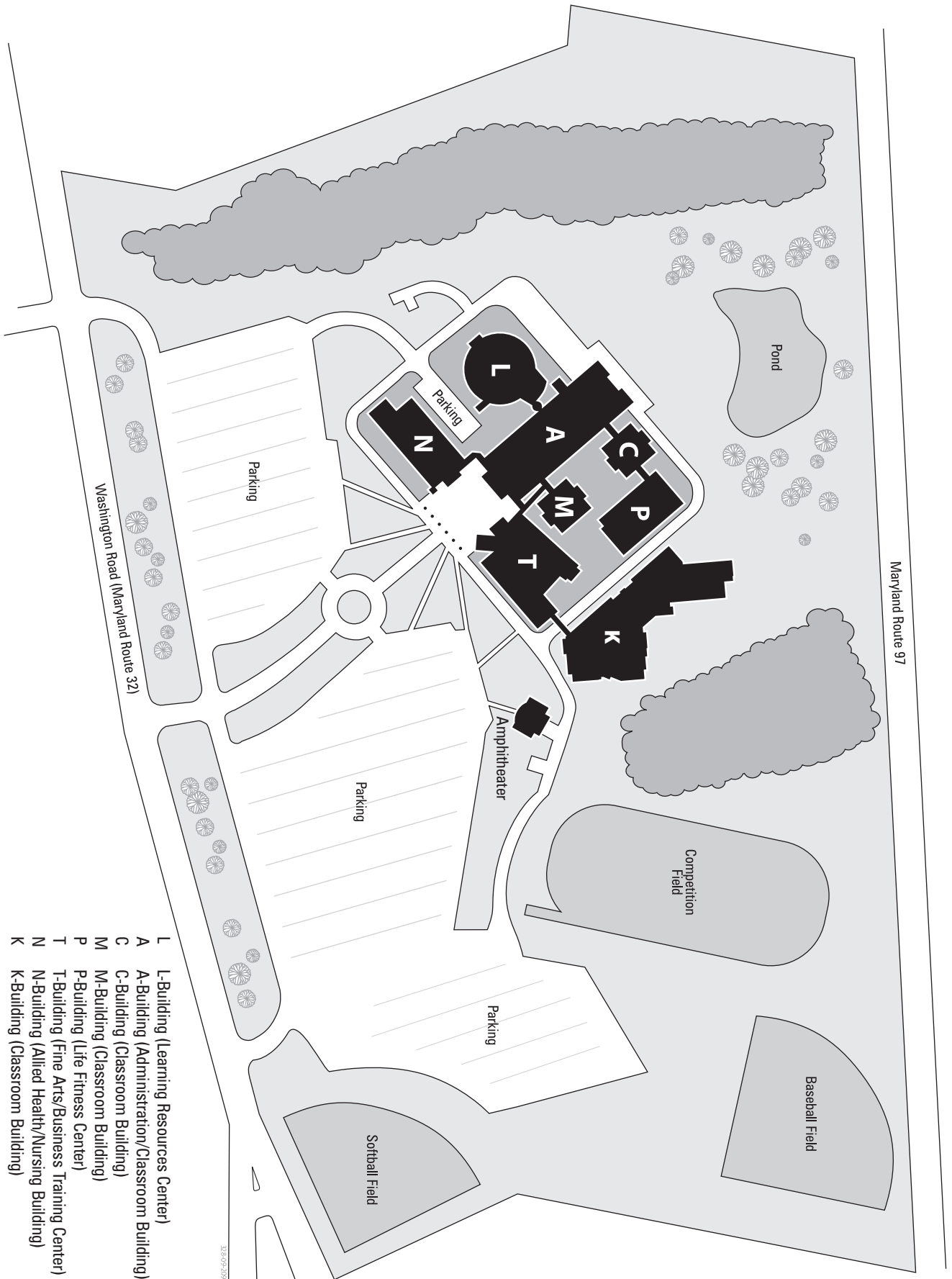
*From Frederick:* Take I-70 East to Exit 68 (MD-27). Turn left onto MD-27 North (Ridge Road) toward Mount Airy. Continue on MD-27 North for 15.8 miles to Kate Wagner Road. Take a right onto Kate Wagner Road. Road ends at the intersection with Washington Road (MD-32). Turn right onto Washington Road. 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.



# Carroll Community College | Campus Site Plan



- L L-Building (Learning Resources Center)
- A A-Building (Administration/Classroom Building)
- C C-Building (Classroom Building)
- M M-Building (Classroom Building)
- P P-Building (Life Fitness Center)
- T T-Building (Fine Arts/Business Training Center)
- N N-Building (Allied Health/Nursing Building)
- K K-Building (Classroom Building)

# Index

A+ Certification .....	118
Academic Advising .....	122
Academic Progress Standards .....	187
Academic Center.....	122
Academic Communities .....	123
Academic Standards.....	187
Academic Suspension.....	188
Accessibility Notice .....	213
Accreditation of the College .....	Inside Front Cover
ACT Scores.....	8
Admissions, Advising, and Counseling.....	122
Admissions Procedures/Philosophy .....	8
Admissions Programs, Selective.....	10, 13–15
Advanced Placement.....	184–185
Advertising Regulations.....	215
AIDS and HIV Education and Safety Policy.....	213
Allied Healthcare Consortium, Mid-Maryland.....	41, 43
Animals/Pets on Campus .....	215
Anonymous Publications .....	215
Apprenticeships.....	184
Articulation Agreements.....	115
Articulated Credits (from High School) .....	12–13, 186
ARTSYS .....	115
Assessment for Course Placement .....	8
Associate Degrees, Grad. Requirements .....	189–190
Attendance for Final Exams.....	186
Attendance Policy .....	188
Audit.....	186
Blackboard (Bb).....	123
Board of Trustees.....	1–2
Bookstore.....	123
Buckley Amendment .....	9, 192–193
Business Training and Services.....	118
Business Honor Society, Alpha Beta Gamma .....	37
Cafeteria .....	123
Calendar, 2009–2010.....	Inside Back Cover
Campus Facilities .....	128
Care Team .....	123
Career Connections.....	12–13, 186
Career Development.....	123–124
Career Programs.....	42
Certificate, Requirements for .....	190
Certificates .....	43
Child Development Center .....	124
Children on Campus.....	215
Classification of Students .....	183
CLEP Exam .....	184
Code of Integrity .....	199–208
Collection Policy .....	23
College Regulations and Policies .....	183–217
College Skills Assessment .....	9
Clubs and Student Activities .....	124–125
Community Use of Facilities.....	128
Complaint Process for Students.....	208
Computer Laboratories.....	126
Computer Literacy.....	190
Concurrent Enrollment (High School and College).....	11
Continuing Education and Training.....	118–120
Core Competencies .....	33

# Index

Counseling Services.....	126
Course Changes.....	187
Course Descriptions .....	129–167
ACCT, Accounting.....	130
ANTH, Anthropology .....	131
ART, Art and Design.....	131
BIOL, Biology .....	132
BUAD, Business .....	133
CAD, Computer-Aided Design .....	135
CAR, Career Development.....	134
CGR, Computer Graphics.....	135
CHEM, Chemistry.....	134
CHIN, Chinese .....	134
CIS, Computer Information Systems .....	137
COL, College Success.....	138
CRIM, Criminal Justice.....	138
ECE, Early Childhood Education .....	140
ECON, Economics.....	141
EDUC, Education .....	141
ENG/ENGL, English.....	144
ENV, Environmental Science .....	146
FPA, Fine and Performing Arts .....	146
FREN, French .....	146
GEOG, Geography.....	146
GEOSC, Geoscience .....	147
HES, Health and Exercise Science .....	147
HIST, History .....	148
HIT, Health Information Technology.....	149
HLTH, Health .....	151
HONOR, Honor.....	151
HUMT, Humanities .....	152
JOUR, Journalism.....	152
LGST, Legal Studies.....	152
MAT/MATH, Mathematics.....	153
MGMT, Management .....	155
MIS, Management Information Systems.....	155
MKTG, Marketing.....	155
MUSC, Music .....	155
NURS, Nursing.....	157
OFFC, Office Technology.....	159
PHED, Physical Education.....	159
PHIL, Philosophy.....	160
PHSC, Physical Science.....	161
PHYS, Physics .....	162
POLS, Political Science .....	162
PORT, Portuguese.....	162
PSYC, Psychology.....	162
PTA, Physical Therapist Assistant.....	163
READ, Reading .....	164
SOC, Sociology .....	165
SPAN, Spanish .....	165
SPCH, Speech .....	165
THTR, Theater .....	165
Course Loads and Limits.....	186
Credit By Examination.....	184–185
Credit for Prior Learning.....	184–185
Credit Unit.....	33
Crime Awareness .....	216–217
Curriculum Changes .....	186

Dean's List.....	187
Deferred Tuition Payment Plan.....	23
Degree Requirements.....	189
Developmental Education Program.....	9
Directions to Carroll.....	224
Directory Information.....	192
Disabilities, Facilities for Persons with.....	126, 128, 214
Disability Support Services.....	126
Distance Learning.....	113
Drug and Alcohol Statement.....	213, 214
Early Admission.....	183
Early Alert Academic Intervention Program.....	35
Early Childhood Education, Career Programs.....	100–102
Early Learning Center.....	124
Educational Tax Credits.....	30
Emergencies (to report).....	20
Equal Opportunity/Non-Discrimination.....	19
Facilities, Use of.....	128
Family Education and Privacy Act.....	9, 192–193
Fees.....	22
FIG.....	11
Final Examination Policy.....	189
Final Grade Challenge.....	186
Financial Aid.....	25–30
Fire Evacuation Procedures.....	215
First Year Success program.....	10
Fitness Center.....	126
Foundation.....	169
General Education Requirements.....	33, 39
Grade Challenge and/or Changes.....	186
Grade Point Average.....	33
Grades and Reports.....	186
Graduation Application Deadlines.....	38
Graduation Requirements.....	189
Graduation with Honors.....	38
Grants and Scholarships.....	26–28
Health and Physical Development Center.....	126
Health Insurance for Students.....	20
Health/Safety Notices.....	213
Health Manpower Shortage Programs.....	15
Hill Scholars Program.....	10
Hood College, Free Course.....	116
Honors Program and Societies.....	36–37
Honors, Scholastic.....	38
Inclement Weather Procedures.....	215–216
Incomplete Grades.....	186
International Student Admission.....	16
Internet Use and Standards.....	198–199
Intervention, Academic.....	35
Learning Outcomes Assessment.....	34
Library and Media Center.....	126–127
Loans, Student.....	23
MarylandOnline.....	113
McDaniel College, Reduced Price Course.....	116
MCSE (Microsoft Certified Systems Engineer).....	118
MOS (Microsoft Office Specialist).....	88
Microsoft Certifications.....	118
Mid-Maryland Allied Healthcare Consortium.....	41, 43
Mission of the College.....	4

# Index

Mount Saint Mary's College, Bachelor's Degree.....	116
Multiple Degrees, Award of.....	37
National Guard Tuition Waiver .....	30
Non-Credit Courses and Programs .....	117–120
Non-Traditional Credit, Admission with.....	184
Nursing Admissions .....	14
Out-of-County Tuition Charges.....	22
Out-of-State/International Student Tuition .....	22
Payment Plan.....	23
Parking and Traffic Regulations .....	214
Phi Theta Kappa.....	37
Photographing/Taping, Students/Visitors .....	216
Physical Therapist Assistant Admissions.....	13–14
Placement in Courses/Placement Testing .....	8–9
Privacy Rights of Students.....	9, 192–193
Probation and Suspension .....	188
Programs of Study .....	43–111
Accounting.....	45–46
Administrative Assistant.....	85
Arts and Sciences.....	47
Art History.....	48
Business Administration—General Business.....	49
Business Administration—International Business.....	50
Business Administration—MIS.....	51
Cardiovascular Technology.....	52–53
Computer-Aided Design.....	54–55
Computer Graphics—Graphic Design.....	56–57
Computer Graphics—Multimedia Design.....	58–59
Computer Information Systems.....	60–61
Criminal Justice.....	62–63
Dental Hygiene .....	64
Diagnostic Medical Sonography.....	65
Emergency Medical Services .....	66–67
Exercise Science.....	68
Forensic Studies.....	69
General Studies.....	70
Health Science.....	71
Health Information Technology.....	72–73
Law Enforcement.....	74
Legal Secretary .....	86
Legal Studies, Arts and Sciences.....	75
Medical Transcription .....	87
Music.....	76
Nuclear Medicine Technology.....	77–78
Nursing.....	79–83
Office Technology .....	84
Paralegal .....	89
Physical Therapist Assistant.....	90
Psychology.....	92
Radiography .....	93–94
Respiratory Care.....	95
Sociology, Anthropology, and Social Work .....	96
Surgical Technology .....	97–98
Teacher Education .....	99–108
Theatre.....	109
Visual Art .....	110
Psychology Honor Society, Psi Beta.....	37
Reading Literacy.....	33
Readmission Policy.....	188



Refund Policy .....	187
Regulations, Academic and College .....	183–217
Release of Student Records.....	9, 192–193
Released-Time Students.....	11–12
Repeated Courses .....	188
Residency Status and Tuition .....	22, 24
Sale of Merchandise/Solicitation .....	216
SAT Scores .....	8
Scholarships.....	26–28
Scholastic Honors and Standards .....	38
Security, Crime Awareness .....	216–217
Senior Adult Tuition.....	22
Service Learning.....	127
Services and Programs for Students.....	122–128
Sexual Assault/Harassment Policies.....	206–208
SGO Constitution.....	212–213
Shippensburg University, Reduced Tuition .....	116
Skills Assessment Guidelines .....	8–9
Smoking .....	216
Standards of Academic Progress .....	187
Statewide Programs .....	190–192
Student Conduct .....	202–203
Student Employment.....	213
Student Government Organization Constitution.....	212–213
Student Life, Clubs and Organizations .....	124–126
Student Loans.....	23
Student Right to Know .....	19–20
Student Rights and Responsibilities .....	18
Study Areas.....	127
Suspension, Standards of Academic Progress .....	187
Table of Contents.....	6
Taping/Photographing Students/Visitors.....	18
Telephone Numbers.....	Inside Front Cover
Testing Center .....	8, 127
TOEFL.....	16
Transcript Evaluation .....	183
Transfer Credits, Admission with .....	12, 183
Transfer, Maryland Agreements .....	16, 194–198
Transfer Information .....	115–116
Transfer Policy (COMAR) .....	194–198
Transfer Programs .....	42
Transfer Services.....	115–116
Tuition and Fees .....	22–24
Tuition Payment .....	23
Tutoring Services .....	127
Vehicular Assistance .....	216
Veterans' Information.....	30
Weather Closing Information .....	215–216
WebAdvisor .....	127
Wellness Center .....	126
Withdrawal from College or Courses .....	187
Work Study, Financial Aid.....	26
Writing Policy.....	34
Youthful Students, Admission of .....	12



### Fall Term 2009

Term begins ..... Monday, August 31  
Labor Day Holiday (college closed) ..... Monday, September 7  
Classes end for Thanksgiving recess ..... 11 p.m., Tuesday, November 24  
Thanksgiving Holiday (college closed)..... Wednesday–Sunday, November 25–29  
Classes resume ..... Monday, November 30  
Final exam week..... Saturday–Friday, December 12–18  
Term ends..... Friday, December 18  
Winter recess (college closed) ..... Wednesday–Tuesday, December 19–January 3

### Winter Term 2010

College reopens ..... Monday, January 4  
Term begins ..... Tuesday, January 5  
Martin Luther King Holiday (college closed) ..... Monday, January 18  
Term ends ..... Saturday, January 30

### Spring Term 2010

Term begins ..... Monday, February 1  
Spring recess (college closed)..... Sunday–Sunday, March 28–April 4  
Classes resume ..... Monday, April 5  
Final exam week..... Saturday–Friday, May 15–21  
Term ends..... Friday, May 21  
Commencement (tentative)..... Wednesday, May 26  
Memorial Day Holiday (college closed) ..... Monday, May 31

### Summer Terms 2010

Term I begins ..... Tuesday, June 1  
Term I ends ..... Saturday, July 3  
Independence Day Holiday (college closed)..... Monday, July 5  
Term II begins ..... Monday, July 6  
Term II ends..... Saturday, August 7

*Approved, Board of Trustees (May 16, 2007)*

